

**A TRANSLATION ANALYSIS OF THE MULTIPLE THEMES SHIFTS IN RUMI:  
A SPIRITUAL BIOGRAPHY FROM ENGLISH INTO INDONESIAN  
(A Systemic Functional Linguistics Approach)**

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**ABSTRACT**

The present study aimed to identify and analyze the types and the shifts of multiple Themes in the *Rumi: A Spiritual Biography* written by Leslie Wines and its translation *Menari Menghampiri Tuhan: Sebuah Spiritual Rumi* translated by Sugeng Hariyanto were selected. To reveal the types and the shifts of multiple Themes, the data were analyzed using Halliday's (1994) multiple themes. Moreover The research results showed that the multiple themes are identified in the following order: (1) textual ^ experiential (consisting of textual meta-function of coordinators, subordinators, and Wh-relativess), (2) conjunctive^ experiential, (3) structural ^ experiential, (4) interpersonal (modal) ^ experiential, and (5) textual ^ interpersonal ^ experiential. In multiple theme shift, this happens from multiple themes into multiple themes and into simple theme or even from clauses into phrases (down-ranked). It may be concluded that the translators should give a special attention, especially to the multiple themes in translating biography books.

**Keywords:** Systemic Functional Linguistics, Multiple Theme, Shift, Biography

**Introduction**

“Translation” is the reproduction in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning, and secondly in terms of style (Nida and Taber: 1982). In this term, reproduction, (namely the maintenance, depicting and the conveyance of the original work), is the goal of translation (Levy, 2011) and the nearest equivalent between the ST (Source Text) and the TT (Translation Text) concerning the meaning, content, or message, and also the style should always be sought. The closest natural equivalent means that the translation should be comprehensible, clear, acceptable for the readers, and if possible pleasant to read (Gouadec, 2010),.

In the field of translation studies, Theme-rheme structures are interesting (Vahedifar and Koosha, 2015). Theme is identified as the first clause element possessing a function in transitivity, which is called “topical Theme” (which is also referred to as an experiential function) (Halliday, 1994: 53), and ends with the first constituent which can be in the forms of participants, circumstances, and processes (ibid: 54). In other words, a clause starts with the realization of a Theme and it is then followed by rheme, that may be called the rest of the message in the clause (Bloor and Bloor, 1995: 71). In the examples (1 – (2) below, the Themes (in the original and the translation) are underlined;

(1) Many western readers prize his workless as a moral lodester and resource for merging with the

Absolute ( Banyak pembaca barat kurang menghargai karya Rumi sebagai sebuah pedoman dan sumber moral untuk menyatukan diri dengan Sang Mutlak.....)

(2) Yet, one wonders ..(Banyak orang terheran-heran ...).

In the example (1) and its translation (), the Themes “Many western readers” and “Banyak pembaca barat” are called “simple, experiential constituents,” while in the example (2) the Theme is a ‘multiple Theme’ since it has a conjunctive adjunct “Yet”, but in its translation, the

conjunctive adjunct is not present. Dealing with translation, in the example (1), no shift happens, meaning that the Theme “Many western readers” which is translated into “Banyak pembaca barat” is still similarly named “simple unmarked declarative –common/proper noun. In this case, unmarked means that the Theme is the Subject, whereas if the Theme is an adverbial group (such as *today, suddenly, consequently* etc), or prepositional phrase (such as *at night, in the corner, without warning* etc) as adjunct in the clause, it is called marked Theme (Halliday and Matthiesen, 2004: 73). But in the example (2), the Theme “Yet” (conjunctive adjunct) is deleted in the translation, so there is a Theme shift in the translation.

In this present research, multiple Themes based on Halliday (1995) and their shifts in translation (Catford: 1980) were studied since this type of Theme has started interest over the last few years (Hannay,1995). As stated above, a Theme always and only contains one of the experiential elements, meaning that a Theme of a clause ends with the first constituents in the form of either participant, circumstance or process. It is called a single Theme. If the experiential element in a Theme is preceded by textual and/or interpersonal elements functioning as textual or interpersonal Themes, it is called “multiple Theme”. The typical ordering of such a multiple theme can be written as textual ^ interpersonal ^ experiential. The components of a multiple Theme is shown in the Table 1 below.

Metafunctions	Components of Theme
Textual	Continuative Structural (conjunction or WH-relative) Conjunctive (adjunct)
Interpersonal	Vocative Modal (adjunct) Finite (operator) WH- (interrogative)
Experiential	Topical (participant, circumstance, process)

Table 1: Components of a multiple theme (taken and adapted from Halliday, 1994: 54)

The textual Theme consists of any combination of (i) continuative (a small set of discourse signallers such as *yes, now, well, now* etc that signal the beginning of a new move); (ii) structural theme (conjunctions and WH-relative) and (iii) conjunctive adjuncts. The interpersonal Theme is any combination of (i) vocative (personal name used to address), (ii) a modal theme (modal adjuncts when it precedes the topical; theme or (iii) a mood-marking theme (a Finite verbal operator if preceding the topical Theme, or Wh-interrogative (or imperative *Let's*) (as long as it is not preceded by another experiential element).

### Methodology

The objective of this present research is to identify and analyze the types and the shifts of multiple Themes and the translating techniques. A case study with descriptive qualitative method was employed in this present research. In this study, Halliday's systemic functional linguistics approach is adopted, so that the object of this study is clauses containing multiple Themes and therefore the data sources are the the clauses containing multiple Themes in the book *Rumi: A Spiritual Biography* written by Leslie Wines and its translation *Menari Menghampiri Tuhan: Sebuah Spiritual Rumi* translated by Sugeng Hariyanto. The data, however, were purposively sampled, namely they were taken from chapter 1 to 6 from 13 chapters, because it is considered to have represented the data. Then the analysis and the categorization were done by contrasting sentence by sentence.

### Findings and Discussion

The following will be discussed the shifts in structural themes, shifts in conjunctive adjuncts and shifts in all Three Metafunctions.

### Shifts in Structural Themes

In the structural themes, three types are found out: 1) conjunctions (coordinator and subordinator), and Expletive There (ET), and 2) Wh-relatives

*Conjunctions.* As stated above, conjunctions are obligatory thematic in nature. These items serve to relate the cause to a preceding clause in the same sentence (the same clause complex) (Halliday, 1994: 50). They consist of two types: (a) coordinators (*and, or, nor, either, neither, but, yet, so, then* etc and subordinators (*when, while, before, after, until, because, even if, supposing (that), in spite of the fact* etc). In this study, it is shown that some translation shifts happen to coordinators as shown in the following examples:

1. *and* \* soon endured the siege of that city (31)(*yang* segera mengalami pengepungan oleh tentara Mongol (49))
2. *and the two men* shared a deep fascination with mystical phenomena, and a rare ability to comprehend the invisible spheres (33)(...*keduanya* tidak memiliki ketertarikan yang mendalam pada peristiwa-peristiwa mistis and kemampuan langka untuk memahami alam gaib (55))
3. *and* \* experiences with fasting and other discipline and mortification.... (60) (...berpengalaman dalam berpuasa dan latihan-latihan pendisiplinan lainnya... (102))
4. *and they* were especially precious to Rumi (64).*Bagi Rumi* keduanya sangat berharga (109))
5. *but he* may have wanted to wait.... (61 (*Mungkin*, dia ingin menunggu dulu ....(109))

From the examples, coordinators *and* and *but*, of which the orderings are Textual (structural)(coordinator) ^ Experiential (topical) are shifted into (1) Simple Unmarked and Marked Themes, as shown by Examples 1 & 5, where the ordering is Topical Theme + Rheme, and (2) Multiple Themes, consisting of (a) Textual (structural (coordinator) Experiential (topical) in Example 2, (b) Interpersonal (modal) ^ Experiential (topical) in Example 5.

Dealing with subordinators (*when, while, before, until, if, although, even if, supposing (that)*, etc) where the ordering is Textual (structural (subordinator) ^ Experiential (topical).

1. *as the literary critic Fatemeh Keshavarz* so aptly puts it...(21)(*Fatimah Keshavarz, seorang kritikus sastra*, dengan sangat tepat mengatakan (30-31))
2. *all of which he* too wished to depict in a glowing light ..(29) (*yang semuanya* ingin dia lukiskan dengan jelas dan mudah (46-47))
3. *Where it* was to make many stops (47) (*Selama perjalanan itu*, akhirnya menetap permanen di Konya (79))
4. *that the universe itself* is made up of light (27)(*di mana alam semesta itu* tersusun dari cahaya (42))
5. (he realized) *that a log of wood* was placed cross his feet, preventing him from taking flight (72) (*tetapi sayang perasaan ini* terhambat oleh sebuah balok kayu melintang di atas kakinya (42))
6. *That they* remained there for one month (48) (*Dan* \* tinggal di sana selama satu bulan (91).)
7. *When it* left Khorosan (47) Dengan meninggalkan Khurasan....(80)

The shifts occur into (1) Simple Marked and Unmarked Declarative Themes as shown in example (1) and 3) and (2) Multiple themes consisting of (a) the ordering of Textual (conjunctive) ^ Experiential (topical) in example (2); (b) Textual (relatives) ^ Experiential (topical) in example 4); (c) Textual (structural) ^ Interpersonal (modal) ^ Experiential (topical) in example (5); (d) Textual (structural (coordinator) ^ Experiential (topical) in example (6) and down-ranked (from clause into prepositional phrase.

For *Wh-relatives*, where the ordering is Textual (structural)(wh-relative) ^ Experiential (topical), are items which relate the clause in which they occur to another clause (Halliday, 1994: 50). The shifts of the translation are into (1) Simple Unmarked Declarative Themes (Expletive there) in example (1), and (2) Multiple Themes namely consisting of (a) the ordering

of Textual (structural)(coordinator) ^ Experiential (topical) in example 3) and (b) Textual (structural)(subordinator) ^ (Experiential)(topical) in example(4).

1. *whom* revered them (51) (*Ada yang menghormatinya* (86))
2. *Which* would predispose people to accept Baha al-Din (48) (*sehingga* kehadiran Bahauddin cenderung diterimadenga baik (81))
3. *which* would include that of Rumi's family's journey (48) ((periode) *ketika keluarga Rumi* melakukan perjalanannya. (81))

For Expletive There where the ordering is Experiential (structural)(coordinator) ^ Experiential (topical), see examples below:

1. *and there* have been informed references to him in the work of Ralph Waldo Emerson and George Wilhelm Friedrich and many other eminent writers(13) (*bahkan, referensi tentang Rumi* telah hadir dalam karya Ralph Waldo Emerson dan Georg Wilhelm Friedrich dan banyak penulis terkenal lainnya (15))
2. *and there* is a small chance that the family was still there (43) (*bahwa keluarga* itu masih berada di sana (71))

The shifts are into the orderings of (1) Textual (structural)(coordinator) ^ Experiential (topical) as in example (1), and (2) Textual (structural)(subordinator) ^ Experiential (topical) in example (2).

### Shifts in Conjunctive Adjuncts

Conjunctive adjuncts are those which relate to the clause to the preceding texts (Halliday, 1994: 49), for examples: *that is, at least, anyway, also, before that, therefore, in that case, nevertheless, in this respects*, etc. The shifts in translation are into Simple Unmarked, and Marked Declarative, and Multiple Theme.

1. *Yet one* wonders (13) (*Banyak orang* terheran-heran (15))
2. *Rather, he* dictated his poems and musings to scribes. (24) (*Dia* mendiktekan puisi-puisi, renungan-renungan dan pikirannya (24))
3. *Yet he* remained the darling of his disciples, and a favorite of authorities (53) (*Selama hidupnya*, dia selalu menjadi kesayangan para uridnya dan favorit para penguasa (90))
4. *And such confident expressions of belonging and pleasure* are too rare in the technologically sophisticated (19) (*Tentu saja, ungkapan-ungkapan kebahagiaan seperti itu* sangat jarang ditemui di dunia modern yang secara teknologi sedemikian canggih, tetapi secara sosial terpecah-pecah (25))

The orderi of this is Textual (conjunctive) ^ Experiential (topical) and it is changed into (1) Simple Unmarked Declarative (Experiential (topical theme)-common/proper noun as shown in example (1) and -pronoun in example (2) and Multiple Theme: Interpersonal (modal) ^ Experiential (topical) in example 4.

### Shifts in Interpersonal Themes

The Interpersonal theme is any combination of (i) vocative, (ii) modal) and (iii) mood-marking (Halliday, 1994: 53-54) But the the data show that it is modal component of theme which are found out. The ordering, therefore, is Interpersonal (modal) ^ Experiential (topical). The shift is just one namely into Textual (structural)(coordinator) ^ Experiential (topical) as in the example *Similarly, anecdotes of sexual love* are not necessarily viewed as mindless endorsements of licentiousness by Islamic readers, but sometimes as ironic and cautionary commentaries on human natures (15) translated into *Dengan demikian, anekdot-anekdot cinta seksual* yang diungkapkan Rumi tidk perlu dipandang sebagai persetujuan buta pembaca Islam akan tindakan-tindakan amoral (19)

### Shifts in all Three Metafunctions

The order of the three metafunctions is Textual ^ Interpersonal ^ Experiential. The order is shifted into Textual (structural)(conjunction) ^ Interpersonal (modal adjunct) ^ Experiential (topical) as shown in the *but more frequently they* would transmit their philosophy wordlessly

translated into *tetapi mereka* lebih sering menyampaikan filsafat mereka itu bukan dengan kata-kata of which the order is Textual (structural)(conjunction) ^ Experiential (topical).

From the descriptions above, it can be stated that the order of the Textual ^ Experiential elements are in accordance with that of Halliday (1994) Where textual elements consist of Structural (consisting of conjunction and Wh-relatives) ^ Topical and Conjunctive adjunct ^ Topical components, but no continuative was found out. The types of the ordering are presented in Table 2.

Types of Theme Components	N	%
Continuative	-	-
Structural:		
Conjunctions:		
-Coordinator	9	12
-Subordinator	33	45
-Wh-relative	14	19
-ET	4	5
Conjunctive Adjunct	14	19
Total	74	100%

Table 2. Types of the Orderings of the Textual ^b Experiential Elements.

Textual Themes of which the main function is to link the clause to the context by making explicit the kind of relation it has what has preceded such as contrast or addition consist of any combination of continuative, structural and conjunctive (adjuncts) components of theme. In fact, a structural component of theme, consisting of the conjunctions (coordinator & subordinator), wh-relative and ET (expletive there) dominate the translation shift namely 60 (81%) and the rest, 14 (19%) is conjunctive components, while the continuative component is not shifted.

As stated by Halliday, a theme always includes one, and only one, experiential element (Halliday, 1994: 53), where it can be preceded by elements which are textual and/or interpersonal in nature. Therefore, the ordering is textual ^ interpersonal ^ experiential elements, and the orders may be textual ^ experiential, and interpersonal ^ experiential elements.

In Systemic Functional Linguistics, the concept of translation is a relation between languages as well as a process of moving from one language to another (Bo Wang, 2014). Therefore, in the translating process, some shifts may happen, where shifts mean departures from formal correspondence in the process of going from the SL (source language) to the TL (target language) (Catford, 1980: 73). Dealing with multiple theme shifts, some shifts happen whether they are typical or obligatory in nature. Table 3 presents the types of the shifts.

Orderings of the Elements	N	%
Textual ^ Experiential:	74	93
Interpersonal ^ Experiential	4	4.5
Textual ^ Interpersonal ^ Experiential	2	2.5

Table 3. Types of Multiple Theme Shifts in Translation

In the multiple theme, it is shown that the shifts in the order of the Textual ^ Experiential elements mostly (93%) happen, followed by Interpersonal ^ Experiential (4.5%) and Textual ^ Interpersonal ^ Experiential (2.5%).

## Conclusion

From the results of the study it can be concluded that the order of a multiple theme is in line with that proposed by Halliday (1994) to some extent, and some shifts also occur during the

translating process whether it is obligatory or not. Therefore, translators should really considers the transfer of multiple themes from the ST (source text) to the TT (Translation Text).

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