

**AN ANALYSIS OF THEMATIC PROGRESSION IN TRUMP'S SPEECH
AND ITS TRANSLATION**

PROPOSAL

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ABSTRACT

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This study deals with thematic progression analysis of trump's speech and it's translation, focuses on how a translator puts differences between the source and the target language text. The differences of itself can be found by analyzing each sentence chosen by the translator. This study used Theme-Rheme and Thematic Progression method taken from the book entitled An Introduction to Systemic Functional Linguistics 2nd Edition (Eggins, 2004). and to find out what kind of thematic progression and dominant types of thematic progression used by trump's speech. The data were the transcript of President Donald Trump inauguration speech. Descriptive qualitative method was applied in this research. This research was conducted at library of University of Muhammadiyah Sumatera Utara on March 2017. The study shows that both texts use Participants as the most frequently used theme. However, the target language considers Participants much more important than the source language does. Meanwhile, for thematic progression analysis both texts use Constan Theme Pattern . It can be concluded that both texts tend to be monotonous. Trump's speech were used all types of thematic progression in this trump's inauguration speech. The total Constant Theme 38x (42.50%), Linear Theme 13x (16.30%), Split Theme 1x (1.50%), Derived Theme 1x (1.50%). The most dominant types he used was Constant Theme 38x (42.50%). This research will be useful to learn on how to create effective reasoning for their statement in deliver a speech. It can also useful for public speaking class to teach the students on how to create effective speech.

Keywords: Thematic analysis, President Donald Trump, Speech, Translation

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CHAPTER I

INTRODUCTION

A. Background of Study

In English, especially in systemic functional, there are two systems which are alongside and integral in organizing the message, the first system is information structure and it is usually called 'New and Given Information', the second system is thematic structure or Thematic Progression which involves the constituents that are called Theme and Rheme (Bloor, 1985)

In an English clause there are two points of prominence, the beginning (theme) and the end (rheme). The beginning of a clause is where we put information which links the clause to what has come before. This information is contained in the first nominal group in the clause (Gerot & Wignell 1994, p. 102)

Theme and Thematic Progression (T/TP) is a major aspect of "how speakers construct their message in a way which makes them fit smoothly into the unfolding language event" (Thompson, 2014, p. 117). The Theme is the starting point of message, "that which the clause is about" (Halliday, 2014, p. 89). It is followed by the Rheme, which is "part of the assembly of the new information that the text offers" (Cummings, 2003, p. 133).

In relation to translation, the theme-rheme and thematic progression can be used to analyze the translator in the target text. One of the texts that can be analyzed by using theme-rheme and thematic progression and that may contain a translator's speech is a speech.

Furthermore, there are several studies which are related to the present study, such as a research conducted by Vasconcelos (1997) entitled “Can the Translator Play with the System, too? A Study of Thematic Structure in Some Portuguese translation”. She uses the theme and rheme in analyzing the study in Portuguese language. There is also a research conducted by Downing (2001) entitled “Thematic Progression as a Functional Resource in Analysing Texts”. She concludes that all of these texts are instances of professional writing whose rhetorical purpose ranges from entertainment to persuasion. Danes' model (1970) appears to be fully applicable in helping to reveal the internal organization of the text. An awareness of the types of thematic progression as expounded by Danes also raises interesting questions for language teaching pedagogy which cannot be dealt with here. Meanwhile, Ghaelasadi (1992) also conducted the research entitled “Thematization in Romantic in Criminal Short Stories in English and Persian: Implications for Second Language Reading”. The analysis show overall similarities across the stories in both languages. These similarities were attributed to the same genre family. Moreover, the results confirmed that the theme/rheme construct could be a powerful and down-to-earth method for analyzing texts, including stories, and that it contributes to reading and comprehending stories with case of text processing. In addition, the researcher also finds the research conducted by Wang (2007), entitled Theme and Rheme in the Thematic Organization of text: Implications for Teaching Academic Writing. Her research has explores the insights gain from the relationship between Theme and Rheme to improve cohesion at the level of discourse. Teachers need to look beyond the traditional grammar of the clause when teaching writing. The paper shows that

Theme and Rheme patterning can be effectively applied in classrooms to diagnosis student's weaknesses.

Thus, this study is concern with the theme-rheme and thematic progression in Trump's inauguration speech in White house Washington DC, January 2017 (in the source text and the target text) that aims to discover the differences viewed between source language and target language and the theme which is most frequently use in SL and TL that is reflection by the translator.

B. The Identification of Problem

This study raises an issue about how a translator puts different view between the source language text and the translated text. The different viewed itself can be found by analyzing the vocabularies chosen by the translator. The present research used speech as the media, it is because the speech have different language diction and style. Language diction and style that appear in speech are influenced by the points of view of the speaker.

C. Scope and Limitation of Research

This study focuses on the analyses of theme-rheme and thematic progression proposed by Halliday (1994), and developed by Eggins (2004) and Gerot and Wignell (1994). The theme-rheme and thematic progression analyses can be use to reveal the viewed of the translator in the target text. One of the texts that can be analys by using theme rheme and thematic progression and that may contain translator's is speech. The researchers choose Trump's inauguration speech in White house Washington DC, January 2017 to be analys.

D. Formulation of Problem

The following questions are proposed to be answer by the study. The questions are:

1. What themes which are the most frequently used in the source language and the target languaged texts?
2. Are there any differences viewed between the source language text and the translated texts?

E. The Objective of Research

The aims of this study are:

1. To find out the theme which is most frequently used in SL and TL texts.
2. To find out the viewed differences between the source language text and the translated text.

F. The Significance of Research

Finding of the study are expected to be useful in terms of theoretically and practically, it is described as follows:

1. Theoretically

Hopefully, The findings of this research can open and add new horizons in theories of language learning. In addition, the findings can be as references for further study

2. Practically

The result of the study expected to be useful for the readers, to add their knowledge about grammar learning in an exciting way, thus assist them to be able to learn grammar better and easier

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, any theories related to the study should be stated, classified, clarified and described. To do so, researcher has described few terms to avoid misinterpretation and misunderstanding. These terms are used to limit the scope and avoid ambiguity interpretation between researcher and reader. The terms used in this study also function as the basic concept on how the researcher will carry on the research. The description of the terms are as following:

1. Theme and Rheme

In English the Theme, the ‘point of departure’ for the clause, is also one of the means by which the clause is organised as a message. Theme is the ‘glue’ that structures and binds the ideational and interpersonal meanings. In studies of Theme in children’s writing and in writing in the workplace, the choice and representation of Theme is seen as a crucial element related to the success of a text (Martin, 1985/89, 1992b, 1993b; Martin and Rothery, 1993; Berry, 1995, 1996; Stainton, 1996, amongst others). The belief that an understanding of the way in which Theme works can be usefully incorporated into pedagogy is the motivation behind this and many other studies of Theme.

Theme, then, is seen to play a crucial role in focussing and organising the message and to contribute to the coherence and success of the message. Martin (1992b) argues that the choice of what comes first is “a textual resource

systematically exploited” to effect different patterns (Martin, 1992b:12). Martin adds that the different patterns and meanings made by the choice of Theme can be manipulated and exploited, consciously or unconsciously, by the writer in order to convey their ‘angle’ or viewpoint. In more recent work, Martin (2000b) and Martin and Rose (forthcoming) suggest that Theme and many other features in a text function to construe the writer’s viewpoint

Rheme is everything that is not Theme: it is the part of the clause where the Theme is developed (Halliday, 1994:37). A message structure in English is comprised of a Theme plus a Rheme. There is an order to the structure: Theme comes first, followed by Rheme, and whatever is placed in initial position is Theme (Halliday, 1994:37). In many instances Rheme is related to New Information, while Theme is related to Given Information. Given refers to what is already known or predictable, while New refers to what is unknown or unpredictable. Halliday elaborates the distinction between Given and New as “information that is presented by the speaker as recoverable (Given) or not recoverable (New) to the listener” (Halliday, 1994:298). Martin (1992a) also points out that Theme is equated with “what the speaker is on about” while New is the structure which is “listener-oriented” (Martin, 1992a:448). Halliday adds that although the two pairs of clause functions, i.e. Theme/Given and Rheme/New, are similar, they are not the same thing. Theme realises the ‘angle’ of the story and the New elaborates the field, developing it in experiential terms (Martin, 1992a:452). Martin (1992a) also adds that Theme is generally restricted to grounding the genre of the text, while the New is not restricted in this way and is far more flexible. As interesting as the interaction between these two pairs of

concepts is, an investigation into Given and New is beyond the scope of the present study.

2. Thematic Structure

Thematic structure is a concept in linguistics. When people talk, there are purposes in three separable parts of utterances, the act of speech, the propositional content and the thematic structure. Because speaking is cooperative, in order that the speaking can be effective in the conversation, speakers have to pay attention to their listeners' knowledge, state of mind and level of understanding. Speakers can assume that listeners know or do not know what speakers are talking about.

According to Michael Halliday, the speakers' judgements about the listeners' current mental states are reflected in what is called the thematic structure used.

Thematic structure has three main functions:

- a. To convey given information and new information
- b. To subject and predicate
- c. To frame and insert

A thematic structure is a preoccupying conception of proposition which runs throughout a media text, usually around an initiating topic. It strategically ties together a number of more specific conception or statements on the basis of particular social forms of knowledge and social forms of perception and belief. A thematic structure helps to make a media text coherent -- it orients a text around a central theme of strand of related themes running through a story. (reference: David Deacon(2007), *Researching communications*,p174)

Discourse has to start somewhere. This beginning of the message is significant as it constitutes what the speaker selects as his point of departure (the significance of beginnings is well established in the literature, as can be seen in Fries 1983:119 and Brown & Yule 1983:125). In Hallidayan terms, this beginning is called the Theme, the "what the sentence is about". As Halliday explains, "the Theme can be identified as that element which comes in first position in the clause", organizing it as a message (1985:39). Part of the meaning of the clause lies then in which element is chosen as thematic. For purposes of Theme identification, Halliday suggests the glossing of the theme as the *I'll tell you about* phrase

3. Types of Themes

Nikmah (2010: 8), following Halliday's categorization of theme, maintains that the theme can be classified into three categories; topical theme which consists of marked and unmarked theme, interpersonal theme and textual theme which consists of structural conjunction, relative, conjunctive adjunct and continuative.

It is evident from the above context that there are three possible themes are found in English. They are: Topical theme (SVOA elements) which is functioning as the point of orientation for the experiential meanings of the clause. It occupies the first position of a clause as in the following declarative clauses:

a. Textual Theme

Textual Themes help structure the text by developing links to other clauses and are realised by Conjunctive Adjuncts, e.g. and, however, conjunctions, e.g. before, after and relatives, e.g. how, which. Interpersonal Themes function to explicitly construe writer viewpoint and are realised by Modal Adjuncts, e.g. unfortunately, in my opinion, generally. The one feature they have in common, Halliday notes, is that they do not exhaust the potential of Theme and cannot be counted on their own as the Theme of a clause.

Textual Themes are typically thematic since they relate the clause to the preceding text and thus usually come first in order to realise this linking role. Textual Themes such as Conjunctive Adjuncts (however, in conclusion, as a result) are typically thematic, although they can occur other than in initial position in a clause. They signal the coherence of the text, being concerned with the way in which the meaning expressed in one clause is related to that expressed in another, and are thus textual in nature. Halliday (1994:49) presents a list of Conjunctive Adjuncts, together with text examples, as shown in Table 3.1. In the first column, Halliday groups the Conjunctive Adjuncts into three groups: I, II and III. Although he does not explicitly state the rationale for this numbering, from the grouping it can be inferred that the three groups realise elaboration (I), extension (II), and enhancement (III).

Textual Themes also include conjunctions and relatives, which commonly occur in thematic position. Conjunctions are different from

Conjunctive Adjuncts as they not only establish semantic relationships between meanings, but are grammatical in that they “construct two parts into a single structural unit” (Halliday, 1994:50). Relatives also relate one clause to the previous clause, and may function as Subject, Adjunct or Complement within the clause. They are not a separate word class; they are nouns or adverbs.

Modal Adjuncts are intrinsically interpersonal in nature, adding information that reflects the writer’s or speaker’s judgement. Interpersonal Themes are not necessarily obligatory elements of Theme as they can occur in other positions in the clause. However, as Halliday points out, they are commonly in thematic position because “If the speaker includes within the message some element that presents his or her own angle on the matter, it is natural to make this the point of departure: ‘I’ll tell you what I think’” (Halliday, 1994:49). Modal Adjuncts have two sub-types, Comment Adjuncts and Mood Adjuncts. Comment Adjuncts are realised by expressions which comment on the clause as a whole, such as generally, unfortunately (this can be compared to the traditional term ‘disjuncts’ by Quirk et al. (1985:612-31)). Mood Adjuncts are more commonly linked to the Finite within the clause, for example of course, in my opinion, in general. Examples of Modal Adjuncts following the list outlined by Halliday (1994:49, Table 3(3))

If a textual Theme, Modal Adjunct, Conjunctive Adjunct, conjunction or relative occurs thematically, it “may not exhaust the thematic potential of the clause” (Halliday, 1994:52), and is thus considered only part of the Theme in the clause. Therefore a Theme may comprise several Themes, i.e. textual,

interpersonal and topical Themes, and such a composite Theme is referred to as 'multiple Theme' by Halliday (1994).

The present study follows Halliday (1994) in that Modal Adjuncts, Conjunctive Adjuncts and relatives occurring thematically are not considered marked Themes (what is meant by marked Theme is discussed in Section 3.5). Following Halliday (1994:54), Conjunctive Adjuncts and relatives are considered to add textual value, and are thus considered textual Themes, while Modal Adjuncts are considered interpersonal Themes within a multiple Theme. While these Adjuncts may be part of the Theme, they do not exhaust the potential of Theme; instead, along with the Subject, they are considered to be apart of a 'multiple Theme' comprising textual, interpersonal and topical Themes. A topical Theme is an obligatory part of Theme. Following Halliday(1994), Theme will include everything up to the first topical (ideational) element. In the present study, as previously noted, Theme will include everything up to and including the Subject. A topical Theme can be realised by a Circumstantial Adjunct, e.g. in October, after the meeting, tomorrow, etc., a participant, e.g. The Director of Housing, the programme, or a process, e.g. decide, to be examined, obtain. Generally for a process to be the Theme, i.e. for a process to be the first ideational feature in a clause, it is part of an imperative structure, e.g. please ensure. In this example, as is usual in imperative clauses, the Finite will and Subject you have been ellipsed. Topical Theme is a term used to refer to any or all of the above features which are found in the Theme of a clause or clause complex.

b. Interpersonal or Topical Theme

In many cases, topical and interpersonal Theme are realised simultaneously by the same word or phrase. For instance, we typically represents the views of the participant, an animate Subject, as in *we - the company*, where *we* is experiential and topical Theme. On the other hand, if *we* refers to both author and reader, i.e. it is an inclusive *we*, then it should be considered interpersonal in nature, as suggested by Berry (1995, 1996). Personal pronouns which refer to both the reader and the writer, such as *you* and *we*, which are commonly analysed as topical Theme if in initial clause position, could also be analysed as interpersonal Theme (Berry, 1995:64).

Personal pronouns commonly straddle the line between the interpersonal and the ideational metafunction; examples of either ambiguity or true double encoding are *you, your, our* and *us* in *let's*. Here both the intended reader and the writer are the topic and are thus functioning as ideational elements, but simultaneously the pronouns contribute to the development of an interpersonal strand in the text.

Other grammatical choices also play an interpersonal role in the linguistic realisations of shared knowledge; the use of imperatives, for example, is inherently interpersonal. In the present study, it is argued that projection is also functioning in an interpersonal manner, by construing writer viewpoint either in an explicit manner, e.g. *I believe*, where the personal pronoun *I* explicitly marks the writer's viewpoint, or in a more implicit manner, e.g. *it is believed*, where the *it*, to some extent, appears to be more objective. Projection and its relationship to interpersonal meaning is discussed in depth in Chapter Six. This

study aims to discuss in detail the way in which the writer influences the intended meaning of a text through their choice of Subject – not only through the use of personal pronouns but also through other features chosen as Subject.

For the purpose of the present analysis, although it is understood that these personal pronouns construe interpersonal meanings, these items have been coded as metafunctionally ideational and thus as topical Theme. For example, when personal pronouns are the Subject of an independent clause, they function both ideationally and interpersonally within the clause complex. The interpersonal characteristics of such linguistic choices are returned to in the discussion of the texts and the findings in Section 5.3. It is noted that these personal pronouns are seen to be performing two functions at the same time, namely realising both the interpersonal features and the ideational topic.

In addition, as pointed out by Thompson and Thetela (1995), personal pronouns not only subsume both interpersonal and ideational meanings, they also ‘project’ and ‘enact’ roles for the reader. Personal pronouns are one method of assigning certain roles to the two (or more) people involved in the text. These assigned roles are called ‘enacted roles’ by Thompson and Thetela (1995:108). The writer, through their choice of declarative, interrogative or imperative, and depending on the context, establishes the role for the speaker / reader, i.e. whether the clause and the clause participants are giving/demanding information or giving/demanding services. In a memo, for example, the participants could be placed either in the role of giver or demander of information by the writer’s selection of a declarative or interrogative clause. Projected roles refer to the explicit labelling of the interlocutors. In

Thompson and Thetela's (1995:108) example you can use it to guarantee cheques up to £100, the enacted and projected roles combine in that the you is a participant both in the clause and the language event, i.e. you is the reader and also the Actor in the process of guaranteeing a cheque. This clearly demonstrates that the writer may choose both the type of role they wish to project for the reader and who will be enacting the role instantiated in the clause.

4. Thematic Progression (TP) Pattern

Thematic progression is the way the themes are linked together to form a text. It is also considered important because an analysis of how these themes progress and collaborate with rheme is required to understand the theme as a whole (Ravelli, 2000).

In this respect, Bloor and Bloor (2004) have suggested several thematic patterns which are commonly found in texts. They are Constant theme pattern, Linear theme pattern, Split theme pattern and Derived themes. These patterns act as the framework in which thematic progression were analysed in the study and are best illustrated in diagrams. The following are examples of each of the patterns (p. 87-93):

Text 1 (below), in which the Theme of each clause refers wholly to it or Fiction as the main topic of the text, provides a further illustration of the use of Theme reiteration (Liu, 1999).

| | | |
|------|------------------------------|-------------------------|
| CI.1 | <u>The shaw-scaled viper</u> | is found in.... |
| | ↓ | |
| CI.2 | <u>Its length</u> | is about two feet..... |
| | ↓ | |
| CI.3 | <u>and it</u> | is sandy in colour..... |

Table 2.2: Constant theme pattern

Figure 2.2 above illustrates an example of the constant theme pattern whereby the theme of clause 1 *The saw-scaled viper* is repeated in the theme of clause 2 with the possessive pronoun *Its length*. Then, the same theme is again reiterated in clause 3 with the personal pronoun *it*.

| | | |
|------|-----------------------|--|
| CI.1 | The stomach | produces <u>gastric juice</u> , |
| CI.2 | which (gastric juice) | ← contains <u>dilute hydrochloric acid</u> . |
| CI.3 | <u>The acid</u> | ← Kill most of the bacteria in food |

Table 2.3: Linear theme pattern

Figure 2.3 depicts the linear theme pattern. The example above shows that the rheme of clause 1 *gastric juice*, becomes the theme of clause 2 in the form of the relative pronoun *which*. The rheme of clause 2 then becomes the theme of clause 3 *The acid*.

| | | |
|------|----------------------------------|--|
| CI.1 | This country | shows a remarkable fusion of both densely populated <u>rural</u> and <u>urban</u> communities. |
| CI.2 | ← Japanese peasant farmers | ← practise..... |
| CI.3 | ← Where as the million of people | ← have much in common.... |

Table 2.4: Split theme pattern

Figure 2.4 demonstrates an example of split rheme pattern. Here, the rheme of clause 1 has two elements (*rural communities and urban communities*), which are signalled by the word *both*. The first element, *rural communities*, becomes the theme of clause 2 (*Japanese peasant farmers*), whereas the second element, *urban communities*, is the theme of clause 3 (*the millions of people living in vast industrial cities such as Tokyo and Osaka*).

| | | |
|------|------------------------------------|---------------------------|
| CI.1 | The rat-like rodents | include... |
| CI.2 | The black rat | is found in... |
| CI.3 | Voles | are mouse-like rodents... |
| CI.4 | The house mouse | often lives in... |
| CI.5 | The field mouse, on the other hand | very rarely comes... |

Table 2.5: Derived Theme

Figure 2.5 displays an example of derived themes. The theme in clause 1 (*The rat-like rodents*) acts as a hyper-theme. The themes in subsequent clauses (*The black rat, Voles, The house mouse, The field mouse*) are all derived from this hyper-theme.

5. Translation Theory

Translation is an operation performed on languages: a process of substituting a text in one language for text in another clearly, then any theory of translation must draw upon the theory of language a general linguistic of theory.

6. Types of Translation

Catford's main contribution in the field of translation studies lies in the introduction of his idea of types and shifts of translation. Shifts refer to the changes that take place during the translation process. More specifically, Catford describes very broad types of translation according to three criteria.

Firstly, full translation is contrasted with partial translation which differs according to the extent of translation.

Secondly, total translation differs from restricted translation, according to the levels of language involved in translation, and,

Thirdly, Catford distinguishes between rank-bound translation and unbounded translation, depending on the grammatical or phonological rank at which equivalence is established.

Types of categories of translation in terms of the extent, level, and ranks of translation

a. *Full vs. partial translation.* This distinction relates to the extent (in a syntagmatic sense) of SL text which is submitted to the translation process. By text we mean any stretch of language, spoken and written, which is under discussion. According to circumstances a text may thus be a whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause etc. It may also be a fragment not co-extensive with any formal literary or linguistic unit. *In full translation the entire text* is submitted to the translation process: that is, every part of the SL text is replaced by TL text material. *In a partial translation* some part or parts of the SL text are left untranslated: they are simply transferred to and incorporated in TL text. In literary

translation it is not uncommon for some SL lexical items to be treated in this way, either because they are regarded as 'untranslatable' on for a deliberate purpose of introducing 'local colour' into the TL text. This process of transferring SL lexical items into the TL text is more complex than appears at first sight, and it is only approximately true to say that they remain 'untranslated'

The distinction between full and partial translation is hardly a (linguistically) technical one. It is dealt with here, however, since it is important to use the distinct term partial in this semi-technical, syntagmatic sense, reserving the term restricted for use in the linguistically technical sense given in.

b. Total vs Restricted Translation. This distinction relates to the levels of language involved in translation.

By total translation we mean that is most usually meant by translation that is translation in which all levels of the SL text are replaced by TL material. Strictly speaking 'total' translation is a misleading term, since, though total replacement is involved, it is not replacement by equivalent at all levels.

By restricted translation we mean: replacement of SL textual material by equivalent TL textual material, at only one level, that is performed only at the phonological or at the graphological level, or at only one of the two levels of grammar and lexis. It should be noted that, though phonological translation is possible, there can be analogous contextual translation that is restricted to the inter-level of context but not entailing translation at grammatical or lexical levels. In other words, there is no way in which we can replace SL contextual unit by equivalent TL contextual unit without simultaneously replacing SL

grammatical/lexical unit by equivalent TL grammatical/Lexical units. since it is only by virtue of their encapsulation, so to say, in formal linguistic unit that contextual unit exist. Context is, in fact, the organization of situation substance into units which are co-extensive with and operationally inseparable from the formal units of grammar and lexis. With the medium levels the situation is different. Phonology, for instance, is the organization of phonic substance into unit which, in combination function as exponents of the unit of grammar and lexis: phonological unit as such are not bound to grammatical or lexical units in the way in which contextual unit are bound to such unit. Hence the separability of phonology/graphonology for translation purpose; and, on the other hand, the non-separability of context.

Rank of Translation. A third type of differentiation in translation relates to the rank in a grammatical (or phonological) hierarchy of which translation equivalence is established. In normal total translation the grammatical units between which translation equivalence are set up may be at any rank, and in a long text the ranks at which translation equivalence occur are constantly changing: at one point, group to group, at another word to word, etc. not to mention formally shifted and skewed equivalence

7. Process of Translation

My description of translating procedure is operational. It begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind: (1) the SL text level, the level of language, where we begin and which we continually (but not continuously) go back to; (2) the referential level, the level of objects and events, real or imaginary,

which we progressively have to visualise and build up, and which is an essential part, first of the comprehension, then of the reproduction process; (3) the cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level; (4) the level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. Again, this is a generalised level, which constitutes a band within which the translator works, unless he is translating an authoritative text, in which case he sees the level of naturalness as a point of reference to determine the deviation - if any - between the author's level he is pursuing and the natural level. This level of naturalness is concerned only with reproduction. Finally, there is the revision procedure, which may be concentrated or staggered according to the situation. This procedure constitutes at least half of the complete process. (Newmark, P. 1988)

B. Conceptual Framework

The current study is based on Halliday's concept of the textual metafunction. According to Eggins (1994), the textual metafunction is important as it facilitates in organising the clauses of the text in such a way that is effective and appropriate to the context, and at the same time, succeeds in achieving the intended purpose. The Textual metafunction involves two important constituents, theme and rheme, and thematic progression is concept theme-rheme.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study use descriptive qualitative method. It is relevant and appropriate since the study describe the findings on the worldview through textual analyses using theme-rheme and thematic progression theory. Descriptive qualitative method is use to describe the findings in detail. In regard to the content of the study which is in form of text, this study applied content analyses to analyze the theme which is most frequently used in SL and TL text and differences between the source language text and translate text.

B. Source of Data

The data of this study Were downloaded from two sites. The source language was Trump's speech which was transcribe by CNN.com and download from <http://edition.cnn.com>. Meanwhile, the target language was downloaded from <http://rappler.com> *isi teks pidato pelantikan Donald Trump sebagai Presiden ke-45 Amerika Serikat. 2017*. he speech itself tells of the mission-vision and the promise of trump when the electoral process, which has been criticized not only by the American community itself, has also been criticized by the majority of people around the world

C. Technique Collection of Data

The researcher chose the scripts as speech in English and bahasa Indonesian as the main data. After collecting the scripts, the researcher compiles the theory related to the study. The data of the research were taken from *isi teks pidato pelantikan Donald Trump sebagai Presiden ke-45 Amerika Serikat. 2017..*<http://rappler.com>. The date of speech was on Saturday, 21 January 2017. The speech was transcribed by Aaron Blake. The transcript was taken from *Transkrip Trump's Inauguration Speech, Washington DC, USA. 2017.*<http://CNN.com>. Posting by CNN.com on January 21, 2017 in CNN News. The researcher chose Trump's Speech because is the day of the inauguration donald trump as the 45th president of the united state that has drawn much of the controversy in the trump election process as president.

D. Technique Analysis of Data

The systematic procedures in conducting the analysis are as follows:

1. Breaking down the speech into clauses, and then, analyzing the clauses using theme-rheme.
2. After analysing the theme rheme of the clauses in the speech, the analysis of thematic progression is applied to these clauses..
3. Calculating the percentage of the most dominant of Thematic Progression percentage to know the frequencies of occurrences of each type using this formula:

$$P : \frac{F}{N} \times 100 \%$$

Note : P = Percentage

F = The percentage of the type of Thematic Progression

N = The total amount of types Frequency Thematic
Progression.

4. Interpreting the summarized data to make conclusion.

CHAPTER IV

THE DATA AND ANALYSIS

A. The Data

As stated in the previous chapter, the data were collected from CNN comand download from <http://edition.cnn.com>., there were a full transcript of President Donald Trump's inauguration speech. The research analyzed the Thematic Progression and It's translation, which were most dominantly of them used by President Donald Trump on inauguration speech were collected.

B. Data Analysis

After collecting the data, the researcher identified and classified based on the study of the types of themes and thematic progression in Trump's Speech. First Section discusses on the participant as topical theme, conjunction sctructural as textual theme and circumstantial of time as Topical Theme, whereas Second Section deliberates on the types of thematic progression observed in Trump's speech and how each type facilitate in producing a cohesive text.

1. Theme and Rheme of Source Language and Target Language

This section discusses on Theme and Rheme of source language and target language found in Trump Speech Inauguration. A total of 1 speech which comprised 92 clauses were analysed (Source Language) and 92 clause were analysed (Target Language). For each clause, the theme was identified and classified in the table according to its type: Participant as Topical Theme, Conjunction Structural as Textual Theme, and Circumstantial of Time as Topical Theme. This was done based on the model proposed by Martin et al.

(1997). The types of themes which were found in Trump Inauguration Speech in Table 4.1 and 4.2below:

Table 4.1: Occurrences of theme types (Source Language)

| | Participants as the Topical Theme | Conjunction Structural as Textual Theme | Circumstantial of Time as Topical Theme |
|-------------------|--|--|--|
| Occurrence | 74 x (80.45 %) | 16 x (17.40 %) | 9 x (9.80 %) |

Table 4.2: Occurrences of theme types (Target Language)

| | Participants as the Topical Theme | Conjunction Structural as Textual Theme | Circumstantial of Time as Topical Theme |
|-------------------|--|--|--|
| Occurrence | 85 x (92 %) | 12 x (13.50%) | 8 x (8.70 %) |

1.1 Participants as the Topical Theme

This section discusses on the types participant as the topical theme in Source language 74 x (80.45 %) and Target Language 85 x (92 %) in Trump's speech. Adapting Gerot and Wignell (1994) model, example of participants as topical theme in the Trump's Speech as follow:

Exp: *(Clause 1)Chief Justice Roberts, President Carter, President Clinton, President Bush. President Obama, fellow Americans, and people of the world. thank you. (Clause 2) We, the citizens of America, are now joined in a great national effort to rebuild our country and to restore its promise*

for all of our people. *(Clause 3) Together, we will determine the course of America and the world for years to come.*

Exp: *(Clause 1) Ketua Hakim Agung Roberts, Presiden Carter, Presiden Clinton, Presiden Bush, Presiden Obama, warga Amerika Serikat, dan publik dari seluruh dunia: terima kasih. (Clause 2) Kami, warga Amerika, kini bergabung dalam sebuah upaya nasional yang besar untuk membangun kembali negara kami untuk memulihkan janji-janji yang pernah terucap kepada seluruh rakyat kami. (Clause 3) Bersama, kami akan menentukan arah Amerika dan dunia di tahun-tahun mendatang.*

in the example above it can be concluded that the source language uses the participants as the theme in the first clause is *Chief Justice Roberts, President Carter, President Clinton, President Bush, President Obama, fellow Americans, and people of the world*. the second clause is *We, the citizens of America*, and also the third is *Together, we will determine*. and also in the use of target language the use of participants as a theme is also found in the first clause is *Ketua Hakim Agung Roberts, Presiden Carter, Presiden Clinton, Presiden Bush, Presiden Obama, warga Amerika Serikat, dan publik dari seluruh dunia*.and second clause is *Kami, warga Amerika*, and than third clause is *Bersama, kami akan menentukan arah*

1.2 Conjunction Structural as Textual Theme

This section discusses on the types conjunction structural as textual theme in Source language 16 x (17.40 %) and Target Language 12 x (13.50%) in

Trump's speech. Adapting Gerot and Wignell (1994) model, example of conjunction structural as textual theme in the Trump's Speech as follow:

Exp: (Clause 6) **But** *we will get the job done* (Clause 10) **Because** today *we are not merely transferring* (Clause 20) **And** *this*, the United States of America, is your country

Exp: (Clause 6) **Tetapi** , *kami akan mampu menyelesaikan tugas tersebut* (Clause 10) **Karena** *hari ini kami tidak hanya sekedar mengalihkan kekuasaan* (Clause 20) **Dan** *ini, Amerika Serikat, negara kalian*

in the example above it can be concluded that the source language uses the conjunction structural as textual theme in clause six is But .and clause ten is Because and also Clause twenty is And.as well as in the use of target language the use of participants as a theme is also found in the clause six is Tetapi.and clause ten is karena and than clause twenty is Dan

1.3 Circumstantial of Time as Topical Theme

This section discusses on the types circumctantial of time in Source language 9 x (9.80 %) and Target Language 8 x (8.70 %) in Trump's speech. Adapting Gerot and Wignell (1994) model, example of participants as topical theme in the Trump's Speech as follow:

Exp: (Clause 7) Every four years, we gather on these steps to carry out the orderly and peaceful transfer of power, and we are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout

this transition. (*Clause 9*) Today's ceremony, however, has very special meaning (*Clause 22*) January 20th 2017, will be remembered as the day the people became the rulers of this nation again

Exp: (*Clause 7*) Setiap empat tahun, kita semua berkumpul di area ini untuk melaksanakan secara tertib dan damai peralihan kekuasaan dan kami bersyukur kepada Presiden Obama dan Ibu Negara Michelle Obama atas bantuan yang begitu mulia dalam proses transisi tersebut. (*Clause 9*) Upacara pada hari ini memiliki makna yang sangat khusus. (*Clause 22*) 20 Januari 2017, akan dikenang sebagai hari di mana rakyat kembali menjadi penguasa negara ini

in the example above it can be concluded that the source language uses the participants as the theme in clause seven is Every four years. And clause nine is Today's ceremony and also clause twenty two is January 20th 2017. and also in the use of target language the use of participants as a theme is also found in clause seven is Setiap empat tahun.and clause nine is Upacara pada hari ini and than clause twenty two is 20 Januari 2017

2. Types of Thematic Progression

This section discusses on the types of thematic progression found in Donald Trump's Inauguration Speech. Adapting Bloor and Bloor's (2004) model, the analysis of thematic progression of the Trump's Speech were conducted within the paragraphs in which the themes and rhemes were labelled accordingly. Then, the type of thematic progression was identified and classified according to its type: Constant theme pattern, Linear theme pattern, Split rheme pattern,

and Derived themes. The number of occurrences of each type of thematic progression is presented in the table below:

Table 4.3: Occurrences of types of thematic progression

| | Constant Theme Pattern | Linear Theme Pattern | Split Rheme Pattern | Derived Pattern |
|-------------------|-----------------------------------|-------------------------------------|--------------------------------|----------------------------|
| Occurrence | 38 x (42,50 %) | 13x (16,30%) | 1 x (1,50 %) | 1 x (1,50 %) |

Table 4.6 above reveals that the most common thematic progression found in the Trump's Speech is the Constant theme pattern with 39 x occurrences. This is ensued by the Linear theme pattern with 15 x occurrences. Conversely, the thematic progression which is the least applied in the advertorials is the Derived theme with not found occurrence. The Split rheme pattern was also not applied significantly as only 1x occurrences were found in Trump's speech. Examples pertaining to each type of thematic progression and discussion on how each type contributes to a cohesive text is presented below.

2.1. Constant theme pattern

Bloor and Bloor (2004) states that constant theme pattern occurs when "a common Theme is shared by each clause". In other words, a similar theme is repeated in the themes of succeeding clauses. The theme which is repeated can appear in the same

form or a different form. Examples of the constant theme pattern found in the advertorials are as follows:

| | | |
|-------------------|--------------|---|
| SL Trump's Speech | | |
| Cl.3 | Together we | will determine the course of America.. |
| | ↓ | |
| Cl.4 | We | will face challenges |
| | ↓ | |
| Cl.5 | we | will confront hardships |
| | ↓ | |
| Cl.6 | But we | will get the job done |
| TL Trump's Speech | | |
| Cl.3 | Bersama kami | akan menentukan arah Amerika |
| | ↓ | |
| Cl.4 | kami | akan menghadapi beragam tantangan |
| | ↓ | |
| Cl.5 | kami | akan menemui kesulitan |
| | ↓ | |
| Cl.6 | Tetapi kami | akan mampu menyelesaikan tugas tersebut |

Table 4.4: Examples of constant theme pattern

Text Trump's speech in Table 4.4 above begins with the theme *We* or *Kami* (clause 3). This theme is reiterated in the succeeding clauses (clauses 3, 4, 5, and 6) through the use of the personal pronoun *we*. According to Bloor and Bloor (2004), this type of thematic progression is usually employed to focus on a specific element. In the trump's speech, the element may be the institution, the students, the programmes, the facilities, etc. By repeating the theme in subsequent

clauses, the readers are able to follow the development of the text. This repetition of the same theme contributes to a cohesive text.

2.2. Linear theme pattern

The linear theme pattern occurs when an element in the rheme of a clause is made the theme in the succeeding clause (Bloor & Bloor, 2004). This type of thematic progression is also common in the advertorials. The figure below illustrates two examples of the linear theme pattern:

| | |
|-------------------|--|
| SL Trump's Speech | |
| Cl.7 | Every four years, we gather on these steps |
| | to carry out the orderly and peaceful transfer of power, and we are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout this transition. |
| Cl. 8 | They have been magnificent. |
| TL Trump's Speech | |
| Cl.7 | Setiap empat tahun, kita semua berkumpul di area ini |
| | untuk melaksanakan secara tertib dan damai peralihan kekuasaan dan kami bersyukur kepada Presiden Obama |

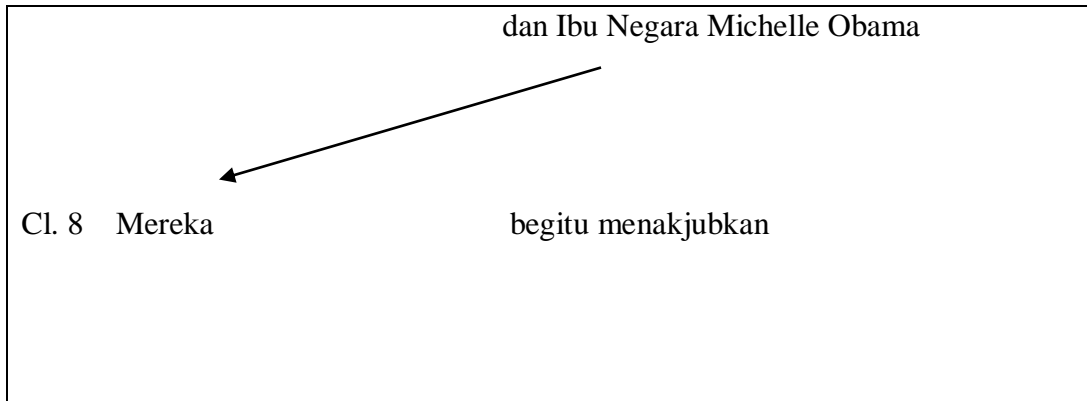
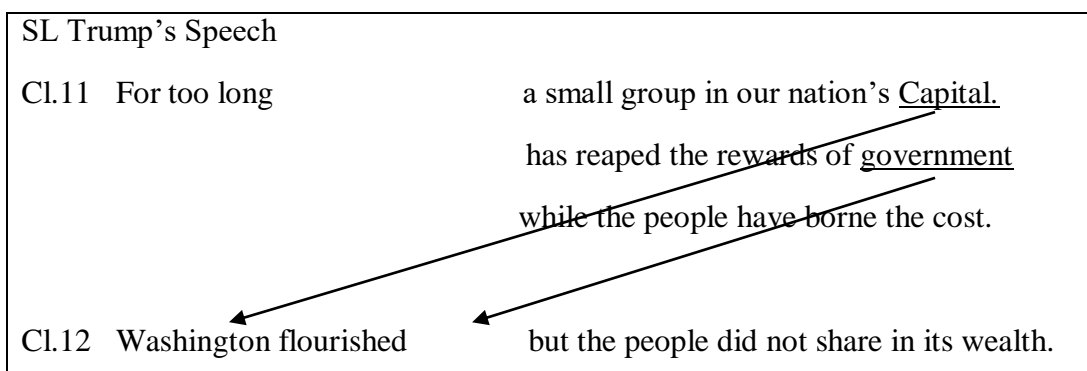


Table 4.5: Examples of linear theme pattern

According to Text Trump's speech in Table 4.5 above, clause 7 introduces the element *President Obama and First Lady Michelle Obama*. This element is then promoted to the theme position in clause 8 through the use of the noun phrase *They(Merka)*. Hence, the speech employ the linear theme pattern as a means to produce a cohesive text. It also provides the readers with a text development which is cumulative (Eggins, 1994).

2.3. Split rheme pattern

According to Bloor and Bloor (2004), the split rheme pattern takes place when the rheme of a clause possesses two elements. Each of these elements are then taken up as themes of two different succeeding clauses. This pattern is not commonly applied in the advertorials. Below are examples of this type of thematic progression found in Trump speech



| | | |
|-------------------|-----------------------|--|
| Cl.13 | Politicians prospered | but the jobs left, and the factories closed |
| SL Trump's Speech | | |
| Cl.11 | Sudah terlalu lama | sebuah kelompok kecil di <u>ibukota negara</u> kita telah memperoleh penghargaan dari <u>pemerintah</u> sementara warga lah yang menanggung biaya itu. |
| Cl.12 | Washington | berkembang - tetapi rakyatnya tidak ikut menikmati kesejahteraan itu. |
| Cl.13 | Politisi | sejahtera - tetapi lapangan pekerjaan terbatas dan pabrik-pabrik tutup. |

Table 4.6: Examples of Split rheme pattern

As illustrated in Text Trump's speech in Table 4.9 above, the rheme of clause 11 possesses two elements: *nation's capital* and *Government*. These elements are then made the theme in the succeeding clauses. The first element, *the Formula Varsity Competition nation's capital*, is promoted as the theme of clause 12 through the use of the demonstrative *Washington*. Conversely, the second element, *Government*, is taken up as theme of clause 13 through the use of the noun phrase *Politician*.

2.4. Derived themes

Derived themes is a type of thematic progression where several different themes “alternate within the text”. There may also be a hyper-theme from which subordinate themes are derived (Bloor & Bloor, 2004). In trump speech there is not found derived theme

| | |
|--|--|
| SL Trump’s Speech | |
| Cl. 15 Their victories have not been your victories; their triumphs have not been your triumphs; | and while they celebrated in our nation’s Capital there was little to celebrate for struggling families all across our land. |
| Cl. 16 That all changes – starting right here, and right now, | because this moment is your moment: it belongs to you. |
| Cl. 17 It | belongs to everyone gathered here today and everyone watching all across America. |
| SL Trump’s Speech | |
| Cl. 15 Kemenangan mereka bukan kemenangan kalian; kejayaan mereka bukan milik kalian; | dan ketika mereka merayakan ibukota negara kita justru hanya sedikit perayaan atas perjuangan berbagai keluarga di seluruh negeri ini. |
| Cl. 16 Itu | semua akan berubah - dimulai di sini dan saat ini, karena momen ini adalah momen kalian. Itu merupakan milik kalian. |

| | |
|------------|---|
| Cl. 17 Itu | semua milik semua orang yang berkumpul pada hari ini di sini dan semua orang yang menyaksikan di seluruh Amerika. |
|------------|---|

Table 4.7: Examples of Derived rheme pattern

The theme in clause 15 in Table 4.10 comprises two elements: *Their victories have not been your victories; their triumphs have not been your triumphs*. These themes then become derived themes in subsequent clauses. The theme of clause 16, personal noun *That*, is derived from the first element (*Their victories have not been your victories*) presented in the theme in clause 15. Conversely, the theme of clause 17, proper noun *it*, is derived from the second element (*their triumphs have not been your triumphs*). This type of thematic progression allows the introduction of subordinate themes through the hyper-theme. The subordinate themes are then developed in subsequent clauses. The introduction of subordinate themes and their development in succeeding clauses facilitates in the delivery of a cohesive text

In brief, both Constant and Linear theme patterns were widely applied to achieve cohesion in Trump's speech, while the Split rheme pattern were rarely used and Derive themes were not used. The Constant theme pattern achieves cohesion through repetition of a similar theme in ensuing clauses. This facilitates the readers in following the flow of information presented in the advertorial. The Linear theme pattern, on the other hand, provides cohesion by building on the rheme, hence producing a cumulative progression of the Trump's speech

C.Finding

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the summary of the main discussions of the current study. This chapter ends with the suggestions for future research.

A. Conclusion

From the analysis, the researcher found that participant, conjunction and circumstantial of time are most frequently used theme in SL and TL. However, there are different percentages of their appearances in the texts which mean that the translator put his translation. It is seen that the source language uses conjunction more important than the target language, meanwhile the target language considers participant and circumstantial of time more than the source language does. Furthermore, the source language prioritizes continuity so much, while the target language prioritizes process as theme. From these findings, it can be concluded that in this research, it is not proven that English native speakers are more discipline to time than Indonesian native speakers.

In thematic progression, both texts use theme reiteration and zigzag pattern in which the target language uses more theme reiteration, and the source language uses more zigzag pattern. It is clear that the source language has better thematic development than the target language.

B. Suggestions

Based on the process of analysis and result of the study, the researcher would like to offer several recommendations. The researcher suggests that every

language learner, particularly those who take translation studies should have comprehensive knowledge concerning translation theories, literature, and grammar of both the source language and the target language. Furthermore, if there is a researcher that would like to continue this research, it will be better if the research considers another aspect, outside the theme-rheme and thematic progression, to reveal the translator's view.

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APPENDIX A: President Donald Trump's full inauguration speech transcript and theme and rheme analysis

By: Aaron Blake, January 20

Note: Cl : Clause

Slash : Participant as Topical Theme

Bolt : Conjunction Structural as Textual Theme

Underline : Circumstantial of Time as Topical Theme

(Cl.1) *Chief Justice Roberts, President Carter, President Clinton, President Bush, President Obama, fellow Americans, and people of the world.*thank you.

(Cl.2) *We, the citizens of America,* are now joined in a great national effort to rebuild our country and to restore its promise for all of our people.

(Cl.3) *Together, we* will determine the course of America and the world for years to come. (Cl.4) *We will face* challenges. (Cl.5) *We will confront* hardships.(Cl.6) **But** *we will get* the job done.

(Cl.7) Every four years, we gather on these steps to carry out the orderly and peaceful transfer of power, and we are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout this transition. (Cl.8) *They* have been magnificent.

(Cl.9) Today's ceremony, however, has very special meaning. (Cl.10) **Because** today *we* are not merely transferring power from one Administration to another, or from one party to another – but we are

transferring power from Washington, D.C. and giving it back to you, the American People.

(Cl.11) For too long, a small group in our nation's Capital has reaped the rewards of government while the people have borne the cost.

(Cl.12) *Washington* flourished – but the people did not share in its wealth.

(Cl.13) *Politicians* prospered – but the jobs left, and the factories closed.

(Cl.14) *The establishment protected itself*, but not the citizens of our country.

(Cl.15) *Their victories have not been your victories; their triumphs have not been your triumphs; and while they celebrated in our nation's Capital*, there was little to celebrate for struggling families all across our land.

(Cl.16) *That all changes – starting right here, and right now*, because this moment is your moment: it belongs to you. (Cl.17) *It* belongs to everyone gathered here today and everyone watching all across America. (Cl.18)

This is your day. (Cl.19) *This* is your celebration. (Cl.20) **And this**, the United States of America, is your country.

(Cl.21) *What truly matters is not which party controls our government*, but whether our government is controlled by the people.

(Cl.22) January 20th 2017, will be remembered as the day the people became the rulers of this nation again.

(Cl.23) *The forgotten men and women of our country* will be forgotten no longer. (Cl.24) *Everyone* is listening to you now. (Cl.25) *You came* by the

tens of millions to become part of a historic movement the likes of which the world has never seen before. (Cl.26) *At the center* of this movement is

a crucial conviction: that a nation exists to serve its citizens.

(Cl.27) *Americans* want great schools for their children, safe neighborhoods for their families, and good jobs for themselves. (Cl.28)

These are the just and reasonable demands of a righteous public.(Cl.29)

But for too many of our citizens, a different reality exists: Mothers and children trapped in poverty in our inner cities; rusted-out factories scattered like tombstones across the landscape of our nation; an education system, flush with cash, but which leaves our young and beautiful students deprived of knowledge; and the crime and gangs and drugs that have stolen too many lives and robbed our country of so much unrealized potential.

(Cl.30) *This American carnage* stops right here and stops right now.

(Cl.31) *We* are one nation – and their pain is our pain,their dreams are our dreams; and their success will be our success. (Cl.32) *We* share one heart, one home, and one glorious destiny. (Cl.33) *The oath of office* I take today is an oath of allegiance to all Americans.

(Cl.34) For many decades, *we've enriched* foreign industry at the expense of American industry; Subsidized the armies of other countries while allowing for the very sad depletion of our military. (Cl.35) *We've defended* other nation's borders while refusing to defend our own.(Cl.36)

And spent trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay.(Cl.37) *We've made other countries rich* while the wealth, strength, and confidence of our country has disappeared over the horizon.

(Cl.38) *One by one*, the factories shuttered and left our shores, with not even a thought about the millions upon millions of American workers left behind. (Cl.39) *The wealth* of our middle class has been ripped from their homes and then redistributed across the entire world.(Cl.40) **But** *that* is the past. (Cl.41) **And** now *we* are looking only to the future.

(Cl.42) *We* assembled here today are issuing a new decree to be heard in every city, in every foreign capital, and in every hall of power. (Cl.43) From this day forward, a new vision will govern our land. (Cl.44) From this moment on, it's going to be America First.

(Cl.45) *Every decision* on trade, on taxes, on immigration, on foreign affairs, will be made to benefit American workers and American families.

(Cl.46)*We* must protect our borders from the ravages of other countries making our products, stealing our companies, and destroying our jobs. (

Cl.47) *Protection* will lead to great prosperity and strength. (Cl.48) *I* will fight for you with every breath in my body – and I will never, ever let you down.

(Cl.49) *America* will start winning again, winning like never

before.(Cl.50) *We* will bring back our jobs. (Cl.51) *We* will bring back our

borders. (Cl.52) *We* will bring back our wealth. (Cl.53) **And** *we* will bring

back our dreams.(Cl.54) *We* will build new roads, and highways, and

bridges, and airports, and tunnels, and railways all across our wonderful

nation.(Cl.55) *We* will get our people off of welfare and back to work –

rebuilding our country with American hands and American labor.(Cl.56)

We will follow two simple rules: Buy American and Hire

American.(Cl.57) *We* will seek friendship and goodwill with the nations of the world – but we do so with the understanding that it is the right of all nations to put their own interests first. (Cl.58) *We* do not seek to impose our way of life on anyone, but rather to let it shine as an example for everyone to follow.(Cl.59) *We* will reinforce old alliances and form new ones – and unite the civilized world against Radical Islamic Terrorism, (Cl.60) **which** *we* will eradicate completely from the face of the Earth.

(Cl.61) *At the bedrock* of our politics will be a total allegiance to the United States of America, and through our loyalty to our country, we will rediscover our loyalty to each other.(Cl.62) **When** *you* open your heart to patriotism, there is no room for prejudice.

(Cl.63) *The Bible tells us*, “how good and pleasant it is when God’s people live together in unity.” (Cl.64) *We* must speak our minds openly, debate our disagreements honestly, but always pursue solidarity. (Cl.65) **When** America is united, America is totally unstoppable.

(Cl.66) *There should be no fear* – we are protected, and we will always be protected.(Cl.67) *We* will be protected by the great men and women of our military and law enforcement and, most importantly, we are protected by God.(Cl.68) *Finally* , *we* must think big and dream even bigger. (Cl.69)In America, we understand that a nation is only living as long as it is striving. (Cl.70) *We will no longer accept politicians* who are all talk and no action – constantly complaining but never doing anything about it.

(Cl.71) The time for empty talk is over. (Cl.72) Now *arrives* the hour of action.

(Cl.73) *Do not let anyone* tell you it cannot be done. (Cl.74) *No challenge* can match the heart and fight and spirit of America. (Cl.75) *We* will not fail. (Cl.76) *Our country* will thrive and prosper again.

(Cl.77) *We* stand at the birth of a new millennium, ready to unlock the mysteries of space, to free the Earth from the miseries of disease, and to harness the energies, industries and technologies of tomorrow. (Cl.78) *A new national pride* will stir our souls, lift our sights, and heal our divisions.

(Cl.79) *It* is time to remember that old wisdom our soldiers will never forget: that whether we are black or brown or white, we all bleed the same red blood of patriots, (Cl.80) *we all enjoy* the same glorious freedoms, and we all salute the same great American Flag.(Cl.81) **And** *whether a child* is born in the urban sprawl of Detroit or the windswept plains of Nebraska, they look up at the same night sky, they fill their heart with the same dreams, and they are infused with the breath of life by the same almighty Creator.

(Cl.82) **So** *to all Americans*, in every city near and far, small and large, from mountain to mountain, and from ocean to ocean, hear these words:“(Cl.83) *You* will never be ignored again.

(Cl.84)*Your voice, your hopes, and your dreams*, will define our American destiny.(Cl.85) **And** *your courage and goodness and love* will forever guide us along the way.

(Cl.86) *Together, We Will Make America Strong Again.* (Cl.87) *We Will Make America Wealthy Again.* (Cl.88) *We Will Make America Proud*

Again.(Cl.89) *We Will Make America Safe Again.* (Cl.90) **And**, *Yes, Together, We Will Make America Great Again.*

(Cl.91) *Thank you, God Bless You,* (Cl.92) **And** *God Bless America.*

Participants as Topical Theme : 74 x (80.45 %)

Conjunction Structural as Textual Theme : 16 x (17.40 %)

Circumstantial of Time as Topical Theme : 9 x (9.80 %)

Analysis of Thematic Progression (Target Language)

Constan Theme 38 x (42,50%) Linear Theme 13 x (16,30

%) Split Theme 1x (1,50 %) Derived Theme 1x (1,50 %)

TYPES

Cl.1 T1 + R1

Cl.2 T1 + R1



Constant theme pattern

Cl.3 T1 + R2



Constant theme pattern

Cl.4 T1 + R3



Constant theme pattern

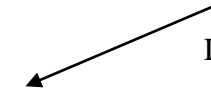
Cl.5 T1 + R4



Constant theme pattern

Cl.6 T1 + R5

Cl.7 T1 + R1



Linear theme pattern

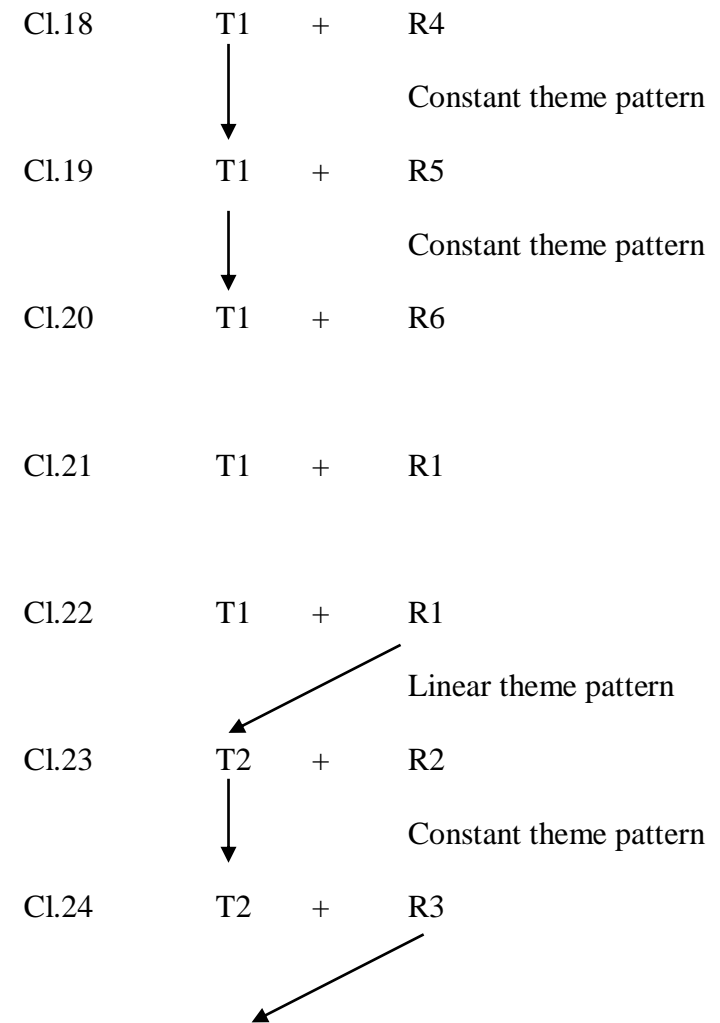
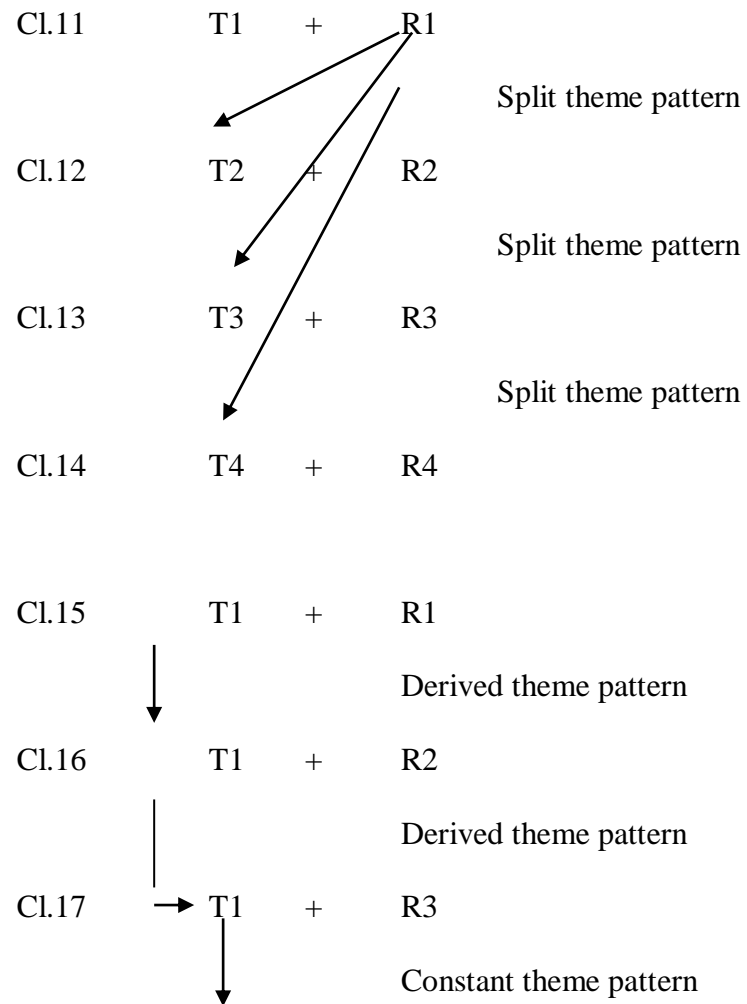
Cl.8 T2 + R2

Cl.9 T1 + R1



Constant theme pattern

Cl.10 T2 + R2



Cl.25 T3 + R4
 ↓
 Constant theme pattern

Cl.26 T3 + R5
 ↙
 Linear theme pattern

Cl.27 T6 + R6
 ↙
 Linear theme pattern

Cl.28 T7 + R7
 ↙
 Linear theme pattern

Cl.29 T8 + R8

Cl.30 T1 + R1

Cl.31 T1 + R1
 ↓

Cl.32 T1 + R2 Constant theme pattern

Cl.33 T1 + R1

Cl.34 T1 + R1

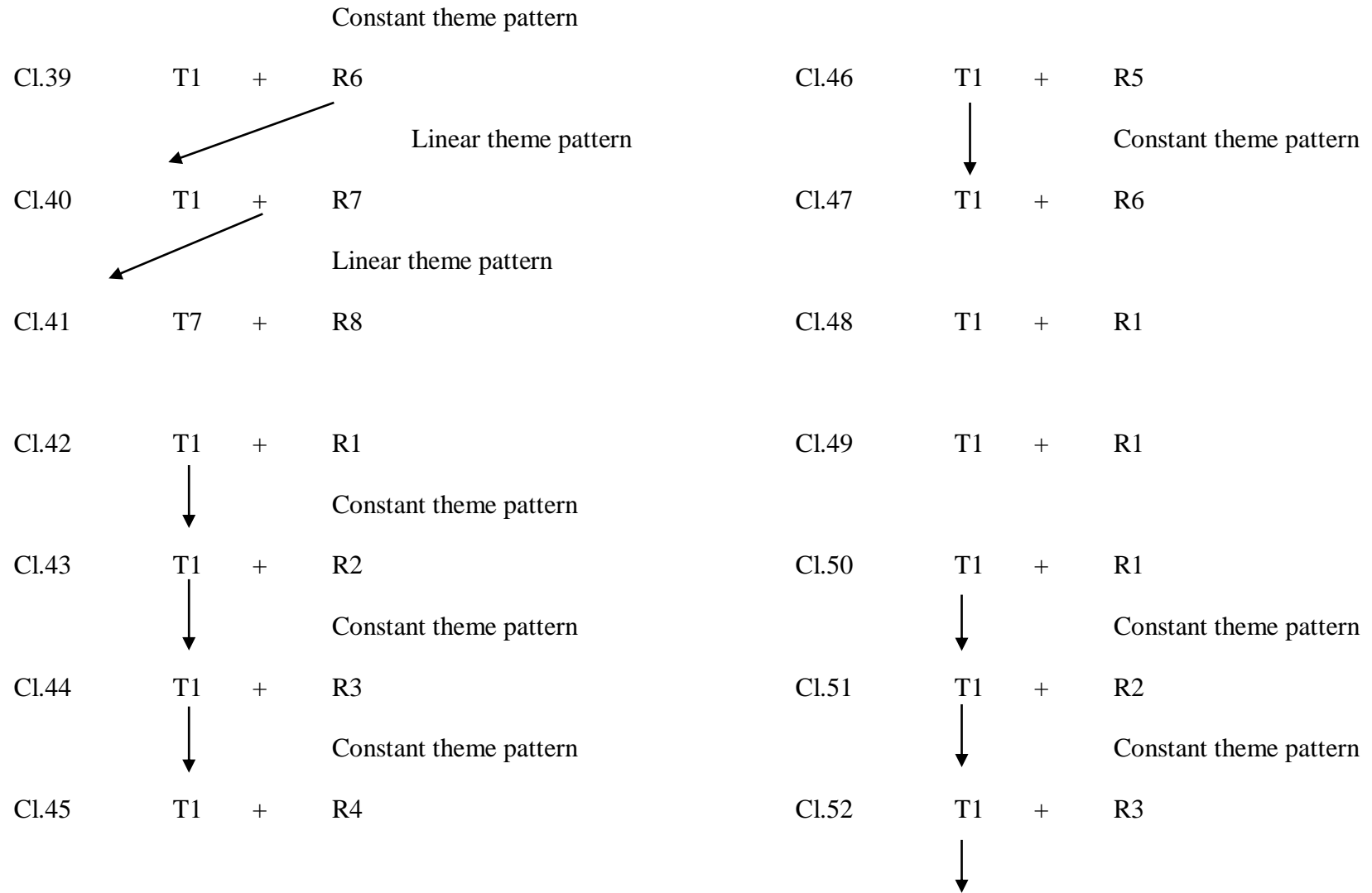
Cl.35 T1 + R2 Constant theme pattern
 ↓

Cl.36 T1 + R3 Constant theme pattern
 ↓

Cl.37 T1 + R4 Constant theme pattern
 ↓

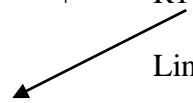
Cl.38 T1 + R5

↓



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|-------|----|---|------------------------|--|-------|----|------------------------|----------------------|
| | | | Constant theme pattern | | | | Constant theme pattern | |
| Cl.53 | T1 | + | R4 | | Cl.60 | T1 | + | R11 |
| | | | | | | | | |
| Cl.54 | T1 | + | R5 | | Cl.61 | T1 | + | R1 |
| | ↓ | | Constant theme pattern | | | | | |
| Cl.55 | T1 | + | R6 | | | | | Linear theme pattern |
| | ↓ | | Constant theme pattern | | Cl.62 | T2 | + | R2 |
| Cl.56 | T1 | + | R7 | | | | | |
| | ↓ | | Constant theme pattern | | Cl.63 | T1 | + | R1 |
| Cl.57 | T1 | + | R8 | | | | | |
| | ↓ | | Constant theme pattern | | Cl.64 | T1 | + | R1 |
| Cl.58 | T1 | + | R9 | | | | | |
| | ↓ | | Constant theme pattern | | Cl.65 | T1 | + | R1 |
| Cl.59 | T1 | + | R10 | | | | | |
| | ↓ | | | | | | | |

Cl.66 T1 + R1



Linear theme pattern

Cl.67 T1 + R2



Constant theme pattern

Cl.68 T1 + R3



Constant theme pattern

Cl.69 T1 + R4



Constant theme pattern

Cl.70 T1 + R5

Cl.71 T1 + R1

Cl.72 T1 + R1

Cl.73 T1 + R1

Cl.74 T1 + R1

Cl.75 T1 + R1



Constant theme pattern

Cl.76 T1 + R2



Constant theme pattern

Cl.77 — T1 + R3



Cl.78 T2 + R2

Cl.79 T3 + R3

Cl.80 → T1 + R4

Cl.81 T1 + R1

Cl.82 T1 + R1
↓ Constant theme pattern

Cl.83 T1 + R2

Cl.84 T2 + R3
↙ Linear theme pattern

Cl.85 T1 + R1

Cl.86 T1 + R1
↓ Constant theme pattern

Cl.87 T1 + R2
↓ Constant theme pattern

Cl.88 T1 + R3
↓ Constant theme pattern

Cl.89 T1 + R4
↓ Constant theme pattern

Cl.90 T1 + R5

Cl.91 T1 + R1
↙ Linear theme pattern

Cl.92 T2 + R2

**APPENDIX B: Pidato Pelantikan Donald Trump Sebagai Presiden ke
45 Amerika Serikat (Terjemahan Ke Bahasa Indonesia)**

By: Aaron Blake, January 20

Note: Cl : Clause

Slash : Participant as Topical Theme

Bolt : Conjunction Structural as Textual Theme

Underline : Circumstantial of Time as Topical Theme

(Cl.1) *Ketua Hakim Agung Roberts, Presiden Carter, Presiden Clinton, Presiden Bush, Presiden Obama, warga Amerika Serikat, dan publik dari seluruh dunia: terima kasih.*

(Cl.2) *Kami, warga Amerika, kini bergabung dalam sebuah upaya nasional yang besar untuk membangun kembali negara kami untuk memulihkan janji-janji yang pernah terucap kepada seluruh rakyat kami.*(Cl.3) *Bersama, kami akan menentukan arah Amerika dan dunia di tahun-tahun mendatang.*

(Cl.4)*Kami akan menghadapi beragam tantangan.*(Cl.5)*Kami akan menemui kesulitan. (Cl.6) **Tetapi** , kami akan mampu menyelesaikan tugas tersebut.*

(Cl.7) Setiap empat tahun, *kita semua berkumpul di area ini* untuk melaksanakan secara tertib dan damai peralihan kekuasaan dan kami bersyukur kepada Presiden Obama dan Ibu Negara Michelle Obama atas bantuan yang begitu mulia dalam proses transisi tersebut. (Cl.8) *Mereka begitu menakjubkan.*

(Cl.9) Upacara pada hari ini memiliki makna yang sangat khusus. (Cl.

10) **Karena** hari ini kami tidak hanya sekedar mengalihkan kekuasaan dari satu pemerintahan ke pemerintahan yang lain, atau dari satu partai ke partai yang lain -tetapi kami juga mengalihkan kekuasaan dari Washington DC dan mengembalikannya kepada Anda, warga Amerika.

(Cl.11) Sudah terlalu lama, sebuah kelompok kecil di ibukota negara kita telah memperoleh penghargaan dari pemerintah, sementara warga lah yang menanggung biaya itu.(Cl.12) *Washington* berkembang - tetapi rakyatnya tidak ikut menikmati kesejahteraan itu. (Cl.13) *Politisi* sejahtera - tetapi lapangan pekerjaan terbatas dan pabrik-pabrik tutup.(Cl.14) *Pembangunan* negara ini dilindungi, tetapi hal serupa tidak dirasakan oleh warga dari negara kami.

(Cl.15) *Kemenangan mereka bukan kemenangan kalian; kejayaan mereka bukan milik kalian; dan ketika mereka merayakan ibukota negara kita, justru hanya sedikit perayaan atas perjuangan berbagai keluarga di seluruh negeri ini.*(Cl. 16) *Itu* semua akan berubah - dimulai di sini dan saat ini, karena momen ini adalah momen kalian. Itu merupakan milik kalian.

(Cl.17) *Itu* semua milik semua orang yang berkumpul pada hari ini di sini dan semua orang yang menyaksikan di seluruh Amerika.(Cl.18) *Ini* hari kalian. (Cl.19) *Ini* perayaan kalian. (Cl.20) **Dan** *ini, Amerika Serikat,* negara kalian.(Cl.21) *Apa yang paling penting* bukan partai yang mengendalikan pemerintahan kita, tetapi apakah pemerintahan kita dikendalikan oleh rakyat.

(Cl.22) 20 Januari 2017, akan dikenang sebagai hari di mana rakyat kembali menjadi penguasa negara ini.(Cl. 23) *Tidak akan ada lagi kaum*

perempuan dan laki-laki yang dilupakan.(Cl. 24) *Semua orang mendengarkan kalian saat ini.*

(Cl.25) *Kalian datang* bersama 10 juta orang lainnya untuk menjadi bagian dari pergerakan yang bersejarah seperti yang belum pernah disaksikan oleh dunia.(Cl. 26) *Di pusat pergerakan ini* adalah keyakinan yang penting; bahwa sebuah negara hadir untuk melayani warganya.(Cl.27) *Warga Amerika* menginginkan sekolah yang bagus untuk anak-anak mereka, area sekitar yang aman untuk keluarga mereka dan pekerjaan yang baik bagi mereka sendiri.(Cl. 28) *Ini* merupakan tuntutan yang masuk akal dari publik.

(Cl.29) **Tetapi**, *bagi banyak warga kami*, ada perbedaan kenyataan yang nyata terjadi; ibu-ibu dan anak-anak terjebak di dalam kemiskinan di kota-kota; pabrik-pabrik yang berkarat tersebar seperti batu nisan di seluruh negara kami; dan sebuah sistem pendidikan yang baik terlalu mahal, sehingga para siswa justru tidak memiliki pengetahuan; tindak kejahatan dan para pelaku dan narkoba yang telah mencuri terlalu banyak jiwa dan merampok negeri kami dari begitu banyak potensi.

(Cl.30) *Pembantaian* terhadap warga Amerika harus berhenti di sini dan sekarang.

(Cl.31) *Kita* adalah satu negara - penderitaan mereka juga adalah penderitaan kita. Mimpi mereka adalah mimpi kita; dan kesuksesan mereka akan menjadi kesuksesan kita bersama. (Cl.32) *Kita berbagi* satu

hati, satu rumah dan satu takdir yang mulia.

(Cl.33) *Sumpah jabatan* yang saya ucapkan hari ini akan menjadi janji terhadap semua warga Amerika.

(Cl.34) Berpuluh-puluh tahun lamanya, kami telah memperkaya industri asing dengan mengorbankan industri Amerika; memberikan subsidi bagi personil militer negara lain sementara membiarkan personil militer sendiri dalam kondisi menyedihkan. (Cl.35) *Kita telah mempertahankan perbatasan negara lain* sementara menolak untuk mempertahankan perbatasan negaranya sendiri. (Cl.36) **Dan** menghabiskan triliunan dollar di luar negeri, sementara infrastruktur di Amerika dibiarkan rusak.

(Cl.37) *Kita telah membuat negara lain kaya*, sementara kesejahteraan, kekuatan dan kepercayaan negara kita sendiri telah menghilang.

(Cl.38) *Satu demi satu*, pabrik-pabrik telah tutup dan meninggalkan negara ini, bahkan tidak berpikir mengenai jutaan pekerja Amerika yang menganggur.

(Cl.39) *Kesejahteraan kaum kelas menengah* telah direnggut dan kemudian didistribusikan ke seluruh dunia. (Cl.40) **Tapi** itu masa lalu.

(Cl.41) **Dan** *sekarang kita* menatap hanya ke arah masa depan.(Cl.42) *Kita* berkumpul di sini pada hari ini untuk mengeluarkan sebuah dekrit baru untuk didengarkan di setiap kota, di setiap ibukota negara asing dan setiap sisi kekuatan.

(Cl.43) Mulai hari ini dan seterusnya, sebuah visi baru akan memimpin negeri kita(Cl.44) Mulai dari sekarang, *warga Amerika* akan selalu jadi yang pertama. (Cl.45) *Setiap keputusan* yang diambil di bidang

perdagangan, pajak, imigrasi, kebijakan luar negeri, akan dibuat berdasarkan manfaat yang dirasakan oleh pekerja dan keluarga Amerika.(Cl.46) *Kita harus melindungi wilayah perbatasan* dari negara lain yang ingin membuat produk kita, mencuri perusahaan-perusahaan kita dan menghancurkan lapangan pekerjaan kita. (Cl.47) *Perlindungan* akan memicu adanya kesejahteraan dan kekuatan.

(Cl.41) *Saya akan berjuang* bagi Anda dengan semua tarikan nafas yang ada di dalam tubuh - dan saya tidak akan pernah mengecewakan Anda semua

(Cl. 49) *Amerika* akan kembali menang.

(Cl.50) *Kita* akan membawa kembali lapangan pekerjaan. (Cl.51) *Kita* akan menegakan kembali perbatasan. (Cl.52) *Kita* akan membawa kembali tingkat kesejahteraan. (Cl.53) **Dan** *kita* akan membawa kembali mimpi-mimpi kita.

(Cl. 54) *Kita akan membangun* jalan-jalan baru dan jalan tol, dan jembatan-jembatan dan bandara dan terowongan dan jalur kereta di seluruh negeri ini.(Cl.55) *Kita akan membawa kesejahteraan* kepada rakyat Amerika dan kembali bekerja - membangun kembali negeri ini dengan tangan-tangan warga Amerika dan pekerja Amerika.(Cl.56) *Kita akan mengikuti dengan dua aturan sederhana:* beli produk Amerika dan menggunakan tenaga kerja Amerika.(Cl.57) *Kita akan tetap mempertahankan* persahabatan dan niat baik dengan negara-negara lain di dunia - tetapi dalam melakukan hal itu dengan pemahaman bahwa adalah

hak setiap bangsa untuk meletakkan kepentingannya sendiri di atas segalanya.(Cl.58) *Kita tidak ingin mencari cara untuk memaksakan jalan hidup kita* kepada orang lain, tetapi biarkan hal tersebut menjadi sebuah contoh untuk diikuti oleh orang lain.(Cl.59) *Kita akan kembali menguatkan aliansi* lama dan membentuk aliansi baru - dan menyatukan dunia yang berada melawan teroris Islam radikal

(Cl.60) *Yang akan kita tumpas* sepenuhnya dari muka bumi.

(Cl. 61) *Dalam situasi politik di negara kita* akan menjadi janji setiap terhadap Amerika Serikat dan melalui kesetiaan kita kepada negara, maka kita akan menemukan rasa kesetiaan itu satu sama lain.

(Cl.62) *Ketika Anda membuka hati Anda untuk patriotisme*, maka tidak akan ada lagi ruang untuk prasangka.

(Cl.63) *Kitab suci mengatakan kepada kita,* “betapa baik dan menyenangkan ketika manusia ciptaan Tuhan bisa hidup bersama-sama dalam bingkai persatuan”.

(Cl.64) *Kita harus berbicara* dengan pikiran terbuka, mendebatkan ketidaksepakatan kita secara jujur, tetapi selalu mengutamakan solidaritas.

(Cl.65) *Ketika Amerika bersatu*, maka Amerika tidak dapat dihentikan.

(Cl. 66) *Tidak perlu ada rasa takut* - kita semua dilindungi, dan kita akan selalu dilindungi.

(Cl.67) *Kita* akan selalu dilindungi oleh personil militer yang hebat dan para penegak hukum dan yang paling penting kita semua dilindungi oleh Tuhan.

(Cl. 68) *Pada akhirnya, kita harus berpikir besar dan bermimpi lebih besar lagi.*

(Cl.69) *Di Amerika, kita memahami bahwa sebuah negara hanya dapat hidup jika berusaha keras.*

(Cl.70) *Kita tidak akan lagi menerima politisi yang hanya berbicara dan tidak bekerja - secara konstan terus mengeluh tetapi tidak melakukan apa pun untuk menyelesaikan permasalahan.*

(Cl.71) *Waktu untuk omong kosong sudah usai.*

(Cl.72) *Kini tiba waktunya untuk beraksi.*

(Cl.73) *Jangan biarkan orang lain mengatakan kepada Anda hal itu tidak dapat dilakukan. (Cl.74) Tidak ada tantangan yang lebih besar dari hati dan pertarungan dan semangat Amerika.*

(Cl.75) *Kita tidak akan gagal. (Cl.76) Negara kita akan kembali maju dan sejahtera.*

(Cl.77) *Kita berdiri di era millennium yang baru, siap untuk melepas misteri waktu untuk membebaskan bumi dari penderitaan penyakit dan untuk memanfaatkan energi, industri dan teknologi demi masa depan.*

(Cl.78) *Sebuah kebanggaan nasional baru akan mengarahkan jiwa kita, mengangkat pandangan kita dan menyembuhkan perbedaan yang ada.*

(Cl.79) Ini waktunya untuk mengingat kembali bahwa kebijaksanaan para pasukan kita tidak akan pernah lupa; bahwa apakah kita memiliki warna kulit hitam atau cokelat atau putih, tetapi kita semua menumpahkan warna darah merah yang sama. (Cl.80) *kita semua menikmati kebebasan yang sama dan memberi hormat kepada bendera Amerika yang sama.*

(Cl.81) **Dan** *apakah seorang anak lahir* di kota padat seperti Detroit atau dataran seperti Nebraska, mereka tetap menatap langit malam yang sama, mereka akan mengisi hati mereka dengan mimpi yang sama dan mereka ditiupkan nafas hidup yang sama oleh pencipta kita yang maha besar.

(Cl.82) **Jadi**, *kepada semua warga Amerika*, di setiap kota yang dekat dan jauh, kecil dan besar, dari gunung ke gunung, dan dari lautan ke lautan, dengarlah kata-kata ini: (Cl.83) “*Kalian* tidak akan lagi diacuhkan”.(Cl.84)

Suara, harapan, dan mimpi Anda akan menentukan takdir Amerika kita.

(Cl.85)**Dan** *keberanian, kebaikan dan cinta Anda* akan selamanya menuntun kita ke arah sana.

(Cl.86) *Bersama, kita akan membuat Amerika* kembali kuat.

(Cl.87) *Kita akan membuat Amerika* kembali sejahtera.

(Cl.88) *Kita akan membuat Amerika* kembali bangga.

(Cl.89) *Kita akan membuat Amerika* kembali aman.(Cl.90)**Dan**,*ya, bersama, kita akan membuat Amerika* kembali hebat. (Cl.91)*Terima kasih.*

Tuhan memberkati anda.(Cl.92)**Dan** *Tuhan memberkati Amerika*

Participants as Topical Theme : 85 x (89 %)

Conjunction Structural as Textual Theme : 12 x (13.50%)

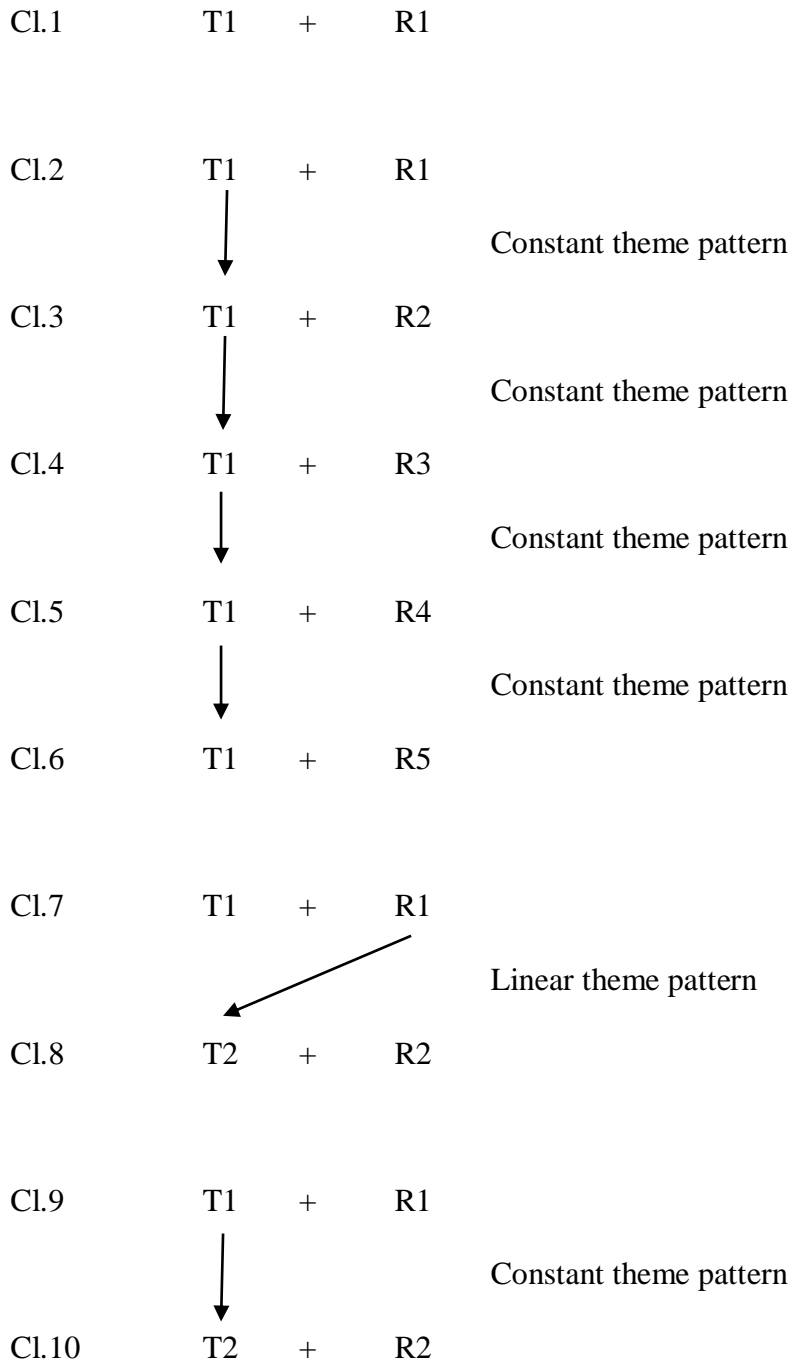
Circumstantial of Time as Topical Theme : 8 x (8.70 %)

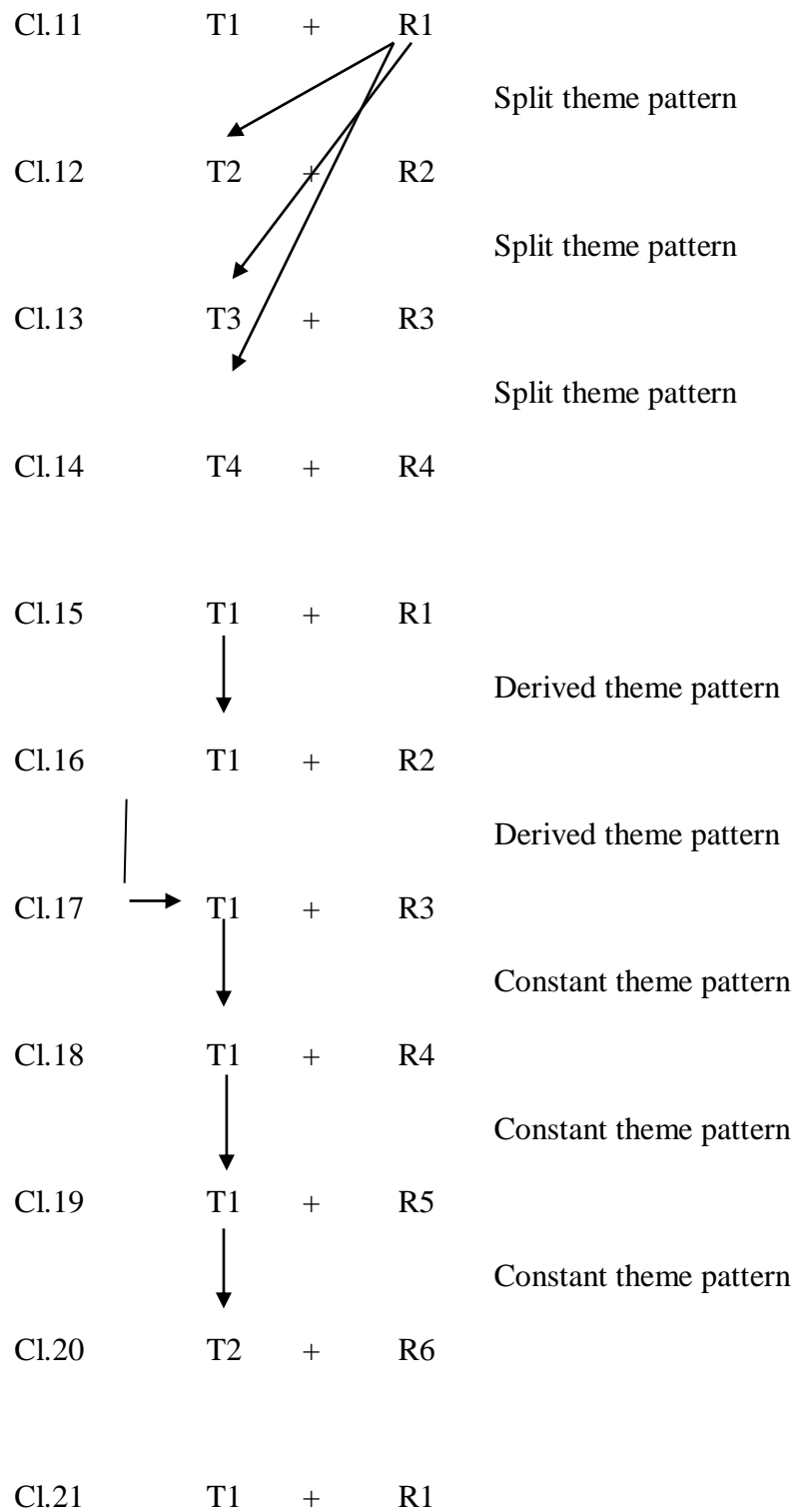
Analysis of Thematic Progression (Target Language)



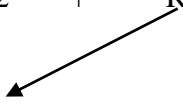

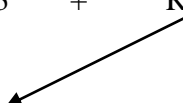
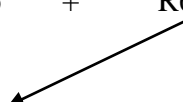
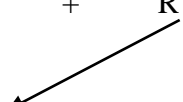

Constan Theme 38 x (42,50%) Linear Theme 13 x (16,30 %) Split

Theme 1x (1,50 %) Derived Theme 1x (1,50 %)

TYPES





| | | |
|-------|---|------------------------|
| Cl.22 | T1 + R1 | |
| |  | Linear theme pattern |
| Cl.23 | T2 + R2 | |
| |  | Constant theme pattern |
| Cl.24 | T2 + R3 | |
| |  | |
| Cl.25 | T3 + R4 | |
| |  | Constant theme pattern |
| Cl.26 | T3 + R5 | |
| |  | Linear theme pattern |
| Cl.27 | T6 + R6 | |
| |  | Linear theme pattern |
| Cl.28 | T7 + R7 | |
| |  | Linear theme pattern |
| Cl.29 | T8 + R8 | |
| Cl.30 | T1 + R1 | |
| Cl.31 | T1 + R1 | |
| |  | Constant theme pattern |
| Cl.32 | T1 + R2 | |
| Cl.33 | T1 + R1 | |

| | | | | |
|-------|----|---|----|------------------------|
| Cl.34 | T1 | + | R1 | |
| | ↓ | | | Constant theme pattern |
| Cl.35 | T1 | + | R2 | |
| | ↓ | | | Constant theme pattern |
| Cl.36 | T1 | + | R3 | |
| | ↓ | | | Constant theme pattern |
| Cl.37 | T1 | + | R4 | |
| Cl.38 | T1 | + | R5 | |
| | ↓ | | | Constant theme pattern |
| Cl.39 | T1 | + | R6 | |
| | ↙ | | | Linear theme pattern |
| Cl.40 | T1 | + | R7 | |
| | ↙ | | | Linear theme pattern |
| Cl.41 | T7 | + | R8 | |
| Cl.42 | T1 | + | R1 | |
| | ↓ | | | Constant theme pattern |
| Cl.43 | T1 | + | R2 | |
| | ↓ | | | Constant theme pattern |
| Cl.44 | T1 | + | R3 | |
| | ↓ | | | Constant theme pattern |
| Cl.45 | T1 | + | R4 | |

| | | | | |
|-------|----|---|----|------------------------|
| Cl.46 | T1 | + | R5 | |
| | ↓ | | | Constant theme pattern |
| Cl.47 | T1 | + | R6 | |
| Cl.48 | T1 | + | R1 | |
| Cl.49 | T1 | + | R1 | |
| Cl.50 | T1 | + | R1 | |
| | ↓ | | | Constant theme pattern |
| Cl.51 | T1 | + | R2 | |
| | ↓ | | | Constant theme pattern |
| Cl.52 | T1 | + | R3 | |
| | ↓ | | | Constant theme pattern |
| Cl.53 | T1 | + | R4 | |
| Cl.54 | T1 | + | R5 | |
| | ↓ | | | Constant theme pattern |
| Cl.55 | T1 | + | R6 | |
| | ↓ | | | Constant theme pattern |
| Cl.56 | T1 | + | R7 | |
| | ↓ | | | Constant theme pattern |
| Cl.57 | T1 | + | R8 | |
| | ↓ | | | |

| | | | | |
|-------|----|---|-----|------------------------|
| | | | | Constant theme pattern |
| Cl.58 | T1 | + | R9 | |
| | ↓ | | | Constant theme pattern |
| Cl.59 | T1 | + | R10 | |
| | ↓ | | | Constant theme pattern |
| Cl.60 | T1 | + | R11 | |
| Cl.61 | T1 | + | R1 | |
| | | | ↙ | Linear theme pattern |
| Cl.62 | T2 | + | R2 | |
| Cl.63 | T1 | + | R1 | |
| Cl.64 | T1 | + | R1 | |
| Cl.65 | T1 | + | R1 | |
| Cl.66 | T1 | + | R1 | |
| | | | ↙ | Linear theme pattern |
| Cl.67 | T1 | + | R2 | |
| | ↓ | | | Constant theme pattern |
| Cl.68 | T1 | + | R3 | |
| | ↓ | | | Constant theme pattern |

| | | | | |
|------------------|----|---|----|------------------------|
| Cl.69 | T1 | + | R4 | |
| | ↓ | | | Constant theme pattern |
| Cl.70 | T1 | + | R5 | |
| Cl.71 | T1 | + | R1 | |
| Cl.72 | T1 | + | R1 | |
| Cl.73 | T1 | + | R1 | |
| Cl.74 | T1 | + | R1 | |
| Cl.75 | T1 | + | R1 | |
| | ↓ | | | Constant theme pattern |
| Cl.76 | T1 | + | R2 | |
| | ↓ | | | Constant theme pattern |
| Cl.77 | T1 | + | R3 | |
| | ↓ | | | Constant theme pattern |
| Cl.78 | T2 | + | R2 | |
| Cl.79 | T3 | + | R3 | |
| | ↓ | | | |
| Cl.80 | T1 | + | R4 | |

| | | | | |
|-------|----|---|----|------------------------|
| Cl.81 | T1 | + | R1 | |
| Cl.82 | T1 | + | R1 | |
| | ↓ | | | Constant theme pattern |
| Cl.83 | T1 | + | R2 | |
| Cl.84 | T2 | + | R3 | |
| | | | | Linear theme pattern |
| | ↙ | | | |
| Cl.85 | T1 | + | R1 | |
| Cl.86 | T1 | + | R1 | |
| | ↓ | | | Constant theme pattern |
| Cl.87 | T1 | + | R2 | |
| | ↓ | | | Constant theme pattern |
| Cl.88 | T1 | + | R3 | |
| | ↓ | | | Constant theme pattern |
| Cl.89 | T1 | + | R4 | |
| | ↓ | | | Constant theme pattern |
| Cl.90 | T1 | + | R5 | |
| Cl.91 | T1 | + | R1 | |
| | | | | Linear theme pattern |
| | ↙ | | | |
| Cl.92 | T2 | + | R2 | |



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Hermanto Fransiskus Sinurat
 N.P.M : 1302050279
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : An Analysis of Thematic Progression in Trump's Speech and Its Translation

Pada hari Senin tanggal 29 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Februari 2018

Disetujui oleh:

Dosen Pembahas

Rini Ekayati, SS, MA

Dosen Pembimbing

Dr. Bambang Panca S, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Hermanto Fransiskus Sinurat
 N.P.M : 1302050279
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : An Analysis of Thematic Progression in Trump's Speech and Its Translation

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2018
 Hormat saya
 Yang membuat pernyataan,



Hermanto Fransiskus Sinurat

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Hermanto Fransiskus Sinurat
 N.P.M : 1302050279
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of Thematic Progression in Trump's Speech and Its Translation

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:

Pembimbing

[Signature]
Dr. Bambang Panca S, S.Pd, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

[Signature]
Dr. Elfrianto Nasution, S.Pd., M.Pd.

[Signature]
Mandra Saragih, S.Pd., M.Hum.