

Thematic Patterns in Student Editorial Articles

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Abstract

This study was set out to determine the Theme and Rheme realization in the student editorial (SE) articles. Using the distributional method and determination, the researcher used a descriptive qualitative research design and discourse analysis to determine the text's thematic structures and patterns. It showed that topical themes were significantly more than textual and interpersonal types and interpersonal themes were suggestively low. It may indicate the desire of these students to avoid expressing their stances and attitude toward this genre part. The unmarked theme had the highest number of instances for the topical theme as it “grounds” the ideas of these writers in the language. The word *they* represented the highest frequency in presenting their articles. It referred to the youth, the general term they were addressing. The highest type of marked theme used in the SE articles was the *cause*, then manner, location, extent, and angle. Conjunctions were used more than the conjunctive adjuncts and continuity adjuncts. Theme choice appears to be a key factor for the success or otherwise of clauses and text alike to organize the message. The thematic structures found in the SE articles provided their experiences and insights on how an upcoming election would be as part of the group –youth. The study has addressed the specific types of marked and textual themes that appear to be prevalent in the SE articles and those that seem preferable in student essays.

Keywords: *discourse analysis, editorial, text, theme and rheme*

Introduction

The National Schools Press Conference (NSPC) is the Olympics of campus journalism. Republic Act 7079, popularly known as the Campus Journalism Act of 1991, is the Philippines' most competitive journalism competition for private and public elementary and secondary schools. The contest starts with the Division Schools Press Conference (DSPC), where the top 5 winners are announced, and only the top 3 winners

qualify for the Regional Schools Press Conference. The contest has group and individual categories, delivered in English or Filipino as their media.

The editorial in the said competition conveys a message in English. The structure, patterns, and other elements of the text shall be determined using the discourse analysis of how influential these campus journalists are in persuading the readers of their arguments on a given topic.

The theme is a subject of a talk or a piece of writing. It conveys a person's thoughts about a topic. Theme as a starting point of a clause plays an essential role in confirming a well-written and organized text. Organization of ideas distinguishes writing from speaking. As a result, the theme of a clause should consider the other messages conveyed in other clauses, and choosing the wrong theme for a clause leads to awkwardness in expressing ideas in a text. Thus, determining the theme and rheme patterns of the eight editorial articles created by the students from the eight public and private schools in the Division of Dumaguete City are utilized in determining the thematic patterns.

Theme markedness, theme-rheme pattern, and thematic progression are the common studies in the theme-rheme organization in a text. Students must know what to write and how to structure the language to write successfully. Knowing what to write will facilitate the flow of ideas, while learning how to organize will assist them in communicating their thoughts to the readers in a straightforward manner. Students must be able to manage themes in their writing. "This is what we're talking about," says the theme, while "This is what we're talking about it," says the rheme (Qomariah, 2021).

The researcher is interested in determining the thematic structure of the eight editorial articles and identifying how they convey their message by persuading their readers about their arguments on the given topic. Thus, the

principal investigator wants to explore the editorial's theme as the study's object.

Systemic Functional Linguistics (SFL)

This linguistic model is developed by Michael Halliday (1961). It mentioned that the language is evolving, not about ideas but that of language itself. He said the three histories of language are, as follows: *a) phalogenesis* – language as a system; *b) ontogenesis* – individual speaker; *c) logogenesis* – each instance of language in a text.

It paved the idea that texts unfold in time. This statement means that it accumulates as each movement in the text reshapes the context for what is to come since language is evolving, developing, and unfolding. The idea predisposes that language is maintained through constant interaction within the environment – metastable (Lenke, *n.d.*). Human language has co-evolved along with the human brain.

In the relational network theory of Sydney Lam (2010), it was mentioned that the brain is an interface between language and the two poles and the material environment. These two poles are the expression and physiological poles; both are included in the stratification grammar.

According to SFL, we communicate meaning on three levels simultaneously. These are what we call metafunctions. These semantic systems make meaning of a related kind, which is more functional and semantic than formal and syntactic. It is also considered the property of all languages. It claims that grammar and other particular forms have emergence that should be explained "in terms of the functions that language evolved to serve" (Halliday, 1994).

The terms *ideational*, *interpersonal*, and *textual* are the three levels of a metafunction. When we talk about *ideational*, it examines the process described and understood in the language or the physical actions. Whatever we experience is like a reality based on this concept. Meaning is associated with constructing institutional activities or the language's job in context. It also refers to the subject matter (what is happening? What is the action?) Another metafunction is the *interpersonal* or the relationship between the participant and the context they are in. It can also be considered the enactment of social relations or the social reality, who talks to whom, the notion of self and otherness, and self-construct with others via interaction. It is enacted through the dimensions of power and solidarity. It also refers to the participant's role in the exchange (who is participating and what is their relative power or status?). *Textual* metafunction focuses on and is related to information flow across media or the semiotic reality. This form is affected by the various communication channels undertaking the activity and simultaneously enacting social relations. It also connects all together in a degree of spokenness or writtenness, which refers to the lexical density, grammatical intricacy, or complexity (media). Channel refers to how a language is used for a specific purpose. It could be written, spoken, or multimodal, depending on how the interactants use the language (Halliday, 1994).

Text organization or cohesion analysis builds a model that places texts in their social context and looks comprehensively at the resources that integrate and situate them. *Cohesion* is a set of resources for constructing relations in a discourse that transcends grammatical structure (Halliday, 1994).

Metafunctional Analysis

The aim has been to construct a grammar for purposes of text analysis in which one that would make it possible to say sensible and valuable things about any text, spoken or written, in modern English. When we use language in a situation, we remake it into action-reaction since language and culture go hand-in-hand. Since language is dynamic, expressions are added to the language as part of the change. This change is what the researcher would want to look at in his analysis.

It showed grammar as a study of meanings, how they are expressed rather than forms, and what they mean. It is a kind of difference in orientation.

Text as Meaning

When we look at the language from the point of view of the textual metafunction, we are trying to see how speakers construct their message in a way that makes them fit smoothly into the unfolding event (Thompson, 1996). In the metafunction of language, the third and final strand of meaning is the level of organization of the clause that enables the clause to pack in ways that make it effective given the purpose of its context. Thus, the textual strand of meaning concerns the potential clause that offers its constituents to be organized differently to achieve different objectives.

The other language expresses textual meanings differently. It can be by using particles to signal the textual status of the constituent. However, it seems true that all language users depend on signals, which indicate the cohesive relations between the clause, its context, and its purpose.

Two critical systems enter the expression of textual meaning in the clause - theme, and rheme. The different types of themes can be found in the clause,

and the choice of what gets to be the theme in an English clause contributes very significantly to the communicative effects of the message. We must develop the clause's description into its textual constituents to understand these points.

The distinct functions' significance in the clause is subject, actor, and theme (Halliday, 1994). Each of the three forms parts of a different configuration making up a separate strand in the overall meaning of the clause. Halliday (1994) defines these three strands of meaning, as follows:

1. The theme serves as a message in the clause's construction. Each sentence conveys a message and contains a certain amount of information; the theme serves as the message's starting point. It is the component the speaker chooses to use as a foundation for what he says.
2. The subject serves as an interchange in the clause's construction. A clause refers to an exchange, a transaction between the speaker and the listener; the exchange's warranty is the clause's subject. It is the component that the speaker adds to ensure that what he says is true.
3. The actor serves as a representation in the clause's structure. A phrase has meaning when it represents or interprets specific ongoing human experiences; the actor plays an active role in these events.

Text in Context

A text is a piece of language in use, a functional language (Norquist, 2019). A text's length is unimportant and can be either spoken or written. What is essential is that a text is a harmonious collection of meaning appropriate to its context. This unity of purpose gives the text both texture and structure. Texture comes from how the text's meanings fit coherently with each other. It is much of the same way as the threads of pieces of fabric woven to make a whole. Structure refers to how most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context.

The Context of Culture

Contextualization in linguistic theory talks about the culture or the situation in which a particular text is made. In the form of narrative, it preserves accounts of past or imaginary events rehearsed in morally stylized and ritualized forms in which events are encapsulated and accumulated experiences in the community. No active meaning leaves the language before; every act of significance perturbs, however minutely, the probability of the language system, thus contributing to its evolution. The meaning-making potential is statistically modulated, which is how it is transmitted from one generation to the next (Halliday, 2010).

Any actual configuration of a *field, tenor, and mode* that has brought the text into being is not just random jumble features but a totality in which a package of things typically cohere in the society. People do these things on these occasions and attach these meanings to them (Halliday & Hassan in Osinovskaya, 2011).

The Context of Situation

The idea of a dynamic relationship between text and context can be seen through this “environment in which meanings are being exchanged” (Halliday, *n.d.*). It is the totality of extra-linguistic features relevant to speech acts and comprises three elements: a) *field* – the nature of the social action, what the interactants, the person or thing that interacts with, are about. It talks about what is being interpreted institutionally in some culturally recognized activity – a naturalized reality. b) *tenor* – statuses and role relationships: who is taking part in the interaction, the way you relate to other people when doing what you do. It also talks about status in which people have power over one another and is most significant as it is concerned with the power and status of the participants. c) *mode* – the rhetorical channel and function of the discourse, what part of the text is playing. Put it as the channel you select to communicate, either written or spoken (Halliday, 1994).

Some of the things needed to be understood under the idea of SFL and why we use it in a classroom is because of the lack of understanding of the context; content teachers lack empathy for the English Language Learners (ELLs). They are focused on the content rather than the context of the lesson. It is believed that the school is the only place they are exposed to the academic language that needs to be mastered for academic success. Academic language must be explicitly taught and reflected upon since society views English as a global *lingua franca* (Halliday, 1994).

The aim has been to construct a grammar for purposes of text analysis in which one that would make it possible to say sensible and valuable things about any text, spoken or written, in modern English. When we use language

in a situation, we remake it into action-reaction since language and culture go hand-in-hand. Since language is dynamic, expressions are added to the language as part of the change. This change is what the researcher would want to look at in his analysis.

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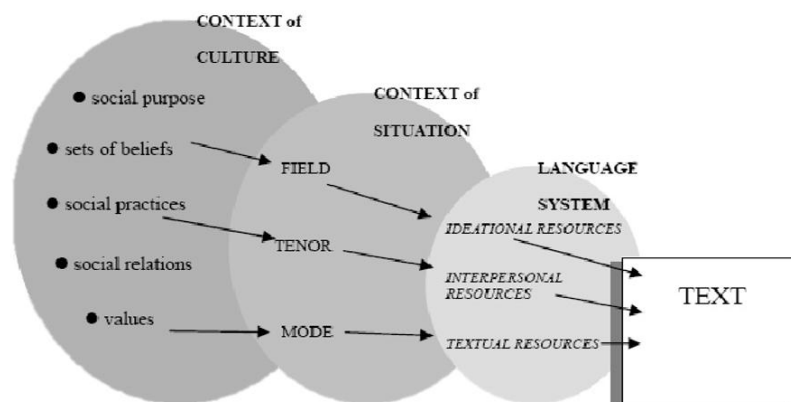


Figure 1. The Hallidayan Model

Note. The Hallidayan Model shows the context of culture, context of situation, and the language system (metafunction of the SFL). Photo lifted from <https://www.slideshare.net>.

Statement of the Problem

This study is aimed to determine the Theme and Rheme realization in the submitted contest piece of these campus journalists and to find the theme in their editorial.

Methodology

The researcher utilized descriptive qualitative research. It gathered information from secondary sources like books, periodicals, etc. This kind of research only explains the occurrence; it does not address "how" and "why" concerns. At the same time, causal, explanatory, or exploratory research provides the answers to these issues.

Further, this study dealt with discourse analysis focused on using theme-rheme analysis to explore the students' coherence and cohesion in a text and their mechanism of writing. The data source was taken from eight editorial articles of the student participants of the DSPC 2022. The editorial article's subject was empowering resilient communities through campus journalism. The data were collected from the division office by selecting the papers submitted as the contest piece needed to be analyzed. This study was concerned with exploring the sentence structure of the theme in the textual metafunction as the thematic structure was examined.

In analyzing the data, the researcher gathered all eight editorial articles. Then, he segmented these into sentences. Next, he used distributional method to further segment the text into clauses (Anita, 2016). Further, these segmented sentences were spread in Microsoft excel. Once done, they were distributed and determined to show the appropriate theme meanings (Anita, 2016). These

sentences were further divided into clauses, and the theme and rheme were identified for each clause. Conclusions were drawn after the analysis.

Results and Discussion

Table 1. *Distribution of Themes Found in the SE Articles*

Editorial	Theme			
	Textual	Interpersonal	Topical Theme	
			Marked	Unmarked
<i>Hear the Youth's Cry for Freedom</i>	14 (13.59%)	7 (31.82%)	8 (12.9%)	14 (14.58%)
<i>A fair exchange of trust</i>	21 (20.39%)	0	3 (4.84%)	13 (13.54%)
<i>A real leader takes their stand as a leader</i>	9 (8.74%)	1 (4.55%)	5 (8.06%)	11 (11.46%)
<i>Hoax?</i>	7 (6.8%)	6 (27.27%)	6 (9.68%)	19 (19.79%)
	8 (7.77%)	1 (4.55%)	6 (9.68%)	6 (6.25%)
<i>Democracy: yonder youth's aspirations</i>	9 (8.74%)	2 (9.09%)	11 (17.74%)	9 (9.38%)
<i>Youths and Misinformation</i>	21 (20.39%)	0	15 (24.19%)	14 (14.58%)
<i>Democracy: Truth and trust is the pavement of a bright future.</i>	14 (13.59%)	5 (22.73%)	8 (12.9%)	10 (10.42%)
			62	96
TOTAL	103	22	158	

The first part of the investigation covers the use of topical, textual, and interpersonal themes in all the SE articles. Table 1 shows the examined SE articles used topical themes significantly more than textual and interpersonal types. *Youths and Misinformation* had the most topical themes, while textual themes appeared to be the most in the articles *A fair exchange of trust* and *Youths and Misinformation*. Finally, *Hear the Youth's Cry for Freedom*

had the most interpersonal theme. Further, it appears that the untitled SE article had the least topical theme, and *Hoax?* had the least textual theme. *A fair exchange of trust* and *Youths and Misinformation* had no interpersonal theme utilized in the SE articles. In addition to these articles, it was apparent that the interpersonal theme was relatively low in the SE articles. It may indicate the desire of these students to avoid expressing their stances and attitude toward this genre part (Alotaibi, 2020).

The topical themes were further examined to indicate theme markedness. Table 1 further shows that the SE articles used the unmarked themes more than the marked themes. Concerning the marked themes, *Youths and Misinformation* had the most percentage with 21.74%, while *A fair exchange of trust* had the least rate with 4.35%. Turning to the unmarked theme, *Hoax?* had the highest percentage with 19.79%, while the untitled SE article had 6.25%.

The preceding extracts were taken from the SE articles. The unmarked theme had the highest number of instances for the topical theme. The eight student editorial articles had 158 topical themes, including ninety-six (96) unmarked and sixty-two (62) marked themes. These results surface mainly in what Martinez-Prieto (2015) mentioned the topical theme “grounds” the ideas of these writers into language. Further, it also gives a reader or listener the orientation about the information to be received. This idea helps these SE writers build cohesion since these themes work together with other elements in the discourse (Martínez-Prieto, 2015). The textual function defines how language is arranged or how information is structured to accomplish objectives and produce a coherent work (Opara, 2009).

No.	Paragraph no.	Topical Theme		RHEME
		Marked	Unmarked	
A5	P2	In the Philippines,		most teens are the subject of criticism.
A6	P2		They	don't have freedom to do what they want
B13			"The ballot is more powerful than the bullet,"	this is what the esteemed Abraham Lincoln once said.
C6	P4		The leaders	must not corrupt the money
D6	P2		Education	is one of the mostly affected
D6	P2	New local and national officials	they	were asking for help
E2	P1			will take over the government.
E3	P1		Everyone	is excited to see
F12	P4		Department of Education (DepEd)	had brought this a step forward by training students and its stakeholders to appreciate these through campus journalism.
F13	P4	As a campus journalist, every word matters as every step forward		brings its motherland to sustain its democracy and independence.
G19	P9			is what caused them this
G19	P9		we	can't stop that.
H4	P2	According to December 2021 survey data of the Commission of Elections (COMELEC)		among 65.7 million registered voters in the Philippines, 37 million belong in the youth age-group which ratios 56 percent to the total number of registered voters in the country.
H5	P2		The youth	make up about half the total number of voters for this year's election

Since editorial writing is considered to share opinions on ongoing topics on current issues, these SE writers share their views regarding the entire publication (Sagheer, 2022). The SE writers also praise and critique contemporary themes in expressing their opinions. Editorials should be engaging, thought-provoking, and disputed because they are light. Additionally, according to Table 1, the topical theme was used the most

frequently in the SE articles. These themes can be linked to the fact that their articles cover them. The theme often includes well-known, established, or given information that has already been mentioned in the text or is common knowledge derived from the immediate context (Jing, 2015). Thus, it had the highest percentage since the SE articles wanted to emphasize the topic and the editorial's primary goal: *Empowering Resilient Communities through Campus Journalism*.

The Unmarked Theme

In the student editorial, it can be found that these students relied more on the participants rather than the process and circumstance. It can be further verified in the example presented in Table 1. One of the functions of a clause is to represent experience. It describes the events and states of the real and unreal world. In Systemic Functional Linguistics (SFL), a representation of experience consists of *a*) processes, or what kind of event/ state was described, *b*) participants or the entities involved in the process or the actors, sensor, etc., and *c*) circumstance or the specifics of the when, why, where, and how of the process (Fitri, 2022).

Using a word cloud generator from <https://makewordcloud.com/word-cloud-maker>, the researcher determined the common unmarked themes in the student editorial articles. Notice that the word *they* seemed bigger since that word represented the highest frequency in how these students presented their articles. In general, the term *they* refers to two or more people or things previously mentioned or easily identified or people. In this case, these students used this term as a pronoun that modified the youth as presented in the eight editorial articles.

Further, of the 96 listed in the unmarked topical theme, 94 were the participant aspects of the transitivity function. Participants are the people or entities that were involved. These participants can be the doer or the agent, the experiencer, or the sener of a state of feeling. It could also be the *sayer* of something or the carrier of an attribute. Also, it was something or someone impacted, affected by, done to, or received action (Helm, 2012).

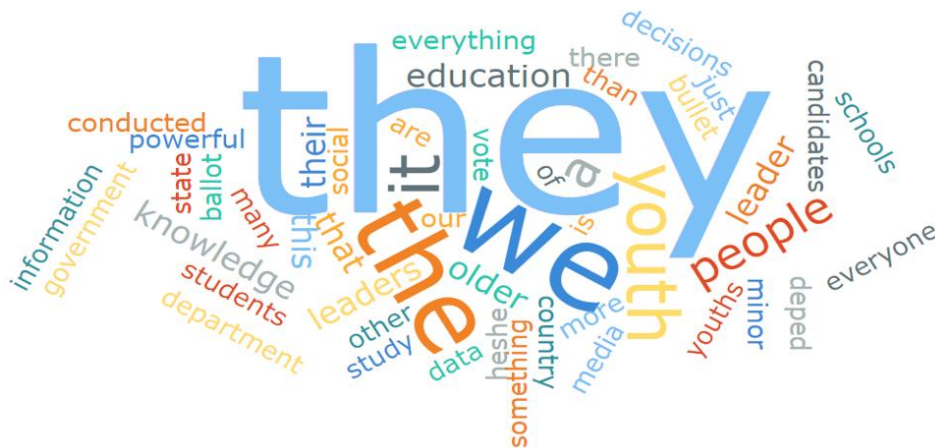


Figure 2. *Unmarked Themes*

They is a referential aspect on how SE writers think about the reality of what and how they refer to. Since these students were part of the youth, it can be inferred that the word *they* referred to was the youth that they belong to this group. This statement can be further verified in van Dijk's (2013) lecture on discourse and knowledge. He stated that all knowledge, past or present, construes a mental model of what has happened. Knowledge is multimodal, but only for mental models. It was considered only for what happened to you today; thus, episodic memory. These students used the term *since it served*

as a reference to the youth, which can be considered a general term for what they were addressing.

Table 2. *Distribution of Marked Themes in the SE Articles*

EDITORIAL	Location	Extent	Manner	Cause	Angle
<i>Hear the Youth's Cry for Freedom</i>	1		3	3	
<i>A fair exchange of trust</i>		1		3	
<i>A real leader takes their stand as a leader</i>	2	1		2	
<i>Hoax?</i>	2		1	3	
	2	1		3	
<i>Democracy: yonder youth's aspirations</i>	1	1	6	2	2
<i>Youths and Misinformation</i>	1	1	5	7	
<i>Democracy: Truth and trust is the pavement of a bright future.</i>	1		1	3	3
TOTAL	10	5	16	26	5
AVERAGE	16.13%	8.06%	25.81%	41.94%	8.06%

Note. The marked theme distribution in the SE articles with the manner and cause having the highest frequency

Further examination of the theme markedness, the highest type of marked theme used in the SE articles was *cause*. It attributed a total of 26 instances or 41.94%. Following cause was manner. It had a total of 16 cases making up the 25.81%. The location came in third with an instance of 10 or 16.13%. Lastly, extent and angle were the least used marked type in the SE articles. Five cases of these types were used in the SE articles having 8.06%.

The cause was highly used in the SE article *Youths and Misinformation*, which had seven instances. The manner was highly used in *Democracy: yonder youth's aspirations*; it had six cases. The location had three. These were *A real leader takes their stand as a leader*, *Hoax?*, and an untitled article. Angle was used the highest in the SE article *Democracy: Truth and trust is the pavement of a bright future*. Contingency, accompaniment, role,

and matter were also types of circumstantial meaning. However, they were not evident in the SE articles. Thus, they were omitted.

Any piece of circumstantial information about the process within its clause is called circumstance (Butt *et al.*, 2000). In this case, the cause was the most frequently used in the SE articles. This type was primarily used to explain what happened in the clause. Clauses construed a change in the flow of events as a form of configuration, consisting of a process, participants taking part in the process, and associated circumstances (Halliday & Matthiessen, 1999). The cause is an enhancement type of expansion that gives reason to whatever happened in the clause. If manner provides information about how things happened in the clause, cause, on the other hand, provides the basis. It included the reason, purpose, and behalf.

Further, the cause answers the probe questions, *Why? What for?* and *Who for?*. Below are some extracts from the SE articles.

Table 3. Extract 1

A1 to A2	P1	Being a disappointment, a shame, and a stain to our county. It is one of the worries that every teen has to endure.
A15	P5	The teens actions are the reflection of what we see around us.
G2	P1	Being schooled and exposed to different technological advancements unlike most of the previous generations they mostly believe in having the upper hand.

As indicated before, the cause was the predominant theme in all the SE articles. These student-writers have highlighted in their editorial articles the possible association with their experiences and processed them into their written discourse drawn from the extracts. This idea can further examine how

knowledge is multimodal, but only for mental models. It was considered only for what happened to you today; thus, episodic memory (van Dijk, 2013). These SE writers may have a point of reference as they delved into the possible reason, purpose, or behalf in their statements when expressing their ideas. Looking at the example in G2 *Being schooled and exposed to different technological advancements unlike most of the previous generations* was one of the arguments that these SE writers presented as the reason why they thought these youths had when they believed that they had the upper hand. The reason answers the probe question *why*.

The second most common marked type was manner. It was the most frequently used in the SE articles and cause. The manner was used in the SE articles since it gave readers more information about the action they did as the subject in the sentence. It consisted of means, quality, comparison, and degree. Further, it asks probe questions, such as *How? What like?* and *How much?* Below are excerpts found in the SE articles.

Table 4. Extract 2

G10	P3	Leading them to doubt what they already knew because of what they just read.
G17	P8	Although without direct authority over the media, with this, they will be able to slowly gain the people's trust and cause less confusion.
G19	P9	Being exposed to the internet is what caused them this and we can't stop that.
E7	P2	Most of the students and deped officials are now fully vaccinated, and schools are also ready for the limited face-to-face set-up.

Second, in the theme markedness was manner. It depicted that these meanings strengthen and sharpen, bringing the evaluation into the position's role to align with the arguments (Dreyfus & Bennett, 2017). Suppose cause gave us the *why*, manner gave us the *how*. It answered probe questions such as *how*, *what it was like*, and *how much*. It focused on the means, quality,

comparison, and degree. Looking at the example in F10, analyzing the sentences would reveal that the probe question would answer the *how*. For example, how would they share discernments without the fear of judgment? Their answers can be other than what was stated but it chose ***Through freedom of speech, many, including all generations.*** Thus, making manner able to point us at the role of what the position is and how something happens, and how it was done.

Table 5. *Distribution of Textual Theme in the Student Editorial Articles*

	Continuity	Conjunction	Conjunctive Adjunct
EDITORIAL			
<i>Hear the Youth's Cry for Freedom</i>	2 (9.52%)	6 (13.04%)	6 (15.79%)
<i>A fair exchange of trust</i>	9 (42.86%)	5 (10.87%)	7 (18.42%)
<i>A real leader takes their stand as a leader</i>	0	7 (15.22%)	2 (5.26%)
<i>Hoax?</i>	0	3 (6.52%)	4 (10.53%)
	0	7 (15.22%)	1 (2.63%)
<i>Democracy: yonder youth's aspirations</i>	1 (4.76%)	4 (8.7%)	3 (7.98%)
<i>Youths and Misinformation</i>	6 (28.57%)	9 (19.57%)	9 (23.68%)
<i>Democracy: Truth and trust is the pavement of a bright future.</i>	3 (14.29%)	5 (10.87%)	6 (15.79%)
TOTAL	21 (20%)	46 (43.81%)	38 (36.19%)

Concerning textual themes, the results of table 3 showed that conjunctions or structural conjunctions were used more than the conjunctive adjuncts and continuity. It comprised 42 instances or 43.81%. Next was conjunctive adjunct with 36.19% and continuity with 20%. Looking at the data, the SE article ***Youths and Misinformation*** had the highest percentage of conjunction

as the textual theme used. It was also the highest in the conjunctive adjunct. However, when doing transitions, as a start of a new move to the next idea, *A fair exchange of trust* had the highest instance.

The use of textual themes in the SE articles revealed that conjunctions in their articles might be attributed to the fact that they were taught as early as grade 5 (cf. N5G-Ie-8.3/8.4, DepEd Curriculum guide). These essential discussions dealt with composing clear and coherent sentences using appropriate grammatical structures – conjunctions. Continuity and adjuncts are at a higher level. Thus this may attribute to the student's use in their editorial articles. Conjunctions are structural. They are relatively static in position. Also, they connect clauses or sentences or coordinate words in the same clause. Below are examples from the extract of the articles.

Table 6. Extract 4

G10	P3	Leading them to doubt what they already knew because of what they just read.
G17	P8	Although without direct authority over the media, with this, they will be able to slowly gain the people's trust and cause less confusion.
G19	P9	Being exposed to the internet is what caused them this and we can't stop that.
E7	P2	Most of the students and deped officials are now fully vaccinated, and schools are also ready for the limited face-to-face set-up.

Conjunctions are primarily used to connect two or more clauses. They are considered linkers. In this sentence, *Leading them to doubt what they already knew because of what they just read*; the word *because* is subordinating conjunction since it links the dependent clause to that of an independent clause. Further, it can be considered that because it is a causal condition that gives us a reason as to what the entire sentence is all about. The word *although*, on the other hand, is also considered causal conditional and concessive. It introduced a phrase or clause denoting a circumstance that

might be expected to preclude the action of the main clause but does not. Looking at the example, *Although without direct authority over the media, with this, they will be able to slowly gain the people's trust and cause less confusion*, the word *although* is used in a circumstance which gave us an idea about the main topic in the sentence.

Further, the word *and* is considered coordinating conjunction linking two similar or equivalent clauses. In the example, *Being exposed to the internet is what caused them this and we can't stop that*; *and* is used as a link to create a compound sentence between the clauses they join. These coordinating conjunctions can be placed at the beginning or between the clauses. Looking at both sentences *Being exposed to the internet is what caused them this and we can't stop that* and *Most of the students and DepEd officials are now fully vaccinated and schools are also ready for the limited face-to-face set-up and served as an additive to where the speaker, having mentioned one thing, wants to go on to talk about something else which is similar. This conjunction can link two or more ideas to create a relationship.*

Conclusions

This study is set out to determine the Theme and Rheme realization in the submitted contest piece of these campus journalists and to find the theme in the SE articles. It has been shown that the Theme choice appears to be a key factor for the success or otherwise of clause and text alike. Concerning the general question of the function, Theme performs in written workplace texts,

one function of Theme would seem to be the organization of the message. In this case, it highlighted the thematic structures found in the SE articles by providing their experiences and insights on how an upcoming election would be in their lives as part of the youth. This study points out some concluding remarks concerning the use of topical, textual, and interpersonal themes in the SE articles. SE articles are more topical than all the rest of the themes, making them distinct from other forms of writing. Since these writers are students, they focus more on the topic than the interpersonal theme. Topical themes “grounds” the ideas of the SE writers into language. It provided the readers with the information to be received. Further, it helped these SE writers build cohesion since these themes work together with other elements in the discourse. In addition, the study addressed the specific types of marked themes and textual themes that appear to be prevalent in the SE articles and those that seem to be preferable in student essays.

It should be noted, however, that these results might not be generalized for several reasons. First, these editorial articles were drawn from students who joined the DSPC 2022. Hence, by exploring a range of professional editorials, we may better understand the thematic structures in an editorial. Second, the analysis has been constrained to editorial articles. Thus, extending the investigation to the other parts of the publication to better understand the thematic structure of a press publication. Despite these limitations, the study should enhance the researcher’s understanding of variations of these editorial articles and the subtle nuances it encompasses.

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