

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

This research refers to theories of systemic functional grammar proposed by some linguists, especially M.A.K. Halliday (2014) in *An Introduction in Functional Grammar*. It is also supported by the theory of translation studies, mostly influenced by Holmes map of Translation Studies. This research endeavored to involve interdisciplinary approach to the translation products. The products investigated are the texts from a novel entitled *Charlie and the Chocolate Factory* in French and Bahasa Indonesia translations. The relevant studies related to functional linguistic analysis are also mentioned to give understanding and perspective about theme analysis.

#### **1. Contexts and Text**

Halliday (2014:3) states that “text refers to any instance of language, in any medium, that make sense to someone who knows the language” and people produce text when they write or speak. Some people are interested in studying the spoken text, while the others engage their interest in written text, although according to Butt et al. (2006: 2) both texts are subtly different. They (2006:3-4) say that a text always occurs in two contexts. They are context of culture and context of situation, and both of which are in the extralinguistic level of language. Context of culture is the outer context around a text which describes as “the sum of all the meanings it is

possible to mean in that particular culture.” The context of situation is the inner context of a text, which uses language in many more specific contexts of situation. Further, they (2006:4) define context of situation as “a useful term to cover the things going on in the world outside the text that make the text what it is” and the combination of both contexts gives result in the differences and similarities between one piece of language and another. Dell Hymes (1967 in Halliday and Hasan, 1989: 9) identifies context of situation in his work in the ethnography of communication into the form and content of the message, the setting, the participants, the intent and effect of the communication, the key, the medium, the genre, and the norms of interaction.

The situational differences between texts can be explained by three aspects of the context. Systemic functional linguists refer to these three aspects of the context of situation as Field, Tenor, and Mode of discourse. Field refers to what is to be talked and written about, the long and short term goals of the text. Tenor refers to the relationship between the speaker and hearer or the writer and reader. Mode refers to the kind of text that is being made. Butt et al. (2006: 5) gives an implementation of these terms through an explanation below.

“Imagine the differences between a job application letter and a letter to a friend about your hopes of getting the job, and then compare the letter to a friend with a conversation with the same friend on the same topic. All three texts are about a job application (field) and two of them are made in the form of a letter (mode). What particularly makes the two letters different is the difference in the relationships between writer and reader (tenor).”

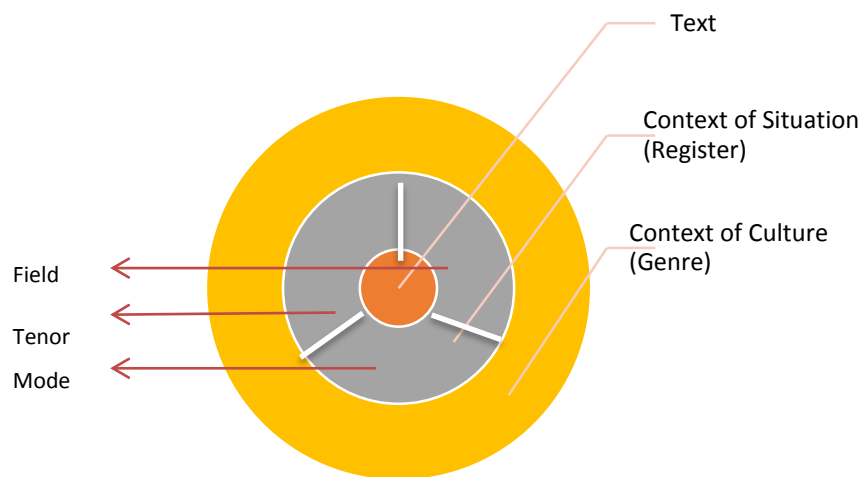


Figure 1. Register and Genre  
(Adapted from Butt et al., 2006)

These three aspects of context situation precisely affect people's language choices because they reflect the three main functions of language. Butt et al. (2006: 5) states that language seems to have evolved for three major purposes; they are to talk about what is happening, what will happen, and what has happened; to interact and/or to express a point of view; and to turn the output of the previous two functions into a coherent whole. Halliday (2014: 30) suggests two functions of language. Those are making sense of experience and acting out social relationships.

Nunan (1993: 2) suggests three points of knowledge-needed to make sense a text in sentence level. First, understand the grammar and vocabulary used in constructing the sentence which make up the text. Second, although grammatical sentences alone will not ensure that the text make sense, the sentences have to be grammatical. Third, know how the sentences relate each other. For interpreting the sentence in relation to one another, Hoey (1983 in Nunan 1993:4) mentions text-forming devices: anaphoric devices and simple repetition. In addition, linguistic and

non-linguistic knowledge is also needed for understanding the text (Nunan, 1993:5).

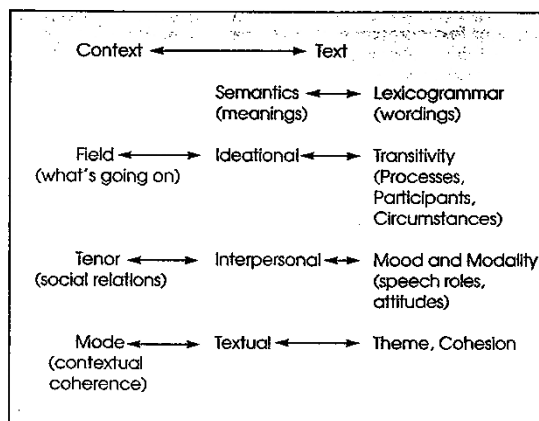


Figure 2. Context and Text (Gerot and Wignell 1994: 15)

With regard to the knowledge-needed in understanding texts, language features help the writers convey their meaning. According to Gerot and Wignell (1994: 2-5) grammar is a theory of language, of how language works and how is put together. Thus, grammar becomes a study of how people arrange the choice of words and other grammatical resources to convey their purposes. People use language to make meaning in specific situations. The form of language they use is influenced by the complex aspects of those situations.

## 2. Language Metafunctions in SFL

Systemic Functional Grammar concerned with meaning in a direct way because for the systemic functional linguist a language is a system of meanings (Bloor and Bloor, 2004:2). SFG is a way of describing lexical and grammatical choices from the system of wording so people are always aware of how language is

being used to realize meaning. This grammar describe language in actual use and focus on text and their contexts (Gerot and Wignell, 1994: 6). In short, it views language as a resource for making meaning in understanding how text works. Some studies applying SFL has been used worldwide, for modelling in text analysis (Banks, 2002), for supporting secondary reading (Fang and Schrepppegrell, 2010), and for relating two approaches to EAP research and teaching (Coffin and Donohue, 2011). Moreover, Fries (2001) mentions that the SFL model is “extensively applied to languages as diverse as Arabic, Chinese, Finnish, French, German, Japanese, Spanish, and a number of Australian aboriginal languages.”

In SFL, the ways people use language is classified into three categories, they are called as language metafunction which consists of:

a. Ideational Metafunction,

The language is used to organize, understand, and express our perceptions of the world and of our consciousness. In functional grammar, the Ideational Metafunction is classified into the Experiential and Logical subfunctions. The Experiential Meaning is largely concerned with content or ideas. The Logical Meaning is related to “the relationship between ideas” (Bloor and Bloor, 2004: 10; Butt et al., 2006: 5).

For analyzing the clauses in relevance to Ideational Metafunction, there are two main elements namely Participant and Process. The Participants usually fulfil the Subject and the Object element in a clause, while the Process is related to the Verb element in a clause. Another element is called Circumstance, which gives

additional information of the clause, and mostly called as an adverb or the Complement.

Table 1. An Analysis of Ideational Metafunction

She bought an English-French dictionary last Sunday			
she	bought	an English-French dictionary	last Sunday
<b>Participant</b>	<b>Process</b>	<b>Participant</b>	<b>Circumstance</b>
Actor	Material	Goal	Time

b. Interpersonal Metafunction,

The language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feeling, attitude, and judgments (Bloor and Bloor, 2004: 11). In addition, Butt et al. (2006: 5) state that the Interpersonal Meaning uses language to encode interaction, to show how defensible we find our proposition, and to encode ideas about obligation and inclination. In analyzing the clause through Interpersonal metafunction, there are two main element namely Mood and Residue.

Table 2. An Analysis of Interpersonal Metafunction

She bought an English-French dictionary last Sunday				
she	bought		an English-French dictionary	last Sunday
Subject	(tense) Finite	(buy) Predicator	Complement	Adjunct
<b>Mood</b>		<b>Residue</b>		

c. Textual Metafunction,

The language is used to relate what is said or written to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself (Bloor and Bloor, 2004: 11). Some research related to textual metafunction usually deals with thematic progression, for example in English and Persian

Academic Text (Khedri, 2012), in Thai Song Dam Folktales (Patpong, 2013), and in argumentation writing (Yan, 2015). Some others focus on Theme-Rheme analysis (e.g. Dejica and Cozma, 2013; Stoiran and Dejica, 2016) or thematic structure of English textbook (To, 2018), and topical structure in analytical news article (Károly, 2012). Moreover, Alvin (2015) prefers studying both thematic structure, especially the topical theme, and thematic progression in biology research articles.

In analyzing a clause through Textual Metafunction, there are two main elements namely Theme and Rheme. This is discussed in the next section for the detail.

Table 3. An Analysis of Textual Metafunction

She bought an English-French dictionary last Sunday	
She	bought an English-French dictionary last Sunday
Last Sunday	she bought an English-French dictionary
An English-French dictionary	she bought last Sunday
<b>Theme</b>	<b>Rheme</b>

### 3. Theme and Rheme

Textual metafunction deals with the flow of information in the text. It carries Theme and Rheme as two different parts in clause. Theme is “a formal grammatical category which refers to the initial element in a clause” (Nunan, 1993:46), “the idea represented by the constituent at the starting point of the clause” (Bloor and Bloor, 2004:71), a starting point or signpost for the message chosen by the speaker (Butt, 2006: 136), “the first constituent of the clause” (Thompson, 2014:147), and generally known as what the message is concerned with, the point of departure for

what the speaker is going to say (Halliday, 2014:89). The term Rheme, on the other hand, is defined as “everything that follows the Theme” (Nunan, 1993:46), “part of the clause in which Theme is developed” (Eggins, 2004:300), “all the rest of the clause” (Thompson, 2014:147), and “the remainder of the message, the part in which the Theme is developed” (Halliday, 2014:89).

As the point of departure or starting point, although it is found the different phenomena in particular languages, theme is usually found in the initial position. With regard to this, the notion of subject element cannot be separated. Halliday mentions three kinds of subject namely psychological, grammatical, and logical subject (2014:79-82). In the third example below *the reward* performs only psychological subject. What makes *the reward* categorized as subject is because it is the first phrase of the clause. *My father*, on the other hand, is not only in the first phrase of the clauses but also preceded the predicate element *was*, then it is also categorized as grammatical subject. Thus *my father* performs two kinds of subject, grammatical and psychological ones. In the first example *the manager* performs those three kinds of subject. It belongs to logical subject because it is categorized as Actor, or the doer of the action *gave*.

The manager	gave a reward to my father
My father	was given a reward by the manager
The reward,	my father was given by the manager

Adapted from Halliday and Mattheissen (2014:80-81)

In analyzing clauses through the framework of SFL, Theme is divided into three types, Topical, Interpersonal, and Textual Themes. To comprehend those



three kinds of Theme, the clauses below show a clear phenomenon to see the difference.

Nevertheless		the alternative	was not an alluring one
And		Lyra	came tumbling after
	Jenny,	come	here
	May	we	have some water?

Textual	Interpersonal	Topical	
<b>Theme</b>	<b>Theme</b>	<b>Theme</b>	<b>Rheme</b>

(David Butt 2006: 137,139)

Topical Theme is the first element, whether Participant, Process, or Circumstance refers to the place where the experiences in the clause begin (Butt et al., 2006:136). For Halliday (2014:105) the Theme of a clause ends with this first constituent. It is an interesting phenomenon when the Circumstance is the first constituent in a clause, then all remaining constituents of the clause is forced to leave the Theme element and belongs to the Rheme. The Participant which usually fulfill the Topical Theme is called as displaced theme.

Cries	are discomfoting
I	've given blood 36 times
This	was in Geneva
In Greece	<i>they</i> give you nothing

<b>Topical Theme</b>	<b>Rheme</b>
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(Eggins, 2004:301-302)

There is an exception found in analyzing the Topical theme of an existential clause because *there* does not in fact receive a Transitivity label (Eggins, 2004:313). Different from Halliday (2014:103) and some other scholar (Forey, 2002:73, Eggins, 2004:313), who label *there* as the Topical Theme, Thompson (2014:165-166) notes existential 'there' as introducing subject is not signaled by *there* only, but also by *there* followed by the Process, and it is realized by the verb *be* typically.

There was	no question of Kate' marrying Ted
There is	something special about this situation

**Theme**

**Rheme**

(Thompson, 2014:166)

In addition, there is a special thematic structure, known as exclamative clause. It is a sub category of a declarative clause that typically has an exclamatory WH-element as the Theme.

what a self-opinionated egomaniac	that guy is
how dreadful	she sound

**Theme**

**Rheme**

Theme in exclamative clause (Halliday, 2014:101)

In terms of theme complexity, when a clause consist of a Topical Theme only, it belongs to Simple Theme. On the other hand, to maintain the flow of information smoothly, the writers or the translators sometimes use additional Interpersonal or Textual theme, and of course if there are more than one Theme in a clause, then it is called Multiple Theme. The element of Textual Theme can be conjunction (paratactic and hypotactic), continuative (a small set of words which signal move in the discourse), or conjunctive adjunct (adverbial groups or prepositional phrase that relate the clause to the preceding text).

The vocative, modal adjunct, and finite verbal operator belong to the Interpersonal Theme. Vocative is any item, typically a person name, being used to address. Modal comment adjunct express the speaker or writer judgment on or attitude to the content of the message. Finite verbal operator is a small set of finite auxiliary verb construing primary tense and modality.

Table 4. Conjunctive Adjuncts (Halliday, 2014:108)

	<b>Type</b>	<b>Meaning</b>	<b>Examples</b>
I	appositive	‘i.e., e.g.’	that is, in other words, for instance
	corrective	‘rather’	or rather, at least, to be precise
	dismissive	‘in any case’	in any case, anyway, leaving that aside
	summative	‘in short’	briefly, to sum up, in conclusion
	verificative	‘actually’	actually, in fact, as a matter of fact
II	additive	‘and’	also, moreover, in addition, besides
	adversative	‘but’	on the other hand, however, conversely
	variative	‘instead’	instead, alternatively
III	temporal	‘then’	meanwhile, before that, later on, next, soon, finally
	comparative	‘likewise’	likewise, in the same way
	causal	‘so’	therefore, for this reason, as a result, with this in mind
	conditional	‘(if ..) then’	in that case, under the circumstances, otherwise
	concessive	‘yet’	nevertheless, despite that
	respective	‘as to that’	in this respect, as far as that’s concerned

Table 5. Modal Adjuncts (Halliday, 2014:109)

	<b>Type</b>	<b>Meaning</b>	<b>Examples</b>
I	probability	how likely?	probably, possibly, certainly, perhaps, maybe
	usuality	how often?	usually, sometimes, always, (n)ever, often, seldom
	typicality	how typical?	occasionally, generally, regularly, for the most part
	obviousness	how obvious?	of course, surely, obviously, clearly
II	opinion	I think	in my opinion, personally, to my mind
	admission	I admit	frankly, to be honest, to tell you the truth
	persuasion	I assure you	honestly, really, believe me, seriously
	entreaty	I request you	please, kindly
	presumption	I presume	evidently, apparently, no doubt, presumably
	desirability	how desirable?	(un)fortunately, to my delight/distress, regrettably, hopefully
	reservation	how reliable?	at first, tentatively, provisionally, looking back on it
	validation	how valid?	broadly speaking, in general, on the whole, strictly speaking, in principle
	evaluation	how sensible?	(un)wisely, understandably, mistakenly, foolishly
prediction	how expected?	to my surprise, surprisingly, as expected, by chance	

Theme could be divided into two categories in terms of its markedness.

Those are unmarked and marked Theme. While the former refers to Theme which is usual, the latter deals with the unusual. The followings are the classifications of

Theme markedness depend on the type of the clauses: declarative, interrogative, and exclamative clause. In declarative clauses the unmarked Theme is the first person pronoun *I*, the other personal pronoun *you, we, she, it, there*, and impersonal pronoun. Nominal group and nominalization is also included as the unmarked Theme. The marked one is the constituent other than the Subject. It could be in the form of adverbial group or prepositional phrase functioning as adjunct, and complement, although it is least likely, is the opposite end of scale of thematic tendency from the unmarked subject.

Table 6. Theme in Declarative Clause (Halliday, 2014:100)

	<b>Function</b>	<b>Class</b>	<b>Clause example</b>
unmarked Theme	Subject	nominal group: pronoun as Head	I # had a little nut-tree
			she # went to the baker's
			there # were three jovial Welshmen
	nominal group: common or proper noun as Head	a wise old owl # lived in an oak	
		Mary # had a little lamb	
		London Bridge # is fallen down	
nominal group: nominalization (nominalized clause) as Head	what I want # is a proper cup of coffee		
marked Theme	Adjunct	adverbial group	merrily # we roll along
		prepositional phrase	on Saturday night # I lost my wife
	Complement	nominal group: proper noun as Head	a bag-pudding # the King did make Eliot # you are particularly fond of
		nominal group: pronoun as Head	all this # we owe both to ourselves and the peoples of the world [[who are so well represented here today]] this # they should refuse
		nominal group: nominalization (nominalized clause) as Head	what they could not eat that night # the Queen next morning tried

Interrogative clause performs two kinds of unmarked Theme, the polarity 'yes-no' and WH-Interrogative. The former includes finite verbal operator as Theme and extends over the following subject because it is not an element in experiential structure. It means *I want you to tell me whether or not* (Halliday,

2014:101-102). The latter mentions what the speaker wants to know through the word that comes first to know the identity of some element in the content. It means *I want you to tell me the person, thing, time, manner, etc.* and if the WH-word is a nominal group functioning as a Complement in a prepositional phrase, this nominal group may also function as Theme on its own.

Sometimes the Marked Theme also occurs in Interrogative clause. The phrase *after all, except for music*, in the clause *after all, except for music, what did they have in common?* and the phrase *on the right* in the clause *on the right, is it?* show that the marked Theme might occur (Halliday, 2014:103).

	who	wants a cup of tea?
	how many hours	did you want me to stay?
	and how long	's she there for?
	<b>Theme</b>	<b>Rheme</b>
could	you	eat a whole pocket of tim tams?
has	he	got the car back by the way?
didn't	it	smell terrible?
<b>Theme (1)</b>	<b>Theme (2)</b>	<b>Rheme</b>

Theme in Interrogative clause (Halliday, 2014:102)

The basic message of an imperative clause is either *I want you to do something* or *I want us (you and me) to do something*. The first type, usually has 'you' that can be explicit as Theme (*e.g. you keep quiet!*, meaning 'as for you, ...'), is clearly a marked choice. The more typical form is simply *keep quiet*, with the Verb in thematic position. The function of the Verb is as Predicator, in the mood structure (interpersonal meaning), and it is categorized as the unmarked Theme.

The second type usually begin with *let's*, as in *let's take some exercise tomorrow*.

This example shows that *let's* is clearly the unmarked choice of Theme.

In negative imperatives, the principle of identifying the Theme is the same as with yes/no interrogatives: the unmarked Theme is *don't* plus the following element, either Subject or Predicator. Again there is a marked form with *you*, for example *don't you argue with me*, where the Theme is *don't you*. There is also a marked contrastive form of the positive, such as *do take care*, where the Theme is *do* plus the Predicator *take*.

turn	it down
try	to prevent any teacher being singled out as inadequate
well Jane think	of smoked salmon
don't do	that
let's	do lunch at the Ivy
<b>Theme</b>	<b>Rheme</b>

Theme in imperative clause (Halliday, 2014:104)

Additionally, the term theme is found not only in the clause rank. Martin (1992: 439-491) states that theme may occur at different level of the discourse. He labels hyper-theme, macro-theme, and ultra-theme depending on the number of layers of structure in a text.

To sum up, each type of clauses, depend on the choice of mood, has the unmarked as the common Theme. The table below is the summary:

Table 7. Typical Unmarked Theme (Halliday, 2014:101)

<b>Mood of clause</b>	<b>Typical (unmarked) Theme</b>
declarative	nominal group functioning as Subject
interrogative: yes/no	first word (finite operator) of verbal group plus nominal group functioning as Subject
interrogative: wh-	nominal group, adverbial group or prepositional phrase functioning as interrogative (Wh-) element
imperative: 'you'	verbal group functioning as Predicator, plus preceding <i>don't</i> if negative
imperative: 'you and me'	<i>let's</i> plus preceding <i>don't</i> if negative
exclamative	nominal group or adverbial group functioning as exclamative (Wh-) element

#### 4. On Translation

The term translation itself involves written text, to distinguish from oral translation which is usually called interpretation. Some experts like Richards and Schimdt (2002:563) define translation only as the process and the product. While, Munday (2008:5) define translation as something which has several meanings in terms of general subject field, product, or the process. The general subject field, further become broadly known as Translation Studies, actually “developed into an academic discipline in the second half of the twentieth century” and it was James S. Homes, in 1988, who wrote a paper entitled ‘The Name and Nature of Translation Studies’ and also make the framework (Munday, 2008:7-9).

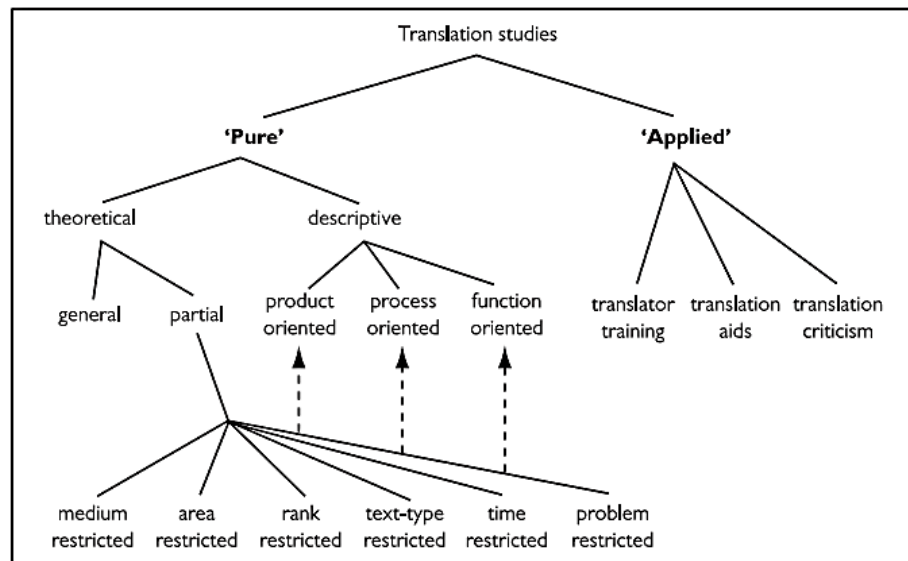


Figure 3. Holmes Map of Translation Studies (from Munday, 2008:10)

The figure above shows theoretical and descriptive as two branch of pure translation. The descriptive translation study (DTS) has three orientations as follow:

- a. Product-oriented DTS, which involves the description or analysis of a single ST-TT pair or comparative analysis of several TTs of the same ST.
- b. Function-oriented DTS refers to study of context, when and where the text was translated and some factors influencing the choice of texts and their use.
- c. Process-oriented DTS involves psychology of translation which try to understand what happen in the translator's mind. These descriptive translation result can support the theoretical branch generally or partially. There are six restrictions namely medium, area, rank, text type, time, and problem restricted theories.

At the earlier period of the development, translation studies usually deals with equivalence as the concept for realizing meaning from the ST into TT. Baker



(1992:5) mentions some equivalence in translation. These equivalence occurs at word level, above word level, and also grammatical, textual, and pragmatic equivalence. In terms of textual equivalence, she applies SFL theory and exemplifies language realization in Arabic, French, and Portuguese text through functional grammar and discourse analysis. Sometimes thematic organization of a text cannot be reach completely. Baker (1992:167-172) suggests some strategies for minimizing linear dislocation (i.e. voice change, verb change, nominalization, and extraposition).

In addition, Hatim and Munday (2004) states some other scholars who give contribution in translation studies by proposing models used for analyzing the translation product or the process such as Vinay and Darbelnet's model and Catford's translation shift. The former suggest two methods namely direct and oblique translation. Both of them cover seven procedures, i.e. borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. The later has two kinds of shift occur in translation, namely level shift and category shift. The category shift specifies into structural, class, rank, and intra-system shifts (2004:142-151).

Halliday also suggests an extremely complex model of discourse analysis in which "there is strong relation between the surface level of realization of the linguistic functions and social framework" (Munday, 2008: 90). This model see language as social phenomenon in which socio cultural environment gives influence on genre, then they determine the other element in the framework, as register which further leads to lexicogrammar analysis.

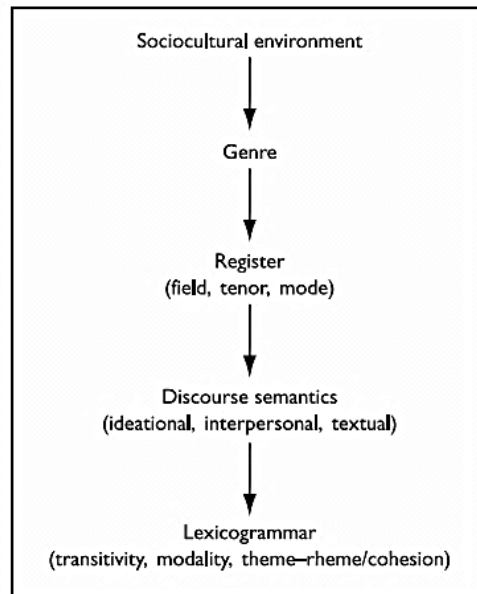


Figure 4. Halliday's Model of Discourse Analysis (Munday, 2008:90)

Another model proposed by House categorized translation into overt or cover translation in the end. It involves systematic comparison of the ST and TT in terms of their textual profile (House in Munday, 2008:92). This model was criticized as having less clear interpretation of mismatches, categorized as translation error, whereas they occur because of translation strategies used by translators.

Further, an SFL-inspired model developed by Tou (2008) through a translatics theory as “an alternative that challenges the mainstream views currently held within translation studies.” This is called as Translatic-based TSC Model, which is the result of connotative (religious, ideological, cultural, and situational context) and denotative factors (linguistic factors, e.g. semantic, syntactic, and phonological system).

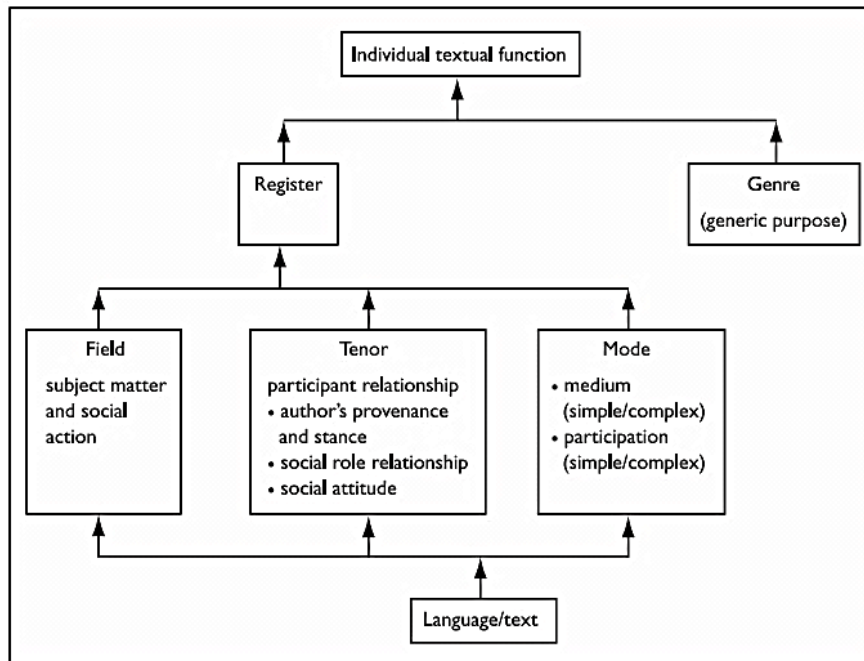


Figure 5. House's Model for analyzing and comparing original and translation

(from Munday 2008:92)

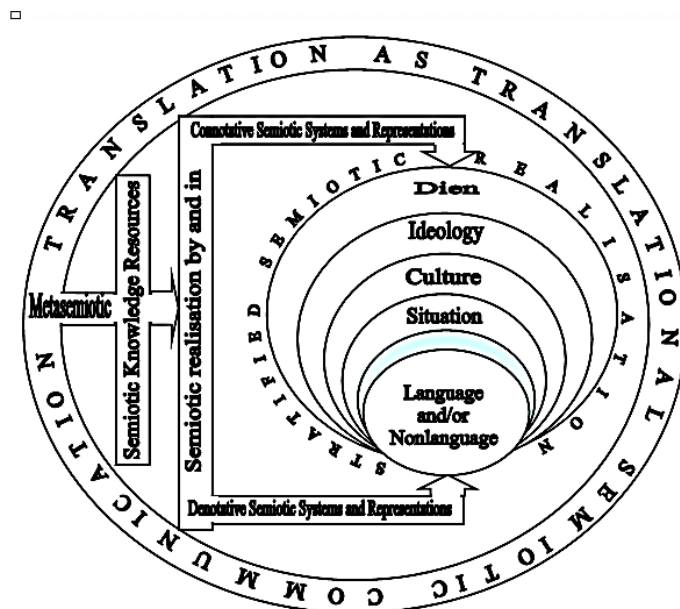


Figure 6. Translatics-based TSC Model (Tou, 2008)

## **B. Relevant Studies**

Many studies have broadly used theme analysis for analyzing certain types of texts. McCabe and Heilman (2007) study the textual and interpersonal differences between a News Report and an Editorial. Their findings show a difference in textual function in which there is a higher use of textual theme in news report. While, there is more obvious forms of interpersonal comment in editorial. This indicates different purposes could be reached linguistically through different choice of theme, as the realization of textual metafunction of SFL theory. Susanto (2008) clearly states his support to the claim that ‘a clause in any language has the character of message’ showed in the textual organization. Thematic structure and theme variation of a Javanese spoken text ‘Ludruk’ is the focus of his study. There is an agreement to a certain social issue reflected by the most frequent type of theme, which is unmarked type, such as giving support, stating balance argumentation, and proposing the tenor.

The research on textual function analysis is also conducted by Adebola (2011). He studies the short message service of male and female undergraduate students that focus on the use of marked or unmarked theme and also simple or multiple theme. He finds that females use unmarked theme more often than male in texting. This indicates that females are more detailed in their expressions. Regarding the marked theme, it shows a higher occurrence in male’s texts. The phenomenon might reveal that males do not waste their time in making point in the discussion. Also, the findings show the difference occurs in the highly use of simple theme by males. By contrast, females tend to use multiple theme in their texts.

Whether the difference is not significant, it directs to a view that females are more careful in their choice of words than male.

Lirola and Smith (2010) study the conceptual functions of predicated themes in written text in Paton's novel. Besides, Azar, Seifoori, and Behnam (2013) study the textual and interpersonal theme in human right report published by Amnesty International (AI) and British Broadcasting Company (BBC). Results of the analysis is quite similar with McCabe and Heilman (2007) in terms of the occurrence of textual theme in those two news reports, yet the use of textual theme of BBC news report is higher than that of IA. In addition, they find that the interpersonal theme is almost nonexistent in both news reports.

In relevance to translation studies, Wang (2014) proves the suitability of constructing SFL-based model for translation studies. She suggests the SFL model to be applied in analyze both original and translated text. But the suggestion is restricted only in textual metafunction of text, in which she focus on theme in translation. An SFL approach to translation is suggested by Braga, Martins, and Pagano (2006). They state that text production of novice translators is little durable and carries many problems of orthography, concordance, cohesion, and coherence. This happens as a result of their unawareness of how meaning of the text might change because of certain choices. Similarly, Kim and McDonald (2013) also use SFL-based text analysis in educational context, especially translator education. They put forward a model used for multilingual educational context. Some challenges that students face are the shift from a view of language as a set of syntagmatic structure, and also problem with the complexity and technicality.

In Indonesia, Muchtar (2010) in his dissertation studies *thematization in bilingual translational texts of English and Bahasa Indonesia*. He uses five texts as the sample of his research. Each of them is identified in relevance to its Theme and Rheme then categorized into Marked Theme, Unmarked Theme, Simple Theme, Complex Theme, and Singular and Plural types. He finds that Plural Topical Marked Theme is the dominant theme in both languages. Second, he mentions seven types of Theme Shift in both languages i.e. (1) the shift in simple Theme becomes complex or vice versa, (2) the shift in singular Theme becomes plural or vice versa, (3) the shift in marked Theme becomes unmarked ones or vice versa, (4) the shift in Theme position, (5) additional Theme, (6) omission, and (7) changing Theme. Then, he concludes that the factors that influence the Theme Shift are caused by shifts of language units from Theme or Rheme, or vice versa.

This research differs from the preceding ones in terms of text types and category of translation. First, this research used a child story as known as a narrative text while the preceding ones used news report, editorial, short message service, and Javanese spoken text. Some preceding research applied SFL framework, especially in education and translation studies. This research also applied SFL framework in the translation since the sustainability of SFL model has been proven. Second, this research category is interlingual translation in which three texts in three languages were involved as the research data, They are English, French, and Bahasa Indonesia.

### C. Conceptual Framework

This research belongs to interlingual translation, involving texts in three languages and categorized as multilingual translational texts. It is orientated on the product, as usually called product-oriented DTS which compares analysis of a ST with the two TTs. Applying the theory of SFL, the texts, both original and translation versions, were actually analyzed to gain information through one layer of thematic structure analysis. The layer was for dividing the clause into Theme and Rheme, but it was supported by the underneath layer for specifying the types of Theme in the clauses.

For some linguists as Thompson, (2014:159-160), Eggins (2004:315,317), and Caffarel (2006:173-174) suggest another way to analyze a hypotactic clause through a double-layered thematic structure analysis, at clause complex level and within each clause. For practical purposes, this research did not involve double-layered analysis. It only analyzed the clause within each clause since it is the most common and generally preferable way for analyzing the clauses. This is also noted by Thompson (2014:160) “but for practical purposes you rarely need to show so much detail.”

Table 8. An Example of Double-Layered Theme Analysis

If	you	weight under 50 kilos		they	take less
Textual	Topical			Topical	
<b>THEME</b>		<b>RHEME</b>		<b>THEME</b>	<b>RHEME</b>
<b>THEME</b>				<b>RHEME</b>	

(Eggins, 2004:315)

According to Widodo (2018:35), “the basic idea of universal grammar in linguistic typology is the fact that the order is important in grammatical process in explaining an expression, and likewise the word order in a sentence.” With regard to syntactic typology, this research involved three texts with the same basic word order, the SVO. The Subject tends very strongly to precede both verb and object. In a research conducted by Greenberg (1996 in Widodo, 2018:35), he concludes that languages can be categorized as VSO, SVO, and SOV, while the other types like VOS, OVS, and OSV are rarely found. Choosing languages which have the same basic word order makes the research smoothly ease the problems in analyzing the clauses and in comparing the result of the analysis. In terms of morphological typology, this research involved fleective and agglutinative languages. The analysis conducted in this research focus in dividing the clause into two domains namely Theme and Rheme. Therefore, the morphological differences for practical purpose were not extensively discussed.

Specifically, this research investigated variations of textual metafunctions represented by theme-grammar in the *Charlie and the Chocolate Factory* using the theory of SFL explained by some linguist (Halliday and Matthiessen: 2014, Thompson: 2014, Butt et al.: 2006, and Bloor and Bloor: 2004). The research analyzed the selection of Theme as point of departure of the text. Two translation products, in French and Bahasa Indonesia, were involved in this study while the original version is in English. The application of SFL in French and Bahasa Indonesia were conducted similarly as in English. Caffarel (2006: 168) states that the realization of Theme in French depend on its position similarly as in English,



and may occur both clause initially or clause finally. The initial Theme which is reinforced in final position by a reprise absolute Theme is typically found in French spoken discourse (Caffarel, 2006: 171-172).

The example below, taken from *Tata Bahasa Baku Bahasa Indonesia* (Alwi et al., 2010:328), shows that Bahasa Indonesia texts also use the initial position as something accommodates important information.

<i>Dita membeli mangga <u>kemarin</u>.</i>	‘Dita bought some mangoes <u>yesterday</u> .’
<i><u>Kemarin</u> Dita membeli mangga.</i>	<u>Yesterday</u> Dita bought some mangoes.’
<i>Dita <u>kemarin</u> membeli mangga.</i>	Dita <u>yesterday</u> bought some mangoes.’

The first sentence reveals a single information that the phenomenon *Dita membeli mangga* and this action happened yesterday. The second sentence accommodates an additional information that the action *membeli mangga* ‘bought mangoes’ happened yesterday, not today, tomorrow, or the other day. Or, the sentence also reveals that *bought mangoes* is one of some activities that has been done by Dita yesterday as found in the last sentence (Alwi et al., 2010: 328). Another thing to consider is that Bahasa Indonesia tolerates other elements, not only Verb element, as the Predicate of a clause.

<i>Amanda sakit</i>	*Amanda sick	Amanda is sick
<i>Dia dokter</i>	*he doctor	he is a doctor
<i>Anaknya tiga</i>	*his children three	he has three children
<i>Ibu ke Jakarta</i>	*mother to Jakarta	mother went to Jakarta

The examples above show the other element fulfilling the Predicate element (i.e. adjective, noun, numeral predicate, and prepositional phrase).

Considering the explanation above, the researcher believes that textual metafunction could be applied to these three languages. By formulating the parameter, this research conducted to describe the translation phenomena, especially the translation products of the CCF. The parameter of the variation used in this research is mentioned in the table below. It is used for measuring the degree of thematic variations in clause unit. The rationale behind this parameter are the clauses found in the CCF, the theory of SFL and translation studies.

Table 9. The Parameter of Variations

Variations		Clause
scale	degree	
LOW	0 lowest	One clause rank of one thematic structure unit is preserved in the same way in the TT
	1 vey low	One clause rank of one thematic structure unit is realized into one clause performing displaced Theme in the TT
		One clause rank of one thematic structure unit is realized into one clause performing different Topical Theme in the TT
2 low	One clause rank of one thematic structure unit is realized into one clause with one different number of Theme in the TT	
MEDIUM	3 medium	One clause rank of one thematic structure unit is realized into one clause with two different number of Theme in the TT
		One clause rank of one thematic structure unit is realized into two independent clause complexes with two thematic structures
	4 high	One clause rank of one thematic structure unit is realized into one clause with three different number of Theme in the TT
		One clause rank of one thematic structure unit is realized into three independent clause complexes with three thematic structures
HIGH	5 very high	One clause rank of one thematic structure unit is realized into a minor clause or downranking clause with no thematic structure, and vice versa
	6 highest	One clause rank of one thematic structure unit is unrealized/ total shifting in TT and vice versa

Table 10. Examples of the Realization of Variations in T1:T3

Variations		Clause
scale	degree	
LOW	0	The next evening, Grandpa Joe went on his story <i>Keesokan malamnya, Grandpa Joe menyambung ceritanya</i>
	1	Something crazy is going to happen now <i>Sekarang sesuatu yang gila akan terjadi</i>
		Their names are Grandpa Joe and Grandma Josephine <i>Mereka dipanggil Grandpa Joe dan Grandma Josephine</i>
2	Mr. Wonka was clearly just as excited as everybody else <i>Rupanya Mr. Wonka juga sama bersemangatnya dengan yang lain</i>	
MEDIUM	3	He held it tightly between his shivering fingers, gazing down at it <i>Ia menggenggam uang itu erat-erat dengan jari-jarinya yang gemetar kedinginan dan tunduk mengamatnya</i>
	4	The poor little fellow, looking thin and starved, was sitting there trying to eat a bowl full of mashed-up green caterpillars without being sick <i>Pria kecil malang itu, tampak kurus dan kelaparan, dan sedang duduk, dan berusaha makan semangkuk bubur ulat bulu tanpa muntah</i>
HIGH	5	That's quite enough of that! <i>Cukup!</i>
	6	You see if she doesn't -

Representing the literature review and conceptual framework, the analysis carried out in this study is following the diagram presented in Figure 7.

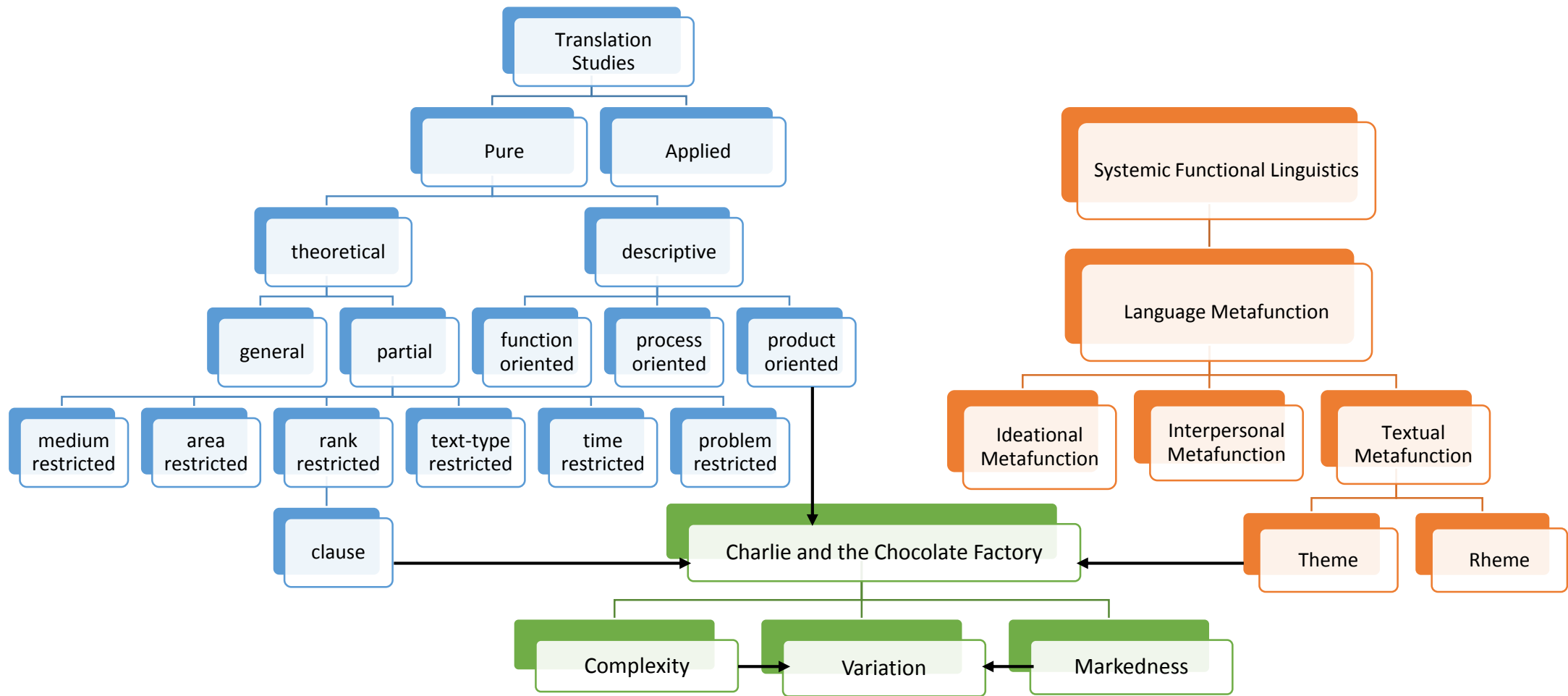


Figure 7. Conceptual Framework

#### **D. Research Questions**

Following the research objective, the researcher formulated the research questions as:

1. How are the textual metafunction variations of T1:T2 and T1:T3 represented in terms of theme variation?
2. How is the textual metafunction of T1:T2:T3 represented in terms of theme complexity?
3. How is the textual metafunction of T1:T2:T3 represented in terms of theme markedness?