

TRANSPOSITION OF THEME AND RHEME IN “*HABIBIE & AINUN*” AND “*HABIBIE & AINUN THE POWER OF LOVE*”: A TRANSLATION STUDY OF INDONESIAN TO ENGLISH

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ABSTRACT

This study investigates the transposition of theme and rheme between Indonesian novel and English translation novel. In this case, the data were taken from Indonesian's novel (Habibie & Ainun) as the source language and English translation Novel (Habibie & Ainun The Power of Love) as the target language. This study was initiated by some problems that faced by translator while he/she is trying to translate one language to other languages. To achieve an equivalence translation, the translator could consider many techniques and procedures. One of them is transposition. The question arose in accordance with the problem, such as: (1) what are kinds of theme transposed in both Source language (SL) and Target language (TL)? and (2) what are the elements of theme transposed in both Source language (SL) and Target language? To answer those questions, the writer applied some theoretical framework offered by (Пемпова, 2002), (Nida & Taber, 1969), (Catford, 1965), Newmark (1988), Halliday (2004), and (Baker, 1992). Further, the present writer used descriptive analysis as the technique and analyzed Indonesian and English clauses that contain transposition of theme and rheme. After the data were classified and analyzed, the finding showed that two kinds of theme were identified. They were topical theme and textual theme. And the elements of theme that found in both Source language and Target language are nominal group, group complex, Conjunctive adjunct and circumstantial adjunct. In addition, this research is really necessary since as translators, they are not only must be able to master both the source language and the target language well, but also must have a thorough understanding of the field of knowledge that is transformed into the target language, which is grammatical transformation (transposition).

KEYWORDS: Translation Study, Grammatical Transformation, Transposition, Thematic Structure, Translation Novel

INTRODUCTION

It is generally accepted that this era is era of information. In surviving our life, we have to be able to master it. Further, it is needed since it can increase a better life. In order to reach that goal, we use language as a tool of communication. As Salehi and Fumari (2013) mention that humans looked for a way to bridge the communication gap between people from different societies, away that could help them exchange their cultures and knowledge and their commercial, economic, political and cultural relations. Yet, sometimes it is too difficult to get information from the written text since not all information is presented in a language that the reader understands well. Not only that but also the language is very unique. As Yusuf (1994: 4) states that each language has unique characteristics that differ with others. Furthermore, Machali (as cited in Anisa 2012: 2) states that language is a system, which has structure, because it has a certain pattern.

To this extent, the translator must be able to not only master the source language and the target language well, but they also must have a thorough understanding of the field of knowledge that is transformed into the target language. In another words, a good translator has to be able in choosing the right word, phrase, or sentence which has equivalence in semantic with source language, though he must transform syntax from source language to target language. Also, Nida & Taber (1969: 12) in translating, a translator must be able to reproduce the message and it must be good in grammatical adjustment. To start with, the present writer illustrates phenomenon as follow:

(1a) *bahwa secara simultan pengelolaan laboratorium dan kompetensi laboran berpengaruh signifikan terhadap kualitas pelayanan laboratorium,*

| | | | | | |
|---------|--------------------|--|-------------|------------|--|
| bahwa | secara simultan | pengelolaan laboratorium dan kompetensi laboran | berpengaruh | signifikan | terhadap kualitas pelayanan laboratorium, |
| textual | topical | Rheme | | | |
| Theme | | | | | |

(1b) *that the management of laboratories and laboratory assistant competence influence simultaneously on the quality of laboratory services,*

| | | | | |
|---------|---|-----------|----------------|--|
| That | management of laboratories and laboratory assistant competence | influence | simultaneously | on the quality of laboratory services, |
| textual | Topical | Rheme | | |
| Theme | | | | |

Damayanti (2012)

According to the example above, in clause (1a), the topical theme is filled by circumstantial adjunct “*secara simultan*” that realized as marked theme. But in its translated clause (1b) the circumstantial adjunct is moved to the Rheme position. In addition, the theme is filled by

complex groups. They are *management of laboratories* and *laboratory assistant competence*. Thus, the phenomenon that has been explained recently can be called as transposition.

Regard the problem above, Systemic Functional Grammar (SFG) can assist the translator in explaining how the translations are. In this study, translation theory will be related to systemic functional grammar theory. As the present writer read and studied, many previous studies have used textual meaning to analyze a text. Moreover they relate to the translation study. Sofyan (2009) in his thesis "*Topical Theme shift in factual English- Bahasa Indonesia Translation on reconstruction of Sinabang Port Specifications*" discusses the dominant theme found in SL and TL, why such theme can be dominant and how shift in translation affect the quality of translation. It is found that there are some structure shifts happened in the target text due to the problem at different structure between both languages, such change is quite minute since the whole clause meaning is kept constant. Also Damayanti (2012) investigates the same issue in her journal "*Theme Equivalence and Theme Shift found in Indonesian – English Translation of Thesis Abstracts*". In her study, she analyzes types of theme, theme equivalence and theme shift in the Indonesian English translation of thesis abstracts. In details, this study shows that topical theme dominates the entire texts. Most of the themes are considered as non shift or equivalent. This study also found that there are three process that theme shift occurred; (1) by changing the grammatical function within the theme (2) by adding more theme (3) by deleting themes. As the present writer explains that this study not only investigates the kinds of theme but also investigates the element of theme that transposed in both Source language and Target language. This kind of Systemic Functional grammar is a theory of language which sets out to explain how humans make meaning (Bloor & Bloor, 2004). Moreover, in this case, as Gerot and Wignell (1994:6) states functional grammars view language as a resource for making meaning. They describe language in actual use and so focus on text and their contexts. It is concerned not only with the structures but also with how those structures construct meaning.

The three types of meaning above are distinguished in this grammar and each of these relate to the three overall functions. They cover (1) language is used to organize, understand and express our perceptions of the world and of our consciousness. It is known as *ideational meaning*; (2) language is used to enable us to participate in communicative acts with other people, to take roles and to express and understand feelings, attitude and judgments. It is known as *interpersonal meaning*; (3) language is used to relate what is said (written) to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself and to make language contextually and co-textually relevant. Bloor & Bloor (2004) argues that it is realized in lexico-grammar through thematic structure. It is known as *textual meaning*. Moreover, those three meanings related to translation.

Finally, in this research, the present writer is eager to analyze grammatical transformations, especially transposition of theme and rheme that can be found in translation novel of "*Habibie & Ainun*" and "*Habibie & Ainun the Power of Love*". It is very interesting and challenging since as we know that the novel is the best seller and the author of the novel is the important person in our country. He is Baharudin Jusuf Habibie, the third president of

Indonesia. He is not a writer but he managed to write the novel because of his sorrow for being left by his beloved wife, Dr. Hj. Hasri Ainun Habibie who died in 2010.

THEORETICAL BACKGROUND

Definition of Translation

Translation has been defined in various ways. As Catford (1965: 20) defines that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL) and the term equivalent is a clearly a key term. It means that translation is the situation in which all the linguistic levels of the source text (phonology, graphology, grammar and lexis) are replaced by target language material. He also states that the theory of translation is concerned with a certain type of relation between languages and is consequently a branch of comparative linguistic. It means that translation is also can be studied as a branch of comparative linguistic. When the translator translates or transforms language from one into another they compare the two languages, not just lexis but also in grammatical. The same idea is stated by Петрова (2002: 5) that translation is a process in turning a text from one language into another, which express the same message but in different signs or language.

In addition, Nida & Taber (1969: 12) states that the primary purpose of the translation is to reproduce the message. Message from the source language is reproduced to be the same message in the target language. It must be in the closest natural equivalence. Understanding reproducing message can be in two ways, first in terms of meaning and secondly in terms of style. Furthermore, in reproducing message, one must make a good many grammatical and lexical adjustments. Newmark (1988:7) states that translation is a skill that consists of efforts to change the message and or a written statement from one language to the message and or similar statements in other languages.

Larson (1984:3) adds that the translation includes translating the source language into target language, which begins from the first language form towards the second language form using semantic language structure. In this case, the message that is transferred must be adhered to and only the shape is changed.

In the contrary Baker's perspective in translation (1992: 122) leads to the process of transformation in translation which is more than shifts in grammatical but she discuss about the most important element in the structure of clause as a message because it represents the information that writer's of source language wants to convey. Realizing the importance of thematic structure, a translator will consider thema and rheme in target language.

From all theories above the writer can conclude that each language has a grammatical structure and lexical composition that differs one another. Every language has a system of its own and has the characteristics that differentiate with other languages. This can be bridged with reproducing the same message or equivalence message that emphasizes to the whole content.

Equivalence

As emphasised by Catford (1965) translation can be defined as the situation in which all the linguistic levels of the source text (phonology, graphology, grammar and lexis) are replaced by target language material. Further, equivalence in this type of translation is normally only achieved at the level of grammar and lexis. It means that from all linguistic levels, which can meet equivalence in Target Language, is grammar and lexis.

Nida and Taber (1969:13) summarize that translating consists of reproducing closest meaning of the source language to the Target Language. It is called natural equivalent, first in terms of meaning and secondly in terms of style. The translator must strive for equivalence rather than identity. It is because the equivalence is related to reproducing the message, but identity is about conservation of the form of the utterance. In reproducing the equivalence message between source language and target language, the translator must make a good many grammatical and lexical adjustments.

Grammatical Transformation

According to Baker (2008: 83) Grammar is organized along two main dimensions: morphology and syntax. Morphology covers the structure of words, the way in which the form of a word changes to indicate specific contrasts in the grammatical system. Syntax covers the grammatical structure of groups, clauses, and sentences. Furthermore, Williams (2005: 2) notes that grammar is the formal study of the structure of a language and describes how words fit together in meaningful construction. Gerot and Wignel (1994: 2) also state that grammar is a theory of language of how language is put together and how it work. Richards, Platt, and Weber (1985: 125) also state that grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

As the present writer explained before, this study aims at investigating the transposition of thematic structure: theme-rheme. So automatically, this study focuses on the clause level since systemic functional grammar approached adopted. According to Sujatna (2007: 21) a clause is a group of words that often contrasted with phrases pattern (verb phrase, noun phrase, adverb phrase etc). A clause consists of a subject and a predicate. Clause can be recognized as independent clause and dependent clause. Independent clause can stand alone and make sense. Independent clause is part of a complex sentence. Clause can be considered as a basic grammatical pattern for sentences in the language being taught, and which can be used as a model for producing other sentences in the language (Richards, Platt, Weber; 1985: 311).

In this case, Baker (2001: 83) makes clear the important of grammatical pattern. He states that the grammatical pattern of a language determines experience aspects, which must be expressed in language given. For instance, in English have two forms of nouns; singular form and plural form (man/men, child/children, car/cars). A sentence can be called a clause but a clause cannot be always recognized as a sentence. The elements in constructing a clause or a

sentence in general are subject, predicate.

In order to achieve translation equivalence we have to resort to different grammatical and lexical changes, which are called transformations. The idea of transformational grammar came from Chomsky with transformational grammar theory. As Yusuf (1994: 106) explains transformational grammar consist of three components; phonology, syntax, and semantic. The central component is syntax component. He also states that grammatical analysis cannot be released from semantic analysis. According to Nida & Taber (1969: 39) “...in all languages, there are half a dozen to a dozen basic structures out of which all the more elaborate formations are constructed by means of so-called “transformations”.

In addition, Nida & Taber (1969: 33) states that the system of translation consists of a more elaborate procedure comprising three stages:

- 1) Analysis, in which the surface structure (i.e., the message as given in language A), is analyzed in terms of (a) the grammatical relationships and (b) the meanings of the words and combinations of words.
- 2) Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B.
- 3) Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language

This approach may be diagrammed as in Figure 1.



Figure 1

According to Proshina (2008: 50) “*transformation in translation develops the ideas of generative grammar introduced by Chomsky*”. In details, Chomsky’s transformation rule and his terminology (deep-structure and surface-structure) are also influenced Nida’s theory of translation. She (2008: 34) explains shifts of translation are also known as translation transformations. She states that grammatical transformations are morphological or syntactical changes in translated units. It completes change of the appearance of a translated word, phrase, or sentence. She states in her page that translation transformations can divided into three categories; grammatical transformations, lexical transformations, and complex (lexical and grammatical) transformations. Петрова (2002: 21) states grammatical transformations can be divided into four types; 1) Transposition, 2) Replacement, 3) Addition, and 4) Omission. As the present writer explained in the introduction, this study only focuses on the

first type, which is transposition.

Transposition

According to Петрова (2002: 21), transposition appears to rearrange or change in the order of linguistic elements or levels such as words, phrases, clauses or sentences. Transposition of words and phrases can be made to happen by some reasons such as differences in the accepted word in SL and TL, presence or absence of emphasis, differences in the means of communicative syntax. In addition, Transposition is most often connected with the notions of theme and rheme. The transformation of the sentence elements is sometimes called sentence restructuring because the sentence is being restructured in the process of translation. This restructuring consists in changing syntactic functions of words in a sentence. Transposition is understood to be the change of position/order of linguistic elements in the target language in comparison with a source language.

(2a) SL: *Saya tidak menyangka bertemu dengan Ainun dan tampaknya /demikian pula Ainun/.*

(2b) TL: I never expected to see Ainun and apparently /she did not expect to see me/.

From the example of transposition above, we can find that the sentence element adverb phrase, */demikian pula Ainun/* is restructured in Target Language into */she did not expect to see me/* as clause.

(3a) ST: */Ainun kaget/ pula melihat saya yang lebih dari 7 tahun tidak pernah bertemu.*

(3b) TL: */Not having had seen/ me for more than seven years, /Ainun was bemused/.*

The example above illustrates transposition. There is a change of sentence element from SL to TL. The word */melihat/* in SL plays a role as Predicate but in SL it is changed to */Not having had seen/* as Subject clause. */Ainun kaget/* which plays a role as verb phrase in SL, occupies initial position, is restructured as main clause in TL, */Ainun was bemused/* that occupies final position.

Thematic Structure: Theme and Rheme

According to Halliday (2004: 64) thematic structure is the structure that carries lines of meaning. He assumes that in all languages the clause has character of a message. He states theme is the element, which plays a role as the point of departure of a message, and a Theme is accompanied by a Rheme. Baker (1992: 121) states that clause as a message can be analyzed in terms of two type of structure: (a) thematic structure (b) information structure. Here the writer will apply one approach in analyzing clause as a message that is thematic structure. In translation study, thematic structure is an approach to achieve textual equivalence that comes from Catford's idea about equivalence in translation.

Baker (1992: 121-122) identifies the interactional organization of sentence is that a clause consists of two segments. First segment is theme. Theme has two functions; (1) It act as a

point of orientation by connecting back to previous stretches of discourse (text) and thereby maintaining a coherent point of view. (2) It acts as a point of departure by connecting forward and contributing to the development of later stretches.

The second segment of a clause is called rheme. It is what the speaker says about the theme. It is the goal of discourse. Rheme is the most important in structure of the clause as a message because it represents information that the writer's of Source Language wants to convey. It is very important when translator want to transform information or message in Source Language to Target Language.

Furthermore, Moentaha (2006: 119) explains about the correlation of theme rheme in SL to TL as a process of translation. The correlation is necessary and cannot be separated because it is part of actual division of the sentence that is divided a clause into two parts, theme & rheme. The two parts can be illustrated in example below.

(4a) SL: *Festival musik itu* tidak direncanakan.

Theme Rheme

(4b) TL: *That* was an unplanned music festival.

Theme Rheme

In (4a), '*Festival musik itu*' plays a role as theme, and '*tidak direncanakan*' is as rheme. Sometimes in translating translators, do not pay attention to transforming theme -rheme. It can be seen in (4b). There is a change of theme- rheme. In TL, the part that plays a role as theme is '*That*', and the part that plays a role as rheme is '*was an unplanned music festival*'.

Kinds of theme

Simple theme

There are two kinds of theme. They are simple and multiple themes. Further, it is called as simple theme since all clauses have only one thematic constituent. According to Bloor and Bloor (2004), theme also can be divided into three types. They are ideational theme, interpersonal theme and textual theme. The ideational theme also called as topical theme. They add that the topical theme always represents a participant, circumstance or process. Further, it always realized by one of the following elements: subject, predicator, complement or circumstantial adjunct. It can be represented the following example:

Nominal group as theme

| | | |
|----------------------------------|-------|--------------|
| (5a) An operating system | runs | a computer |
| S | P | C |
| Theme | Rheme | |
| | | |
| (5b)The capital city of Malaysia | is | Kuala lumpur |
| S | P | C |

| Theme | Rheme | |
|-------|-------|--|
|-------|-------|--|

The two examples above explain that the themes are filled by subject “*an operating system*” and “*the capital of Malaysia*”. In addition, these elements of theme in declarative clause are called as unmarked theme since as Halliday (1994:43) argues that the subject is the element that is chosen as theme unless there is good reason for choosing something else. In the contrary, theme can be said as marked theme. As Halliday (1994:44) states that a theme that is something other than the subject, in declarative clause, refer to as a marked theme. Furthermore, Bloor and Bloor (2004: 75) explain that the most common element to appear as marked theme is the circumstantial adjunct. It can be seen in the following example:

(6a) *After the war*, the Spartans erected a memorial on the battlefield of Thermopylae [...]

(6b) *For a long time*, the Spartans proved themselves invincible on land [....]

Based on the clauses above, the theme “*after the war*” and “*for a long time*” are realized by the prepositional phrases which acting as circumstantial adjuncts. Besides, it is called as marked theme since the first constituent in the clause is the complement. In this case, the complements more usually follow the verb in declarative sentence as theme. For example; nature I love. In this case, “*nature*” is realized as theme.

Multiple Themes

As the present writer explain before, when the clause has only one thematic constituent or element it called as simple theme. However, Bloor and Bloor (2004:77) note that all clauses which have more than one theme is known as a multiple theme. In details, the explanation of multiple themes relates to the three metafunctions such as ideational (topical), interpersonal and textual.

Related to ideational or topical theme, the present writer has explained that basically a clause has a theme which relates to it. Further, it usually represents what the clause is about or the topic of the clause. However, besides ideational or topical theme there are other types of themes. They are textual and interpersonal theme.

In details, a clause could be filled by a thematic constituent that is called as continuative. According to Bloor and Bloor (2004:77) it indicates that the speaker is about to continue an idea or refute an argument. Further, they are commenting on the previous speaker’s text For example, an expression of *well* or *anyway*. Besides they also use words such as *then*, *however*, *nevertheless*, *therefore* as textual theme. In addition, they are called as conjunctive adjuncts.

Furthermore, interpersonal themes are also selected by speaker. Bloor and Bloor (2004:77) state that a speaker frequently begins a clause with an adjunct that comments on the substance of the following clause. They use a word like *honestly*, *really*, *probably*, *possibly* or *presumably* to commit themselves to the truth or correctness. They are called as modal adjunct or comment adjuncts. In addition, they are used before the topical theme in a clause.

There are still two other types of interpersonal theme. They are vocative and interrogative clauses. First, Vocative is used when a speaker or writer addresses someone or some people directly, by using a name or familiar address term (John, Mother, Children) or a term of affection or insult (My darling, darling, idiot) Yet, only when the vocative term comes before the topical theme. For example;

Vocative as theme

| | | | |
|---------------|---------------------|---------------|-----------------------|
| (7) well | Children | the story | is about to continue. |
| Textual theme | Interpersonal theme | Topical theme | |
| | | | Rheme |
| Theme | | | |

The example above tells that the story teller directly addresses the children who are listening to the story. Further, the speaker uses each type of theme in turn, ending with the topical theme. It means that subject of the clause is filled by unmarked theme “*the story*”. The Second is interrogative clause. According to Bloor and Bloor (2004:78) it is also known as mood –marking theme, since the mood of clause is indicated by the use of the Finite or WH-word in Theme position. It can be illustrated in the following example:

Interrogatives as theme

| | | |
|---------------|---------------------|-----------------------------------|
| (8) Did | he | write down anything of importance |
| Textual theme | Interpersonal theme | Topical theme |
| Theme | | |

RESEARCH QUESTIONS

In line with the background of the study above, the current study therefore, responded to the following research questions as follow:

1. What are kinds of theme transposed in both source language (SL) and target language (TL)?
2. What are the elements of theme transposed in both source language (SL) and target language?

METHODOLOGY

Regarding the objective of this study; that is to investigate the transposition of thematic structure in two languages (English and Indonesian languages), a qualitative research method is applied. As Dowson, (2007) states in Suparman et.al (2013) that one of the characteristic of qualitative research is that it deal with subjective human experience. Besides, the present writer also aims to find out the kinds of themes and their element that restructured in clause from Source language (SL) to Target language (TL). Further, the present writer chooses the translation novel of *Habibie and Ainun* (a source language) and *Habibie and Ainun The Power of love* (a target language) as the data resource. In addition, both of them are written by Bacharuddin Jusuf Habibie (2010) as the writer and S.B. Joedono (2011) as the translator.

To collect the data, the present writer uses some steps. *Firstly*, finding the data sources, these are novels. Then, the novels are read regularly in order to get the understanding deeply about the content. *Next*, finding some clauses inside the novel related to the study that is transposition of thematic structure and then they are marked by highlighter *then*, categorizing the data based on the kinds and elements of theme after that re-checking the data, whether the data collected is really related to the topic or not and *finally*, analyzing and describing them according to the problem statement.

RESULTS AND DISCUSSION

After the present writer has conducted the research to the clauses which contain transposition of thematic structure in translation novel of *Habibie and Ainun* (a source language) and *Habibie and Ainun The Power of love* (a target language), she found some findings as follow:

Topical Theme

Data 1

(9a) SL: *Saya dan teman-teman lagi duduk-duduk ngobrol waktu itu.*

| | |
|-----------------------------|------------------------------------|
| <i>Saya dan teman-teman</i> | lagi duduk-duduk ngobrol waktu itu |
| Topical/group complex | |
| Theme | Rheme |

(9b) TL: *At that time my friends and I were just sitting there chatting.*

| | |
|------------------|--|
| At that time | my friends and I were just sitting there chatting. |
| Topical/Circ.adj | |
| Theme | Rheme |

According to the two clauses above, in (9a) the theme is filled by nominal group (group complex) “*saya dan teman-teman*”. It indicates that this kind of theme includes in unmarked theme. However, in (9b) the position of nominal group (group complex) “*saya dan teman-teman*” transposes to the rheme. And it can be seen clearly that in target language the theme is filled by the circumstantial adjunct “*at that time*”. It has been stated that the element of circumstantial adjunct include as marked theme. As it explained by Bloor & Bloor (2004:75), “the most common element to appear as marked theme is the circumstantial adjunct. Thus, it can be called as the transposition of theme-rheme since it appears to rearrange or change in the order of linguistic elements or levels like a clause.

Data 2

(10a) SL: *Mengenai peristiwa tersebut, Ainun menulis dalam buku A. Makmur Makka “Setengah Abad Prof. Dr.-Ing. B.J.Habibie; Kesan & Kenangan” 1986 (SABJH) sebagai berikut:*

| | |
|-------------------------------------|---|
| <i>Mengenai peristiwa tersebut,</i> | Ainun menulis dalam buku A. Makmur Makka “Setengah Abad Prof. Dr.-Ing. B.J.Habibie; Kesan & Kenangan” 1986 (SABJH) sebagai berikut: |
| Topical theme/Circ.adj | Rheme |
| Theme | |

(10b) TL: *Ainun would write about the incident in A. Makmur Makka’s book Pfof. Dr. –*

Ing. B.J. Habibie at Fifty Years: Impressions and Recollections, Jakarta, 1986, as follows:

| | |
|-----------------------------|---|
| <i>Ainun</i> | would write <i>about the incident</i> in A. Makmur Makka's book Pfof. Dr. – Ing. B.J. Habibie at Fifty Years: Impressions and Recollections, Jakarta, 1986, as follows: |
| Topical theme/nominal group | Rheme |
| Theme | |

In addition to the discussion above, the clause (10a) is filled by topical theme. In this case, the element of circumstantial adjunct is found. That is “*mengenai peristiwa tersebut*”. Further, it can be categorized as marked theme since that theme is something other than the subject. In the contrary, in clause (10b) the target language presents the transposition of theme. It is said so since the theme “*Ainun*” is transposed from the Rheme in the source language “*Ainun menulis dalam buku A. Makmur Makka “Setengah Abad Prof. Dr.-Ing. B.J.Habibie; Kesan & Kenangan” 1986 (SABJH) sebagai berikut:*” In addition, automatically the theme has been changed to be unmarked theme since “*Ainun*” can be realized as nominal group.

Data 3

(11a) SL: *Ainun* pada waktu itu hanya kaget saya datangi dan mengucapkan pertanyaan yang tidak sopan itu.

| | |
|-----------------------------|--|
| <i>Ainun</i> | pada waktu itu hanya kaget saya datangi dan mengucapkan pertanyaan yang tidak sopan itu. |
| Topical Theme/Nominal group | Rheme |
| Theme | |

(11b) TL: *At that time*, *Ainun* was simply shocked by my coming and asking that rude question.

| | |
|------------------------|---|
| <i>At that time</i> | <i>Ainun</i> was simply shocked by my coming and asking that rude question. |
| Topical Theme/Circ.Adj | Rheme |
| Theme | |

The two data above are similar to the previous explanation, especially in data 1. It can be shown that in clause (11a) and (11b), the theme are filled by topical theme. However, they have different element of theme. It is obviously seen that in (11a) the theme is filled by nominal group “*Ainun*” while in (11b) is filled by circumstantial adjunct “*at that time*”. It indicates that they are transposed since in Target language, the theme is taken from the rheme

in source language. Besides, the changing of markedness from unmarked to marked also happened.

Data 4

(13a) SL: *Tentunya* Ibu Besari sibuk dengan berbagai kegiatan.

| | |
|------------------|--|
| <i>Tentunya</i> | Ibu Besari sibuk dengan berbagai kegiatan. |
| Topical/Circ.Adj | Rheme |
| Theme | |

(13b) TL: *Mother Besari* would certainly be busy with all sorts of activities.

| | |
|-----------------------|---|
| <i>Mother Besari</i> | would certainly be busy with all sorts of activities. |
| Topical/nominal group | Rheme |
| Theme | |

Based on the example data above, the clause (13a) is realized by topical theme and the element of circumstantial adjunct is found. That is “*tentunya*”. In addition, it can be categorized as marked theme since that theme is something other than the subject. However, in clause (13b) the target language presents the transposition of theme. It is said so since the theme “*Ibu besari*” is transposed from the Rheme in the source language “*Ibu Besari sibuk dengan berbagai kegiatan*”. Thus, the theme has been changed to be unmarked theme since “*Ibu besari*” can be realized as nominal group.

Textual Theme

Data 5

(12a) SL: *Hampir setengah jam* saya menunggu, *Fanny* tidak kunjung datang.

| | | | | |
|----------------------------|--------|----------|--------------|-----------------------|
| <i>Hampir setengah jam</i> | saya | menunggu | <i>Fanny</i> | tidak kunjung datang. |
| Textual | Rheme1 | Topical | Rheme 2 | |
| Theme1 | | Theme2 | | |

(12b) TL: *I* waited for almost half an hour but *Fanny* never returned.

| | | | | |
|----------|--------------------------------|-----------------------|--------------|-----------------|
| <i>I</i> | waited for almost half an hour | But | <i>Fanny</i> | never returned. |
| Topical | Rheme | Textual/Conj. Adjunct | Topical | Rheme |
| Theme | | Theme | | |

Based on the example of data above, In source language (12a) explains that the subject filled by the element of preposition group “*hampir setengah jam*” where it indicates as the marked theme of that clause or what the speaker has in mind to start with. In another words, it is the point of departure of message. In the contrary, regard the target language (TL), the subject is filled by the unmarked theme “*I*”. It is clear that both clauses are rearranged or changed in the order of linguistic elements. In addition, transposition of words and phrases can be made

to happen by some reasons such as differences in the accepted word in SL and TL. Furthermore, the present writer also finds that Clause (12a) has only one Theme, namely topical Theme. But when it is translated into clause (12b), one more Theme is added in order to make the clause more acceptable in TL. Thus, the additional Theme “*but*” (Conjunctive adjunct) functions as a textual Theme.

CONCLUSION

According to the finding of the analysis, there are two types of Theme found: topical or ideational Theme and textual Theme. Interpersonal Theme was not found either in Source Language (SL) or Target language (TL). In addition, Topical theme dominates the entire texts. Most topical themes are in participants (nominal group, group complex), followed by circumstantial adjunct (prepositional phrase and adverbial group. The textual theme found in texts is conjunctive adjunct ‘*but*’ that correlates clause with the same theme sense. To conclude, the transposition of theme found in both Indonesian novel and English translation novel. This study is necessary since as a translator not only must be able to master the source language and the target language well, but he or she must have a thorough understanding of the field of knowledge that is transformed into the target language, which is transposition.

Limitations of the study

This study investigates the transposition of theme and rheme between Indonesian novel and English translation novel the data were taken from Indonesian’s novel (*Habibie & Ainun*) as the source language and English translation Novel (*Habibie & Ainun The Power of Love*) as the target language. To answer those problems, the writer applies some theoretical frameworks offered by Петрова (2002), Nida & Taber (1969), Halliday (1995), Catford (1965), Newmark (1988), and Baker (1992). As it explained earlier, Based on Петрова (2002) grammatical transformations can be divided into four types: transposition, replacement, addition, and omission. This study therefore focuses on the transposition. It means that replacement, addition and omission will not be discussed in this study. Besides, this study also deals with the meaning of language, which is offered by Halliday (1995). According to Halliday there are three kinds of meaning they are interpersonal meaning, topical meaning and textual meaning. Yet, this study just links the last meaning that is textual meaning (theme-rheme structure) to the grammatical transformation (transposition).

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