

**THEMATIC ANALYSIS IN TAYLOR SWIFT'S SPEECH ON
FIRST-EVER "WOMAN OF THE DECADE" AWARD AT THE
BILLBOARD WOMEN IN MUSIC 2019**

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
for The Degree of Bachelor of Education
in English Language Education Department



Organized by:

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ABSTARCT

Title : Thematic Analysis in Taylor Swift’s Speech on First-Ever “Women of the Decade” Award at the Billboard Women in Music 2019

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This study discusses the textual meaning contained in the speech delivered by Taylor Swift, who won at the “Women of the Decade” Award at the Billboard Women in Music 2019 as research object. The researcher has found the textual meaning that is realized in the spoken text and uses data collection technique, not only by analyzing the object but also complementing it with triangulation method to get more comprehensive result. This research aims to identify the Types of Theme, to explain the textual meaning, and to describe the pedagogical implication in Taylor Swift’s speech at the “Women of the Decade” Award at the Billboard Women in Music 2019. Descriptive qualitative was the method which the researcher used in this research. To gain the deeper analysis, the data were triangulated by interviewing the 10 English Education Department students as the participants to this research. The result show that the most dominant Theme used in Taylor Swift’s speech was Topical Theme, which is found 183 times, consist of 29 times Marked Theme and 154 times Unmarked Theme. The second is Textual Theme which is found 25 times. The last is Interpersonal Theme which is found 29 times. The pedagogical implication of this study was the use of speech text provided a deeper understanding of advanced students who study discourse and helps the students understanding the Textual Meaning, so the students can analyze the meaning realized in the spoken text and they will get the main point of the clause.

Keywords: Theme-Rheme, Thematic Analysis, Textual Meaning, Taylor Swift’s Speech.

MOTTO

وَذَا النُّونِ إِذْ ذَهَبَ مُغْضِبًا فَظَنَّ أَنْ لَنْ نَقْدِرَ عَلَيْهِ فَنَادَى فِي الظُّلُمَاتِ أَنْ لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ

الظَّالِمِينَ ﴿٨٧﴾

“And (mention) the man of the fish, when he wants off in anger and thought that We would not decree (anything) upon him. And he called out within the darkness, “There is no deity except You; exalted are You. Indeed, I have been of the wrongdoers.”

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher so that the researcher could finish the thesis. This thesis is dedicated to:

1. My beloved parents Abah Abdun Naser and Ibu Munisah. The one thing that never changes in my journey, the one thing I can always count on, is my parents.
2. My brother and his wife, and also my sister who always support me and give advices to do the right things. They are three with a bucket in hand to catch my tears, and a warm embrace to reassure me that, this too will pass.

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First of all, praise and gratitude is always given to Allah SWT, who has given the blessing and the mercies so that the writer could finish this thesis. Secondly, shalawat and salam also raised to our Prophet Muhammad SAW who has brought us from the darkness to the brightness era.

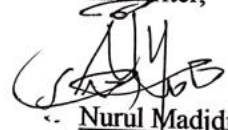
In arranging this thesis, the writer realizes that she could not finish the thesis without help and support of others, whether directly or indirectly. The writer would like to give the deepest gratitude and appreciation to:

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Semarang, 14 September 2022

The writer,



Nurul Madjdiyah
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CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, the research questions, the objectives of the research, the reason for choosing the topic, and the last is the limitation of the research.

A. Background of the Research

Language is a cultural product as a system of human communication for the human to communicate with each other. Discourse can simply be defined as language in use. As a result, discourse analysis is defined as the study of language in use. By language in use we mean the set of norms, preference, and expectations that link language to context. Discourse analysis can also be defined as the organization of language above the level of the sentence. The term ‘text’ is sometimes used instead of ‘discourse.’ Discourse analysis is concerned with more than just the study of formal properties of language; it is also concerned with how language is used on social and cultural context. As a result, discourse analysis investigates the relationship between language (written, spoken) and the contexts in which it is used.¹ Discourse is also a tool for in depth knowledge development it is also very useful in describing the communication between spoken and written language.²

System Functional Linguistics is language theory developed by Michael Halliday. It is the study of the relationship between language and its function in society context. In Halliday’s SFL, language as a social phenomenon is functional which is concern to the mechanism of the structure, language function and meaning.³ Halliday’s SFL theory contains three language metafunctions. First is interpersonal meaning, ideational meaning and textual meaning. Interpersonal meaning has the function of suggesting that it is

¹ Ikenna Kamalu and Ayo Osisanwo, ‘Discourse Analysis’, July, 2020. p, 170.

² Noam Chomsky, *Syntactic Structures* (Walter de Gruyter, 2015). p, 1-3.

³ Falk Huettig and Martin J Pickering, ‘Literacy Advantages beyond Reading: Prediction of Spoken Language’, *Trends in Cognitive Sciences*, 23.6 (2019), 465.

both interactive and personal. Ideational meaning which is divided into two components, experiential and logical. In these contexts, ideational meaning refers to language providing a theory of human experience and certain of the resources of the lexicogrammar in each language. Third is textual metafunction is part of the potential meaning of transforming text into text, rather than simple words or clause strings. Therefore, it involves phenomena such as thematic structure, information structure, and cohesion.⁴

The units of language include text, paragraphs, sentences, clauses, phrases, and word. Sentences, as the basic unit of language, express a complete thought and at least consists of subject and verb. But in SFL, the clause not the sentence is analyzed. As the whole of the message is clearly discovered and known, the meaning of the text is the most accurate text analysis tool.⁵ Theme analysis is a technique for examining the textual meaning conveyed by the element at the beginning of the clause. Theme is the initial word in a clause and the subject of the clause. As a result, this study using textual meaning to make language contextually relevant.⁶ In a English clause, there are two significant points: the beginning, which is called theme, and the end, which is called rheme.⁷ According to Halliday, theme is defined as the aspect that acts as the message's starting point. The element that acts as the message's starting point; it is the element that locates and orients the clause in its context.⁸ The element that comes first in the clause is known as the theme. It is placed first, which helps the reader understand what is being stated. Meanwhile, the rheme serves as an explanation of the theme as well as the rest of the sentence.

⁴ Ramelan, *Introduction To Linguistik Analysis* (IKIP Semarang, 1981). p. 30-31.

⁵ Ika Yatmikasari and Dian Nurraachman, 'Mood And Modality In Soekarno's 1955 Speech', 2.2 (1955), p. 109-110.

⁶ Anggie Febriyana, Ahmad Sofwan, and Alief Noor Farida, 'An Analysis Of Textual Meaning On Students' Writing Of Recount Texts', 6.1 (2019), p. 55.

⁷ Soeseno Kartomihardjo, 'Analisis Wacana Dalam Pengajaran Bahasa', *Jurnal Ilmiah Masyarakat Linguistik Indonesia*, 2000, 123-40.

⁸ M.A.K. revised by Christian M.I.M. Matthiessen Halliday, *An Introduction to Functional Grammar 3rd Edition* (UK: Hodder Arnold, 2004). p. 89.

Several researchers have conducted numerous studies on thematic analysis. There is Shakila Nur designed a study Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration Speech. This study researcher analyzed the classification of mood, modality, personal pronoun and other lexical features used in speech. The result from this study found that Shakila is applied Halliday's framework for analyzing the data and the spoken language as the data of the researcher it is public speaking.⁹ This current study is investigating the thematic analysis from Taylor Swift's Speech.

Retno Rahayu has explored at theme analysis in a different method, by looking at the lyrics of a few Taylor swift songs. Retno discovered four different types of theme in Taylor Swift's song during her research. The Unmarked Topical Theme is the most dominant, followed by Marked Topical Theme, Textual Theme, and Interpersonal Theme. Retno Rahayu used the descriptive qualitative method to assess the song, which is the same method used by the researcher in this study. She gathered the information from a few sentences in ten Taylor Swift song lyrics. She stated that her researcher had educational implications for helping students grasp grammar and compose a text coherently after she outline the textual meaning realized in the song.¹⁰

Kuswoyo conducted another study called Thematic Structure in Barack Obama's Press Conference: A Systematic Functional Grammar Study. The pattern of presidential press conference theme-rheme that can be used by speakers to organize the content in order to have texture was investigated. The researcher examined and described the theme-rheme pattern used by President Barack Obama at his press conference. The data was gathered from Barack Obama's news conferences on January 14th and October 8th, 2013. The data

⁹ Shakila Nur, 'Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration Speech', *The International Journal of Social Sciences*, 30.1 (2015), 52–63.

¹⁰ M.A.K. revised by Christian M.I.M. Matthiessen Halliday, *Halliday's Introduction To Functional Grammar 4th Edition*, 4th edn (2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN: Routledge- Taylor & Francis Group, 2014). p. 1-8.

gathered is analyzed using Halliday's Systemic Functional Grammar theory. In both press conferences, he discovered that the mix of constant and linier theme patterns is the most common. Thematic structures can be created to help clarify a text's message and make it easier to understand. It can also be utilized to have successful communication in order to achieve specific aims.¹¹

In this study, the researcher investigates functional grammar theory using textual metafunction and expresses clauses as messages in sentences. The researcher is interested in investigating the "*Woman of the Decade*" speech from Taylor Swift on December 12th, 2019. This speech contained about everyone who enjoys work in a way to pursue it as the hobby they do, it can make show harmonious passion as a motivational force leading the individual to choose to engage in an activity, because passion is also as a strong will to an activity or work which leads an individual to willingly devote the time, energy and mind. This speech also contained every fine artist must be able to own every part of the work that they create and display it wherever they want. Power plays to hinder and discriminate against each gender should not be allowed. Tying and silencing a woman who has spent her life and energy creating art cannot be justified and also Taylor Swift's statement about criticism for the strength of "toxic male privilege", aka the virtue of poisonous men, in the music industry so terrible and disgusting. She emphasized everyone has the right and should be allowed to show their creativity and share a part of themselves through music or any work they undertake. The need for artists to own their work and be able to do whatever they want with their music or work. It has the same perspective in Islam that explained on Holy Qur'an.

Allah SWT said that the basis of emphasized to own the work and pursue it in the Holy Qur'an Surah Al-Insyrah verse 5-6:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

¹¹ Nguyen Cao Thanh, 'The Differences between Spoken and Written Grammar in English, in Comparison with Vietnamese', *GiST Education and Learning Research Journal*, 11.11 (2015), 140.

“..... For indeed, with hardship (will be) ease, indeed, with hardship (will be) ease...”

Islam teaches us to be strong and believe in ourselves, based on the mentioned revelation. This verse teaches that as Muslims, we must remain resilient in the face of adversity. It also implies that we must be courageous as long as we believe that dream and put up an effort to make it happen. Indeed, there is space in every challenge, and there is a way out of any lack of means to attain a dream. If you face the challenge with real purpose and try with all your power and mind to get away from it, persisting and patiently, and not moaning about the slowness with which relief arrives, it will surely come.

Language, both spoken and written, plays an important role in human life. As a language matures, we can use discourse to comprehend the meaning of the text and expand our linguistic expertise. Speech is an example of spoken language. Speech is the act of putting a speaker in front of an audience to deliver a message, and it must be appropriate for the audience. The speaker gives a speech that could serve a variety of reasons. It can be used to amuse, invite, or provide information. Because the subject of this study is speech, the researcher incorporates the spoken text. Speech can help students improve their abilities. The speaker, on the other hand, must pay close attention to what he or she says to others. For an English learner who wants to study the meaning from a speech, textual analysis is also good technique to understand the meaning ahead of time.

The researcher is looking at Taylor Swift’s speech on December 12th, 2019, titled “Woman of the Decade”. This speech contained about everyone who enjoys work in such a way that they pursue it as a hobby. It can show harmonious passion as a motivating force that leads an individual to choose to engage in an activity, because passion is also a strong will to an activity or work that leads an individual to willingly devote time, energy, and mind to it. Furthermore, every good artist must be able to own every aspect of the work that they create and present it however they desire, according to this speech.

Playing with power in order to restrict and discriminate against each gender should be prohibited. Taylor Swift's statement on the strength of "toxic male privilege," aka the virtue of poisonous males, in the industry cannot be justified, nor can trying and silencing a woman who has spent her life and energy making art. As the result, the researcher wants to investigate variations of theme-rheme in the speech by analyzing the thematic structure using SFL by Hallyday's theory. Besides, this descriptive qualitative study and the researcher also wants to investigate the textual meaning realized in Taylor Swift's speech in the "Woman of the Decade". This research entitled *Thematic analysis in Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019*.

B. Research Question

Considering the background of the study above, the researcher formulated the problem as follow:

1. How are the textual meanings in Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019 realized?
2. What are types of theme in Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019?
3. What are the pedagogical implications of thematic analysis in Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019?

C. Objective of the Research

In the relation of the problem, the objective of the research is explained in following objective of the study:

1. To find out the textual meanings realized in the Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019 realized.
2. To identify the types of theme in Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019.

3. To explain the pedagogical implication of thematic analysis Taylor Swift's speech on first-ever "woman of the decade" award at the billboard women in music 2019.

D. Reason for Choosing the Topic.

The researcher interested to choose the thematic analysis as a topic because of some reason, as follow:

1. The researcher believes that when people communicate, whether through spoken or written language, they always have the message and information. As a result, the researcher is interested in determining the message from the spoken text, which is used in this study.
2. An aspect of the text that may easily be noticed is thematic analysis, which is a general manner of organizing material and carrying over from one argument to the next.
3. Through thematic analysis, the researcher hopes to get new insight into student's writing skills in order to implement a suitable speech.

E. Significances of the Research

The researcher intended that this study would be able to give advantages as follows:

1. Theoretical development

In theoretical development, the researcher expects that this research can enrich the theory of Discourse Analysis especially about the thematic system, and also contribute to analyze the content of utterance in spoken language. Thus, it is intended to provide information and function as a reference for researchers in Indonesia generally.

2. Practical development

- a. For the teachers

This research will provide insight, information and evaluation for the term of writing and speaking subject which can be underlined the

whole utterance to connect cohesively, and it will give advantages for the teachers;

- This study possibly can model ‘theme-rheme’ as the instrument to assess speaking and writing.
- This study also facilitates the teacher’s development to increase the teaching style. So, the students know well how to understand and organize the word cohesively, whether in written or spoken style.

b. For the researcher

The result of this study will be a reference for further research that will be conducted at another time. The researcher is well-understanding how the language works and does accurately and also expects that readers will gain a better understanding of the textual meaning achieved in Taylor Swift’s speech.

c. The result of this study will give other researcher interested in Systemic Functional Linguistics, particularly thematic analysis, will benefit from the findings of this study, which will provide important information and evaluation.

d. For the pedagogical contribution

In pedagogical outlook, the researcher wishes that textual meaning ‘theme-rheme’ as an effective instrument to analyze the text, and it give a great experience for the students when they are doing organizing sentences, and it is beneficial in teaching of writing since it clarifies the meaning of a paragraph for the readers.

F. Limitation of the Research

Based on the background of the research which has been explained above, this research focuses on thematic structure using Halliday’s theory. The researcher also explained the pedagogical implication in Taylor Swift’s speech on first-ever “woman of the decade” award at the billboard women in music 2019 in the field of education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses how to conduct a literature review for textual meaning analysis. There is one part to this chapter. The theoretical frame work is it includes a literature review on the scope of Systemic Functional Linguistics, Textual Meaning, Theme-Rheme system in scripted speech of Taylor Swift, Biography of Taylor Swift, and Speech.

A. The General Concept of Discourse Analysis.

Discourse analysis, according to Paltridge, focuses on language knowledge beyond the word, clause, phrase, and sentence that is required for effective communication.¹² Zellig Harris (1952) coined the term discourse analysis to describe a method of evaluating connected speech and writing. Harris was particularly interested in the study of language at a level higher than the sentence level, as well as the relation between linguistic and nonlinguistic behavior. He focused on the first of these in particular, intending to develop a method for defining how language elements are distributed within texts and blended in different types and styles of writings. This is a crucial remark made early on.¹³ We can conclude from these two definitions that discourse is the study of the relationship between language and context in which a set of language strategies are employed. It has the ability to successfully communicate between two or more people.

Besides from the purpose already described, discourse analysis has another function. It's a term for both spoken and written language. Mills claims in her work that discourse is concerned with explaining the structural units of a text or utterance.¹⁴ Furthermore, it could be a spoken language, such as

¹² Daviq Rizal, *Discourse Analysis* (Semarang: CV. UIN Walisongo Press, 2015). p. 2-3.

¹³ Khoo Mun Yee, Mohamad Jafre, and Zainol Abidin, 'The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety', *International Journal on Studies in English Language and Literature*, 2.11 (2014), 128-129. p. 2.

¹⁴ Jacques Forest and others, "'Work Is My Passion": The Different Affective, Behavioural, and Cognitive Consequences of Harmonious and Obsessive Passion toward Work', *Canadian Journal of Administrative Sciences*, 28.1 (2011), 28-29. p. 132.

speech, that is transcribed into a written language. Discourse analysis employs text structure to help readers recognize the paragraph they've just read. Additionally, it is utilized to interpret and strengthen our language skills.¹⁵

This is fundamental for students to learn so that they can communicate effectively. This used to interpret the hidden and implicit meaning in the speech of writers and non-writers, therefore it may also be used to understand significant meaning in oral conversation.

B. Notion Grammar

Grammar is frequently referred to as the “center” of language rules. “Grammar is a theory of a language of how language is put together and how its words.” according to Gerot and Wignell (1994:2). It can be concluded that grammar is a scientific idea of language that is organized according to certain principles, and that it will become meaningful language as a result of its use.¹⁶

Depending on the technique, the concept of grammar will be interpreted differently. “Grammar is considered as a resource for constructing meaning in spoken and written conversation,” according to Graham Lock (1996). It implies that grammar is crucial for producing meaning in a language that can be spoken as well as written.¹⁷

According to the statement above, grammar is viewed as a set of generic language rules, but it also has distinct qualities depending on the perspective, such as functional perspective. Grammar, in this view has the same important rules for expressing meaning in both spoken and written forms.

¹⁵ Sara James, ‘Finding Your Passion: Work and the Authentic Self’, *M/C Journal*, 18.1 (2015) <<http://journal.mediaculture.org.au/index.php/mcjjournal/article/viewArticle/954>>.

¹⁶ Nina Petrovic, ‘Taylor Swift’s Fight to Own Her Music Shows a Darker Side of the Industry’, *2019, December 10*, 2019 <<https://duclarion.com/2019/12/taylor-swifts-fight-to-own-her-music-shows-a-darker-side-of-the-industry/>> [accessed 15 February 2020]. p. 2.

¹⁷ Avery Blank, ‘Why Taylor Swift Is So Influential (And How You Can Increase Your Influence)’, *2019, November 18*, 2019 <<https://www.forbes.com/sites/averyblank/2019/11/18/why-taylor-swift-is-so-influential-and-how-you-can-increase-your-influence/#249da95f1020>> [accessed 15 February 2020]. p. xi.

C. The General Concept of Systemic Functional Linguistic

In this part, the general concept of Systemic Functional Linguistics such as the definition of SFL and the three metafunction theory by Halliday will be explained as follow:

a. Definition of Systemic Functional Linguistics

Halliday established Systemic Functional Grammar as a language theory. “Functional grammars consider language as a resource for making meaning,” according to Gerot and Wignell. That is to say, those grammars are more concerned with the language in use, attempts to describe language as it is used in the real life, with a focus on texts and their contexts.¹⁸ This is a language theory that views language as a resource for making meaning rather than a set of rules. It can assist us in comprehending how texts, both spoken and written convey meaning.¹⁹ SFL research that focuses on dialect is an important asset. As far as Halliday is concerned, SFL is primarily useful for exploring and understanding the value of communication. SFL, according to Eggin’s books, is a language approach that studies and explains how linguistic exchange produce meaning. A systemic functional analysis was established by Halliday, a social semiotic linguistic. SFL is becoming more widely recognized as a useful and interpretative framework for thinking about language as a strategic, meaning-making resource. SFL demonstrates how clause structure expresses simultaneous strands of meaning.²⁰

Nowadays, the SFL method is employed all over the world, especially in language teaching and for a variety of applications such as discourse analysis. Halliday’s functional grammar appears being well to language teaching and learning in several respect. The use of language remains at the center of functional grammar. It’s about using communicative

¹⁸ Nur. p. 6.

¹⁹ Yulia Esti Katrini and Farikah, ‘Analysis of Theme of the Analytical Exposition Texts Written by the Third Semester Students of English Department of Tidar University’, *International Journal of English and Education*, 4.3 (2015), 548–65. 54-62.

²⁰ Retno Rahayu, ‘Analysis of Theme on Selected Taylor Swift Song Lyrics.’, *Semantic Scholar*, 2017. p. 1-2.

grammar in daily live. Furthermore, this is an approach in which grammar is viewed as a resource rather than a set of rules. Halliday adds a functional grammar is fundamentally a “natural” grammar, in the sense that everything in it can be explained, in the end, by reference to how language is used.”²¹

Subsequently, the researcher utilized a theme system from Systemic Functional Linguistics to analyze the study. SFL is a linguistic method that examines how structure interpret sentences. The researcher utilized this method to examine Taylor Swift’s speech in this research.

b. Three Metafunction in Halliday’s Theory

Systemic Functional Linguistics is a theory that explains how language conveys meaning to people. The metafunctional language realizes meaning, which implies it considers language to be a function that works in a text clause. According to Halliday, there are three sorts of definitions utilized in the structure of language at the same time. Metafunction refers to these three elements: ideational, interpersonal, and textual.²²

The first metafunction is the ideational metafunction, which means that the language gives a theory of human experience, and each language’s lexicogrammar resources are committed to that function. This metafunction employs transitivity analysis, which is a type of experiential metafunction, and is a general grammatical resource for interpreting what is happening. It has the ability to understand a wide variety of experiences and events.²³ Interpersonal metafunction is the second metafunction. In SFL theory, interpersonal metafunction refers to how a writer expresses his or her thought, emotions, feeling, and so on. Clauses as exchange and their function in social interaction are the topic of analysis at the interpersonal metafunction level. The separation of the phrase into Mood

²¹ Heri Kuswoyo, ‘Thematic Structure in Barack Obama’s Press Conference: A Systemic Functional Grammar Study’, *Advances in Language and Literary Studies*, 7.2 (2016).

²² Brian Paltridge, *Discourse Analysis: An Introduction* (New York: Continuum, 2006). p. 309.

²³ Brian Paltridge, *Discourse Analysis : An Introduction 2nd Edition, Poem* (UK: Bloomsbury, 2012). p. 30.

and Residue is the most important aspect of the interpersonal metafunction. The position of the subject, such as the doer, and the finite employed in the clause determine the mood type in English.²⁴

The textual metafunction is the last metafunction. It deals with clause as a message and refers to the use of language to organize the text itself. The term “textual metafunction” refers to the use of language to connect what is said, or written, to the remainder of the text and other and other linguistic activities.²⁵ The relationship of language to its environment, which includes both the verbal and situational environment, are expressed in textual meaning. Each clause is written in such a way that it sends a message structure, and these structures are manifested through sequences. This metafunction uses thematic analysis, which includes the elements’ theme and rheme.²⁶

Thematic analysis, which consists of theme and rheme elements, is used by textual metafunction. The theme is the first element in the clause. The remainder of the clause is called rheme.²⁷ The function of a textual metafunction is to provide as an explicit in the grammar of the genuine meaning contained inside it. So, by selecting a theme and rheme, we can easily determine what the clause’s meaning is.²⁸

Only the textual metafunction of speech is examined in this study. The researcher intends to look for significance from Taylor Swift’s speech by selecting and analyzing theme and rheme.

D. The General Concept of Thematic Analysis.

Thematic analysis is a technique for understanding the meaning of a text. We must assume that the clause contains the nature of a message and the flow

²⁴ Sara Mills, *Discourse - The New Critical Idiom*, ed. by University of Stirling John Drakakis (London: Routledge, 1997). p. 7.

²⁵ Paltridge, *Discourse Analysis : An Introduction 2nd Edition*. p. 31.

²⁶ Barbara Johnstone, *Discourse Analysis 2nd Edition* (USA: Blackwell Publishing, 2008). p. 16.

²⁷ Paltridge, *Discourse Analysis : An Introduction 2nd Edition*. p. 299.

²⁸ Kartomihardjo. p. 34.

of conversation, according to Halliday's book.²⁹ Thematic representations clause as a message analysis reveals that the clause has a message character. The idea conveyed by the constituent at the beginning of the clause is known as thematic analysis in English. Theme and Rheme are two elements of thematic structure that bring the clause to life in literary form.³⁰ The following are the definitions of theme and rheme, as well as the several types of themes:

a. The Element of Thematic Analysis

Theme and Rheme are two essential components of theme analysis. The theme is the starting point for the message delivered by a single sentence.³¹ It appears at the start of the clause. The theme is frequently found in the clause's subject and finite. Everything (adverb of place, adverb of time, adverb of time, adverb of manner, conjunctive adverb) comes before the subject and subject itself. Theme usually contains well-known or given information that has been mentioned in the text or is obvious from the context.³² Theme is the part of the message that is highlighted as the theme, and it is established and directed within its context. Its purpose is to lead the target in developing a message interpretation by making the section of the message prominent as the theme. It denotes the point at which the message diverges from the previous one.³³

Rheme is another aspect of theme analysis. The definition of rheme, according to Halliday, is "anything that happens after the theme." The rest of the clause is rheme, and it serves a purpose as the rest of the clause. In addition, Halliday points out that, as a message structure, a rheme not only contains but also demonstrates a new condition.³⁴ Eggins also claims in her book that once you've discovered the theme, you've also discovered the

²⁹ Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994). p. 88-90.

³⁰ Graham Lock, *Functional English Grammar: An Introduction for Second Language Teachers* (Cambridge, UK: Cambridge University Press, 1996). p. 298.

³¹ Wignell. p. 26.

³² Suzanne Eggins, *Introduction to Systemic Functional Linguistics: 2nd Edition* (New York: Continuum International Publishing, 2004). p. 299.

³³ Halliday, *An Introduction to Functional Grammar 3rd Edition*.

³⁴ Lock. p. 89.

rheme in the sentence, because it comes after the theme. Rheme is new information that builds on a topic³⁵ We can conclude that a rheme, as a clause element, contains fresh information about the point of departure and is placed after the theme.

Example Of Theme and Rheme:

1. Ruby (theme) made a pumpkin pie for her family (rheme).
2. Occasionally (theme), Hailey helps her mom to clean the kitchen (rheme).
3. Last week, Lauren bought a new bicycle (rheme).

b. Types of Theme

This chapter will explain the three types of Theme. They are Topical, Interpersonal, Textual Theme.

1.) Topical Theme

In topical theme. There are three-point that included topical elements: circumstance, behavior, and actor.

In most infants	there are frequent episodes of crying with no apparent cause.
Circumstance	Rheme
Topical	
Theme	

Table 1.1 Circumstance Topical Theme

Infants	cry.
Behavior	Rheme
Topical	
Theme	

Table 1.2 Behavior Topical Theme

I	've given blood 36 times
---	--------------------------

³⁵ Wignell. p. 300.

Actor	Rheme
Topical	
Theme	

Table 1.3 Actor Topical Theme

2.) Interpersonal Theme

The constituents, which can be used as interpersonal theme, are the not fused finite (interrogative structures) and four additional categories of modal adjuncts: mood, vocative, polarity and comment. Example:

Finite

Do	You	give	blood?
Finite	Subject	predicator	Complement
Mood		Residue	
Interpersonal	Topical		
Theme		Rheme	

Table 2.1 Finite

Mood

Maybe	Aisya	could	help
Adjunct: Mood	Subject	finite	Predicator
	Mood		Residue
Interpersonal	Topical		
Theme		Rheme	

Table 2.2 Mood

Vocative

Vocative adjuncts contribute interpersonal meanings to the clause. Then, vocative adjuncts occur before the first topical theme.

Maria,	Do	you	want	more soup?
Adjunct: Vocative	finite	subject	predicator	complement
	Mood		Residue	
Interpersonal	Topical			

Theme	Rheme
-------	-------

Table 2.3 Adjunct Vocative

Note that when vocative adjunct occurs topical theme, it's no longer part of the theme, but becomes part of the rheme.

Do	You	want	more soup	Maria?
finite	subject	predicator	complement	Adjunct vocative
Mood		Residue		
Interpersonal	Topical			
Theme		Rheme		

Table 2.4 Adjunct Vocative

Polarity

Yes/No
Adjunct: Polarity
Interpersonal
Theme

Table 2.5 Polarity

Comment

When we examined the mood structure of the clause, we discovered the category of comment adjuncts, which includes adverbial expressions of position in which the attitude is related to the entire clause. When a comment adjunct follows the first topical it is examined as an interpersonal theme. Example:

Fortunately	the bomb	didn't	explode
-------------	----------	--------	---------

Adjunct: Comment	Subject	Finite	Predicator
	Mood		Residue
Interpersonal	Topical		
Theme		Rheme	

Table 2.6 Comment

3.) Textual Theme

The two main types of textual elements are continuity adjunct and conjunctive adjunct, which we call Theme.

Continuity Adjunct

Adjunct continuity refers to the use of words in oral dialogue to indicate that the speaker's contribution is related to what the previous speaker said in the previous turn. Oh, ok, and well are the most common continuity items.

oh	they	give	you	a cup of tea
Adjunct: continuity	subject	f	p	Complement
	Mood		Residue	
Textual	Topical			
Theme		Rheme		

Table 3.1 Continuity Adjunct

Conjunctive Adjunct

and	he	proposes	a marriage
Adjunct: conjunctive	subject	f	p
	Mood		Residue
Textual	Topical		

Theme	Rheme
-------	-------

Kinds of conjunctions as conjunctive adjuncts are described as textual theme when they occur before the first topical theme in a clause.

Table 3.2 Adjunct Conjunctive

4.) Multiple Theme

The clause may recognize that there is only one thematic element (which must be a topical theme). Clauses, on the other hand, are far more likely to contain a sequence of the Theme, with several textual and interpersonal themes frequently occurring before the obligatory topical Theme.

no	well	I mean	they	don't	know
Adj.	Adj.	Adj.	s	f	p
cont.	cont.	conj.			
			Mood		Residue
Textual			Topical	Rheme	
Theme					

Table 4.1 Multiple Theme

5.) Marked Theme

A marked theme is the ideational meaning that appears before the subject. The marked theme can include specific elements such as location or time, as well as participants who are not the subject of the clause. The marked theme is frequently used to signal new clause in discourse: a unique point in time, or a shift in significant participants; in other hand words, they serve to scaffold discontinuity.

Here	they	give	you	tea and cookies
Adj: circu	s	f	p	c
Topical				
Theme (marked)	Rheme			

Table 5.1 Marked Theme

6.) Unmarked Theme

When the theme is configured with mood structure constituents that typically occur in the first position in the mood class classes, it is referred to as an unmarked theme. When the component that is theme also plays one of the following roles, it is referred to as an unmarked theme.

- a. Subject (in declarative clause)
- b. Finite (in an interrogative)
- c. Predicator (in an imperative)
- d. WH element (in a WH interrogative)

Moving the circumstantial part to thematic position is one way to create a marked theme. Another common strategy is to repackage a constituent as a circumstantial element (typically of matter). Example:

Diana	has	donated	blood	36 times
s	f	p	c	Adj:circ
Topical				
Theme (unmarked)	Rheme			

Table 6.1 Unmarked Theme

E. The Biography of Taylor Swift

Taylor Alison Swift, better known as Taylor Swift, born on December 13, 1989, in Reading, Pennsylvania, USA. Her narrative songs, which are frequently inspired by her personal life, have received critical acclaim and widespread media attention. Swift began singing at local events, such as

exhibitions and contests, when she was ten years old. At the age of 11, she sang “The Sang-Spangled Banner” at a Philadelphia 76ers basketball game, and she began writing her own songs and learning guitar at the age of 12.

Taylor frequently visits Nashville, Tennessee, the country music capital, to develop and realize his music career. She wrote his songs there and tried to get a record deal. Swift and her family relocated to nearby Hendersonville, Tennessee, to further Swift’s career, thanks to her parents’ dedication.³⁶

Taylor Swift’s early success as a country singer-songwriter was instrumental in shaping the modern country music scene. Journalist Jody Rosen confirmed that Taylor Swift was the first country artist to achieve global success outside of the United States. After Swift became well-known, country labels became more interested in promoting young singers who write their own music. It is distinguished by an autobiographical narrative that revolves around romance and heartbreak and defies traditional conservative values represented in country music. Swift introduced a genre to the younger generation, who can relate to her struggles. According to Rolling Stone, Taylor Swift’s country music was a major influence on 2010’s pop music. Her dazzling performance on stage with the guitar that has become the hallmark of Taylor Swift, has created a phenomenon in which media outlets attribute increased guitar sales to women, a previously ignored demographic.

Swift’s success in the 2010’s, particularly in record sales, bolsters her position as a major figure in the music industry. Although Swift’s image has shifted from country to pop. Her narrative songwriting has been defended by her country roots thus far. It provides a sense of authenticity that draws a lot of attention from young people. Swift is also supported by a large fan base: she is the only artist to have four albums sell over one million copies in a single week since Nielsen SoundScan began tracking sales for the Billboard 200 in 1991, a

³⁶ Biography.com Editors, ‘Taylor Swift’s Biography’, 2014
<<https://www.biography.com/musician/taylor-swift>> [accessed 25 August 2021].

remarkable achievement in the post-decrease album era. Swift's multi-million-dollar album, despite steady streams of streaming and a continuous decline in traditional album sales, proved to New York magazine that she is "the one who's bent the music industry her way." Swift has nine albums to her credit, the most recent of which was released on December 10, 2020, when she announced that she would release a surprise album titled "Evermore" at midnight.³⁷

F. Exemplary Passion and the Struggle for the Right to Work of Taylor Swift.

Taylor Swift has made a name for herself outside of the music industry. It's like saying something to the entire world. Perhaps the song's war lyrics, authenticity, and passion for making the world a better place, where no better role model exists for teenage girls. Swift instilled fearlessness, a strong work ethic, and an overflowing heart into everything she said and did, radiating wisdom and serenity.³⁸

Swift is the world's most powerful person. First, because she is a woman with the most achievements as a result of her hard work in her music career, Swift's achievement can surpass that of legendary female singer Whitney Houston as a female musician who occupied the number one position on the Billboard 200 for the longest cumulatively.³⁹

Second, she has the ambition to speak out about the case against her, despite the fact that she is a courageous woman who has spoken out as a "silence breaker" about the sexual harassment she experienced in 2013, which is considered common in our society. Taylor Swift is also honored for her support of creative rights, music education, literacy programs, cancer research,

³⁷ IMDb.com Editors, 'Taylor Swift's Biography'

<<https://www.imdb.com/name/nm2357847/bio>> [accessed 25 August 2021].

³⁸ Time Magazine, 'TIME 100: The Most Influential People of 2019', 2019

<<https://time.com/collection/100-most-influential-people-2019/>> [accessed 28 August 2021].

³⁹ Virgilery Levana, 'Keren! Taylor Swift Pecahkan Rekor Whitney Houston Di Billboard 200!', 2020 <<https://herstory.co.id/read8156/keren-taylor-swift-pecahkan-rekor-whitney-houston-di-billboard-200>> [accessed 28 August 2021].

disaster relief, and the “Time’s Up” movement.⁴⁰ She founded the “Taylor Swift Education Center” school in Nashville, Tennessee, where there are several programs that include curriculum-related activities for school groups, tailored programs for toddlers, after-school workshops for adolescents, and people book talks for curious adults. The Taylor Swift Education Center is a dedicated space where visitors from a young age to old age can experience country music culture.⁴¹

She donated thousands of books to the Scholastic Possible Fund foundation in 2014. The Scholastic Possible Fund is a non-profit organization that focuses on giving children early access to books in order to instill a love of reading in them. Taylor Swift’s donation book was then distributed to 25 schools, each of which received a thousand books. When he received a Grammy award in 2016, she delivered an uplifting speech in which she stated that “There will always be people who try to get in your success or make or make false claims about your accomplishment or popularity. However, if you concentrate on what you are all about. Do it and don’t be distracted by them; one day, when you arrive at your success, you will see and realize that you and the people who love you have been putting you there all along. And that will be the greatest feeling in the world.”⁴² Of course, this is not limited to whoever we are. She is the most influential figure because she bravely fought for the rights to her work and feminism, and she is not afraid to speak the truth. In 2019, she was named Billboard Women in Music 2019 Woman of the Decade.

G. Concept of Speech

a. Definition of Speech

⁴⁰ Haley Sweetland and Edwards Stephanie Zacharek Eliana Dockterman, ‘TIME Person of the Year 2017: The Silence Breakers’, 2017 <<https://time.com/time-person-of-the-year-2017-silence-breakers>> [accessed 30 August 2021].

⁴¹ 5by5, ‘A Change Agency, ‘Taylor Swift Education Center’, 2013 <<https://countrymusichalloffame.org/plan-your-visit/exhibits-activities/family-youth-programs/taylor-swift-education-center/>>.

⁴² Billboard Staff, ‘Taylor Swift on Winning Album of the Year at the 2016 Grammys: There Will Be People Who Try to “Take Credit” for Your “Fame”’, 2016 <<https://www.billboard.com/articles/news/grammys/6875390/taylor-swift-album-of-the-year-speech-credit-for-fame>> [accessed 30 August 2021].

Speech is an utterance with a good structure used to convey information to people. Speech is commonly used in speech contests, speech greet days, and speech plant spirit. There are some reasons why the speaker delivers the speech in front of the audience. It could be as simple as telling a story, sharing an experience, informing others about a message, or motivating others.⁴³ A good speech is one that can convey positive message and leave an impression on the audience. It means that the speaker should deliver the speech in a structured and deliberate manner, so that the audience can take away a message from the speech.

Starting with the organization of the speech, delivering the main points, vocal variety and body gesture, and the use of visual aids, public speaking skills can be used to produce a motivational and inspiring speech.⁴⁴ Furthermore, a speech is divided into three parts: introduction, content, and conclusion. The introduction, as the first section, includes greetings, honor, and thanksgiving. All of this is given to the figures who are present in an event as well as to the audience. The second section is the speech's content. It is the most important part because it contains the information that serves as the speaker's main point. It must be delivered in specifics. The final section concludes, it includes a closing greeting as well as a hope or prayer that the speaker conveys to the audience.⁴⁵

In terms of function and content, a victory speech is similar to a formal speech, which is a formal talk given to an audience about one's success in a struggle. As a musician, they inspire and express their feelings through songs, and they give messages to young people to stay afloat for a better

⁴³ Arina Nikitina, *Arina Nikitina Successful Public Speaking* (Academic Transfer, 2011). p. 10.

⁴⁴ Yee, Jafre, and Abidin.

⁴⁵ Zulfa Nurul Mukarromah, 'Mood And Thematic Analysis In Donald Trump's Speech "Remarks On Tax Reform"', 2019. p. 52-53.

change.⁴⁶ This increases the overall effectiveness of the speech, and the audience must pick up on the message they can learn from the speech.

b. Style of Speech

In speech there are most common style of speech, they are impromptu, manuscript, memoriter, extemporaneous speech. Firstly, Impromptu speech is rather than being planned in advance, this speech is promoted by the occasion. Famous public speakers frequently joke that the best impromptu speeches should be prepared weeks ahead of time. In reality, some people have little or no time to prepare before speaking in front of an audience. Martin Joos (1976), a linguistic and German professor, explains that *constitutive* has meaning in *impromptu* speech because the speaker uses the listener's participation and feedback. The speaker will provide background information, while the listener will continue to participate.⁴⁷

Second is the manuscript speech is written in the style of a manuscript and is intended to be read word for word. Many political and social events make use of scripted speeches. In this case, the text should be well prepared, with multiple interpretation options in mind. Text or speech script compilers must consider breathing ability, capacity, and other technical issues. As a result, the speech script will be conveyed correctly, preventing a different interpretation. In any event, the speaker (who did not compose themselves) had trouble pausing; if this method is to be used, the speaker must obtain the script the day before in order to do the exercise. This method works best if the script is self-compiled. A common example of a manuscript speech is a political figure delivering a speech written by another person, provided that the drafting team truly understand their character; arrived at the

⁴⁶ Tim CNN Indonesia, 'Only the Young, Pesan Taylor Swift Untuk Para Pemuda', 2020 <<https://www.cnnindonesia.com/hiburan/20200131204936-227-470623/only-the-young-pesan-taylor-swift-untuk-para-pemuda>> [accessed 21 September 2020].

⁴⁷ Arina Nikitina, *Arina Nikitina Successful Public Speaking* (Academic Transfer, 2011). p. 13.

correspondence between daily diction (which is typically used in daily conversations) and diction in the text.⁴⁸

Third is memoriter speech is one that is written as a script and then memorized word for word. The ability to memorize the text of the speech and properly remember the words in the speech script is the most important aspect of memoriter type speech. The advantage (if memorized) is that the speech will be fluent; however, the disadvantage is that the speaker will be speaking in a monotone, making it unlikely that the speaker will be able to capture the audience's attention.⁴⁹

Fourth, extemporaneous speech it is the most common and aids in establishing an emotional connection with the audience. This type of speech is built around a key point, but within that point, the material can be presented freely, allowing the speaker to change their speech based on the reaction of the listeners. An extemporaneous speech requires the speaker to prepare an outline and only supporting points. However, the speaker is not attempting to remember or memorize word for word in this context. The outline is simply a framework for organizing the thoughts we have.⁵⁰

H. Concept of Theme and Rheme

According to Halliday, the “theme” of the clause or sentence is what comes before the subject of a clause or the subject itself if nothing comes before it. The clause's remainder is rheme (everything after the theme). A rheme can be interpreted as the other constituent of a clause that contains new information about the point of departure and is located after the theme (the rest of theme).

⁴⁸ Armin Bell, 'Empat Metode Pidato: Impromptu, Ekstemporan, Manuskrip, Dan Memoriter', 2018 <<https://www.ranalino.id/2018/07/metode-pidato-impromptu-ekstemporan-manuskrip-memoriter.html>> [accessed 19 September 2021].

⁴⁹ Habsi, 'Mari Mengenal Beragam Jenis Teks Pidato Dan Pengertiannya', 2019 <<https://www.quipper.com/id/blog/tips-trick/ragam-jenis-teks-pidato/>> [accessed 19 September 2021].

⁵⁰ Habsi.

The example of theme and rheme according Dane (1974) and represent its structure in

Theme (Jack) – Rheme (goes up the beanstalk again)

Theme (he) – Rheme (comes to the giant’s house)

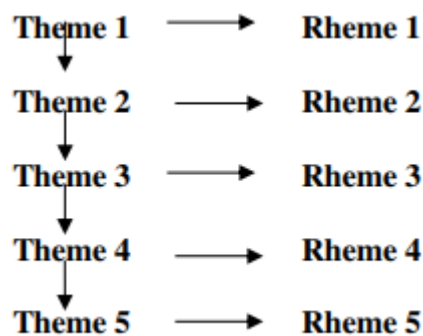
Theme (he) – Rheme (sees the giant’s wife)

In each of the clauses of this piece of discourse, the theme is not different. If we wish to claim that the referent ‘Jack’ is the theme of the discourse, we must understand that we are basing this claim on the fact that ‘Jack’ is ‘thematized’ in each of the clauses in the discourse. The term ‘theme’ appears to have come to be used as a general term in discourse analysis for ‘main character’ and sentential subject on the basis of discourse with this type of fixed structure (as well as the left-most constituent).

According to David Nunan, the initial element in a clause is referred to as the theme, which is a formal grammatical category. In other words, it is the element around which the sentence is structured and to which the writer wishes to draw attention. The rheme is everything that comes after the theme. Theme of a clause may pick up or repeat a meaning from the preceding theme and rheme. According to Martin and Rother in Paltridge (2000:140) as quoted by Mulatsih (2006), there are three kinds of thematic development patterns:

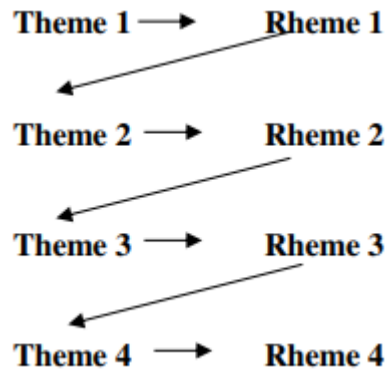
1. Theme reiteration/constant theme pattern

This pattern shows that the first theme is picked up and repeated in the beginning of the next clause. The figure is as follows:



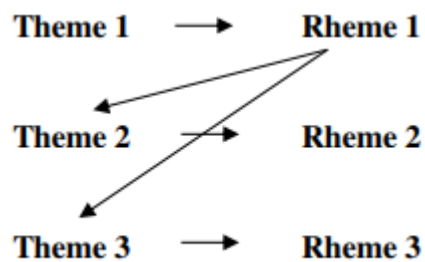
2. A zig zag linear theme pattern

It is a pattern when the subject matter in the rheme of one clause is taken up as the theme of the following clause. The figure of this pattern is as follows:



3. Multiple theme / split theme pattern

In this pattern, 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. The figure of this pattern is as follows:⁵¹



⁵¹ Tarina Dashela, 'The Analysis of Theme and Rheme in Short Story of Sleeping Beauty with a Systemic Functional Approach', 2.1 (2021), 11–28 <<https://doi.org/10.35961/salee.v2i01.201>>.

CHAPTER III

RESEARCH METHOD

The research method is significant in scientific research. This is because the result of the research can be considered as something scientifically depend on the methods used on the researched object. Here the research represented a clear description research design, research instrument, participants, data sources, technique of data collection, and technique of data analysis method.

A. Research Design

The research been carefully planned and organized to perform a systemic and organized investigation, ensuring that the data acquired will be in-depth and detailed. The research methodology outlines the investigative strategy that includes the research design, analytical framework, data sources, data collection techniques, and data analysis techniques. The highlights of the research design that the researcher use will be explained as follow:

1. Research Design

Creswell defines research designs as the specific procedures involved in the research process, which includes data collection, data analysis, data report writing.⁵² It is used in research planning and procedures that range from broad assumptions to detailed data collection and analysis methods. The research design must specify who obtained the data, under what conditions it was obtained, how the research was set up, what happened to the subject, and what data collection methods were used.

This research was carried out using a descriptive qualitative research design by the researcher. To describe the finding in detail, the descriptive qualitative method is used. It is a research method based on post-positivist philosophy that

⁵² John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative* (Prentice Hall Upper Saddle River, NJ, 2002). p. 20.

is used for naturally researching the condition of an object, with the researcher acting as the key instrument and taking a sample of the data source on purpose.

The triangulation approach was used for data collection in this research, and the results of qualitative research were more focused on meaning rather than generalization. Triangulation is a data collection technique that combines various data collection technique and data sources that previously existed.⁵³ In triangulation methods, it means that the research is using more than one method to collect data on the same topic. The data for this study were triangulated by interviewing ten English Education Department students as participants.

The researcher used descriptive qualitative research in this research because she explained, analyzed, described, collected, and identified the type of thematic analysis that appeared in Taylor Swift's speech script. The dominant thematic analysis in Taylor Swift's speech was explained by the researcher. The researcher analyzed the research data using Hallyday's theory of SFL approach. To interpret the data, the research used thematic analysis to analyze the speech. Finally, the writer explains the significance and application of thematic analysis in Taylor Swift's speech script based on the analysis data and the opinion of the English Education Department of UIN Walisongo Semarang.

2. Research Instrument

The research used document and question guidelines as research instrument in this research. The researcher obtained the data for Taylor Swift's speech transcription from Billboard's official website using a document. The speech was adapted from <https://www.billboard.com/articles/news/awards/8546156/taylor-swift-woman-of-the-decade-speech-billboard-women-in-music>, Taylor Swift delivered a speech titled "Taylor Swift Accepts Woman of the Decade Award at Billboard's Women in Music: Read Her Full Speech." On Friday, December 13th, 2019.

⁵³ Dr Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D', 2013. p. 241.

Meanwhile, the researcher used interview guidelines as the second instrument. Interviewing involves asking questions and receiving responses from a group English Education UIN Walisongo Semarang students who have taken a discourse. Before presenting the questions to the students, the researcher had prepared some questions.

3. Participants

Spradley refers to qualitative research as a “social situation,” which consists of three elements: place, actors, and activity that interact synergistically. Because qualitative research is based on specific cases that exist in specific social situations, the results of the research will not be applied to the population, but will be transferred to other places in social situations that have similar conditions to the study case. In qualitative research, the sample is referred to as a participant or informant rather than a respondent.⁵⁴

B. Data Collection

1. Data Collection Technique

Documentation and interviews were used to collect data for this research. Documentation is concerned with analyzing and interpreting recorder material in order to learn more about human behavior. Public record, textbook, letters, films, tapes, diaries, themes, reports, or other documents may be used.⁵⁵ Furthermore, Cresswell claims that documents are a good source of text (word) data for qualitative research. The researcher obtained documentation from Taylor Swift’ speech transcription at the Billboard official website. On Friday, December 13, 2019, he delivered a speech titled “Taylor Swift Accepts Woman of the Decade Award at Billboard’s Women In Music: Read Her Full Speech.”

Interviews are another method for gathering data for this study. It is one of the data collection techniques most commonly used by researchers for

⁵⁴ Sugiyono. p. 215-216.

⁵⁵ Donald Ary and others, *Introduction to Research in Education* (Cengage Learning, 2018). p. 29.

descriptive qualitative research. Interviews are a type of data collection method that relies on self-report, knowledge, or personal belief. It can be conducted as a structured, semi-structured, or unstructured interview.⁵⁶ In this research, the researcher used an interview to determine the pedagogical implications of addressing thematic analysis using Taylor Swift' speech. The researcher interviewed 10 respondents from Walisongo State Islamic University Semarang's majoring in English class of 2019 who had taken discourse class. The interview took place on the WhatsApp platform. During this interview, the researcher asked questions in accordance with the interview guidelines.

The interview was conducted for five days in a row. It was held from 17th June to September 13th, 2022. On the first day, September 17th, 2022, the researcher interviewed respondent 1. The following day, On June 18th, 2022, the researcher continued with respondent 2 and 3. On third day, June 19th, 2022, the interview continued with five respondents as respondent 4,5, 6, 7, and 8. The researcher conducted the interview with respondent 9 on the fourth day, September 13th, 2022. On the final day, September 14th, 2022, the researcher interviews ten respondents.

2. Data Analysis Technique

The data were analyzed to obtain the study's objective data. Data analysis involved searching and organizing interview transcripts, field notes, and other materials that could be gathered to develop a better understanding of the research. Then, to analyze the data, descriptive analysis is a related and appropriate approach for this study. To determine the textual meaning of Taylor Swift's speech in this research, the following steps in the data analysis technique are used:

- a. The researcher rewrites the text after searching the script of Taylor Swift's speech.

⁵⁶ Sugiyono. p. 231-233.

b. By coding and dividing the sentences into clause, the researcher divided the sentences in the text into complex clause.

Halliday initially discusses clause complex in his book *An Introduction to Functional Grammar*. Because it provides a deeper understanding of the impact of spoken language on written language, the term of clause complex has taken the role of the old notion of sentence when referring to the logico-semantic unit above the clause. Clauses make up complex analysis. In other words, the clause complex is made up of the combinations of clauses.

As we can see, a clause has a meaning as a message, clause complex is positions in the semantic relations, the lexico-grammatical stratum, and the phonological stratum. However, according to Halliday, the features of clause complexes which include paratactic and hypotactic clause are realized through interdependency relations between element clauses. Clauses with equal status are connected by parataxis relationships in complicated clauses. Both clauses are free in the sense that they are capable of existing as a complete sentence. However, sentences of unequal status are bound by hypotactic relationships. The independent clause is not free, although the main clause is.⁵⁷

No	Code	Expression	Clause
1.	α	(dominant clause)	Hypotaxis
2.	β	(independent clause)	
3.	1	(initiating)	Parataxis
4.	2	(continuing)	

Table 7.1 Clause Complex Analysis

c. The following activity is to categorize the data into theme and rheme types. It is presented in the table to make the data clearer.

Clause				
S	F	P	C	Adj

⁵⁷ Rizal. p. 50-53.

Theme	Rheme
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Table 7.2 Thematic Analysis

Note:

S : Subject

F : Finite

P : Predicator

C : Complement

Adj : Adjunct

Etc.

d. In the fourth activity, the researcher manually counts the different types of themes.

e. The final activity is to describe the educational implications of the pedagogical implications.

CHAPTER IV

RESEARCH FINDING DISCUSSION

This chapter consist of two main parts. They are finding and discussion which explain the types of Textual Meaning, the types of Theme used in Taylor Swift' speech and also the contribution of pedagogical implication Taylor Swift's speech on first-ever "Women of the Decade" Award at the Billboard Women in Music 2019 in educational field.

A. Research Finding

In these parts, the types of Textual Meaning and types of Theme in Taylor Swift's speech will be explained as follow:

1. The Types of Textual Meaning in Taylor Swift's Speech

The researcher has identified and analyzed the Textual Meaning in Taylor Swift's speech on first-ever "Women of the Decade" Award at the Billboard Women in Music 2019. The analysis is focused on The Theme and Rheme analysis. Theme usually appears in the Subject and Finite of the clause. Everything comes before the Subject (adverb of place, adverb of time, adverb of manner, conjunctive adverb) and Subject itself are namely Theme. There are three types of Theme found in Taylor Swift's speech, such as Topical or Experiential, Interpersonal, and Textual Theme.

From those types of Theme realized in Taylor Swift's speech, the Topical or Experiential Theme is the dominant and often found in the clause. The next is Textual Theme and less frequency of Theme occurred is Interpersonal Theme whereas the Rheme is seen after the Theme of the clause in Taylor Swift' speech.

Based on the analysis, the Textual Meaning in Taylor Swift's speech on first-ever "Women of the Decade" Award at the Billboard Women in Music 2019 consist of the element of Theme and Rheme where the Theme

can be Topical, Interpersonal, or Textual Theme. It is obtained by finding the message or the point of the clause to get the Textual meaning.

2. The Types of Theme Used in Taylor Swift’s Speech.

After the researcher divided the speech into clauses using clause complex to make it easier in analyzing, the researcher identified every clause which is the Subject, Finite, Predicator, Complement, and Adjunct in Taylor Swift’s speech into tables. After that, the researcher determined the types of Theme realized in the speech.

In analyzing the Theme in Taylor Swift’s speech, the researcher found that Taylor Swift used Topical (Marked and Unmarked Theme), Interpersonal, Textual and Multiple Theme in the clause. In Topical Theme, the Theme included Circumstance of Time and Agent, Behavior, and Actor. The Topical Theme might be Marked or Unmarked Theme based on the first theme she used in the clause.

This is the table of the result Taylor Swift’s speech Thematic Analysis. There are three types of Theme used in Taylor Swift’ speech on first-ever “Women of the Decade” Award at the Billboard Women in Music 2019 entitled “Taylor Swift Accepts Woman of the Decade Award at Billboard’s Women in Music.” They are Topical Theme (Marked and Unmarked), Interpersonal, and Textual Theme. The most dominant Theme used in the speech is Topical Theme, especially unmarked Theme. The next is Textual Theme and the last is Interpersonal Theme.

Theme Types	Total Clause
- Marked Theme	29
- Unmarked Theme	154
Topical theme:	183
Interpersonal Theme	29
Textual Theme	72
Multiple Theme	77

Table 7.1 The Analysis Types of Theme in Taylor Swift’s Speech

3. Pedagogical Implication

The researcher wish that by analyzing Thematic Analysis in Taylor Swift's speech on first-ever "Women of the Decade" Award at the Billboard Women in Music 2019, the result can give more knowledge to the pupils and also as a reference to the teachers who teach Discourse Analysis. For the teachers who teach Discourse Analysis, this Taylor Swift's speech can be used as a reference or medium for teaching Discourse, especially in understanding Textual Meaning in spoken text by using Thematic Analysis.

Meanwhile, the contribution of Textual Meaning used in Taylor Swift's speech on first-ever "Women of the Decade" Award at the Billboard Women in Music 2019 in Discourse teaching is to help the students easier in analyzing the Textual Meaning of spoken text. In addition, it is useful to simplify the parts and types of Theme. Another contribution of Taylor Swift's speech is it can be used as reference for making an informative and interesting speech because it discusses about current and Taylor Swift is a famous artists, singer and producer with many achievements in current youth generation.

One of the skills that must be mastered by an English student is writing. Understanding Thematic Analysis in this spoken text is expected to help advance English learners understand the Textual Meaning if he/she in the position of the reader. Moreover, they can compose their own speech text or another written text referring to the theory of Thematic Analysis, so that the message and purpose are conveyed well to the reader if the students is in the position as the writer.

B. Discussion

1. The Types of Textual Meaning in Taylor Swift's Speech

The researcher has identified and analyzed the Textual Meaning realized in Taylor Swift's speech into tables. The Textual Meaning were identified and analyzed based on the Thematic Analysis which consist of two elements, they are Theme and Rheme. Theme is located and oriented

the clause within its context which has a function to guide the target to develop a message interpretation by making the part of message prominent as the Theme. It might be nominal and phrase that functioned in an experimental structure in the clause, for examples as participant, circumstance or process. Another element of Textual Meaning is Rheme. Rheme comes after Theme and it has a function but also shows the new situation in the clause.

There are three types of Theme used in Taylor Swift’s speech, they are Topical (Marked and Unmarked), Interpersonal, and the last is Textual Theme. The Topical Theme is included Circumstance (Time, Cause, Matter, Agent, Place, Behavior (job, etc.), and Actor. Another Theme is Interpersonal Theme includes Mood, Polarity, Comment, Vocative and Finite. The last is Textual Theme includes Conjunctive and Continuity Adjunct.

Clause 11: *‘I saw pop stations send my songs ‘Love Story’ and ‘You Belong With Me’ to number one for the first time.’*

I	saw pop stations send my songs ‘Love Story’ and ‘You Belong With Me’ to number one for the first time.
Topical	Rheme
Unmarked Theme	

The analysis of Textual Meaning in this clause is divided into two parts, namely Theme and Rheme. In this clause, The Theme is ‘I’ and it includes as Topical Theme especially Unmarked Topical Theme. The sentence after Theme is namely Rheme.

Clause 12: *‘And I saw that as a female in this industry,’*

And	I	saw that as a female in this industry
Textual	Topical Unmarked	Rheme
Theme		

In this clause, there are two elements of Textual Meaning, they are Theme and Rheme. The Theme of this clause is ‘and’ and ‘I’. This clause also includes as Multiple Theme because there are two types of Theme in a clause. The word ‘and’ is Textual Adjunct as conjunctive in the clause, so that it is included to Textual Theme. ‘I’ is Topical Theme especially Unmarked Topical Theme. The rest of them is the Rheme of the clause.

Clause 29: ‘and backlash in 2010 that I did never experience before as a young new artist.’

and	backlash in 2010 that I did never experience before as a young new artist.
Textual	
Marked Theme	Rheme

The elements of Textual Meaning in this clause is divided in two parts, they are Theme and Rheme. The Theme of this clause is ‘and’, as the Theme, ‘and’ plays a role as Conjunctive Adjunct (Adjunct of Circumstance) in the clause and it is included as Textual Theme especially Marked Topical Theme. The rest of Theme is namely Rheme.

2. The Types of Theme in Taylor Swift’s Speech.

After analyzed and identified the Textual Meaning realized in all clauses of Taylor Swift’s speech transcription, the researcher found some types of Theme. There are three types of Theme such as Topical Theme,

Interpersonal Theme, and Textual Theme realized in the speech. The explanation of theme will be explained as follow:

a. Topical Theme: Marked and Unmarked Theme

Topical Theme is presented by three points, they are circumstance (prepositional phrase), behavior (adverbial phrase), and actor (nominal group). The Topical Theme is divided into two types they are Marked Theme and Unmarked Theme. Marked Theme is where there is ideational meaning that comes before subject. It can be circumstantial elements such as place or time, or they may be participant that are not the subject of the clause. Unmarked Theme is when the Theme conflates with the mood structure constituent that typically occurs in first position in clauses of that mood class.

In Taylor Swift's speech, the most dominant Theme occurred is Topical theme. The total of Topical Theme used in the speech is 183 times which is divided into 13 29 times of Marked Theme and 154 times of Unmarked Theme.

The example of Marked Theme and Unmarked-Topical theme in Taylor Swift's speech as follow:

1. Clause 3: *'I wanna say thank you so much to Billboard for giving me this honor,'*

In this clause, the Theme of the Clause is 'I' because it is classified as nominal group (actor). The type of Theme in this clause is Unmarked-Topical Theme whereas the rest sentence after the Theme is called Rheme.

2. Clause 13: *'some people will always have slight reservations about you.'*

There are two elements of Textual Meaning in this clause they are Theme and Rheme. *'some people'* is the Theme of the clause whereas the rest is the Rheme. This clause includes Unmarked-

Topical Theme, because the Theme is classified as nominal group (actor).

3. Clause 4: *for naming me as their Woman of the Decade.*

The elements of Textual Meaning in this clause are Theme and Rheme. This clause includes as Marked-Topical Theme. Because as Theme, *for* was classified as adjunct circumstance followed by the Rheme element.

4. Clause 29: *and backlash in 2010 that I did never experienced before as a young new artist.*

This clause indicates that I include as Marked-Topical Theme. Because as the Theme, *and* was classified as adjunct circumstance whereas the next sentence after Theme is called Rheme.

b. Interpersonal Theme

Interpersonal Theme is when there is a mood label which puts at the beginning of the clause. There are four categories of Modal Adjunct such as Mood, Polarity, Comment, Vocative Adjunct, and Finite. In Taylor Swift's speech, the Interpersonal Theme occurred only one time. It is located in clause 111. The Interpersonal Theme in this speech might be Mood Adjunct.

The example of Interpersonal theme in Taylor Swift's Speech as follow"

1. Clause 111: *Lately there's been a new shift that has affected me personally*

From this clause, there are two elements of Textual Meaning occurred in it. They are Theme and Rheme. The Theme of this clause are *Lately* and *there* and the rest of them namely Rheme. *Lately* is plays a role as Interpersonal Theme because it includes as Mood Adjunct whereas *there* as Topical Theme because it includes as nominal group (actor).

c. Textual Theme

Textual Theme is the Theme used to related the clause to the contexts. It could be named as Textual Theme when there are Continuity and Conjunctive adjunct in the beginning of sentence. Continuity adjunct is related to the word are used to indicate what previous speaker has said, whereas Conjunctive adjunct is related to link one to another. In Taylor Swift's speech, Textual Theme occurred 72 times in clause where the Conjunctive Adjunct is the dominant occurred rather than the Continuity Adjunct.

The examples of Textual Theme in Taylor Swift's speech as follow:

1. Clause 97: *'And it seems that my fellow female artists have taken this challenge and they have accepted it.'*

In this clause, there are two types of Theme, they are Textual and Topical Theme. The word *'and'* here is the Textual Theme because it includes Textual Adjunct as Conjunctive. Another Theme is the word *'it'* as the Topical Theme especially Unmarked-Topical Theme because it includes as nominal group (actor) whereas the rest of the is the Theme of the clause.

2. Clause 94: *'and we have to top our last achievements.'*

This clause consists of Textual and Topical Theme. The word *'and'* is the Textual theme because it includes Textual Adjunct as Conjunctive. Meanwhile the word *'we'* is the Topical Theme especially Unmarked-Topical Theme, whereas the rest of them is the Rheme of the clause.

3. Clause 24: *'Basically if people had something to say about me,'*

In this clause, there are three types of Theme. The first word is *'Basically'* as the Textual Theme because it includes Textual Adjunct as Conjunctive. The second is the word *'if'* as the Textual Theme, because it includes Textual Adjunct as Conjunctive. The last is *'people'* as the Topical Theme especially Unmarked-Topical

theme because it includes as nominal group (actor) whereas the next sentence after Theme is Rheme.

4. Clause 105: *'and sometimes that is so awesome, like how now we're able to just drop a song that we made yesterday.'*

This clause consists of three of Theme. As the first Theme, *'and'* includes Textual Theme because it includes Textual adjunct as Conjunctive. Second is the word *'sometimes'* as the Textual Theme because it includes textual Adjunct as Continuity. The last Theme of this clause is *'that'* as the Topical Theme especially Unmarked-Topical Theme because it includes as nominal group (actor). The rest of them is namely Rheme.

d. Multiple Theme

Multiple Theme is when there is two or more than one Theme in clause. It might consist of several Textual and/ or Interpersonal Theme occurring before the obligatory Topical Theme. The total of Multiple Theme used in Taylor Swift's speech is 77 times.

The examples of Multiple Theme in Taylor Swift's speech as follow:

1. Clause 15: *'whether your male producer or co-writer is the reason for your success,'*

This clause consists of two Types of Theme. They are Interpersonal Theme and Topical Theme. The word *'whether'* includes as Interpersonal Theme because it includes Mood Adjunct, whereas *'your male producer or co-writer'* includes Unmarked-Topical Theme because it includes as nominal group (actor).

2. Clause 19: *'and I saw something in me change due to this realization.'*

This clause consists of two types of Theme. First, there is *'and'* as Textual Theme because it includes as Textual Adjunct as

Conjunctive. The second is 'I' as Unmarked-Topical Theme because it includes as nominal group (actor).

3. Clause 40: *'And now I realize that this is just what happens to a woman in music'*

This clause consists three types of Theme, they are Textual, Topical Theme. The word 'And' includes as Textual Theme because it includes Textual adjunct as Conjunctive. Another one is 'now' as Marked-Topical Theme because it includes as Adverb. The last word is 'I' as Unmarked-Topical Theme because it includes as nominal group (actor).

4. Clause 41: *'If she achieves success or power beyond people's comfort level.'*

This Clause consists two types of Theme, they are Textual, Topical Theme. The word 'If' includes as Textual Theme because it includes Textual Adjunct as Conjunctive. And the word 'she' as Unmarked-Topical Theme because it includes as nominal group (actor).

3. Pedagogical Implication

To learn Discourse Analysis especially by using Systemic Functional Linguistics (SFL) approach develop by Halliday, the students must understand minimally about the grammar, for better they must master it. It happened because the scope of Discourse Analysis is higher and deeper comprehension than grammar. From Thematic Analysis in Taylor Swift's speech entitled "Taylor Swift Accepts Woman of the Decade Award at Billboard's Women in Music", the researcher got several things related to the implementation of language teaching and learning.

Textual Meaning helps the students to find the types of Theme by using Thematic Analysis. This analysis will help the students to find every single message in the clause. It also helps the students to find foe whom the message delivery is whether in written or spoken language.

In Thematic Analysis, the students will be able to find out which is the point of a message and the new information of the clause. It means that the students will understand which are the main point and the addition point in the clause by analyzing the Thematic structure which consist of Theme and Rheme. If the students can differentiate it, they will know the types of the Theme. If the students have known the types of Theme, they will get the meaning of the clause well and better understanding of communication.

In addition, the pedagogical implication of this study is it can be useful for the students and the teachers regarding how to understand and write a good written text. The reason is because Rheme express the concept of constructing or arranging text cohesively and coherently. It will provide comprehensible material to make it easier for the students to understand the reading the text and provide an I depth understanding of written text. Moreover, it would be alternative learning to compose the well-texts, either spoken or written easily since they are concerned and focused on Thematic system. By using and mastering Thematic Analysis, the students know how to link the ideas clause to clause well. The students would comprehend systematic, and cohesive writing style. When the texts were organized cohesively, it would be categorized as good writing. They also can produce the sentence well in their daily activity.

It can be difficult to pinpoint exactly what went wrong in learners' production (whether written or spoken), even when it is clear that what they are saying or writing is obviously faulty but the grammar and lexical choice are sound. The answer is frequently found in examining how they link theme and rheme and what they place in the theme position based on the structures of their first languages.

Textual Theme require special consideration in the classroom because they vary greatly depending on the generic nature of the target text type. This entails ensuring that learners have mastered textual

theme associated with consequences and logical connections, for example, before asking them to discuss or write about topics that demand their attention. Initially, almost all teaching focuses on the unmarked forms of the language, so that the classical or normal ordering of elements is learned. However, sooner or later, all learners will need to know how to deviate from the learned ordering in order to prioritize some elements over others. How this is done varies greatly from language to language and must be explicitly taught.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapters, the researcher has discussed about the introduction of the study, the review of related literature, the method of the research, the findings and discussion of this study, and also the explanation of pedagogical implication. This final chapter presents the conclusions and suggestions which derived from analysis and discussions from the previous chapter.

A. Conclusion

Based on the Thematic Analysis in Taylor Swift's speech at the "Women of the Decade" Award at the Billboard Women in Music 2019, the researcher concludes from the previous chapter which has been discussed before as follow:

Textual meaning in Taylor Swift's speech realized into two elements. They are Theme and Rheme. The first element of Textual meaning is Theme. It contains point of message of the clause. There are three types of Theme such as Topical, Interpersonal, and Textual Theme. The Theme can be circumstance, behavior and actor which are located in the beginning of the clause. Another element of Textual Meaning is Rheme. It usually contains the new information of the clause which is occurred after Theme found.

There are several types of Theme which have found in Taylor Swift's speech. The first is Topical, second is Interpersonal, and the last is Textual Theme.

Some of the clauses contain more than one Theme, so that it is called Multiple Theme. In Taylor Swift's speech, the Topical Theme used 183 times which consist of 29 times of Marked Theme and 154 times of Unmarked Theme. The Topical Theme is also the most dominant Theme used in Taylor Swift's speech. Another Theme used in the speech is Interpersonal Theme which appears 29 times. The last Theme used in Taylor Swift's speech is Textual Theme. It appears 72 times which is located in front of Topical Theme. This Textual Theme might be Continuity and Conjunctive Adjunct which link one clause to another. It is a possibility if there is more than one Theme in a clause and it is called as Multiple Theme. In this Taylor Swift's speech, Multiple Theme appears 77 times.

Taylor Swift's speech at the "Women of the Decade" Award at the Billboard Women in Music 2019, contributed help the students who learn Discourse to analyze the Textual Meaning of the spoken text. Understanding Thematic Analysis in the spoken text is expected to help advance English learners understand the Textual Meaning, so they can analyze the meaning realized in the spoken text. Moreover, the students can compose a proper speech text or another written text referring to the theory of Thematic Analysis, so that the message and the purpose are conveyed well to the reader. By using Thematic Analysis, the students will understand and differentiate every meaning realized in the texts. The Topical Theme represents the writer's ability to deliver what the text is about, the Interpersonal Theme can help the students to present their attitude, and the Textual Theme promotes the logical relationship between clauses to build text cohesion and coherence. While for the teachers who teach Discourse, this Taylor Swift's speech can be used as medium reference to teach Discourse Analysis, especially in understanding the Textual Meaning in a spoken text by using Thematic Analysis.

B. Suggestion

The study has been completed by the researcher. Here are a few suggestions provided by the researcher that could be helpful:

1. The researcher found some problems from the beginning of doing the research. One of them was that the researcher felt confused to choose the subject of the research. So, the researcher suggests to the future researchers that it will be easier if they observe the media or the subject of the research more carefully and choose it based on the vision and mission of the university, the researcher's capability, and based on the present problem faced currently.
2. The researcher suggests for the students that if they want to understand the Textual Meaning, they must understand thoroughly about grammar first. It is matter because in analyzing that metafunction, the skill about the sensitivity of grammar is needed.
3. The lecturer who teach Discourse Analysis must understand the spoken text, especially the use of types of Theme such a Topical, Interpersonal, and Textual Theme. It is useful for the lecturer to choose the good and interesting learning material for the students, especially about Textual Meaning.

For a better understanding and higher standard of English language teaching, additional research on the speech script, thematic analysis, and textual metafunction might be conducted. The researcher is aware that this paper was not the ideal example. As a result, this thesis will be improved by insightful criticism and suggestions. I hope this thesis proves helpful to us. Amen

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Appendix I

SCRIPT OF TAYLOR SWIFT ACCEPTS WOMAN OF THE DECADE AWARD AT BILLBOARD WOMEN IN MUSIC

I'm Taylor, good evening. I wanna first thank Billboard from the bottom of my heart for this honor...I wanna say thank you so much to Billboard for giving me this honor, for naming me as their Woman of the Decade.

So what does it mean to be the woman of this decade? Well, it means I've seen a lot. When this decade began I was 20 years old and I had put out my self-titled debut album when I was 16, and then the album that would become my breakthrough album, which was called Fearless. And I saw that there was a world of music and experience beyond country music that I was really curious about.

I saw pop stations send my songs 'Love Story' and 'You Belong With Me' to number one for the first time. And I saw that as a female in this industry, some people will always have slight reservations about you. Whether you deserve to be there, whether your male producer or co-writer is the reason for your success, or whether it was a savvy record label. It wasn't.

I saw that people love to explain away a woman's success in the music industry, and I saw something in me change due to this realization. This was the decade when I became a mirror for my detractors. Whatever they decided I couldn't do is exactly what I did....Whatever they criticized about me became material for musical satires or inspirational anthems, and the best lyrical examples I can think of are songs like 'Mean,' 'Shake It Off,' and 'Blank Space.' Basically if people had something to say about me, I usually said something back in my own way.

And this reflex dictated more than just my lyrics. When Fearless did win Album of the Year at the Grammys and I did become the youngest solo artist to ever win the award, with that win came criticism and backlash in 2010 that I'd never experienced before as a young new artist. All of a sudden people had doubts about my singing voice, was it strong enough? Was I a little bit pitchy? All of a sudden they weren't sure if I was the one writing the songs because sometimes in the past I had had co-writers in the room.

At that time I couldn't understand why this wave of harsh criticism had hit me so hard. I believe a popular headline back then was, 'A Swift Backlash,' which is clever, you gotta give it to 'em. And now I realize that this is just what happens to a woman in music if she achieves success or power beyond people's comfort level. I now have come to expect that with good news comes some sort of pushback. But I didn't know that then.

So then I decided that I would be the only songwriter on my third album, Speak Now, and that I would tour constantly, work on my vocals every day, and perfect my stamina in a live show. I decided I would be what they said I couldn't be. I didn't know then that soon enough people would decide on something else I wasn't quite doing right, and then the circle would keep going on and on and rolling along and I would keep accommodating, over-correcting, in an effort to appease my critics.

They're saying I'm dating too much in my 20s? Okay, I'll stop, I'll just be single. For years. Now they're saying my album Red is filled with too many breakup songs? Okay, okay, I'll make one about moving to New York and deciding that really my life is more fun with just my friends. Oh, they're saying my music is changing too much for me to stay in country music? All right. Okay, here's an entire genre shift and a pop album called 1989.

Now it's that I'm showing you too many pictures of me with my friends, okay, I can stop doing that too. Now I'm actually a calculated manipulator rather than a smart businesswoman? Okay, I'll disappear from public view for years. Now I'm being cast a villain to you? Okay, here's an album called Reputation and there are lots of snakes everywhere.

In the last 10 years I have watched as women in this industry are criticized and measured up to each other and picked at for their bodies, their romantic lives, their fashion, or have you ever heard someone say about a male artist, I really like his songs but I don't know what it is, there's just something about him I don't like? No! That criticism is reserved for us!

But you know, I've learned that the difference between those who can continue to create in that climate usually comes down to this. Who lets that scrutiny break them and who just keeps making art.

I've watched as one of my favorite artists of this decade, Lana Del Rey, was ruthly criticized...in her early career and then slowly but surely she turned into, in my opinion, the most influential artist in pop. Her vocal stylings, her lyrics, her aesthetics, they've been echoed and repurposed in every corner of music, and this year her incredible album is nominated for Album of the Year at the Grammys because she just kept making art. And that example should inspire all of us, that the only way forward is forward motion. That we shouldn't let obstacles like criticism slow down the creative forces that drive us.

And I see that fire in the newer faces in our music industry whose work I absolutely love. I see it in Lizzo, Rosalia, Tayla Parx, Hayley Kiyoko, King Princess, Camila Cabello, Halsey, Megan Thee Stallion, Princess Nokia, Nina Nesbitt, Sigrid, Normani, H.E.R., Maggie Rogers, Becky G, Dua Lipa, Ella Mai, Billie Eilish. And so many other amazing women who are making music right now.

Female artists in music have dominated this decade in growth, streaming, record and ticket sales, and critical acclaim. So why are we doing so well? Because we have to grow fast. We have to work this hard, we have to prove that we deserve this, and we have to top our last achievements. Women in music, on stage or behind the scenes, are not allowed to coast. We are held at a higher, sometimes impossible-feeling standard. And it seems that my fellow female artists have taken this challenge and they have accepted it.

It seems like the pressure that could have crushed us made us into diamonds instead. And what didn't kill us actually did make us stronger. But we need to keep advocating for women in the recording studios, behind the mixing board, in A&R meetings, because rather than fighting to be taken seriously in their fields, these women are still struggling to even have a chance to be in the room.

We now find ourselves fully immersed in a vast frontier that wasn't around last decade, and that is the streaming world. In music, we're always walking hand-

in-hand with technology, and sometimes that is so awesome, like how now we're able to just drop a song that we made yesterday.

I've spoken out in the past about the future of revenue flow for creators and the songwriters and producers who are being left behind due to these rapid shifts and changes. I still don't think that record contracts or producers agreements have fully caught up, and I hope that in the next decade, we can keep searching for the right solution for producers, songwriters, and creators. Don't you?

Lately there's been a new shift that has affected me personally and that I feel is a potentially harmful force in our industry, and as your resident loud person, I feel the need to bring it up. And that is the unregulated world of private equity coming in and buying up our music as if it is real estate. As if it's an app or a shoe line. This just happened to me without my approval, consultation, or consent.

After I was denied the chance to purchase my music outright, my entire catalog was sold to Scooter Braun's Ithaca Holdings in a deal that I'm told was funded by the Soros Family, 23 Capital, and the Carlyle Group. Yet to this day none of these investors have ever bothered to contact me or my team directly. To perform their due diligence on their investment. On their investment in me. To ask how I might feel about the new owner of my art. The music I wrote. The videos I created. Photos of me, my handwriting, my album designs. And of course, Scooter never contacted me or my team to discuss it prior to the sale or even when it was announced.

I'm fairly certain he knew exactly how I would feel about it though. And let me just say that the definition of the toxic male privilege in our industry is people saying, 'But he's always been nice to me,' when I'm raising valid concerns about artists and their rights to own their music. And of course he's nice to you. If you're in this room, you have something he needs.

The fact is that private equity is what enabled this man to think, according to his own social media post, that he could buy me. But I'm obviously not going willingly. Yet the most amazing thing was to discover that it would be the women in our industry who would have my back and show me the most vocal support at one of the most difficult times, and I will never, ever forget it. Like, ever.

But to conclude, I will say that in 10 years I've seen forward steps in our industry, in our awareness, our inclusion, our ability to start calling out unfairness and misconduct. I've seen the advent of social media, the way it can boost the breakthrough of emerging artists and I've seen fans become more engaged and supportive than ever before.

I've leaned on that support and it has kept me in a place where, no matter what, I always wanted to keep making music for them. I was up on a stage in New York City in 2014 accepting Billboard Woman of the Year and I was talking about the future of streaming. How we needed to make sure that the female artists, writers, and producers of the next generation were protected and compensated fairly. This was before my record deal with Universal, last year, that would contractually guarantee that the artists on their roster be paid upon any sale of their Spotify shares unrecoupable. So thank you for that.

This speech I'm referring to was on my 25th birthday. I'm about to turn 30 tonight, woo! But my exact quote during the speech was, 'I really just feel like we

need to continue to try to offer something to a younger generation of musicians, because somewhere right now your future Woman of the Year is probably sitting in a piano lesson or in a girls' choir "and today right now we need to take care of her.'

I've since learned that at that exact moment, an 11-year-old girl in California really was taking piano lessons and really was in a girls' choir. And this year she has been named Woman of the Year at the age of 17. Her name is Billie.

And those are the stories we need to think about every day as we do our jobs within this industry. The ones where people's dreams come true and they get to create music and play it for people. The ones where fans feel a connection to music that makes their day easier, makes their night more fun, makes their love feel more sacred, or their heartache feel less isolating. The ones where all of you in this room stand as an example for someone else in the next generation who loves the same thing that we love. Music. And no matter what else enters the conversation, we will always bring it back to music. And as for me, lately I've been focusing less on doing what they say I can't do and more on doing whatever the hell I want.

Thank you for a magnificent, happy-free, confused, sometimes lonely but mostly golden decade. I'm honored to be here tonight. I feel very lucky to be with you, thank you so much.

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Appendix II

The Clause Complex Analysis in Taylor Swift Speech

No	Code	Expression	Clause
1.		I'm Taylor, good evening.	
2.	1 2	I wanna first thank Billboard from the bottom of my heart for this honor.....	Parataxis
3.	3 4	I wanna say thank you so much to Billboard for giving me this honor, for naming me as their Woman of the Decade.	Parataxis
4.	1	So what does it mean to be the woman of this decade?	Parataxis
5.	α	Well, it means I've seen a lot. When this decade began I was 20 years old	Hypotaxis
6.	2 β	and I had put out my self-titled debut album when I was 16 and then the album that would become my breakthrough album, which was called Fearless.	Parataxis Hypotaxis
7.	1 2	And I saw that there was a world of music and experience beyond country music that I was really curious about.	Parataxis
8.	1 2	I saw pop stations send my songs 'Love Story' and 'You Belong With Me' to number one for the first time.	Parataxis
9.	1 α	And I saw that as a female in this industry, some people will always have slight reservations about you.	Parataxis Hypotaxis
10.	α β 1 2	Whether you deserve to be there, Whether your male producer or co-writer is the reason for your success, or whether it was a savvy record label. It wasn't.	Hypotaxis Parataxis

11.	1 2	I saw the people love to explain away a woman's success in the music industry, and I saw something in me change due to this realization.	Parataxis
12.	α β 1	This was the decade when I became a mirror for my detractors.	Hypotaxis Parataxis
13.	α β 1 2 3 α β	Whatever they decide I couldn't do is exactly what I did.... whatever they criticized about me became material for musical satires or inspirational anthems, and the best lyrical examples I can think of are songs like 'Mean,' 'Shake It Off,' and 'Blank Space.' Basically if people had something to say about me, I usually said something back in my own way.	Hypotaxis Parataxis Hypotaxis
14.	1 α 1 2 β	And this reflex dictated more than just my lyrics. When Fearless did win Album of the Year at the Grammys and I did become the youngest solo artist to ever win the award, with that win came criticism and backlash in 2010 that I'd never experienced before as a young new artist.	Parataxis Hypotaxis Parataxis Hypotaxis
15.	α β γ	All of a sudden people had doubts about my singing voice, was it strong enough? was I a little bit pitchy? All of sudden they weren't sure If I was the one writing the songs because sometimes in the past I had co-writers in the room.	Hypotaxis
16.	α	At the time I couldn't understand	Hypotaxis

	β	why this wave of harsh criticism had hit me so hard.	
17.		I believe a popular headline back then was, ‘A Swift Backlash.’ which is clever, you gotta give it to ’em.	
18.	1	And now I realize that this is just what happens to a woman in music	Parataxis
	α	if she achieves success	Hypotaxis
	2	or power beyond people’s comfort level.	Parataxis
19.		I now have come to expect that with good news comes some sort of pushback.	
	α	But I didn’t know that then.	Hypotaxis
20.	1	So then I decided that I would be the only songwriter on my third album, Speak Now,	Parataxis
	2	and that I would tour constantly, work on my vocals every	
	3	day,	
		and perfect my stamina in a live show.	
21.		I decide I would be what they said I couldn’t be.	Parataxis
		I didn’t know then that soon enough people would decide on something else I wasn’t quite doing right,	
	1	and then the circle would keep going on and on rolling	
	2	along	
		and I would keep accommodating, over-correcting, in an effort to appease my critics.	
22.		They’re saying I’m dating too much in my 20s? Okay, I’ll stop, I’ll just be single.	Parataxis
	1	For years.	
23.	1	Now they’re saying my album Red is filled with too many breakup songs? Okay, Okay, I’ll make one about moving	Parataxis
	2	to New York	
		and deciding that really my life is more fun with just my friends.	

24.	1 2	Oh, they're saying my music is changing too much for me to stay in country music? All right.	Parataxis
25.	1 2	Okay, here's an entire genre shift and a pop album called 1989.	Parataxis
26.		Now it's that I'm showing you too many pictures of me with my friends, okay, I can stop doing that too.	
27.	α β	Now I'm actually a calculated manipulator rather than a smart businesswoman? Okay, I'll disappear from public view for years.	Hypotaxis
28.		Now I'm being cast a villain to you? Okay, here's an album called reputation and there are lots of snakes everywhere.	
29.	α 1 2 3 5 6 7	In the last 10 years I have watched as women in this industry are criticized and measured up to each other and picked at for their bodies, their romantic lives, their fashion, or have you ever heard someone say about a male artist, I really like his songs but I don't know what it is, there's just something about him I don't like? No! That criticism is reserved for us!	Hypotaxis Parataxis
30.	1	But you know, I've learned that the difference between those who can continue to create in that climate usually comes down to this.	Parataxis
31.	1 2	Who lets that scrutiny break them and who just keeps making art.	Parataxis
32.	1 2	I've watched as one of my favorite artists of this decade, Lana Del Rey, was ruthly criticized... in her early career	Parataxis

		and then slowly but surely she turned into, in my opinion, the most influential artist in pop.	
33.	1	Her vocal stylings, her lyrics, her aesthetics, they've been echoed	Parataxis
	2	and repurposed in every corner of music,	
	3	and this year her incredible album is nominated	
	4	for Album of the Year at the Grammys	
	α	because she just kept making art.	Hypotaxis
34.	1	And that example should inspire all of us,	Parataxis
	2	that the only way forward is forward motion.	
35.		That we shouldn't let obstacles like criticism slow down the creative forces that drive us.	
36.	1	And I see that fire in the newer faces in our music industry	Parataxis
	2	whose work I absolutely love.	
37.		I see it in Lizzo, Rosalia, Tayla Parx, Hayley Kiyoko, King Princess, Camila Cabello, Halsey, Megan Thee Stallion, Princess Nokia, Nina Nesbitt, Sigrid, Normani, H.E.R., Maggie Rogers, Becky G, Dua Lipa, Ella Mai, Billie Eilish.	
38.	1	And so many other amazing women	Parataxis
	2	who are making music right now.	
39.	1	Female artists in music have nominated this decade in	Parataxis
		growth, streaming, record	
	2	and ticket sales,	
	3	and critical acclaim.	
40.		So why are we doing so well? Because we have to grow fast.	
41.	1	We have to work this hard, we have to prove that we	Parataxis
	2	deserve this, And we have to top our last achievement.	
42.	1	Women in music, on stage	Parataxis

	2	or behind the scenes, are not allowed to coast.	
43.		We are held at a higher, sometimes impossible-feeling standard.	
44.	1	And it seems that my fellow female artists have taken this challenge	Parataxis
	2	and they have accepted it.	
45.		It seems like the pressure that could have taken crushed us made us into diamonds instead.	
46.	1	And what didn't kill us actually did make us stronger.	Parataxis
47.	1	But we need to keep advocating for women in the recording studios, behind the mixing board, in A&R meetings,	Parataxis
	α	because rather than fighting to be taken seriously in their fields, these women are still struggling to even have a chance to be in the room.	Hypotaxis
48.	1	We now find ourselves fully immersed in a vast frontier that wasn't around last decade,	Parataxis
	2	and that is the streaming world.	
49.	1	In music, we're always walking hand-in-hand with technology,	Parataxis
	2	and sometimes that is so awesome, like how now we're able to just drop a song that we made yesterday.	
50.	1	I've spoken out in the past about the future of revenue	Parataxis
	2	flow	
	3	for creators and the songwriters	
	4	and producers who are being left behind due to these rapid shifts and changes.	
51.	1	I still don't think that record contracts	Parataxis
	2	or producer's agreements have fully caught up,	

	3 4 5 6	and I hope that in the next decade, we can keep searching for the right solution for producers, songwriters, and creators.	
52.		Don't you?	
53.	1 2 2	Lately there's been a new shift that has affected me personally and that I feel is a potentially harmful force in our industry, and as your resident loud person, I feel the need to bring it up.	Parataxis
54.	1 2	And that is the unregulated world of private equity coming in and buying up our music as if it is real estate.	Parataxis
55.	α 1	As if it's an app or a shoe line.	Hypotaxis Parataxis
56.	1 2	This just happened to me without my approval, consultation, or consent.	Parataxis
57.	1 2	After I was denied the chance to purchase my music outright, my entire catalog was sold to Scooter Braun's Ithaca Holdings in a deal that I'm told was funded by the Soros Family, 23 Capital, and the Carlyle Group.	Parataxis
58.	1 2	Yet to this day none of these investors have ever bothered to contract me or my team directly.	Parataxis
59.		To perform their due diligence on their investment.	
60.		On their investment in me.	
61.		To ask how I might feel about the new owner of my art.	

62.		The music I wrote.	
63.		The videos I created.	
64.		Photos of me, my handwriting, my album designs.	
65.	1 2 3	And of course, Scooter never contacted me or my team to discuss it prior to the sale or even when it was announced.	Parataxis
66.		I'm fairly certain he knew exactly how I would feel about it tough.	
67.	1 2 α 3	And let me just say that the definition of the toxic male privilege in our industry is people saying, 'But he's always been nice to me,' when I'm raising valid concerns about artists and their rights to own their music.	Parataxis Hypotaxis Parataxis
68.	1 2	And of course, he's nice to you.	Parataxis
69.	α β	If you're in this room, you have something he needs.	Hypotaxis
70.		The fact is that private equity is what enabled this man to think, according to his own social media post, that he could buy me.	
71.	1	But I'm obviously not going willingly.	Parataxis
72.	1 2 3 4	Yet the most amazing thing was to discover that it would be the women in our industry who would have my back and show me the most vocal support at one of the most difficult times, and I will never, ever forget it.	Parataxis
73.		Like, ever.	
74.	1	But to conclude,	Parataxis

	2	I will say that in 10 years I've been forward steps in our industry, in our awareness, our inclusion, our ability to start calling out unfairness and misconduct.	
75.	1 2 3	I've seen the advent of social media, the way it can boost the breakthrough of emerging artists and I've seen fans become more engaged and supportive than ever before.	Parataxis
76.	1 2	I've leaned on that support and it has kept me in a place where, no matter what, I always wanted to keep making music for them.	Parataxis
77.	1 2	I was up on a stage in New York City in 2014 accepting Billboard Woman of the Year and I was talking about the future of streaming.	Parataxis
78.	1 2	How we needed to make sure that the female artists, writers, and producers of the next generation were protected and compensated fairly.	Parataxis
79.		This was before my record deal with Universal, last year, that would contractually guarantee that the artists on their roster be paid upon any sale of their Spotify shares unrecoupable.	
80.	1 2	So thank you for that.	Parataxis
81.		This speech I'm referring to was in my 25th birthday.	
82.	1 2 α 3	I'm about to turn 30 tonight, woo! But my exact quote during the speech was, 'I really just feel like we need to continue to try to offer something to a younger generation of musicians, because somewhere right now your future Woman of the Year is probably sitting in a piano lesson or in a girls' choir	Parataxis Hypotaxis Parataxis

	4 1 2	‘and today right now we need to take care of her.’ I’ve since learned that at that exact moment, an 11-year-old girl in California really was taking piano lessons and really was in a girls’ choir.	
83.	1	And this year she has been named Woman of the Year at the age of 17.	Parataxis
84.		Her name is Billie.	
85.	1 α	And those are the stories we need to think about every day as we do our jobs within this industry.	Parataxis Hypotaxis
86.	1 2 3	The ones where people’s dreams come true and they get to create music and play it for people.	Parataxis
87.	1 2	The ones where fans feel a connection to music that makes their day easier, makes their night more fun, makes their love feel more sacred, or their heartache feel less isolating.	Parataxis
88.	1 2 3	The ones where all of you in this room stand as an example for someone else in the next generation who loves the same thing that we love.	Parataxis
89.		Music.	
90.	1	And no matter what else enters the conversation, we will always bring it back to music.	Parataxis
91.	1 2	And as for me, lately I’ve been focusing less on doing what they say I can’t do and more on doing whatever the hell I want.	Parataxis
92.	1 2 3	Thank you for a magnificent, happy -free, confused, sometimes lonely but mostly golden decade.	Parataxis

93.		I'm honored to be here tonight.	
94.		I feel very lucky to be with you, thank you so much.	

Appendix III

Types of Theme in Taylor Swift's Speech

1. I'm Taylor, good evening.

I	'm Taylor, good evening
Topical	Rheme
Unmarked Theme	

2. I wanna first thank Billboard from the bottom of my heart for this honor.

I	wanna first thank Billboard from the bottom of my heart for this honor.
Topical	Rheme
Unmarked Theme	

3. I wanna say thank you so much to Billboard for giving me this honor,

I	wanna say thank you so much to Billboard for giving me this honor
Topical	Rheme
Unmarked Theme	

4. for naming me as their Woman of the Decade.

for	naming me as their Woman of the Decade
Textual	Rheme
Marked Theme	

5. So what does it mean to be the woman of this decade?

So	what does	it	mean to be woman of this decade?
Textual	Interpersonal	Topical Unmarked	Rheme
Theme			

6. Well, it means I've seen a lot.

Well,	It	means i've seen a lot
Textual	Topical Unmarked	Rheme
Theme		

7. When this decade began I was 20 years old

When	this decade	began I was 20 years old
Interpersonal	Topical Marked	Rheme
Theme		

8. and I had put out my self-titled debut album

and	I	had put out my self-titled debut album
Textual	Topical Unmarked	Rheme
Theme		

9. when I was 16 and then the album that would become my breakthrough album, which was called Fearless.

when	I	was 16 and then the album that would become my breakthrough album, which was called Fearless.
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Topical	Rheme
Unmarked Theme	

10. And I saw that there was a world of music and experience beyond country music that I was really curious about.

And	I	saw that there was a world of music and experience beyond country music that I was really curious about.
Textual	Topical Unmarked	Rheme
Theme		

11. I saw pop stations send my songs ‘Love Story’ and ‘You Belong With Me’ to number one for the first time.

I	saw pop stations send my songs ‘Love Story’ and ‘You Belong With Me’ to number one for the first time.
Topical	Rheme
Unmarked Theme	

12. And I saw that as a female in this industry,

And	I	saw that as a female in this industry
Textual	Topical Unmarked	Rheme
Theme		

13. some people will always have slight reservations about you.

some people	will always have slight reservation about you
Topical	

Unmarked Theme	Rheme
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14. Whether you deserve to be there,

Whether	you	deserve to be there
Interpersonal	Topical Unmarked	Rheme
Theme		

15. whether your male producer or co-writer is the reason for your success,

whether	your male producer or co-writer	is the reason for your success.
Interpersonal	Topical Unmarked	Rheme
Theme		

16. or whether it was a savvy record label.

or	whether	it	was a savvy record label.
Textual	Interpersonal	Topical Unmarked	Rheme
Theme			

17. It wasn't.

It	wasn't
Topical	Rheme
Unmarked Theme	

18. I saw that people love to explain away a woman's success in the music industry,

I	saw that people love to explain away a woman's success in the music industry
Topical	Rheme
Unmarked Theme	

19. and I saw something in me change due to this realization.

and	I	saw something in me change due to this realization
Textual	Topical Unmarked	Rheme
Theme		

20. This was the decade when I became a mirror for my detractors.

This	was the decade I became a mirror for my detractors
Topical	Rheme
Marked Theme	

21. Whatever they decided I couldn't do is exactly what I did...

Whatever	they	decided I couldn't do is exactly what I did.....
Interpersonal	Topical Unmarked	Rheme
Theme		

22. Whatever they criticized about me became material for musical satires or inspirational anthems, and the best lyrical examples

Whatever	they	criticized about me became material for musical satires or inspirational anthems,
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		and the best lyrical examples
Interpersonal	Topical Unmarked	Rheme
Theme		

23. I can think of are songs like ‘Mean’, ‘Shake It Off’, and ‘Blank Space’.

I	can think of are songs like ‘Mean’, ‘Shake It Off’, and ‘Blank Space’.	
Topical	Rheme	
Unmarked Theme		

24. Basically if people had something to say about me,

Basically	if	people	had something to say about me,
Textual	Textual	Topical Unmarked	Rheme
Theme			

25. I usually said something back in my own way.

I	usually	said something back in my own way.
Topical Unmarked	Interpersonal	Rheme
Theme		

26. And this reflex dictated more than just my lyrics.

And	this reflex	dictated more than just my lyrics.
Textual	Topical Marked	Rheme
Theme		

27. When Fearless did win Album of the Year at the Grammys

When	Fearless	did win Album of the Year at the Grammys
Interpersonal	Topical Unmarked	Rheme
Theme		

28. and I did become the youngest solo artist to ever win the award, with that win came criticism

and	I	did become the youngest solo artist to ever win the award, with that win came criticism
Textual	Topical Unmarked	Rheme
Theme		

29. and backlash in 2010 that I did never experienced before as a young new artist.

and	backlash in 2010 that I did never experienced before as a young new artist.
Textual	
Marked Theme	Rheme

30. All of a sudden people had doubts about my singing voice,

All of a sudden people	had doubts about my singing voice
Topical	Rheme
Unmarked Theme	

31. was it strong enough?

was	it	strong enough?
Interpersonal	Topical Unmarked	Rheme
Theme		

32. was I a little bit pitchy?

was	I	a little bit pitchy?
Interpersonal	Topical Unmarked	Rheme
Theme		

33. All of a sudden, they weren't sure

All of sudden they	weren't sure
Topical	Rheme
Unmarked Theme	

34. if I was the one writing the songs

if	I	was the one writing the songs
Textual	Topical Unmarked	Rheme
Theme		

35. because sometimes in the past I had co-writers in the room.

because sometimes in the past	I	had co-writers in the room.
Textual	Topical Unmarked	Rheme
Theme		

36. At that time I couldn't understand why this wave of harsh criticism had hit me so hard.

At that time	I	couldn't understand why this wave of harsh criticism had hit me so hard
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Topical		Rheme
Marked	Unmarked	
Theme		

37. I believe a popular headline back then was, 'A Swift Backlash',

I	believe a popular headline back then was, 'A Swift Backlash',
Topical	Rheme
Unmarked Theme	

38. which is clever,

which	is clever,
Interpersonal	Rheme
Unmarked Theme	

39. you gotta give it to 'em.

You	gotta give it to 'em.
Topical	Rheme
Unmarked Theme	

40. And now I realize that this is just what happens to a woman in music

And	now	I	realize that this is just what happens to a woman in music
Textual	Topical Marked	Topical Unmarked	Rheme
Theme			

41. If she achieves success or power beyond people's comfort level.

If	she	achieves success or power beyond people's comfort level.
Textual	Topical Unmarked	Rheme
Theme		

42. I now have come to expect that with good news comes some sort of pushback.

I	now	have come to expect that with good news comes some sort of pushback.
Unmarked	Marked	Rheme
Theme		

43. But I didn't know that then.

But	I	didn't know that then
Textual	Topical Unmarked	Rheme
Theme		

44. So then I decided that I would be the only songwriter on my third album, Speak Now, and that I would tour constantly, work on my vocals every day, and perfect my stamina in a live show.

So then	I	decided that I would be the only songwriter on my third album, Speak Now, and that I would tour constantly, work on my vocals every day, and perfect my stamina in a live show.
Textual	Topical Unmarked	Rheme
Theme		

45. I decided I would be what they said I couldn't be.

I	decided I would be what they said I couldn't be.
Topical	Rheme
Unmarked Theme	

46. I didn't know then that soon enough people would decide on something else

I	didn't know then that soon enough people would decide on something else
Topical	
Unmarked Theme	Rheme

47. I wasn't quite doing right,

I	wasn't quite doing right,
Topical	Rheme
Unmarked Theme	

48. and then the circle would keep going on and on and rolling along and I would keep accommodating, over-correcting, in an effort to appease my critics.

and then	the circle	would keep going on and on and rolling along and I would keep accommodating, over-correcting, in an effort to appease my critics.
Textual	Topical	Rheme
	Unmarked Theme	

49. They're saying I'm dating too much in my 20s?

They	are saying I'm dating too much in my 20s?
Topical	Rheme
Unmarked Theme	

50. Okay,

Okay	
Interpersonal	Topical
	Unmarked Theme

51. I'll stop I'll just be single for years.

I	'll stop I'll just be single for years.
Topical	Rheme
Unmarked Theme	

52. Now they're saying my album Red is filled with too many breakup songs?

Now	they	are saying my album Red is filled with too many breakup songs?
Textual	Topical Unmarked	Rheme
Theme		

53. Okay,

Okay	
Interpersonal	Topical
	Unmarked Theme

54. I'll make one about moving to New York and deciding that really my life is more fun with just my friends

I	'll make one about moving to New York and deciding that really my life is more fun with just my friends
Topical	
Unmarked Theme	Rheme

55. Oh they're saying my music is changing too much for me to stay in country music?

Oh	they	'er saying my music is changing too much for me to stay in country music?
Textual	Topical Unmarked	
Theme		Rheme

56. All right.

All right,	
Interpersonal	Topical
	Unmarked Theme

57. Okay,

Okay,	
Interpersonal	Topical
	Unmarked Theme

58. here's an entire genre shift and a pop album called 1989.

here	's an entire genre shift and a pop album called 1989.
Topical	Rheme
Unmarked Theme	

59. Now it's that I'm showing you too many pictures of me with my friends,

Now	it	's that I'm showing you too many pictures of me with my friends,
Topical Marked	Topical Unmarked	Rheme
Theme		

60. Okay,

Okay,	
Interpersonal	Topical
	Unmarked Theme

61. I can stop doing that too.

I	can stop doing that too
Topical	Rheme
Unmarked Theme	

62. Now I'm actually a calculated manipulator rather than a smart
businesswoman?

Now	I	'm actually a calculated manipulator rather than a smart businesswoman?
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Topical Marked	Topical Unmarked	Rheme
Theme		

63. Okay,

Okay,	
Interpersonal	Topical
	Unmarked Theme

64. I'll disappear from public view for years.

I	'll disappear from public view for years.
Topical	Rheme
Unmarked Theme	

65. Now I'm being cast a villain to you?

Now	I	'm being cast a villain to you?
Topical Marked	Topical Unmarked	Rheme
Theme		

66. Okay,

Okay,	
Interpersonal	Topical
	Unmarked Theme

67. here's an album called Reputation and there lots of snakes everywhere.

here	's an album called Reputation and there lots of snakes everywhere.
Topical	

Unmarked Theme	Rheme
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68. In the last 10 years I have watched as women in this industry are criticized and measured up to each other

In the last 10 years	I	have watched as women in this industry are criticized and measured up to each other
Topical Marked	Topical Unmarked	Rheme
Theme		

69. and picked at for their bodies, their romantic lives, their fashion, or have you ever heard someone say about a male artist,

and	picked at for their bodies, their romantic lives, their fashion, or have you ever heard someone say about a male artist,
Textual	Rheme
Marked Theme	

70. I really like his songs but I don't know what it is,

I	really like his songs but I don't know what it is,
Topical	Rheme
Unmarked Theme	

71. there's just something about him I don't like?

There	's just something about him
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Topical	Rheme
Unmarked Theme	

72.

No!	
Interpersonal	Topical
Unmarked Theme	

No!

73. That criticism is reserved for us!

That criticism	is reserved for us!
Topical	Rheme
Unmarked Theme	

74. But you know, I've learned that the difference between those

But	you	know, I've learned that the difference between those
Textual	Topical Unmarked	Rheme
Theme		

75. who can continue to create in that climate usually comes down to this.

who	can continue to create in that climate usually comes down to this.
Topical	Rheme
Unmarked Theme	

who	lets that scrutiny break them and who just keeps making art.
Topical	

Unmarked Theme	Rheme
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76. who lets
that scrutiny

break them and who just keeps making art.

77. I've watched as one of my favorite artists of this decade,

I	've watched as one of my favorite artists of this decade,
Topical	Rheme
Unmarked Theme	

78. Lana Del Rey, was ruthly criticized ... in her early career

Lana Del Rey,	was ruthly criticized... in her early career
Topical	Rheme
Unmarked Theme	

79. and then slowly but surely she turned into,

and then	slowly but surely she turned into,
Textual	Rheme
Theme	

80. in my opinion, the most influential artist in pop.

in my opinion,	the most influential artist in pop.
Topical	
Unmarked Theme	Rheme

81. Her vocal stylings, her lyrics, her aesthetics, they've been echoed and repurposed in every corner of music,

Her vocal stylings, her lyrics, her aesthetics,	they've been echoed and repurposed in every corner of music,
Topical	Rheme
Unmarked Theme	

82. and this year her incredible album is nominated for Album of the Year at the Grammys

and	this year	her incredible album	is nominated for Album of the Year at the Grammys
Textual	Topical Marked	Topical Unmarked	Rheme
Theme			

83. because she just kept making art.

because	she	just kept making art.
Textual	Topical Unmarked	
Theme		Rheme

84. And the example should inspire all of us, that the only way forward is forward motion.

And	that example	should inspire all of us, that the only way forward is forward motion.
Textual	Topical Unmarked	Rheme
Theme		

85. That we shouldn't let obstacles like criticism slow down the creative forces that drive us.

That	we	shouldn't let obstacles like criticism slow down the creative forces that drive us.
Textual	Topical Unmarked	Rheme
Theme		

86. And I see that fire in the newer faces in our music industry whose work I absolutely love.

And	I	see that fire in the newer faces in our music industry whose work I absolutely love.
Textual	Topical Unmarked	Rheme
Theme		

87. I see it in Lizzo, Rosalia, Tayla Parx, Hayley Kiyoko, King Princess, Camila Cabello, Halsey, Megan Thee Stallion, Princess Nokia, Nina Nesbitt, Sigrid, Normani, H.E.R., Maggie Rogers, Becky G, Dua Lipa, Ella Mai, Billie Eilish.

I	see it in Lizzo, Rosalia, Tayla Parx, Hayley Kiyoko, King Princess, Camila Cabello, Halsey, Megan Thee Stallion, Princess Nokia, Nina Nesbitt, Sigrid, Normani, H.E.R., Maggie Rogers, Becky G, Dua Lipa, Ella Mai, Billie Eilish.
Topical	Rheme
Unmarked Theme	

88. And so many other amazing women who are making music right now.

And so	many other amazing women who are making music right now
Textual	Rheme
Marked Theme	

89. Female artist in music have nominated this decade in growth, streaming, record and ticket sales, and critical acclaim.

Female artist in music	have nominated this decade in growth, streaming, record and ticket sales, and critical acclaim.
Topical	Rheme
Unmarked Theme	

90. So why are we doing so well?

So	why	are we doing so well?
Textual	Interpersonal	Rheme
Theme		

91. Because we have to grow fast.

Because	we	have to grow fast.
Textual	Topical Unmarked	Rheme
Theme		

92. We have to work this hard,

We	have to work this hard
Topical	Rheme
Unmarked Theme	

93. we have to prove that we deserve this,

we	have to prove that we deserve this,
Topical	
Unmarked Theme	Rheme

94. and we have to top our last achievements.

and	we	have to top our last achievement
Textual	Topical Unmarked	Rheme
Theme		

95. Women in music, on stage or be behind the scenes, are not allowed to coast.

Women in music, on stage or be behind the scenes,	are not allowed to coast.
Topical	Rheme
Unmarked Theme	

96. We are held at a higher, sometimes impossible-feeling standard.

We	are held at a higher, sometimes impossible-feeling standard.
Topical	Rheme
Unmarked Theme	

97. And it seems that my fellow female artists have taken this challenge and they have accepted it.

And	it	seems that my fellow female artists have taken this challenge and they have accepted it.
Textual	Topical Unmarked	Rheme
Theme		

98. It seems like the pressure that could have crushed us made us into diamonds instead.

It	seems like the pressure that could have crushed us made us into diamonds instead.
Topical	Rheme
Unmarked Theme	

99. And what didn't kill us actually did make us stronger.

And	what	didn't kill us actually did make us stronger
Textual	Interpersonal	Rheme
Theme		

100. But we need to keep advocating for women in the recording studios, behind the mixing board, in A&R meetings, because rather than fighting to be taken seriously in their fields,

But	we	need to keep advocating for women in the recording studios, behind the mixing board, in A&R meetings, because rather than fighting to be taken seriously in their fields,
Textual	Topical Unmarked	Rheme
Theme		

101. these women are still struggling to even have a chance to be in the room.

these women	are still struggling to even have a chance to be in the room
Topical	Rheme
Unmarked Theme	

102. We now find ourselves fully immersed in a vast frontier that wasn't around last decade,

We	now	find ourselves fully immersed in a vast frontier that wasn't around last decade,
Topical Unmarked	Topical Marked	Rheme
Theme		

and	that	is the streaming world.
Textual	Topical Unmarked	

Theme	Rheme	103. and that is the streaming world.
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104. In music, we're always walking hand-in-hand with technology,

In music,	we	're always walking hand-in-hand with technology
Topical Unmarked		Rheme
Theme		

105. and sometimes that is so awesome, like how now we're able to just drop a song that we made yesterday.

and	sometimes	that	is so awesome, like how now we're able to just drop a song that we made yesterday.
Textual	Textual	Topical Unmarked	Rheme
Theme			

106. I've spoken out in the past about the future of revenue flow for creators

I	've spoken out in the past about the future of revenue flow for creators
Topical	Rheme
Unmarked Theme	

107. and the songwriters and producers who are being left behind due to these rapid shifts and changes.

and	the songwriters and producers	who are being left behind due to these rapid shifts and changes.
Textual	Topical Unmarked	
Theme		Rheme

108. I still don't think that record contracts or producers agreement have fully caught up,

I	still	don't think that record contracts or producers agreement have fully caught up,
Topical Unmarked	Textual	
Theme		Rheme

109. and I hope that in the next decade, we can keep searching for the right solution for producers, songwriter, and creators.

and	I	hope that in the next decade, we can keep searching for the right solution for producers, songwriter, and creators.
Textual	Topical Unmarked	
Theme		Rheme

Don't	you?
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Interpersonal	Rheme
Unmarked Theme	

110. Don't you?

111. Lately there's been a new shift that has affected me personally

Lately	there	's been a new shift that has affected me personally
Interpersonal	Topical Unmarked	Rheme
Theme		

112. and that I feel is a potentially harmful force in our industry, and as your resident loud person, I feel the need to bring it up.

and	that I	feel is a potentially harmful force in our industry, and as your resident loud person, I feel the need to bring it up.
Textual	Topical Unmarked	Rheme
Theme		

113. And that is the unregulated world of private equity coming in and buying up our music as if it is real estate.

And	that	is the unregulated world of private equity coming in
Textual	Topical Unmarked	Rheme
Theme		

114. As if it's an app or shoe line.

As if	it	's an app or a shoe line.
Textual	Topical Unmarked	Rheme
Theme		

115. This just happened to me without my approval, consultation, or consent.

This	just happened to me without my approval, consultation, or consent.
Topical	Rheme
Unmarked Theme	

116. After I was denied the chance to purchase my music outright,

After	I	was denied the chance to purchase my music outright,
Textual	Topical Unmarked	Rheme
Theme		

117. my entire catalog was sold to Scooter Braun's Ithaca Holdings in a deal that I'm told was funded by the Soros Family, 23 Capital, and the Carlyle Group.

my entire catalog	was sold to Scooter Braun's Ithaca Holdings in a deal that I'm told was funded by the Soros Family, 23 Capital, and the Carlyle Group.
Topical	Rheme
Unmarked Theme	

118. Yet to this day none of these investors have ever bothered to contact me or my team directly.

Yet to this day	none of these investors	have ever bothered to contact me or my team directly.
Textual	Topical Unmarked	Rheme
Theme		

119. To perform their due diligence on their investment.

To perform their due diligence	on their investment.
Topical	Rheme
Unmarked Theme	

120. On their investment in me.

On their investment	in me
Topical	Rheme
Unmarked Theme	

121. To ask how I might feel about the new owner of my art.

To ask how	I	might feel about the new owner of my art.
Interpersonal	Topical Unmarked	Rheme
Theme		

The music	I wrote
Topical	

Unmarked Theme	Rheme	122. The music I wrote.
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123. The videos I created. Photos of me, my handwriting, my album designs.

The video	I created. Photos of me, my handwriting, my album designs.
Topical	Rheme
Unmarked Theme	

124. And of course, Scooter never contacted me or my team to discuss it prior to the sale or even when it was announced.

And of course,	Scooter	never contacted me or my team to discuss it prior to the sale or even when it was announced.
Textual	Topical Unmarked	Rheme
Theme		

125. I'm fairly certain he knew exactly how I would feel about it though.

I	'm fairly certain he knew exactly how I would feel about it though.
Topical	Rheme
Unmarked Theme	

126. And let me just say that the definition of toxic male privilege in our industry is people saying,

And	let me just say that the definition of toxic male privilege in our industry is people saying,
Textual	Rheme
Marked Theme	

127. 'But he's always been nice to me,'

'But	he	's always been nice to me,'
Textual	Topical Unmarked	Rheme
Theme		

128. when I'm raising valid concerns about artists and their rights to own their music.

when	I	'm raising valid concerns about artists and their rights to own their music.
Interpersonal	Topical Unmarked	Rheme
Theme		

129. And of course he's nice to you.

And of course	he	's nice to you.
Textual	Topical Unmarked	Rheme
Theme		

130. if you're in this room, you have something he needs.

if	you	're in this room, you have something he needs.
Textual	Topical Unmarked	Rheme
Theme		

131. The fact is that private equity is what enabled this man to think,

The fact	is that private equity is what enabled this man to think,
Topical	Rheme
Unmarked Theme	

132. according to his own social media post, that he could buy me.

according	to his own social media post, that he could buy me.
Textual	Rheme
Marked Theme	

133. But I'm obviously not going willingly.

But	I	'm obviously not going willingly.
Textual	Topical Unmarked	Rheme
Theme		

134. Yet the most amazing thing was to discover that it would be the women in our industry who would have my back

Yet	the most amazing	was to discover that it would be the women in our
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		industry who would have my back
Textual	Topical Unmarked	Rheme
Theme		

135. and show me the most vocal support art one of the most difficult times,

and	show me the most vocal support art one of the most difficult times,
Textual	Rheme
Marked Theme	

136. and I will never, ever forget it.

and	I	will never, ever forget it.
Textual	Topical Unmarked	Rheme
Theme		

137. Like, ever.

Like,	ever
Textual	Rheme
Marked Theme	

138. But to conclude, I will say that in 10 years

But to conclude,	I	will say that in 10 years
Textual	Topical Unmarked	Rheme
Theme		

139. I've seen forward steps in our industry, in our awareness, our inclusion, our ability to start calling out unfairness and misconduct.

I	've seen forward steps in our industry, in our awareness, our inclusion, our ability to start calling out unfairness and misconduct.
Topical	Rheme
Unmarked Theme	

140. I've seen the advent of social media, the way it can boost the breakthrough of emerging artists

I	've seen the advent of social media, the way it can boost the breakthrough of emerging artists
Topical	Rheme
Unmarked Theme	

141. and I've seen fans become more engaged and supportive than ever before.

and	I	've seen fans become more engaged and supportive than ever before.
Textual	Topical Unmarked	Rheme
Theme		

142. I've leaned on that support and it has kept me in place where, no matter what, I always wanted to keep making music for them.

I	've leaned on that support and it has kept me in place where, no matter what, I always wanted to keep making music for them.
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Topical	Rheme
Unmarked Theme	

143. I was up on a stage in New York City in 2014 accepting Billboard Woman of the Year

I	was up on a stage in New York City in 2014 accepting Billboard Woman of the Year
Topical	Rheme
Unmarked Theme	

144. and I was talking about the future of streaming.

and	I	was talking about the future of streaming.
Textual	Topical Unmarked	Rheme
Theme		

145. How we needed to make sure that the female artist, writers, and producers of the next generation were protected and compensated fairly.

How	We	needed to make sure that the female artist, writers, and producers of the next generation were protected and compensated fairly.
Interpersonal	Topical Unmarked	Rheme
Theme		

146. This was before my record deal with Universal,

This	was before my record deal with Universal,
Topical	Rheme
Unmarked Theme	

147. last year, that would contractually guarantee that the artists on their roster be paid upon any sale of their Spotify shares unrecoverable.

last year,	that would contractually guarantee that the artists on their roster be paid upon any sale of their Spotify shares unrecoverable.
Topical	Rheme
Marked Theme	

148. So thank you for that.

So	thank you for that.
Textual	Rheme
Marked Theme	

149. This speech I'm referring to was on my 25th birthday.

This speech	I	'm referring to was on my 25 th birthday
Topical Unmarked		Rheme
Theme		

150. I'm about to turn 30 tonight, woo!

I	'm about to turn 30 tonight, woo!
Topical	Rheme
Unmarked Theme	

151. But my exact quote during the speech was, ‘I really just feel like we need to continue to try to offer something to a younger generation of musicians,

But	my exact quote during the speech	was, ‘I really just feel like we need to continue to try to offer something to a younger generations of musicians,
Textual	Topical Unmarked	Rheme
Theme		

152. because somewhere right now your future Woman of the Year is probably sitting in a piano lesson or in a girls’ choir

because somewhere right now	your future Woman of the Year	is probably sitting in a piano lesson or in a girls’ choir
Textual	Topical Unmarked	Rheme
Theme		

153. “and today right now we need to take care of her.”

“and	today right now	we	need to take care of her.”
Textual	Topical Marked	Topical Unmarked	Rheme
Theme			

154. I’ve since learned that at that exact moment,

I	‘ve since learned that at that exact moment,
Topical	

Unmarked Theme	Rheme
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155. an 11-year-old girl in California really was taking piano lessons and really was in a girls' choir.

an 11-year-old girl	in California	really was taking piano lessons and really was in a girl's choir.
Topical Unmarked	Topical Marked	Rheme
Theme		

156. And this year she has been named Woman of the Year at the age of 17.

And this year	she	has been named Woman of the Year at the age of 17.
Topical Marked	Topical Unmarked	Rheme
Theme		

157. Her name is Billie.

Her name	is Billie
Topical	
Unmarked Theme	Rheme

158. And those are the stories we need to think about every day as we do our jobs within this industry.

And	those	are the stories we need to think about every day as we do our jobs within this industry
Textual	Topical Unmarked	Rheme
Theme		

159. The ones where people's dreams come true and they get to create music and play it for people.

The ones	where	people's dreams	come true and they get to create music and play it for people.
Topical Unmarked	Textual	Topical Unmarked	Rheme
Theme			

160. The ones where fans feel a connection to music that makes their day easier, makes their night more fun, makes their love feel more sacred,

The ones	where	fans	feel a connection to music that makes their day easier, makes their night more fun, makes their love feel more sacred,
Topical Unmarked	Textual	Topical Unmarked	Rheme
Theme			

161. or their heartache feel less isolating.

or	their heartache	less isolating.
Textual	Topical Unmarked	Rheme
Theme		

162. The ones where all of you in this room stand as an example for someone else in the next generation

The ones	where	all of you in this room stand as an example for someone else in the next generation
Topical Unmarked	Textual	Rheme
Theme		

163. who loves the same thing that we love.

who	loves the same thing that we love.
Interpersonal	Rheme
Unmarked Theme	

164. Music.

Music.	
Interpersonal	Topical
	Unmarked Theme

165. And no matter what else enters the conversation,

And no matter	what else enters the conversation,
Textual	Rheme
Marked Theme	

166. we will always bring it back to music.

we	will always bring it back to music.
Topical	Rheme
Unmarked Theme	

167. And as for me,

And	as for me,
Textual	Rheme
Marked Theme	

168. lately I've been focusing less on doing what they say I can't do and more on doing whatever the hell I want.

lately	I	've been focusing less on doing what they say I can't do and more on doing whatever the hell I want.
Textual	Topical Unmarked	Rheme
Theme		

169. Thank you for a magnificent, happy-free, confused, sometimes lonely but mostly golden decade.

Thank you	for a magnificent, happy-free, confused, sometimes lonely but mostly golden decade.
Interpersonal	Rheme
Unmarked Theme	

170. I'm honored to be here tonight.

I	'm honored to be here tonight
Topical	Rheme
Unmarked Theme	

171. I feel very lucky to be with you, thank you so much.

I	feel very lucky to be with you,
Topical	Rheme
Unmarked Theme	

Appendix IV

Recapitulations Types of Theme in Taylor Swift Speech

No.	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
1.			1			
2.			1			
3.			1			
4.		1			1	1
5.			1	1	1	1
6.			1		1	1
7.		1		1		1
8.			1		1	1
9.			1			
10.			1		1	1
11.			1			
12.			1		1	1
13.			1			
14.			1	1		1
15.			1	1		1
16.			1	1	1	1
17.			1			
18.			1			
19.			1		1	1
20.		1				
21.			1	1		1

22.			1	1		1
23.			1			
24.			1		1	1
25.			1	1		1
26.		1			1	1
27.			1	1		1
28.			1		1	1
29.		1			1	
30.			1			
31.			1	1		1
32.			1	1		1
33.			1			
34.			1		1	
35.			1		1	1
36.		1	1			
37.			1			
38.			1			
39.			1			
40.		1	1		1	1
41.			1		1	1
42.		1	1			
43.			1		1	1
44.			1		1	1
45.			1			
46.			1			
47.			1			
48.			1		1	1
49.			1			
50.			1	1		
51.			1			

52.			1		1	1
53.			1	1		
54.			1			
55.			1		1	1
56.			1	1		
57.			1	1		
58.			1			
59.		1	1			
60.			1	1		
61.			1			
62.		1	1			
63.			1	1		
64.			1			
65.		1	1			
66.			1	1		
67.			1			
68.		1	1			
69.		1			1	
70.			1			
71.			1			
72.			1	1		
73.			1			
74.			1		1	1
75.			1			
76.			1			
77.			1			
78.			1			
79.		1			1	1
80.			1			
81.			1			

82.		1	1		1	1
83.			1		1	1
84.			1		1	1
85.			1		1	1
86.			1		1	1
87.			1			
88.		1			1	1
89.			1			
90.		1		1	1	1
91.			1		1	1
92.			1			
93.			1			
94.			1		1	1
95.			1			
96.			1			
97.			1		1	1
98.			1			
99.		1		1	1	1
100.			1		1	1
101.			1			
102.		1	1			
103.			1		1	1
104.			1			
105.			1		1	1
106.			1			
107.			1		1	1
108.			1		1	1
109.			1		1	1
110.			1	1		1
111.			1	1		1

112.			1		1	1
113.			1		1	1
114.			1		1	1
115.			1			
116.			1		1	1
117.			1			
118.			1		1	1
119.			1			
120.			1			
121.			1	1		1
122.			1			
123.			1			
124.			1		1	1
125.			1			
126.		1			1	
127.			1		1	1
128.			1	1		1
129.			1		1	1
130.			1		1	1
131.			1			
132.		1			1	
133.			1		1	1
134.			1		1	1
135.		1			1	
136.			1		1	1
137.		1			1	
138.			1		1	1
139.			1			
140.			1			
141.			1		1	1

142.			1			
143.			1			
144.			1		1	1
145.			1	1		1
146.			1			
147.		1				
148.		1			1	1
149.			1			
150.			1			
151.			1		1	1
152.			1		1	1
153.		1	1		1	1
154.			1			
155.		1	1			
156.		1	1			
157.			1			
158.			1		1	1
159.			1		1	1
160.			1		1	1
161.			1		1	1
162.			1		1	1
163.			1	1		
164.			1	1		
165.		1			1	
166.			1			
167.		1			1	
168.			1		1	1
169.			1	1		
170.			1			
171.			1			

Total		29	154	29	72	77
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Appendix V
Interview Guideline

No.	Questions
1.	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Explain!
2.	What do you need to know to understand Textual Meaning that is realized in a speech?
3.	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Explain!
4.	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
5.	What benefits do you get after understanding the results of Thematic Analysis in this study?

Appendix VI
Interview Transcript

1. Respondent 01

The interview was conducted via WhatsApp

Date : 17th June 2022

Participants : Salsabila Inarotussofa

Note : A as interview and B as an interviewee

Turn	Speaker	Expression
1	A	Hello, good afternoon. My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?
2	B	Hello, My name is Kartika Puspa Dewi, I am student of Walisongo Semarang, English Education. I'm at 6 th semester.
3	A	Have you taken or taking discourse classes?
4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain.
6	B	In thematic analysis we find out the theme and rheme in a sentence. As for the theme always at the beginning of a

		<p>sentence, there are three types of theme in a sentence including a topical theme in the form of a subject, a textual theme in the form of a conjunction, and an interpersonal theme (I forgot this part). So in one sentence there is a theme and a rheme, if the theme is found at the beginning of the sentence then the next word is rheme until the end of the sentence.</p>
7	A	<p>Next question is, what do you need to know to understand Textual Meaning that is realized in a speech?</p>
8	B	<p>Listen well, and find the meaning</p>
9	A	<p>Well, do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please.</p>
10	B	<p>I agree that understanding thematic analysis is useful for understanding a speech in textual meaning, because by understanding thematic analysis we can know the intent and purpose of each sentence, but actually understanding thematic analysis is not the only way to understand speech in textual meaning, it means that even tough people do not know about thematic analysis, they can still understand speech in textual meaning, as long as they understand the language used by the speaker of the speech.</p>
11	A	<p>Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?</p>
12	B	<p>Yes, Taylor Swift's speech in this research made it easier for me to understand Thematic Analysis and types of Themes. Because the discussion listed after the text of her speech is very clear and easy to understand. I know which</p>

		is the theme and which is the rheme. Besides that, there are examples of which are topical themes, which are textual themes, which are marked and unmarked theme.
13	A	For the last question, what benefits do you get after understanding the results of Thematic Analysis in this study?
14	B	The main benefit is that I understand better and remember one of the discourse analysis.
15	A	Thank you so much for your time, Salsa for helping me to answer the questions,
16	B	You're welcome. You too, hope everything goes well.

2. Respondent 02

The interview was conducted via WhatsApp

Date : 18th June 2022

Participant : Shavira Evi Dhia Aurelia

Note : A as interview and B as an interviewee

Turn	Speaker	Expression
1	A	Hello, My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?
2	B	Hi, my name is Shavira Evi Dhia Aurelia and I am 6 th semester
3	A	Have you taken or taking discourse classes?
4	B	Yes, I have

5	A	After taking the discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain.
6	B	Of course, it's makes me more understand about thematic
7	A	So, what do you need to know to understand Textual Meaning that is realized in a speech?
8	B	I personally think. Textual meaning was realized through the use of the speech opening and giving appreciate to participants who attended in.
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the Textual Meaning in Taylor Swift's speech in this study? Give the explanation please.
10	B	Yes, I agree. We can use thematic analysis to analyze the textual meaning in speech.
11	A	Does use Taylor Swift's speech in this study make it easier for you to understand thematic analysis and types of theme? Why?
12	B	I think yes, because the words in the speech text are easy to understand and analyze.
13	A	For the last question, what benefits do you get after understanding the result of Thematic Analysis in this study?
14	B	I know more about theme and rheme
15	A	Thankyou for your help Shavira, stay safe.
16	B	Sama-sama, semoga lancer.

3. Respondent 03

The interview was conducted via WhatsApp

Date : 18th June 2022

Participant : Lia Ainun Nisa

Note : A as interview and B as an interviewee

Turn	Speaker	Expression
1	A	Hello, My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?
2	B	Hello, my name is Lia Ainun Nisa, a student of UIN Walisongo Semarang Semester 6 th
3	A	Have you taken or taking discourse classes?
4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on your understanding of Thematic Analysis and types of Theme in the spoken text? Please explain
6	B	Yes, umm I think there are some impacts after taking discourse class. Like, I know about structure of sentence deeper. Than, I know theme and rheme, etc.
7	A	Next question is, what do you need to know to understand Textual Meaning that is realized in a speech?
8	B	I think read the dictionary or looking for the word in dictionary.
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please
10	B	Yes, because Taylor Swift, otherwise Taylor Swift has received a total of 315 awards out of her 684 nominations, while various nominations are still pending.

11	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
12	B	I think yes, I also agree because Taylor Swift's speech contains complete structures of sentence so that when analyzed it becomes easy. In addition, the language used is also often used.
13	A	For the last question, what benefits do you get after understanding the result of Thematic Analysis in this study?
14	B	The benefit I get is that I know more about what category some words fall into, such as entering the category as complement, etc. and become more aware that every sentence or word can be analyzed using thematic analysis.
15	A	Ok, that's all Lia. Thank you so much for your time and of course for your help
16	B	Iya sama-sama.

4. Respondent 04

The interview was conducted via WhatsApp

Date : 19th June 2022

Participant : Jihanasia Bornin Javati

Note : A as interview and B as an interviewee

Turn	Speaker	Expression
1	A	Hi, My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?

2	B	So, my name is Jihanasia Bornin Javati. I am from English Education UIN Walisongo Semarang. Now, I am 6 th semester.
3	A	Have you taken or are taking discourse classes?
4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain.
6	B	After taking the discourse class, honestly, I quite understand the material about thematic analysis and types of themes. However, not infrequently when faced with spoken texts, I'm confused and doubtful when analyzing it
7	A	Next question is, What do you need to know to understand Textual Meaning that is realized in a speech?
8	B	Maybe the understanding of the material is more about textual meaning. Because all this time, I have emphasized more in the examples given, rather than the basic concept of textual meaning itself. So, when faced with different spoken texts, I was confused in analyzing them
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please
10	B	Yes, I agree that an understanding of thematic analysis and type of theme is useful in understanding textual meaning in the text of Taylor Swift's speech. Because these materials are closely related and dominant in this text, the selection of the text is also appropriate if it is used for analysis

11	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
12	B	Yes, I think after reading the text analysis of Taylor Swift's speech, I quite understand the thematic analysis and type of theme material. Because the analysis is quite complex but easy to understand.
13	A	For the last question, What benefits do you get after understanding the results of Thematic Analysis in this study?
14	B	Of course the understanding of thematic analysis and type of theme is increasing. And with the analysis of the text in this study, I can review and recall about this material.
15	A	Thank you so much for your time.
16	B	With pleasure mba.

5. Respondent 5

The interview was conducted via WhatsApp

Date : 19th June 2022

Participant : Luthfi Nara Sekha

Note : A as interview and B as an interviewee

Turn	Speaker	Expression
1	A	Hi, My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?
2	B	My name is Luthfi Nara Sekha, I am in 6 th semester
3	A	Have you taken or are taking discourse classes?

4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain.
6	B	Maybe, but i never use it anymore, i just feel confuse
7	A	What do you need to know to understand Textual Meaning that is realized in a speech?
8	B	More knowledge maybe, and i need a simple analysis, so i can understand it easily. Because, i can't understand and confuse when i see a lot of text in one page
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please..
10	B	I'm not sure about it, but when you want to make a study or a research about textual meaning, so you should understand that two things first
11	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
12	B	Actually, i cant understand the speech fully, because i dont like the theme, so i dont know what the speech talking about, but i can understand the analysis, eventhough its difficult to me
13	A	For the last question, What benefits do you get after understanding the results of Thematic Analysis in this study?
14	B	I know more about analysis.
15	A	Okay Luthfi. Thank you very much for your time.
16	B	Okay, you're welcome

6. Respondent 06

The Interview was conducted via WhatsApp

Date : 19th June 2022

Participant : Ida Fitria Salsabila

Note : A as interviewer and B as an interviewee

Turn	Speaker	Expression
1	A	Okay.. Hello, good afternoon. My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?
2	B	Okay Good Afternoon. My name is Ida Fitria Salsabila and I'm a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. And now I'm in 6th semester.
3	A	Have you taken or are taking discourse classes?
4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain.
6	B	Sure, I think when I trying to learn this course, I realized that I have a new knowledge of some ways in analysis a sentence based on their theme. as we know, this is my first time in learning english discourse
7	A	What do you need to know to understand Textual Meaning that is realized in a speech?
8	B	I think the crucial think that we need to know in understand the textual meaning are the concept of word class and also

		the ways of us in understand every context of word that use in their speech
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please.
10	B	Yeah based on what we learned in that course, we can analyzed theme in both of speech and writing document. so I think this concept is very useful for us as an academic person. because we need to learn this course in making our understanding in every sentences or speeches.
11	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
12	B	I am not sure this speech can be easier because every part or what Taylor Swift's say in her speech have their own level. sometimes I can find an easy sentence, but in the other part it's hard for me in understanding it.
13	A	For the last question, What benefits do you get after understanding the results of Thematic Analysis in this study?
14	B	the benefit in understanding your result is I can learn more in english discourse based on your analysis of Taylor Swift's speech.
15	A	Thankyou very much for your time and of course for your help Ida.
16	B	Welcome.

7. Respondent 7

The Interview was conducted via WhatsApp

Date : 19th June 2022

Participant : Witiza Halwa Irdatul Qolbi

Note : A as interviewer and B as an interviewee

Turn	Speaker	Expression
1	A	Hello. My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now
2	B	Witiza Halwa Irdatul Qolbi. I am a 6 th semester of PBI.
3	A	First question is, Have you taken or are taking discourse classes?
4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain
6	B	Sure. When I see any English text, I just like automatically define the sentence in analysis
7	A	Next question, what do you need to know to understand Textual Meaning that is realized in a speech?
8	B	I think I need to understand the kinds of elements well such as mood, subject, predicator, adjunct, et
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please.
10	B	Of course. It makes me understand the text well. The misunderstanding can be avoided because of the thematic analysis

11	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
12	B	Sure. The analysis is clearly explained. It helps me a lot.
13	A	For the last question, What benefits do you get after understanding the results of Thematic Analysis in this study?
14	B	I get more understanding about the thematic analysis for sure. And it actually makes me get more consideration of any element in English text
15	A	Thankyou very much for your time and ofcourse for your help Halwa.
16	B	My pleasure.

8. Respondent 08

The Interview was conducted via WhatsApp

Date : 19th June 2022

Participant : Nanda Kamalia P K

Note : A as interview and B as an interviewee

Turn	Speaker	Expression
1	A	Okay.. Hello, My name is Nurul Madjdiyah, a student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education. I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in now?
2	B	Alright. I am Nanda Kamalia P K. I am from English Education UIN Walisongo Semarang. Now, I am 6 th semester.
3	A	Have you taken or are taking discourse classes?

4	B	Yes, I have
5	A	After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Please explain.
6	B	Yes, I think there are some impact after taking discourse class. Like, I know about structure of sentence deeper. Than, I know theme and rheme, etc.
7	A	Next question is, What do you need to know to understand Textual Meaning that is realized in a speech?
8	B	To know or understand textual meaning in a speech. I will read all of material about textual meaning and then I will read the speech text and analyze it.
9	A	Do you agree that understanding Thematic Analysis and types of Theme useful for to understand the textual meaning in Taylor Swift's speech in this study? Give the explanation please
10	B	Yes, I agree because that text is kind of general text. Then, thematic analysis it can be used for any type of text.
11	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis and types of Theme? Why?
12	B	Yes, I also agree because Taylor Swift's speech contains complete structures of sentences so that when analyzed it becomes easy. In addition, the language used is also often used
13	A	For the last question, What benefits do you get after understanding the results of Thematic Analysis in this study?
14	B	The benefit I get is that I know more about what category some words fall into, such as entering the category as

		complement, etc. And become more aware that every sentence or word can be analyzed using thematic analysis.
15	A	Oke.. Thankyou so much for your time viraaa and for your help of course.
16	B	Alright, anytime mb

9. Respondent 09

The Interview was conducted via WhatsApp

Date : 13rd September 2022

Participant : Kartika Puspa Dewi

Note : A as interviewer and B as an interviewee

Turn	Speaker	Expression
1	A	Hello, My name is Nurul Madjdiyah, I am student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education, I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in?
2	B	Hello, my name is Kartika Puspa Dewi, I am student of Walisongo Semarang, English Education. I'm at 6 th semester
3	A	Well, Kartika, please read the result of Thematic Analysis of Taylor Swift's speech in my research. First question, After taking the Discourse class, is there any significant impact on you understanding of Thematic Analysis and types of Theme in the spoken text? Explain!
4	B	Yes, while I'm taking the discourse class at first, I feel confused because of the analysis is very strange for me. But, after I take this class and learn more until I got the understanding about it, I can understand which words that

		for topical, unmarked, and marked. But I still have some difficult on it.
5	A	Next question, do you agree that understanding Thematic Meaning that is realized in a speech?
6	B	I'm agree with that. Looking at your analysis from that Taylor Swift's speech make me more understand to get what thematic mean and is it can be used for formal speech like that or no. Cause, in the class we only analyze some daily conversation not a formal speech. So, it looks more easier than daily conversation that sometime make me confused and hard to get the understanding about it.
7	A	Do you agree that understanding Thematic Analysis and types of Theme useful to understand the textual meaning in Taylor Swift's speech in this study? Explain!
8	B	As I told before, I agree with that. While I read the analysis of Taylor Swift's speech, I easily understand on way how to see the difference between theme and rheme. Also, in there is explained about thematic analysis easier than try to understand a daily conversation. Using thematic analysis for understanding that speech really useful.
9	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis & Types of Theme? Why?
10	B	Yes. It makes me easier than before because it showed that importance of thematic analysis.
11	A	What benefits do you get after understanding the result of Thematic Analysis in this study?
12	B	In my opinion, the benefit is gained from studying thematic analysis have made me know more deeply that thematic analysis is not only used to analyze daily conversations or

		news. But it can also be used to analyze other formal speeches. Also, I know the patterns on thematic analysis while analyzing speech is more easily than anything.
13	A	Thank you for your time
14	B	Sama-sama mb.

10. Respondent 10

The Interview was conducted via WhatsApp

Date : 14th September 2022

Participant : Muzayyitun Nadlifah

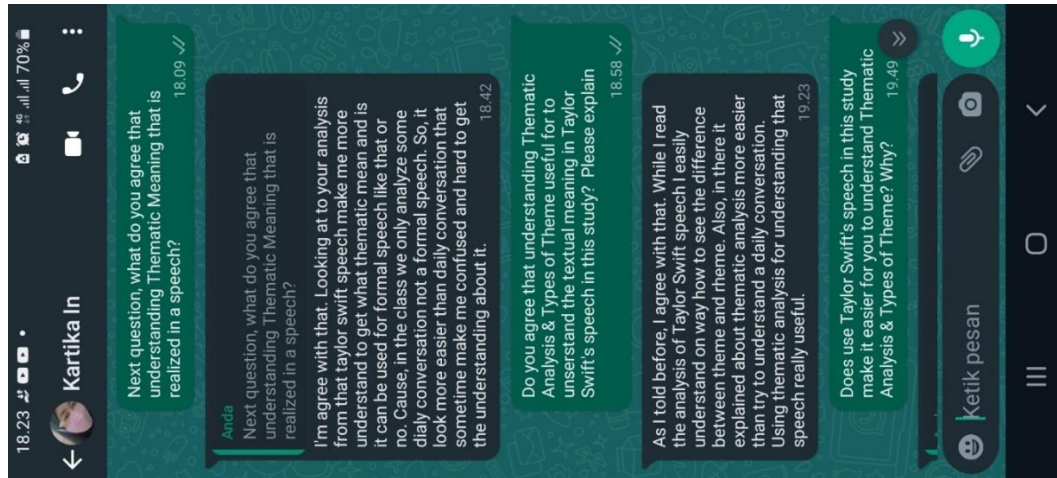
Note : A as interviewer and B as an interviewee

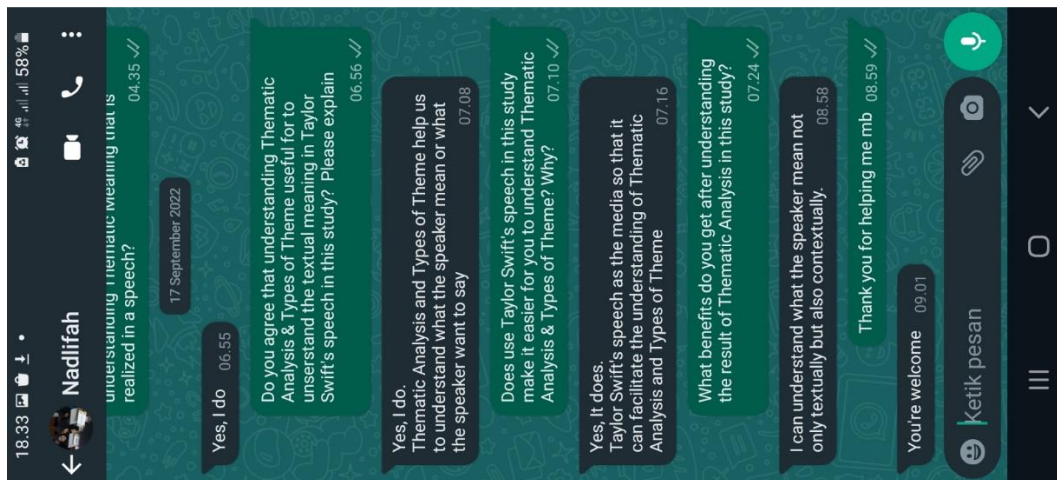
Turn	Speaker	Expression
1	A	Hello, My name is Nurul Madjdiyah, I am student of UIN Walisongo Semarang, Faculty of Tarbiyah and Teacher Training majoring in English Education, I was researching the topic of Thematic Analysis in a speech. Before continuing the interview, please introduce yourself first and what semester are you in?
2	B	Hello, my name is Muzayyitun Nadlifah, I am student of Walisongo Semarang, English Education. I'm at 6 th semester
3	A	Well, Nadlifah, please read the result of Thematic Analysis of Taylor Swift's speech in my research. First question, after taking the Discourse class, is there any significant impact on your understanding of Thematic Analysis and types of Theme in the spoken text? Explain!
4	B	I think, it is significant enough
5	A	Next question, do you agree that understanding Thematic Meaning that is realized in a speech?
6	B	Yes, I do

7	A	Do you agree that understanding Thematic Analysis and types of Theme useful to understand the textual meaning in Taylor Swift's speech in this study? Explain!
8	B	Yes, I do, Thematic Analysis and Types of Theme help us to understand what the speaker mean or what the speaker want to say
9	A	Does use Taylor Swift's speech in this study make it easier for you to understand Thematic Analysis & Types of Theme? Why?
10	B	Yes, it does. Taylor Swift's speech as the media so that it can facilitate the understanding of Thematic Analysis and Types of Theme.
11	A	What benefits do you get after understanding the result of Thematic Analysis in this study?
12	B	I can understand what the speaker mean not only textually but also contextually.
13	A	Thank you for helping me mb
14	B	You're welcome.

Appendix VII

Photographs of Interview Section





CURRICULUM VITAE

Personal Data

Name : Nurul Madjdiyah
 Place of Birth : Rembang
 Date of Birth : October, 18th 1996
 Religion : Islam
 Gender : Female
 Civic : Indonesian
 Address : Desa Pangkalan RT 03 RW 02, Kecamatan Sluke, Kabupaten Rembang, Jawa Tengah

Formal Education

1. TK Putra Harapan
2. SDN Pangkalan
3. SMP Al-Yakin Sluke
4. SMA Al-Yakin Sluke
5. English Education Department, Faculty of Education and Teacher Training, Walisongo State University, Semarang.

Sincerely,

A handwritten signature in black ink, appearing to be 'Nurul Madjdiyah', written in a cursive style.

Nurul Madjdiyah