

TEXTUAL MEANING ANALYSIS ON THE QUEEN'S CORONAVIRUS BROADCAST: "WE WILL MEET AGAIN"

Larasati Ayu Damayanti ¹⁾
larasatiad98@gmail.com

Ririn Ambarini ²⁾
ririnambarini@upgris.ac.id

Th. Cicik Shopia B ³⁾
ciciksophia@upgris.ac.id

Corresponding Author : larasatiad98@gmail.com
Universitas PGRI Semarang

Abstract:

This study focuses on Analysis of Textual meaning that consists of Theme and Rheme in the broadcast speech of Queen Elizabeth II about the pandemic of Coronavirus to the United Kingdom. The objectives of the research were: 1) To find out the kinds of textual meaning are found in The Queen's Coronavirus Broadcast. 2) know the most dominant textual meaning that realized in The Queen's Coronavirus Broadcast. This research is belonging to the qualitative descriptive method for analyzing the data. The researcher uses Gerrot and Wignell's (1994) theory and supported by Halliday and Matthiessen (2014) and Thomposon (2014) theory. As the result of analysis, this researcher is finding the application of Topical Theme, Textual Theme, and Interpersonal Theme. However, in the Interrogative theme, Imperative theme, and Exclamative theme, the researcher does not find the application of those themes in the object of the study. It is caused by the broadcast speech of Queen Elizabeth used a declarative clause which contains statements of her thanks and hopes in this pandemic of Coronavirus. There is no question, command, and prohibition that is forcing to the people. The results also show about the most dominant that used is The Topical theme that takes up 65 or 67%, which is divided into two types of Topical themes; Marked 35 or 36% and Unmarked 30 or 31%.

Keywords: Systemic Functional Grammar, Theme and Rheme, The Queen Elizabeth II Broadcast.

1. Introduction

English is one of the most popular languages that is used in communication. English also is one of the important languages in the world because it is the first international language. In English, we know about the grammar concept. Gerot and Wignell (1994:2) stated that grammar is a theory of language. It is how the language is put together and how it works. We need a theory of grammar to help us how the text works. If we know how the text works, we can know and understand how to produce spoken and written text for various purposes. It is supported by theory Lock and Jones (2011:3) that said grammatical features work together in creating meaning. Gerot and Wignell divided grammar into three types, they are Traditional Grammar, Formal Grammar, and Functional Grammar. Traditional grammar focuses on rules for producing correct sentences. On the other hand, Formal grammar is concerned to describe the structure of individual sentences. The last is Functional grammar. Functional grammar views language as a resource for making meaning and attempt to focus on text and context. They concern not only with the structures but also how those structures construct the meaning. Those theories are explained by Gerot and Wignell (1994:5).

Halliday (1994:f39) describes that a functional grammar is a natural grammar that everything in it can be explained and it can reference how the language is used. The fundamental components of the meaning in language are functional components and called metafunction. The concept of metafunction is one of the basic concepts around which the theory is constructed. Halliday and Matthiessen (2014:83) mention that there are three metafunctions. First is Interpersonal meaning. It is enacting social relationships and is expressed by mood structure. Second is Ideational meaning. Ideational meaning itself is construing a model of experience that is influenced by the Transitivity system. Third, Textual meaning. It is creating relevance to context and the theme structures express the organization of the message.

In this research, the researcher is interested in analyzing the textual meaning of the Queen Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom. Her speech was streamed live on 6 April 2020 by BBC News (British Broadcasting Corporation). Therefore, the researcher conducts the research with the title “Textual Meaning Analysis On The Queen’s Coronavirus Broadcast: “We Will Meet Again””.

2. Literature Review

2.1 Systemic Functional Grammar

A functional grammar was first introduced by Michael Halliday in 1985. Halliday and Matthiessen (2014:56) explained that systemic functional grammar also differs from many other functional grammars, such as Functional Discourse Grammar (FDG) and Lexical Functional Grammar (LFG). Keizer (2015:15) explained that FDG is a functional theory that regards the form of a language as being shaped by its use. The linguistic units are produced by the communicative intention and the context in which they were uttered. It means FDG is only included in its cognitive grammar, discourse, and inter-actional aspect that are systematically reflected in the form of language. Meanwhile, according to Austin (2001:2), LFG is a theory of language structure that deals with the syntax, morphology, and semantics of natural languages. LFG having several parallel representations for sentences in each of its own structures, vocab, and subject which are linked by principles of correspondence (mappings) and not derived from one another.

In terms of theory, the systemic functional theory is unique in orientation to grammar as a system and represented using system networks. Meanwhile, in other functional theories, their orientation is syntagmatic. Then, in terms of comprehensive text-based description, the description in systemic functional theory can be used in text analysis. Following that, the fundamental components of meaning in language are functional components. These components are called metafunctions. The concept of metafunction is one of the basic concepts around which the theory is constructed.

Those theories are equipped by Halliday and Matthiessen (2014:83) that explained three metafunctions, they are, 1. **Interpersonal** meaning that enacting social relationships and it is expressed by mood structures. 2. **Ideational** meaning which construing a model of experience. This meaning is influenced by the Transitivity system. 3. **Textual** meaning is creating relevance to context and the theme structures express the organization of the message.

2.2 Textual Meaning

Lock and Jones (2011:141) stated that Textual meaning is the meaning that is related to the ways language is organized to be coherent to its context. In Textual meaning there is the main element that is used in this metafunction, it is called as theme and rheme. Textual meaning is important in the creation

of coherence in spoken and written text. The thematic structure is the one structure that gives the clause its character as a message.

Halliday and Matthiessen (2014:93) stated that in thematic resource consists of two or more elements are grouped, so they form a theme and rheme structure. The Theme is the element that serves as the point of departure of the message. Then, the remainder of the message is known as Rheme, the part in which the Theme is developed. As a message structure, a clause consists of a Theme accompanied by a Rheme. Theme and Rheme is the particular structural configuration in the clause as a message. With that configuration, the Theme is the starting point for the message which is the ground of the clause is taking off.

2.3 Types Of Theme

The analysis in this research is limited to six topics, they are Ideational/ Topical Theme, Textual Theme, Interpersonal Theme, Theme in Interrogative Clause, Theme in Imperative Clause, and Theme in Exclamative Clause. These types of theme divided based on the theories by Gerot and Wignell (1994), Halliday and Matthiessen (2014), and Thompson (2014).

2.3.1 Ideational/ Theme

Gerot-Wignell (1994:84) explained that the Ideational theme or Topical Theme is usually the first nominal group in the clause. The Topical theme may also be nominal group complex, adverbial groups, prepositional phrases, or embedded clause.

1) Unmarked Theme

Based on the theory by Halliday and Matthiessen (2014:97) the Unmarked Theme is the mapping of Theme on the subject. In everyday conversation, the item most often functioning as an Unmarked Theme is the first person pronoun (*I*). After that come other personal pronouns *you, she, he, it, they*, and the impersonal pronouns *it* and *there*.

a. Nominal Group as Theme

For example:

<i>Marck</i>	<i>bought a car</i>
Theme	Rheme

b. Nominal Group Complex as Theme

For example:

Jane and Sally *go to the supermarket*

Theme **Rheme**

c. Embedded Clause

For example:

((What Beny and Andy did)) *was a good thing*

Theme **Rheme**

2) **Marked Theme**

Halliday and Matthiessen (2014:98) stated that Marked Theme is a theme that is something other than the Subject. The most usual form of Marked Theme is an adverbial group, such as *today*, *suddenly*, *somewhat distractedly*, prepositional phrase, likely *at night*, *in the corner*, *without any warning* which functioning as Adjunct in the clause, and compliment, which is a nominal group that is something that could have been a Subject, but it is not functioning as Subject. In the examples you, *I blame for this*, *that they don't tell us*.

a. Adverbial as Theme

For example:

Last week he *came here*

Theme **Rheme**

b. Prepositional phrase as Theme

For example:

Near the tree, *There is a dog*

Theme **Rheme**

c. Complement as Theme

For example:

A present *is in the box*

Theme **Rheme**

2.3.2 Textual Theme

There are other elements in the clause preceding the Topical Theme, it is Textual function. According to Gerot and Wignell (1994:85) and Halliday and Matthiessen (2014:107) Textual Theme can be continuative, conjunction, and conjunctive adjunct.

1) Continuative

Halliday and Matthiessen (2014:107) stated a continuative is a small set of items, which are always at the beginning of the clause and signal that a new move is beginning. The example likely, *well, right, OK, anyway, etc.*

For example:

Right, what we need to make a cake is a cup of milk

Cont. Topical

Rheme

Theme

2) Conjunction

Based on Gerot and Wignell (1994:85) explained the conjunction called *Structural Themes* because it tends to provide a Textual Theme within a clause complex. On other hand, conjunctive adjunct tends to have more of a text-organizing function.

For example:

Well, if He comes here

Cont. Structural Topical

Rheme

Theme

3) Conjunctive Adjunct

Conjunctive adjunct is adverbial groups or prepositional phrases that relate the clause to the preceding text. Another hand, conjunction and conjunctive adjunct is often a fine one. The differences are the conjunctive adjunct is free to move in the clause, whereas the conjunction is pretty well restricted to being at the beginning. In the example, the conjunction 'but' remains at the beginning of the second clause in each pair. The conjunctive adjunct has 'nevertheless' which can occur in various positions in the clause.

For example:

Well,	as a result,	If	He	joins	the
				competition	
Cont. Theme	Conjunctive	structural	topical	Rheme	

2.3.3 Interpersonal Theme

The Interpersonal elements that occurring before the Topical Theme are also thematic. The elements may be the Modal Adjuncts, Vocatives, and Finite.

1) Modal Adjunct

Thompson (2014:162) explained that modal adjunct is the speakers' judgments of the relevance or the truth value of their message. They may be seen as a comment on the content and they orient the message by signaling a standpoint from in clause to view the information.

For example:

<i>Probably,</i>	<i>She</i>	<i>comes late</i>
Modal Theme	Topical Theme	Rheme

2) Vocative

A vocative is a name or nickname used to address someone and they occur before the Topical Theme, a finite verb, or modal adjunct. (Gerot and Wignell, 1994:87).

For example:

<i>Mommy,</i>	<i>We</i>	<i>must go now</i>
Vocative Theme	Topical Theme	Rheme

3) Finite

Subject and Finite are the components of the clause. According to Thompson (2014:54) that stated the Subject is the entity of which something is predicated in the rest of the clause. While the finite is the first functional element of the verbal group that makes the validity of the proposition is possible to argue. When the auxiliary comes in front of the Subject, the finite is most easily recognized in yes/no question.

For example:

<i>Did</i>	<i>You</i>	<i>see him that day?</i>
Finite	Topical	Rheme
Theme		

2.3.4 Theme in Interrogative Clause

Thompson (2014:150) mentioned that interrogative is the other main type of clause which typically serves to ask a question. The basic reason for asking a question is to find out some 'missing' information using WH-element. In a yes/no question, the element that functions as Theme is the element that creates the expression of polarity which is called a Finite verbal operator. It is such as, *is, isn't, can, do*, etc (Halliday and Matthiessen, 2014:101)

For example:

<i>What</i>	<i>do you want to eat?</i>
Theme	Rheme

2.3.5 Theme in Imperative Clause

An imperative clause may start from an Adjunct which may explain of why the command should be carried out (Thompson, 2014:152). Halliday and Matthiessen (2014:103) adding that the function of the verb in the mood structure of the imperative clause is Predicator. The imperative is the only clause that using a predicator as the Theme.

For example:

<i>Don't</i>	<i>do that.</i>
Theme	Rheme

2.3.6 Theme in Exclamative Clause

According to Thompson (2014:152), he explained the exclamative clause is a formally declarative clause that is similar and analyzed in some ways to WH-interrogative that using WH-element as the natural Theme. It is a clause that does not have a predicator. The exclamative clause consists of WH-element plus a nominal group or an adverbial group (Gerot and Wignell, 1994:91).

For example:

What a beautiful dress!

Theme

Rheme

2.4 The Queen Elizabeth II Broadcast

Queen Elizabeth II is the first daughter of Queen Elizabeth I and King George VI. She was born on 21 April 1926 in London. On 2 June 1953 Queen Elizabeth got the coronation at Westminster Abbey. In 2020 her majesty delivered the first her national speech in this dangerous pandemic. Her broadcast about this pandemic Coronavirus was streamed live on 6 April 2020 by BBC (British Broadcasting Corporation). The message of her speech is to give an inspiring to unite against the coronavirus.

3. Research Methodology

In this research, the researcher uses descriptive qualitative research. According to Cresswell (2012:20), research designs are the specific procedure involved in the research process: data collection, data analysis, and report writing. Qualitative data rely on words, especially nouns and adjective to convey what exists (Gray, et al, 2007:42). They can be defined as qualitative research while the research analyzes the case or phenomenon in the real situation.

The object of this research is a speech broadcast of Queen Elizabeth II about the pandemic of Coronavirus to the United Kingdom entitled “*We Will Meet Again*”. Her speech was streamed live on 6 April 2020 by BBC News (British Broadcasting Corporation). Then, as the data in this analysis, the researcher took the video from <https://youtu.be/2klmuggOEIE>.

3.1 Method of Data Collection

The method of data collection is very important in this research. There are several ways of collecting data. The researcher uses documentation to get the method of data collection. The researcher also needs such information and source to support the explanation of the research. The first step is finding the speech broadcast of Queen Elizabeth II about the pandemic of Coronavirus to the United Kingdom entitled “*We Will Meet Again*”, which streamed live on 6 April 2020 by BBC News (British Broadcasting Corporation). Then, the second step is identifying the speech broadcast transcript on term textual meaning, which the researcher identifying the theme and rheme by identifying the type of theme on each clause.

3.2 Method of Data Analysis

In analyzing the data, descriptive qualitative research is to use this final project. There are some steps that the researcher used in analyzing the data, as follow; The first is watching video. The early activity in analyzing the data is watching the video. It was done by watching the video first. The second is reading the transcript. We can read the transcript a few times to make sure understanding what the Queen's said. Then, classifying step. Before the researcher does the identifying step, the researcher divided the text transcript into clauses and then analyzed in six types of theme. They are Topical Theme, Textual Theme, Interpersonal Theme, Theme in Interrogative, Theme in Imperative, and Theme in Exclamative. The last is identifying. The researcher classifying the clauses in Topical Theme, Textual Theme, Interpersonal Theme, Theme in Interrogative, Theme in Imperative, and Theme in Exclamative. Then determine the dominant themes are used.

4. FINDING

4.1 Textual meanings that found in The Queen's Coronavirus Broadcast

Based on the result of the analysis that consists of all the types of themes, such as Topical theme, Textual Theme, Interpersonal Theme, Theme in Interrogative, Theme in Imperative, and Theme in Exclamative, the researcher explains the analysis in this discussion. Queen Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom is used as the data in this research. The researcher is identifying each clause to be a clause of the text. The researcher got 68 clauses in Queen's broadcast and analyzed in Textual meaning analysis based on Gerrot and Wignell's (1994) theory and supported by Halliday and Matthiessen (2014) and Thomposon (2014) theory.

4.1.1 Topical Theme

Clause: I'm speaking to you

I'm	speaking to you
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Topical Unmarked

Theme	Rheme
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In the clause above, "I'm" called an unmarked theme. It was because "I'm" as a nominal group of the clause. Then, "speaking to you" is a rheme as a piece of information.

4.1.2 Textual Theme

Clause: And enormous changes to the daily lives of us all

Based on the clause above, “And” is a Textual theme. It was because of the word “And” in conjunction. Then, “to the daily lives of us all” is a rheme of this clause.

4.1.4 Interrogative Theme

In Queen Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom which is used as the data in this research, there is no found Theme in Interrogative application in her utterance. In Interrogative Theme, a clause typically serves to ask a question using WH-element. However, the data of this research did not using this theme in it.

4.1.5 Impersonal Theme

As an Interrogative theme, the application of the Imperative theme in the data of the research is not found. Queen Elizabeth did not use the Imperative theme in her speech. She used the declarative clause which contains her stated than a sentence of command and prohibition.

4.1.6 Exclamative Theme

In this theme, also did not found the Exclamative theme is using in Queen’s utterance on her Broadcast about the pandemic of Coronavirus to the United Kingdom. The Queen only uses the declarative clause to state her statement but not in the exclamative clause.

4.2 The most dominant Textual meaning that realized in The Queen’s Coronavirus Broadcast

The most dominant Textual Meaning that realized in The Queen Elizabeth II Broadcast about the pandemic of Coronavirus can be seen below:

Table Number of Theme

No	Types of Theme	Total	Percentage
1	Topical Theme	35	36%
	Marked	30	31%
2	Textual Theme	25	26%
3	Interpersonal Theme	6	6%
4	Interrogative Theme	0	0%
5	Imperative Theme	0	0%
6	Exclamative Theme	0	0%
	Total	96	100%

After analyzing Queen Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom, the researcher found the total theme that was used in it. From the table above showed the Topical theme came up as the highest of the frequency of all type of themes. It is 65 or 67% which is divided into two types of Topical theme; Marked 35 or 36% and Unmarked 30 or 31%. The second highest types of theme that used is Textual theme that showed 25 or 26%. Then, The Interpersonal theme is 6 or 6%, the Theme in Interrogative is 0 or 0%, the Theme in Imperative was 0 or 0%, and the Theme in Exclamative is 0 or 0%.

Based on the statement above, the dominant theme that applied in the Queen Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom is Topical Marked Theme. It means that most of Queen's speech used the adverb in the clause.

5. Discussion

Based on the discussion above which mentioned the analysis of theme in Queen Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom, the researcher concludes that: (1) The researcher found the Topical theme is mostly used in Queen's speech. In the Topical theme, Marked and Unmarked Topical is often found in this research. Then, in the Textual theme, the application of conjunction, conjunctive, and structural word is found. In the analysis of the Interpersonal theme, the researcher found the use of adjunct, finite, and auxiliary in the transcript of Queen's speech. However, in the Interrogative theme, Imperative theme, and Exclamative theme, the researcher did not found the application of those themes in the object of the study. It was caused by the broadcast speech of Queen Elizabeth used a declarative clause which contains statements of her thanks and hopes in this pandemic of Coronavirus. There was no question, command, and prohibition that forcing to the people.

Then, (2)The researcher know the most dominant Textual meaning that is realized in the Queen's Coronavirus Broadcast is The Topical theme that takes up 65 or 67%, which is divided into two types of Topical themes; Marked 35 or 36% and Unmarked 30 or 31%. The second highest type of theme used is Textual theme that showed 25 or 26%. Then, The Interpersonal theme takes up 6 or 6%. On another hand, three types of themes did not found the application of these themes in this research. The Theme in Interrogative is 0 or 0%, the Theme in Imperative was 0 or 0%, and the Theme in Exclamative is 0 or 0%. , it means The speech of Queen

Elizabeth II Broadcast about the pandemic of Coronavirus to the United Kingdom mostly used the complete sentence, such as nominal group, adverbial group, and preposition. Then, a little more used conjunction and adjunct.

6. Conclusion

As the result of analysis, this researcher gets 68 clauses in Queen's speech broadcast which after analyzing the data the researcher is finding 96 themes that used in it. The types of theme that found are of Topical Theme, Textual Theme, and Interpersonal Theme. However, in the Interrogative theme, Imperative theme, and Exclamative theme, the researcher does not find the application of those themes in the object of the study. It is caused by the broadcast speech of Queen Elizabeth used a declarative clause which contains statements of her thanks and hopes in this pandemic of Coronavirus. There is no question, command, and prohibition that is forcing to the people. The results also show about the most dominant that used is The Topical theme that takes up 65 or 67%, which is divided into two types of Topical themes; Marked 35 or 36% and Unmarked 30 or 31%. The second highest type of theme used is Textual theme that showed 25 or 26%. Then, The Interpersonal theme takes up 6 or 6%. On another hand, three types of themes do not find the application of these themes in this research. The Theme in Interrogative is 0 or 0%, the Theme in Imperative was 0 or 0%, and the Theme in Exclamative is 0 or 0%.

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