



The Discourse Analysis in Video “Why You Don’t Need to Be Exceptional”

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ABSTRACT

This study explores the usage of language in the motivational video titled “Why You Don’t Need to Be Exceptional”. Specifically, this study aims to investigate some linguistic features such as cohesion system including grammatical cohesion and lexical cohesion as well as theme and rheme including the types and the markedness. This study was conducted by employing a qualitative research approach. This study obtained the data from the transcript of the video that was available on YouTube. The data were analyzed by using two tools of analysis such as Paltridge’s cohesion system (2012) and Eggins’ theme and rheme (2004). The result showed that almost all cohesion system devices were utilized in the content except meronymy. In grammatical cohesion, the dominant cohesion features were conjunction and ellipsis. The use of those devices was useful for making the message more coherent and comprehensible. Regarding lexical cohesion, repetition and synonym were used significantly. It implied that the creator wanted to emphasize particular ideas. Theme and rheme were also investigated in this study and the findings are topical theme became the most frequent type and unmarked theme were more dominant than the marked type. The results indicated that the creator constructed theme and rheme that is easily understandable. Overall, the use of cohesion system and theme and rheme in this motivational video support each other in making the content comprehensible for the audience.

Keywords: Cohesion system; grammatical cohesion; lexical cohesion; motivational video; theme and rheme

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INTRODUCTION

The usage of the internet is not uncommon in modern life. Humans use the internet for many purposes. One of the popular things that people use on the internet is watching YouTube. Based on Pew Research Center’s survey in 2022, YouTube is the most used app by American teens. Indeed, many kinds of videos can be found on YouTube, such as education, entertainment, video blogging (Vlog), motivation, and so on. Those varieties cause people to love spending time on this platform.

From many video categories on YouTube, motivational content should not be underestimated, this kind of content can change humans’ lives since its purpose is to spark people’s minds to do something. Motivation itself can be defined as an internal

state that causes human to direct and maintains particular behaviors (Woolfolk, 2005; Johnson, 2021). As can be seen, it is the human state of mind that the motivator tries to change. Fiske & Taylor (1984, as cited in Forbes, 2011) states that motivation can be a motor for behavior.

Motivational content seems impactful in people’s lives. Hence, the quality of content in motivational videos should be maintained properly, from generating ideas to elaborating them with proper diction. In motivational videos, the use of language is important to be scrutinized. Language plays a significant role as a bridge for communication in content. As a tool of communication, it is important for people to be aware of using language. The use of language is crucial in delivering ideas. With

proper usage of language, the messages can be understood clearly. While using language, humans should ensure that their use of language is coherent and cohesive in order to produce effective communication.

Coherence and cohesion are important in building understandable communication. Delisle et al. (1999, as cited in Alimohammadi, 2023) define coherence as a logical, semantic, and syntactic interdependent utterance which reflects conceptual interrelatedness. Then, cohesion itself can be defined as the relationship between items such as words, phrases, and clauses and its usage for referencing to another item, substituting with another item, omitting redundant words, integrating with conjunctions, and connecting with words with similar, related and different meanings (Paltridge, 2012). Cohesion is useful for constructing relations in the use of language. Therefore, it can assist in improving the coherence of a text (Halliday, 1994; Crossley et al., 2016, as cited in Alimohammadi, 2023). Cohesion consists of two types, grammatical and lexical cohesion. It is seen that cohesion becomes the foundation for making a comprehensible message. With an adequate cohesion system, motivation would be coherent and understood easily and precisely.

Besides cohesion, how text is organized should be considered. With good text arrangement, the message can be understood easily. This use of language is realized by theme and rheme. Theme is defined as the elements that signify the starting point of a message. (Egins, 2004; Halliday & Matthiessen, 2004). As explained by Egins (2004), there are three types of Themes. Those are topical theme, interpersonal theme, and textual theme. When discussing Theme, it is always related to Rheme. Egins (2004) stated that Rheme is the developed idea of Theme in a sentence which occurs after Theme is stated. In other words, Rheme is just everything else outside Theme. As specified by Potter (2016), Rheme and Theme are related to each other in order to form a meaningful message, when Theme is the main topic of a sentence, Rheme comes as the things that describe Theme further.

To explore cohesion and theme and rheme in motivational messages, there are many content creators that produce

motivational content. Among many interesting content, a YouTube self-help video entitled "Why You Don't Need to Be Exceptional" by The School of Life seems the most exciting content. This motivational content is considered as self-help since the content discussed humans' efforts to overcome detrimental circumstances in their lives (Harwood & L'Abate, 2010). The video itself persuaded viewers to appreciate an ordinary, average, and simple life in which the idea is called mediocrity. The way of life that the creator gave is different from the popular belief that humans should strive for a successful life. Of course, it is fascinating to analyze how The School of Life used language to deliver the intriguing message. Therefore, this current study decided to discuss the cohesion system and theme and rheme of this content. By investigating it, this paper can reveal how the creator's notion is connected to creating a meaningful message.

Some studies about cohesion and theme and rheme have been conducted. For cohesion system, Tanskanen (2021) studied lexical cohesion in a YouTube video entitled "Crushing Nokia 3310 with hydraulic press" by Hydraulic Press Channel. Next, Sutopo et al. (2023) investigated lexical cohesion in Joe Biden's speech to United States Congress on 28th April 2021. Moreover, grammatical and lexical cohesion in BBC News Instagram post captions was investigated by Rihi et al. (2023). In theme and rheme's field, those previous studies included Oktaviani's theme and rheme analysis in Obama's speech on November 10, 2010 (2013) and Sinulingga and Hasibuan's theme and rheme study on Joko Widodo's speech on April 16, 2019 (2019).

As previous studies about cohesion and theme and rheme have been searched, there is not any related analysis about motivational contents. Therefore, this study aims to discover the types of cohesion system, specifically to find out the most dominant one in motivational self-help content. In addition, it also attempts to examine the theme and rheme types and markedness. It is hoped that through this study, it can be revealed the meaning behind the use of particular cohesion system and theme and rheme. For analyzing the content, the Discourse Analysis approach is used because this current study would like to investigate the use of language

in presenting the idea in the video. Discourse refers to the use of language for a communicative action (Blommaert, 2005: 2, as cited in Johnstone, 2018). This paper will use two methodological tools. First, Paltridge grammatical and lexical cohesion (2011) are useful in analyzing the cohesion system. Second, Eggins' theme and rheme (2004) will help to observe how theme and rheme are arranged. Then, this study is also supported by Halliday & Matthiessen's theory (2004)

METHOD

Research Design

This current study utilized a qualitative research approach as a research design. As stated by Creswell (2014), qualitative research is a method of research in which the researcher investigates and understands the meaning that individuals or groups attribute to a social or human issue. In the context of this study, the social or human issue covered the cohesion system and theme and rheme in the issue of mediocrity. Accordingly, the data were obtained from the participant's circumstance and they were interpreted by the researcher after an analysis involving the process of building from particular facts and examples to general themes. Therefore, this research design suited the nature of this study as it aimed to examine the feature of the cohesion system and theme and rheme in the motivational video titled "Why You Don't Need to Be Exceptional" by The School of Life.

Research Context

In this study, the data were taken from the YouTube channel named The School of Life. Apparently, the channel has uploaded many self-help-related videos. However, this current study just chose one video titled "Why You Don't Need to Be Exceptional". As this video described a concept of life called "mediocrity", this concept seems like an antidote for the problems in modern life especially mental illness-related problems such as depression and anxiety. Mediocrity sees the ordinary or average life as something that humans should not be embarrassed by.

The reason for using that video in this study was because the way the creator spread their value and elaborated the concept of life by comparing two lifestyles

between the people who tried hard to succeed and the others who accept their average lives was exciting to explore, especially by Discourse Analysis's approach. Also, since the study about mediocrity is uncommon, it is hoped that this current study would enrich the field of mediocrity and language generally.

Data Collection

In collecting data, the researcher started to find the video titled "Why You Don't Need to Be Exceptional". Then, the researcher took the transcription which has been provided by the creator. Since this study only focused on verbal aspect, the data analysis were only from transcription.

Data Analysis

The data analysis consisted of several steps. First, the transcription was analyzed with the cohesion system and theme and rheme analysis. The analysis was done by using Paltridge's theory (2012) and Eggins' theory (2004). Second, the data was categorized into two types of cohesion systems, grammatical and lexical. Each of the types was also divided into several types again. From the grammatical type, it has reference, substitution, ellipsis, and conjunction. From the lexical one, there are repetition, synonym, antonym, hyponym, meronymy, and collocation. Third, the data also classified according to the types of theme included topical, interpersonal, and textual as well as theme markedness. It should be noted that this study was emphasized theme aspect besides rheme. Fourth, all of the findings from the cohesion system to the frames were interpreted. Last, the researcher drew the conclusion

FINDINGS AND DISCUSSION

The findings and discussion section consist of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed.

CONCLUSION

This part contains the description of findings on cohesion system and theme and rheme. It is, then, followed by the discussion of the meanings seen from the theories and related previous studies. All the findings are discussed by using theories from Paltridge

(2012) about cohesion system and Eggins (2004) about theme and rheme. In addition, supporting theories from Halliday and Hasan (1976) and Halliday and Matthiesen (2004) are used to interpret the findings.

In this study, the sample of cohesion system and theme and rheme is provided. Nevertheless, the study could not unveil all of the examples in this section due to limited space. So, the sample is available in the Appendices.

Cohesion System

As has been mentioned in the theoretical framework part in the introduction, cohesion is the connection between words, phrases, and clauses which is constructed to make ideas coherent (Crossley et al., 2016; Halliday, 1994; Paltridge, 2012). This current study has discovered several findings in the YouTube Video “Why You Don’t Need to Be Exceptional”. As mentioned in the theoretical framework, there are two types of cohesion systems, grammatical and lexical cohesion. Each of the types is divided into several types. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Meanwhile, there are repetition, synonym, antonym, hyponymy, meronymy, and collocation in lexical cohesion. When investigating the material, the researcher finally found most of the types of cohesion system as can be seen in Table 1 and 2.

Table 1

Findings of grammatical cohesion in the video “Why You Don’t Need to Be Exceptional”

Grammatical	Frequency	Percentage
Reference	8	18.6%
Substitution	1	2.33%
Ellipsis	16	37.21%
Conjunction	18	41.86%
Total	43	100%

In Table 1, it shows that all of the grammatical cohesion features were found in the video. Conjunction is the most common feature in this study, followed by ellipsis with a slight difference in the number of findings, reference then was behind the ellipsis, and the least common feature was substitution.

Table 2

Findings of lexical cohesion in the video “Why You Don’t Need to Be Exceptional”

Lexical	Frequency	Percentage
Repetition	7	35%
Synonym	4	20%
Antonym	3	15%
Hyponymy	2	10%
Meronymy	0	0%
Collocation	4	20%
Total	20	100%

Regarding lexical cohesion, the researcher only found five of six types. With a small gap among them. Repetition became the dominant feature. Then, collocation was the second most frequent feature, followed by synonym and hyponymy in the third and fourth place respectively. Last, it was antonym. Unfortunately, the researcher could not find any meronymy in the material.

Reference

Paltridge (2012) defines reference as an attempt to refer an item by a particular word with the source from the text itself or outside the text. This study has investigated references and found several references as evidenced in the video (see Excerpts 1-2 below).

E1. In childhood, the story might have gone like this. A parent needed us to be special...

E2. A breakdown is not merely a random piece of madness or malfunction, it can be a very real

From the examples above, it is seen that there is a pattern difference in using references. Paltridge (2012) has explained the pattern of reference. There are two patterns, anaphoric and cataphoric. Anaphoric is “where a word or phrase refers back to another word or phrase used earlier in a text” and cataphoric describes “an item which refers forward to another word or phrase which is used later in the text”.

In E1, the sample used reference element “this” in the first clause and told the information in the second clause. It meant that the example had cataphoric pattern. Meanwhile, the information in E2 came first and was referred to by using “it” in the next clause so that the pattern was anaphoric.

Substitution

Substitution is how words or phrases are replaced with other words (Paltridge, 2012). From the video, the researcher only found one example of substitution as it is showed in E3

E3. We may not be exceptional right now, but we are seldom without an acute sense of pressure to be so.

In the example, the creator used the word “so” as the substitution of the word “exceptional” in that sentence. Seemingly, the substitution is similar to reference but the two things have a few differences. Paltridge (2012) stated that the first difference is reference can be used for associating the things that are far from the reference points while substitution is just limited to its preceding clause. The second is reference has the thing called co-reference which means more than one item can refer to the same thing while substitution does not.

Ellipsis

According to Paltridge (2012), ellipsis is the omission of particular words, phrases, or clauses. This study discovered that the creator of the video made ellipsis to some words (see Excerpts 4-5 below)

E4. are you therefore now relaxed about your status - or (...) else either a manic overachiever or (...) filled with shame at your so-called mediocrity?”

E5. The parent was - privately – in pain, (...) unable to value themselves, (...) battling an unnamed depression, (...) furious with the course of their own lives, (...) perhaps covertly tortured by their spouse.”

Apparently, it was due to avoid redundancy since the omitted words were nominal subjects. With ellipsis, the creator did not bother to repeat the same words. Also, the omission was effective since it was in verbal form.

The use of the ellipsis method was also found in the research of Rihi et al. (2023). In their study, surprisingly, there is an intriguing finding. They found a nominal ellipsis but the omitted element was replaced by the personal pronoun modifier “it”. That similar case was not found in this current study.

Conjunction

Paltridge (2012) explains that conjunction is the words that are used to connect phrases, clauses, or sections of a text. In this study, the conjunction was the most dominant feature for grammatical cohesion. Some examples of conjunction can be seen in Excerpts 6-9 below.

E6. did your childhood leave you feeling that you were - on balance - OK as you were, or did you somewhere along the way derive an impression...

E7. The attractions are sometimes perfectly real. But the cumulative effect is to instill in us the idea that our own lives must be close to worthless.

E8. we might cleverly be seeking to destroy all the building blocks of our previous driven yet unhappy careers.

E9. Our societies - that are often unwell at a collective and not just an individual level

With conjunction, the ideas that the creator tried to separate were delivered coherently and seamlessly. This corresponded to Halliday & Matthiessen (2004) who stated that conjunctions are useful to mark logico-semantic relationships between multi ideas. From the video, the researcher realized that the creator used only coordinating conjunction such as “and,” “but,” “or,” and “yet.”

Repetition

Repetition can be defined as the attempt to repeat same words within a text (Paltridge, 2012). Several repetitions were found in the video. Interestingly, all of the repetitions were just repeated two times. (see Excerpts 10-12 below)

E10. Mediocrity/Mediocrities
“filled with shame at your so-called mediocrity?”

“Whereas the characters who - without agony - can bear an ordinary life, the so-called contented ‘mediocrities’”

E11. Achieve/Achievement
“The child needed to achieve and could not, therefore, just be”

“It seems odd to look at achievement through this lens”

E12. Ordinary
“The world divides into the privileged who can be ordinary”

“lacking in inspiring images of good enough ordinary live”

From a few examples above, it is seen that the ideas that tried to be repeated were not far from exceptionality and mediocrity issues. This finding showed that the creator attempted to convince the viewers that the problem they wanted to arise was important to realize.

The repetition usage also can be found in Tanskanen's study (2021) in which that study observed the common usage of the words "phone" and "crushing". Since that study investigated a content about crushing phones with hydraulic, it is clear that the intention of repetition is similar to this current study, trying to highlight an important thing.

Synonym

Synonym is a collection of words that has similar meaning (Paltridge, 2012). The researcher found some words that have similar idea as presented in Excerpts 13-15 below.

E13. Exceptional ≈ Extraordinary ≈ Remarkable

E14. Ordinary ≈ Mediocrity

E15. Mental illness ≈ breakdown ≈ Ill

For instance, "exceptional" is a synonym for "extraordinary" and "remarkable". It was obvious that those words refer to the idea of special, not average, and higher than others. Then, the term "ordinary" brought the identical notion similar to "mediocrity". Finally, "breakdown" in this video was associated with "mental illness" and "ill". With that conception, Those words were synonym.

In Sutopo et al.' study (2021), some synonyms were also found. That study analyzed a speech of a U.S. politician. Those researchers interpreted the usage of synonym as an act to explain and emphasize the message. Also, it gave the people who consumed the content more understanding of something important.

Antonym

Paltridge (2012) describes antonym as words when those are paired, it has opposite meaning. The researcher succeeded in discovering the antonym in the material. Several examples are shown in Excerpts 16-17

E16. Exceptional ≠ Mediocrity

E17. Depression ≠ Joy

E16 carried the whole main idea of the content which was the comparison of two values of life. Exceptional has the opposite meaning of mediocrity. While mediocrity refers to the concept of accepting averageness in life, exceptional means that humans should strive for extraordinary and unusual life which is associated with being successful. Moreover, E17 indicated the effects of living with striving for either exceptional or mediocrity. In the content, exceptional lives led to depression while mediocrity brought joy.

Hyponymy

As explained by Paltridge (2012), hyponymy is the set of lexical items that display a relationship of general to specific. Some hyponymy features were found in this study and the example can be seen in Excerpts 18-19 below.

E18. They continually explain to us the appeal of other things

- sports cars,
- tropical island holidays,
- fame,
- an exalted destiny,
- first-class air travel
- and being very busy

E19. life's true luxuries might comprise nothing more or less than

- simplicity,
- quiet,
- friendship based on vulnerability,
- creativity without an audience,
- love without too much hope or despair,
- hot baths and dried fruits,
- walnuts and dark chocolate

From E18, the creator tried to explain "the appeal of other things" by implementing hyponymy feature by listing the kinds of appeal things. In E19, the creator did the same to explain what kinds of "life's true luxuries" are. By using hyponym, it seemed that the messages were organized well.

Collocation

Collocation can be considered as the words that are commonly used in combination (Paltridge, 2012). This study has found some

collocations from the video. (see Excerpts 20-21 below)

E20. At school, we probably *worked very hard*, not because we were drawn to the topics

E21. allowed to *stay home* for a while

As can be seen, the sample was the collection of words that can co-occur. The word "worked" related to "hard". Then, the word "stay" was associated with "home". Something that should be aware of is not every word can co-occur, sometimes several words can end up odd. For instance, it is reasonable to say "fresh fruit and vegetables" but not "fresh real-estate agents" (Paltridge, 2012).

Theme and rheme

Besides cohesion system, this current study also attempted to investigate theme and rheme. According to the theory, theme and rheme are the interrelated elements in which theme indicates a starting point of a message and rheme is the developed idea of theme (Eggins, 2004).

The researcher has discovered the types of theme and the markedness of theme in the video. Eggins (2004) has explained some types of theme. There are topical, interpersonal, and textual. Then, markedness in theme describes how writers assemble a sentence. It is divided into two types, unmarked and marked. In table 3 and 4, the result of theme and rheme analysis are shown.

Table 3

Findings of the types of theme in the video "Why You Don't Need to Be Exceptional"

Types of theme	Frequency	Percentage
Topical	66	72.53%
Interpersonal	8	8.79%
Textual	17	18.68%
Total	91	100%

As in table 3, this study found that topical theme is the most dominant types. It is followed by textual theme and interpersonal theme is the least type in the video. Interestingly, the amount of topical theme is very far from textual and interpersonal one with more than 70%. Since it was motivational speech, the creator would create the verbal text with including many topical theme.

Table 4

Findings of the markedness of theme in the video "Why You Don't Need to Be Exceptional"

Markedness	Frequency	Percentage
Unmarked	84	92.31%
Marked	7	7.69%
Total	91	100%

As can be seen from table 4, there are some marked themes in the video. Nevertheless, marked themes took less than 8% while unmarked one still dominated the content. It indicated that the creator still used a normal way in creating the sentences with subjects and sometimes interrogative elements as a theme.

Topical theme

According to Eggins (2004), topical theme is the theme that is connected to a transitivity role. In this study, this type of theme is the most frequent theme. The researcher also found an interesting finding. The topical of theme is dominated by pronoun "we". Some examples are shown in Excerpts 21-22 below.

E21. *we* felt compelled for reasons that were - at the time - not entirely clear

E22. *we* had to come close at the top of the class and revise every evening.

The use of "we" was a sign of inclusivity. It indicated that the creator attempted to build an equal relationship with the viewers. Furthermore, the creator used other pronouns such as "you" and "they" (see Excerpts 23-24 below)

E23. *You* catch a similar point in certain stories by Chekhov or Raymond

E24. *They* develop all-consuming social anxiety

Topical theme is also common in formal speech. The similar finding also found in Sinulingga & Hasibuan's study (2019). They investigated a speech from politician and the result was topical theme became the most dominant theme.

Interpersonal theme

Interpersonal theme can be defined as the theme that is associated to a mood label such as the unfused finite (interrogative structures) and Modal Adjuncts (Mood, Vocative,

Polarity, and Comment) (Eggins, 2004). The researcher has discovered several interpersonal themes and this theme was the least frequent types in the content. (see Excerpts 25-27 below)

E25. did your childhood leave you feeling that you were - on balance - OK as you were...

E26. Suddenly, after years of achievement, they can - if they are lucky - no longer get out bed

E27. Occasionally an artist will make things that bring such bathetic wisdom home

Interpersonal themes that were found in the study consisted of unfused finite, mood adjunct, and comment adjuncts. Unfortunately, this study could not find any vocative and polarity adjunct. This kind of result is also found in Oktaviani (2013) study in which the researcher only found one interpersonal theme.

Textual theme

Eggins (2004) describes textual theme as the theme that uses continuity adjuncts or conjunctive adjuncts as a starting message. The current study succeeded to find textual theme in the content. The examples are given in E28 and E29 below.

E28. or did you somewhere along the way derive an impression that you needed to be extraordinary in order to deserve a place on the earth?

E29. but we are seldom without an acute sense of pressure to be so

Regarding the type of adjunct in textual theme, the researcher found that all of the textual theme is conjunctive adjunct.

Theme markedness

As stated by Eggins (2004), markedness in theme is how the creator of a text choose what should appear as a theme. Markedness consists of unmarked and marked type. An unmarked theme shows the "usual" aspects in forming theme and rheme such as using subjects as a theme, construct imperative sentences, and creating interrogative sentences. While, a marked theme emphasizes "unusual" form of theme in which it does not comply the characteristics of unmarked theme. This current study showed

the examples of unmarked theme in Excerpts 30-31 and marked theme in Excerpts 32-32 below as a comparison.

E30. did your childhood leave you feeling that you were - on balance - OK as you were...

E31. The world divides into the privileged who can be ordinary and the damned compelled to be remarkable

E30. It's a rather simple question that quickly gets to the core of someone's sense of well-being and legitimacy

E31. At school, we probably worked very hard, not because we were drawn to the topics, but because we felt compelled for reasons that were - at the time - not entirely clear

The researcher has found several marked themes. The findings were various in the content. First, there is a predicated theme — the usage of "it" as a theme — which is considered as a marked theme. This is in accordance with Eggins' explanation (2004) which stated that the subject is made Rheme in predicated sentences. In the example above, unfortunately, the subject was omitted. Second, the study discovered circumstantial adjunct as a theme. This is the commonest type in marked theme (Eggins, 2004).

To sum up, the current study found almost all of the types of cohesion system, except meronymy. Regarding grammatical types, conjunction is the most frequent type in the video. It indicated that the creator tried to connect ideas a lot. Speaking of lexical types, repetition is the most frequent types. The repetition signified that the creator wanted to emphasize idea. Then, the finding also showed that theme that is dominating is topical theme and the content produced many unmarked theme.

CONCLUSION

This current study has investigated some linguistics aspects in the video "Why You Don't Need to Be Exceptional". The researcher succeeded in revealing cohesion system and theme and rheme. Regarding cohesion system, almost all of the types were found, except meronymy. In grammatical types, conjunction is the most frequent type in the video. It indicated that the creator tried

to connect ideas a lot. By using conjunction, the ideas were seen coherently. Also, ellipsis was significant in this study. The attempt to do ellipsis was understandable since the content was shown verbally besides the usage of motion pictures. The creator succeeded in avoiding redundancy in the speech by omitting some aspects without reducing coherence. Speaking of lexical types, repetition is the most frequent type. The repetition signified that the creator wanted to emphasize ideas. Furthermore, the ideas could be explained through the usage of synonym and antonym. From synonym, the video used some words related to mediocrity and exceptionality. Then, the antonym clarified the intention of the creator to compare the idea of exceptionality and mediocrity. In other word, the cohesion system found in the study can answer how coherent the delivery of motivational messages is

Besides the findings of the cohesion system, the arrangement of theme and rheme can signify the intention of the creator. As topical theme became the most dominant, the use of particular pronouns such as “we”, “you”, and “they” as the theme was common in the content. It can be seen as an attempt to get closer to the viewers. Later, markedness realization in this content is simply dominated by unmarked theme. The content did not include many marked theme which means that the script used a usual pattern in delivering sentences.

Since the studied material is a video, it should be noted that this current study only investigated the verbal part. Thus, future research is better to be conducted for a deeper understanding of the content. Some examples of future research can be the analysis of the visual aspect or the mediocrity concept. Those suggestions can contribute to understanding several important aspects of motivational content.

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