CHAPTER I

INTRODUCTION

1.1 Background

In an English clause there are two points of prominence, the beginning (theme) and the end (rheme). The beginning of a clause is where we put information which links the clause to what has come before. This information is contained in the first nominal group in the clause. (Gerot & Wignell 1994, p. 102)

Related to translation, the theme-rheme and thematic progression can be used to analyze the worldview of the translator in the target text. One of the texts that can be analyzed by using theme-rheme and thematic progression and that may contain translator's worldview is a speech. The researcher chooses Obama's speech in Indonesian University, January 2011 to be analyzed. It is because everyone has their own worldview. Obama, as the President of America also has his own worldview which is easily spread to people through his speech. Therefore, the present study attempts to reveal the worldview delivered by Obama.

The term 'ideology' is defined as the overall perspective from which one sees and interprets the world (The New Oxford Dictionary of English). The process and product of translation are closely interdependent, so the process can trace the worldview of translation. The ideology of a translation, according to Tymoczko (2003), will be a combination of the content of the source text and the various speech acts represented in the source text relevant to the source context, layered together with the representation of the content, its relevance to the receptor audience, and the various speech acts of the translation itself addressing the target context, as well as resonance and discrepancies between these two 'utterances'.

Furthermore, there are several studies which are related to the present study, such as a research conducted by Vasconcellos (1997) entitled "Can the Translator Play with the System, too? A Study of Thematic Structure in Some Portuguese translation". She uses the theme and rheme in analyzing the study in Portuguese language. There is also a research conducted by Downing (2001) entitled "Thematic Progression as a Functional Resource in Analysing Texts". She concludes that all of these texts are instances of professional writing whose rhetorical purpose ranges from entertainment to persuasion. Danes' model (1970) appears to be fully applicable in helping to reveal the internal organization of the text. An awareness of the types of thematic progression as expounded by Danes also raises interesting questions for language teaching pedagogy which cannot be dealt with here. Meanwhile, Ghaelasadi (1992) also conducted the research entitled "Thematization in Romantic in Criminal Short Stories in English and Persian: Implications for Second Language Reading". The analysis showed overall similarities across the stories in both languages. These similarities were attributed to the same genre family. Moreover, the results confirmed that the theme/rheme construct could be a powerful and down-to-earth method for analyzing texts, including stories, and that it contributes to reading and comprehending stories with case of text processing. In addition, the researcher also finds the research conducted by Wang (2007), entitled Theme and Rheme in the Thematic Organization of text: Implications for Teaching Academic Writing. Her research has explored the insights gained from the relationship between Theme and Rheme to improve cohesion at the level of discourse. Teachers need to look beyond the traditional grammar of the clause when teaching writing. The paper shows that Theme and Rheme patterning can be effectively applied in classrooms to diagnosis students' weaknesses.

Thus, this study is concerned with the theme-rheme and thematic progression in Obama's speech in Indonesian University, January 2011 (in the source text and the target

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text) that aims to discover the differences in worldview and the theme which is most frequently used in SL and TL that is reflected by the translator.

1.2 Research Question

The following questions are proposed to be answered by the study. The questions are:

1. What themes which are the most frequently used in the source language and the target language texts?

2. Are there any differences in worldview between the source language text and the translated texts?

1.3 The Aims of The Study

The aims of this study are:

1. To find out the theme which is most frequently used in SL and TL texts.

2. To find out differences in worldview between the source language text and the translated text.

1.4 Scope of The Study

This study focuses on the analyses of theme-rheme and thematic progression proposed by Halliday (1994), and developed by Eggins (2004) and Gerot and Wignell (1994). The theme-rheme and thematic progression analyses can be used to reveal the worldview of the translator in the target text. One of the texts that can be analyzed by using theme rheme and thematic progression and that may contain translator's worldview is speech. The researchers choose Obama's speech in Indonesian University, January 2011 to be analyzed.

1.5 Research Methodology

1.5.1 Research Method

This study employed a descriptive qualitative method. The present study analyzed Obama's speech and its translation to Indonesian using theme-rheme and thematic progression analyses, so that the translator's worldview can be revealed.

1.5.2 Data Collection

The researcher chose the scripts as speech in English and bahasa Indonesian as the main data. After collecting the scripts, the researcher compiles the theory related to the study. The data of the research was taken from *Isi Pidato Lengkap Obama di Kampus UI. 2010.* http://vivanews.com. The transcript was taken from *Transkrip Pidato Obama di Universitas Indonesia, Depok, Indonesia. 2011.*http://herilhalim.wordpress.com.

1.5.3 Data Analysis

In analyzing the data, the researcher utilizes the theme-rheme and thematic progression. The data of the research was analyzed in several steps. The first step is collecting the transcribed speech in the source text and the target text, and then, breaking down the text into clauses. The third step is analyzing each sentence using theme-rheme and thematic progression proposed by Halliday (1994) which is developed by Eggins (2004) and Gerot and Wignell (1994). The result from the analysis is then interpreted, so that the translation's worldview can be revealed.

1.6 Clarification of Key Terms

1. Ideology:

Mason's (1997) understanding of ideology as the set of beliefs and values which inform an individual's or institution's view of the world and assist their interpretation of events, facts and other aspects of experience informs his definition of discourse as

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systematically organized sets of statements which give expression to the meanings and values of an institution. (*Mona Baker, 2010*)

2. Theme Rheme :

Theme is, broadly speaking, what the clause is going to be about. Or in terms of theme and rheme, theme represent 'this is what I'm talking about' and Rheme is 'This is what I'm saying about it'. In terms of looking at a clause as a message, the theme looks backwards, relating the current message to what has gone before. The rheme points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before. The intercation of Theme and Rheme governs how the information in a text develops. (Gerrot and Wignell, 1994).

3. Translation:

Translation can refer to general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). (Munday, 2005)

4. Speech :

The expression of or the ability to express thoughts and feelings by articulate sounds or a formal address or discourse delivered to an audience (Oxford Dictionaries)

5. Thematic Progressioin :

F. Daneš distinguishes between different patterns of thematic progression depending on whether a theme remains constant, is split up, or changed from one sentence to the next (Daneš 1970: 74-78).

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1.7 Organization of Paper

This study is organized into five chapters. Each chapter details the different information that is needed to construct the idea of the paper.

CHAPTER I

The first chapter contains introduction that consists of background, research problem, scope of the study, aims of the study, research method, as well as organization of the paper.

CHAPTER II

The second chapter covers theoretical foundations related to the study, namely Systemic Functional Grammar, and the theory of representation.

CHAPTER III

The third chapter deals with Methodology which covers formulation of the problem, research design, data collection and data analysis.

CHAPTER IV

The fourth chapter recounts analysis, finding and discussion of the study.

CHAPTER V

The paper ends with the fifth chapter which contains conclusions and recommendation related to the present research.