



THEMATIC PROGRESSION USED IN ZAKIR NAIK'S LECTURE

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Abstract

One of the great importance of language is not only seen when it is applied on political speech, but it also represents as in the form of public speaking or public lecture. In that case, the objective of this research is to analyze the thematic progression of one of the public lectures in Oxford Union 2011, delivered by a famous lecturer and public speaker, Dr. Zakir Naik. In doing the analysis, there are many things that can be studied in a speech, especially when it is related with the analysis by using discourse analysis (DA). In doing the research, qualitative method is applied and the writers used Paltridge's theory (2006) to analyze the thematic progression. As the result of the study, the writers found that from the total of 29 data, there are 11 data of reiteration or constant theme, 13 data of linear theme or zig-zag pattern and finally, 5 data that are categorized as multiple or split rheme. Therefore, the most dominant pattern expressed by Zakir Naik in his public lecturer is linear theme.

Keywords: Discourse analysis, paltridge, rheme, thematic progression, theme

INTRODUCTION

Discourse has generally been defined as anything “beyond the sentence” and the study of discourse is the study of language used (Fasold in Schiffrin et al, 2015) and one of the great importance of language is not only can be seen when it is applied on political speech, but it also can be represented as in the form of public speaking or public lecturer. A lecturer itself is known as an educational talk to the audience where most of them are students. However, when it comes to public lecturer, the audience can be very general, they can be students of any kinds of majors or even common people who are interested in attending and listening to the material delivered by the speaker.

Regarding to that, the writers were interested in analyzing one of the public lecturers that is done by Dr. Zakir Naik by the theme of “Islam and the 21st Century” held in Oxford Union 2011. Surely in doing the analysis, the writere focused in applying discourse analysis study, especially thematic progression. Eggins in Adawiyah (2017) explained thematic progression as the exchange of information between successive theme and rheme pairings in a text and it contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. Further, Paltridge (2006) supported that thematic progression refers to the way in which of the theme of a clause may pick up or repeat a meaning from a preceding theme or rheme. Therefore, thematic progression is known as the successful combination of theme and rheme when both of them are established on text (both verbal and oral).

Theme in the thematic progression is the element which serves as the point of departure of the message and introduces information prominence into the clause (Halliday in Paltridge, 2006). Meanwhile rheme is what the clause has to say (or explained) about theme (Halliday in Paltridge, 2006). Here, the importance of thematic progression cannot be underestimated since it has an important role in making an effective communication, especially in doing speech. As it supported by Eggins (2004) that thematic progressive is important for the readability and clarity of a text and it gives contributions to the cohesive development of a text and able to strengthen the texts for its cohesive and coherence.

In addition, the writers also noticed that there are many studies have discussed thematic progression such as Putri (2018) who investigated thematic progression pattern on news and editorial of The Jakarta Post, and to find similarities and differences between them. The result shows that there is a similarity in the thematic progression pattern from both of news and editorial where both of them are using similarly reiteration and zig-zag thematic pattern. Meanwhile the difference from both editorial

and news can be found in the quantity of both thematic patterns uses. The news tends to use reiteration (29) rather than zig-zag pattern (15), while editorials tend to use zig-zag theme pattern (15) rather than theme reiteration (7).

Marfuaty and Wahyudi (2015) examined the patter of thematic progression of the texts of the opinion section of The Jakarta Post. As the result, it shows that the most frequent type of themes and thematic progression patterns are topical theme and simple linear theme. Also, the pattern of thematic progression found in the texts of the opinion section of The Jakarta Post is distinct from the pattern of thematic progression of argumentative texts in other cultures. Farikah (2014) conducted an investigation towards types of thematic Progression Patterns that applied by the students of English Department of Tidar University and the tendency of the students in applying thematic progression patterns. The finding indicated that there are 32.48% of the clauses applied reiteration/constant theme patterns, 22.63% applied zig-zag, 3.65% multiple theme patterns and 41.24 % applied other patterns.

Muthoharoh (2014) investigated the patterns of thematic progression found in “opinion” articles in Jakarta Post newspaper. The result shows that the researcher found out that the pattern that are applied in the “Opinion” article in The Jakarta Post newspaper are: simple linear, constant thematic progression, theme derived and split theme.

Thus, in this research, thematic progression becomes the main topic because the cohesiveness and coherence of texts is a crucial aspect in building a pattern of topic discussion so that when the speaker or author delivering material, they can avoid jumping statement so that the audience or the reader are able to understand the point of what is being delivered. In that case, in this research, the writers focused analyzing the thematic progression in the public lecturer done by Zakir Naik by using Paltridge’s theory (2006). Furthermore, this research is expected to give the readers an overview of discourse analysis study, especially how to apply thematic progression in texts. Hopefully, by understanding the importance of cohesive and coherence in text, readers are able to speak or write more systemize so that the message can be delivered clearly.

METHOD

In order to do the analysis, the writers conducted qualitative method since this research needs to emphasize aspects of meaning and experience which are built on context. As it supported by Stake (2010) that qualitative methods focus on aspect of meaning, process and context rather than numerical matters. The same method was also applied by other researchers (Mahendra and Amelia, 2020; Putra & Qodriani, 2017). Unggul and Gulö (2017) state that language is used to convey arguments. This is confirmed by other researchers (Afrianto, 2017; Eklesia and Rido, 2020; Lestari and Wahyudin, 2020; Sari and Gulö, 2019)). These steps were also applied by other researchers (Istiani and Puspita, 2020; Kuswoyo, 2020; Pranoto and Afrilita, 2020).

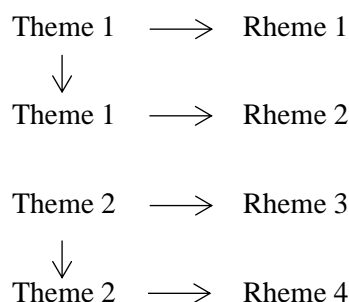
As for the theory, the writers conducted Paltridge’s theory (2006) that is about thematic progression. Thematic progression refers to the way in which the theme of a clause may pick up or repeat a meaning from a preceding theme or rheme (Paltridge, 2006). In other word, thematic progression gives significant contributions to keep the text coherent. Paltridge (2006) also mentioned that there are three types of thematic progression, they are constant theme, linear theme and multiple/split rheme.

A. Constant Theme (Reiteration)

Constant theme or also known as reiteration theme is a pattern where theme 1 is picked up and repeated at the beginning of next clause, signaling that each clause will have something to say about the theme. Here are the examples:

- *Text* can be used for both spoken and written language. *It* usually refers to a stretch, an extract or complete piece of writing or speech.
- *Discourse* is a much wider term. *It* can be used to refer to language in action, such as legal discourse, which has characteristic patterns of language. (Paltridge, 2006)

Based on the example above, the themes are in the word “Text”, “Discourse” and “It”. In that case, the pattern of the theme and rheme regarding to the example is described as follow:

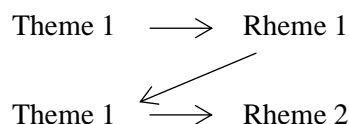


B. Linear Theme (Zig-zag Pattern)

Egins (2004) stated that this kind of pattern, the rheme of the first clause becomes the theme in the second sentence and the rheme of the second sentence becomes that theme of the third clause and so on. Meanwhile Paltridge (2006) defined linear theme as a common pattern of thematic progression where the subject matter in the rheme of one clause is taken up in the theme of a following clause. Examples:

The term modality describes a range of grammatical resources used to express probability or obligation. Generally, *obligation* is used in speech, speech especially when wanting to get things done such as “you should keep your room tidy” (Paltridge, 2006).

On the example above, the themes are “The term modality” and “obligation”. Thus, the pattern of the theme and rheme can be noticed as follow:

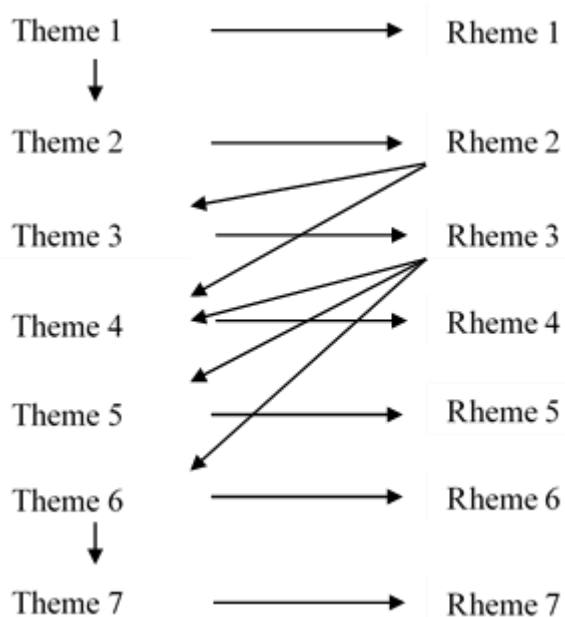


C. Multiple/Split Rheme

In this type of thematic progression, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses (Paltridge, 2006). Thus, it can be said that the split rheme happens when the theme of the first clause splits into two items or the rheme split to the two or three themes. Example:

When Japanese people write their language, they use a combination of two separate alphabets as well as ideograms borrowed from Chinese. *The two alphabets* are called hiragana and katakana. *The Chinese ideograms* are called kanji. *Hiragana* represents the 46 basic sounds that are made in the Japanese language. *Katakana* represents the same sounds as hiragana, *but (Katakana)* is used mainly for words borrowed from foreign languages and for sound effects. *Kanji* are used to communicate an idea rather than a sound (Paltridge, 2006: 151).

Based on the example, the themes are: “When Japanese people”, “they”, “the two alphabets”, “The Chinese ideograms”, “Hiragana”, “Katakana”, “but (katakana)” and “Kanji”. Therefore, the thematic progression diagram regarding to the sentence as follow:



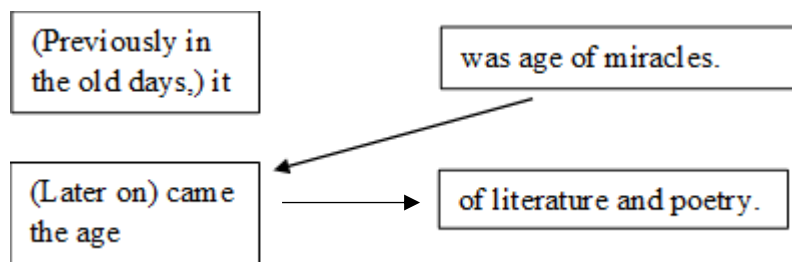
FINDINGS AND DISCUSSION

In order to do the analysis, the writers classified the Thematic Progression based on the pattern of the theme that consists of constant theme (reiteration), linear theme or multiple or split rheme. As the result, the writers found that there are 11 data of reiteration or constant theme, 13 data of linear theme or zig-zag pattern and 5 data of multiple or split rheme expressed by the speaker during the speech. Here are the findings:

Linear Theme (Zig-zag Pattern)

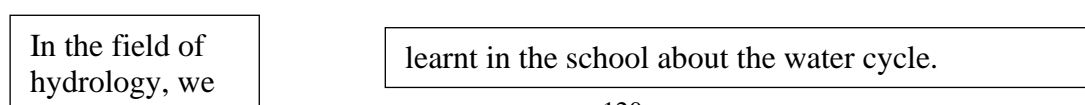
In the pattern of linear theme, the writers found that this is the most used pattern than others in the speech of Dr. Zakir Naik with the total number of occurrence 13 data. In that case, it makes this pattern is higher than reiteration/constant theme. Further, here are the examples of linear theme from the public lecturer of Dr. Zakir Naik:

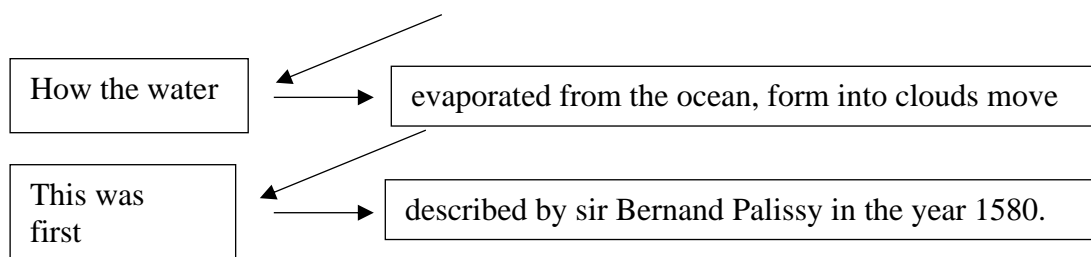
Datum 1



On the table above, it shows that the speaker is applied linear thematic progression pattern since this patter is shown from the first rheme on the first clause that is from the word “age” as in “age of miracles” is picked up and placed into second theme on the second clause “came the age” which in this case, the theme and rheme on the second clause is showing a development from the first clause.

Datum 2

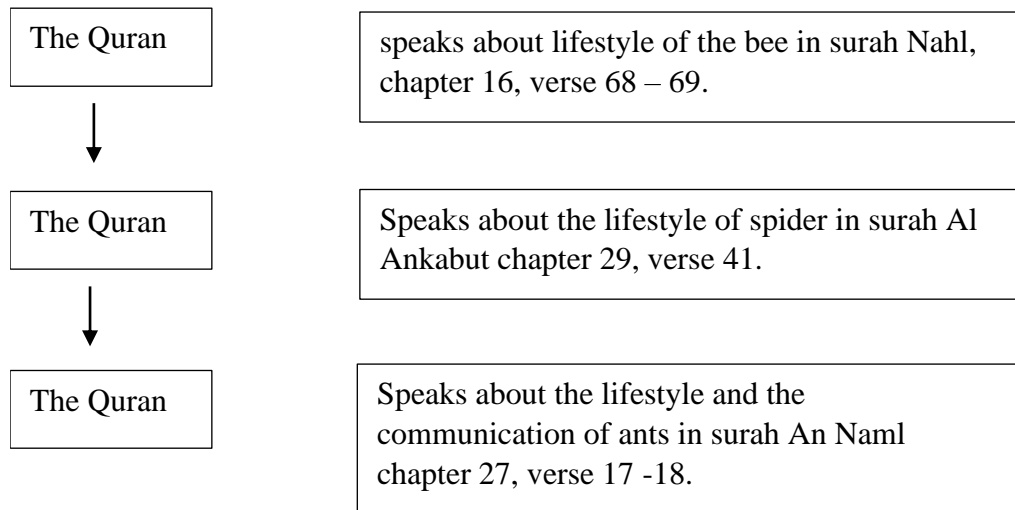




Regarding to the table above, it shows that the rheme on the first clause which in this case, the word “water” as in “water cycle” is taken and becomes the first theme on the next sentence. Here, the rheme on the second sentence is showing the process of water cycle as it stated from the previous rheme (water cycle). After that, all of the explanation in the second sentence is represented by pronoun word “this” as the theme on the last sentence. In that case, based on the development of the rhemes, it can be said that the thematic progression in this data is categorized as linear theme or zig-zag pattern.

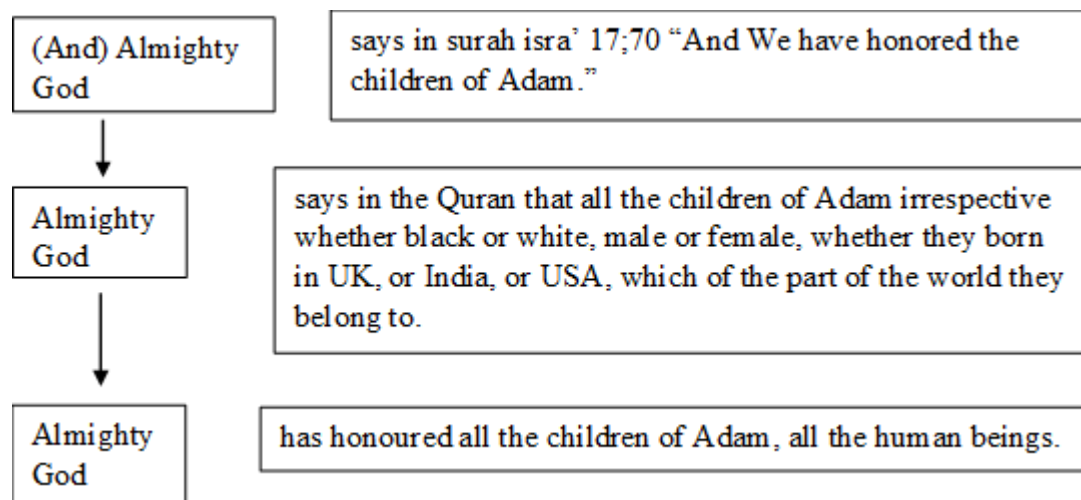
Reiteration or Constant Theme

The reiteration or constant theme is the second mostly applied pattern after linear theme or zig-zag pattern with the total number of occurrence 11 data. In this pattern, the writers noticed that most of the theme that is developed comes from the word “Qur’an”, “Islam” and pronoun “I” which referring to the speaker himself (Dr. Zakir Naik). Further, here are the examples of data finding that the writers found in the Zakir Naik’s public lecture related to constant theme:



The next data above also categorized as reiteration or constant theme pattern of thematic progression since the theme from the first sentence to third is using the similar patter that is using the words “the Qur’an” and each of the rheme is explaining different topic of the theme but still in one context, that is about zoology (animal) in Qur’an.

Datum 4

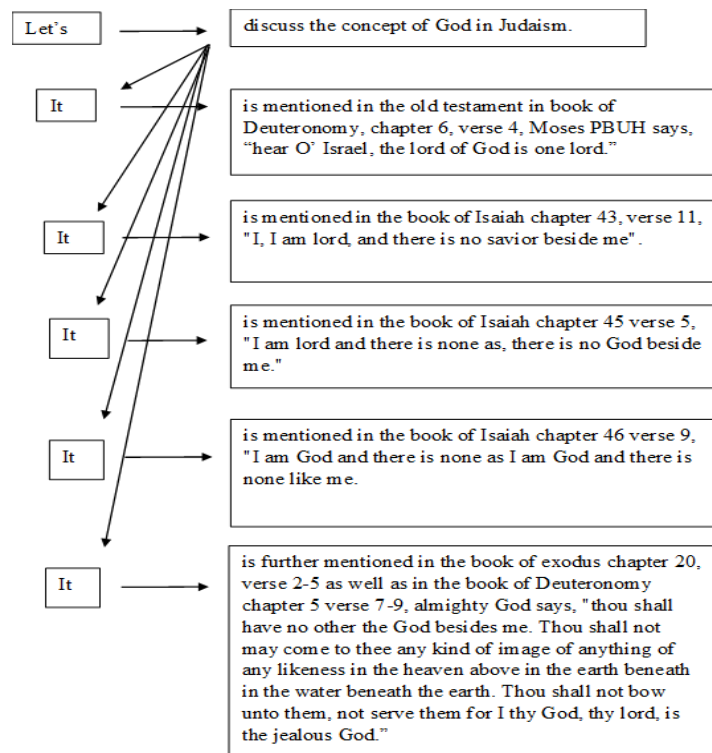


The data above shows that each of the sentence is using the similar word that is “almighty God” as their theme and each of the theme is showing different rheme. In that case the thematic progression in this data is indicated as the reiteration or constant theme.

Multiple/Split Rheme

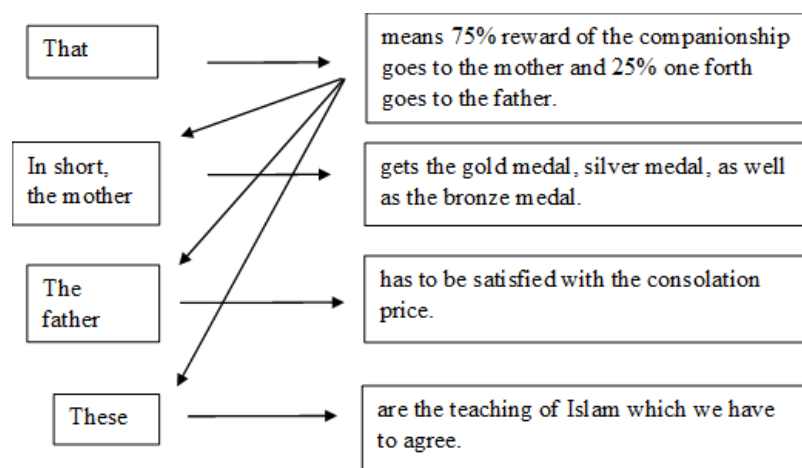
In this type of thematic progression, the writers found that this pattern is the lowest used among other patterns in the public speech of Dr. Zakir Naik with the total number of occurrences 5. Further, here are the examples of multiple rheme related to the public lecturer done by Zakir Naik:

Datum 5



As it seen from the table above, the data shows that after the speaker is talking about the rheme on the first sentence, that is about “the concept of God in Judaism”, the speaker uses pronoun word “it” from second to sixth sentence as the form of the thematic progression from the first rheme. In other word, the speaker simply uses pronoun word of “it” to develop the idea of rheme on the first sentence. As it seen, from the second to sixth rheme, the contents are about the quotations in bible about the description of God in Judaism. In that case, the writers categorized the thematic progression used by the speaker in this data as multiple rhemes since the idea from the first rheme splits up and the speaker explains widely about the development to the second to sixth theme.

Datum 6



The data on the table above shows that the rheme of the first sentence is split into three more themes and those themes are developed into subsequent sentences. As it seen, the rheme on the first sentence is showing the explanation of reward or value of companionship between a mother and father. Then, the information from the first rheme is taken and splits into the next themes for the sentence three and four (the mother and the father). Lastly, all the content from the first rheme is represented as theme on the fourth theme by using the word “these” by the speaker. In that case, the writers noticed that based on the description above, the thematic progression done by the speaker in this data is categorized as split or multiple rheme.

CONCLUSION

In this session, the writers draws the conclusion based on the result of analysis from the previous session. Regarding to the analysis done in the previous session that is related to the thematic progression used in the Zakir Naik’s public lecture in Oxford Union, the writers found that from the total of 29 data there are 11 data of reiteration or constant theme, 13 data of linear theme or zig-zag pattern and finally, 5 data that are categorized as multiple or split rheme.

Thus, it can be said that the most pattern of thematic progression used by the speaker (Zakir Naik) in delivering his public lecture is linear theme or zig-zag pattern. Here, the writers noticed that although the constant theme is only repeating the similar theme and delivering different main idea from each theme, but it seems the speaker is able to develop the main idea from one rheme into another theme and rheme further. However, the writers also noticed that the speaker is applying less in multiple rheme since it is quite difficult in developing an idea into several sub topics.

In addition, related to the thematic progression, Zakir Naik is able to deliver his material to the audience cohesively and coherently so that he is avoiding jumping statement. Thus, regarding to the implication of the linguistics study, Zakir Naik assists that a way of delivering material systematically matters since it is correlated to the development of main idea coherently and cohesively.

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