

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in conducting this study. It covers the research problem, research design, research procedures, and sample of analysis.

3.1 . Research Problem

The purposes of this study are to find out kinds of Theme used in *The Magic*, a book by Rhonda Bryne (2012) both in original version and in Indonesian translated version, the realization of themes translation from original version to the translated version. In specific, the present study is geared towards finding answers the following questions:

1. What kinds of themes are found in the original version and Indonesian translated version of *The Magic*?
2. How do the themes in the original version of *The Magic* are realized in the translated version?

3.2. Research Design

This present study employs a descriptive qualitative method as research method, especially text analysis. This method is used because it is relevant to the purposes of this study. The descriptive qualitative method is used as the research design in this study because this study is “in form of words and not numbers” (Nkwi, 2001; Creswell, 2003). This method is also relevant to this study because this study “explores, describes, and analyzed the data” (Arikunto, 1996; Maxwell, 1996) in a psychology book and its Indonesian translated version to find out kind of Theme, the realization of Themes translation. This study has no intention to prove any hypothesis which is similar to the characteristic of descriptive qualitative method. This study also uses textual analysis method because this study takes some selected parts of text to be analyzed in order to answer the research questions.

3.3. Research Procedures

The data in this study are in the form of clauses which are selected from *The Magic* and its Indonesian translated version. *The Magic* is written by Rhonda Bryne and published by Atria Books in 2012. This book was translated into Indonesian by Susi Purwoko and published by PT Gramedia Pustaka Utama in 2012. The original version contains 254 pages while the translated version has 280 pages.

Here are some steps in analyzing the theme in the texts:

Step 1. Reading the whole texts in order to see the themes in the whole text.

Step 2. Comparing the themes of the target text and the source text in order to see how the themes are realized in the target text.

Step 3. Taking some parts of the text to be analyzed. In this step, the parts of the texts taken are the third part and the fourth part. The title is *Bring the Magic into Your Life* and *Magical Book*. These parts are translated as *Mendatangkan Keajaiban ke Dalam Hidup Anda* dan *Buku Ajaib*. These parts have been selected because the themes changed in those parts are more than the other parts.

Step 4. Breaking down the sample texts into clauses. In the sample text, the sentences were in form of simple sentences and complex sentences. In order to categorize the Theme, based on systemic functional grammar approach, the sentences were broken down into clauses.

Step 5. Categorizing the Theme of the clause into their Theme types; topical Theme, interpersonal Theme and textual Theme. In this step, the Halliday's Systemic Functional Grammar (1994) had been used as the framework of analysis.

Step 6. Comparing theme category of the original version of *The Magic* to the sample taken from the Indonesian translated version of *The Magic*.

Step 7. Categorizing the thematic progression. The thematic progression were divided into 3 patterns: Theme reiteration, zig-zag Theme, multiple Rheme pattern (Eggins, 2004)

Step 8. Identifying how the themes were realized in the translated version and how the realization affected the translation work.

3.4. Sample of Analysis

Example 1.

Here are the illustrations of Topical Theme found in the source text:

2a	I	have received letters from thousand
5b	Those in total poverty	Becomes prosperous
89a	Sit down	With a computer and paper
	Topical Theme	Rheme

The illustrations above are the Topical Theme in declarative and imperative clause. The Topical Theme of clause 2a and 5b are taken from declarative clauses that have single Theme in the clauses. The Topical Theme of clause 89a is taken from imperative clause. The Topical Theme from clause 2b, word “I” represents Topical Theme in the form of a nominal group. The Topical Theme in clause 5b, phrase “Those in total poverty” is a nominal group complex. Both of the word and phrase functioned as a participant and a subject in the clause which are placed in the beginning of the clauses. Meanwhile, the Topical Theme of clause 89a, phrase “Sit down” is the first transitivity element that functions as a process. This is in line with Halliday (1994) who identifies Topical Theme as the first transitivity element in the clause. The element can be in form of a nominal group, nominal group complexes, adverbial groups and prepositional phrases or embedded clause.

Example 2.

Source Text	Target Text
The practices are designed to complete over 28 consecutive days. This allows you to make gratitude a habit and a new way of life. Practicing gratitude in a concentrated effort over consecutive days	Latihan ini dirancang untuk diselesaikan dalam 28 hari berturut-turut. Ini memungkinkan Anda menjadikan syukur sebagai kebiasaan dan cara hidup yang baru. Mempraktikkan syukur dengan

<p>guarantees <i>that you will see the magic take place in your life - and fast!</i></p>	<p>konsentrasi penuh selama 28 hari berturut-turut akan memastikan <u>Anda</u> melihat keajaiban di dalam hidup Anda - dengan cepat!</p>
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The texts above are taken from the second paragraph. The italic clauses are the clause that is the focus in this explanation. The underlined words are the Theme of the clause. The Theme in the source text is “that you”. Those words consist of Textual Theme and Topical Theme. The word “that” is a conjunction which is considered as a Textual Theme. The word “you” is a nominal group and analyzed as Topical Theme. In contrary, the Theme of the target text is “*Anda*” which is identified as Topical Theme. In this case, the word “*bahwa*” which is supposed to be the translation of the Textual Theme “that” is ellipsed. This ellipsis does not cause the change of meaning, but makes the target text more natural. As had been mentioned in the previous chapter, not only accuracy but also naturalness are needed to make a good translation (Newmark, 1998). So, in this pattern the translated themes can be considered as a good translation product.

Example 3.

Here is the example of zig-zag pattern found in the text analysis.

English version:

You will be captivated while you read this life changing knowledge, but without practicing what you learn, the knowledge will slip through your fingers, and the opportunity that you attracted to easily change your life will be gone. To ensure this doesn't happen to you, you need to practice gratitude over 28 days, so that you impregnate your cells and your subconscious mind with it. Only then, will it change your life – permanently.

Indonesian version:

Anda akan takjub membaca pengetahuan yang mengubah hidup ini, tetapi tanpa mempraktikkan apa yang Anda pelajari, pengetahuan akan lolos dari jari-jari Anda, dan peluang yang telah Anda tarik untuk mengubah hidup Anda akan lenyap. Untuk memastikan ini tidak terjadi pada Anda, Anda perlu melatih syukur selama 28 hari, agar meresap ke dalam sel-sel dan akal bawah sadar Anda. Hanya dengan cara itulah pengetahuan itu akan mengubah hidup Anda - secara permanen.

The texts above show the zig-zag pattern. In the English version, the Theme of the first clause is “You”. The Theme of the second version is “but without practicing what you learn the knowledge”. This Theme is different from the first Theme, but this Theme is related to the Rheme of the first clause which says something about knowledge, the topical Theme of the second clause. The same thing is found in the third Theme. The topical Theme of the third clause is “this”. The word “this” is related to the Rheme of the second clause. The fourth Theme, “then” is also related to the Rheme from the previous clause.

The same pattern is also found in the Indonesian version. The first Theme is “*Anda*”. The second Theme is “*tetapi tanpa mempraktikkan apa yang Anda pelajari, pengetahuan*”. The topical Theme of this clause is “*pengetahuan*”. This Theme is not related to the previous Theme, but related to the previous Rheme, “*takjub membaca pengetahuan yang mengubah hidup ini*”. The third Theme “*Untuk memastikan ini*” is not related to the first or the second Theme but related to the second Rheme. This is also true with the fourth Theme which related to the third Rheme. This pattern is makes the reader track the text or follow the information easily (Eggins, 2004).

3.5. Conclusion

This chapter has been discussed about research problem, research design, research procedures, and sample of analysis. These are the framework and guidelines for the analysis in the next chapter. The next chapter will discussed the data presentation and the discussion of the findings.