

**A SHIFT ANALYSIS OF THEMATIC STRUCTURE FOUND IN
INDONESIAN TRANSLATION OF MUHAMMAD NOVEL**

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the Bachelor Degree in English Literature



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FINAL PROJECT STATEMENT

I certify that this research is originally my own work. I am completely responsible for the content of this research. Other researchers' opinions or findings included in this research are quoted or cited in accordance with ethical standards.

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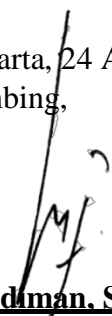
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Saya menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqasyah untuk memenuhi sebagian syarat memperoleh gelar Sarjana Sastra Inggris.

Atas perhatian yang diberikan, saya ucapkan terimakasih

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**A SHIFT ANALYSIS OF THEMATIC STRUCTURE FOUND IN
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ABSTRACT

This research is about the thematic structure shift analysis of English-Indonesian translation in the novel with under title Muhammad: his life based on the earliest sources. The purpose of this study wants to find the types of themes, the dominant theme, and the thematic structure shift in topical, textual, and interpersonal theme. The researcher also discuss the elements in the thematic structure shift. A descriptive-qualitative and contrastive method is used to analyze the data in Source Language and Target Language. The researcher analyze the data with Systemic Functional Grammar theory, especially about the thematic structure. The results show that all types of theme are found with topical theme becomes the dominant type of theme. Then, the thematic structure shift found in the topical theme shift. There are 5 themes deleted in Target Language and about 15 themes are shifted to other grammatical functions in topical theme. Meanwhile, in the textual theme, 18 themes are deleted, 2 themes are shifted and 4 textual themes are added in Target Language. In the interpersonal theme, it is found that 3 themes are deleted and 1 theme is added in Target Language. The process of translation is something that the translator should convey the meaning of Source Language into Target Language in equal in this case thematic structure. Through the analysis, thematic structure shift could bring effects on thematic equivalence and thematic pattern. Therefore, the translator should pay attention to the thematic structure or more over the grammatical structure in order to convey the meaning.

Keywords: *thematic structure shift, translation, Systemic Functional Linguistics*

A SHIFT ANALYSIS OF THEMATIC STRUCTURE FOUND IN INDONESIAN TRANSLATION OF MUHAMMAD NOVEL

Oleh: Mohammad Rizaqi Munir

ABSTRAK

Penelitian ini adalah penelitian tentang analisis pergeseran struktur tematik terjemahan Inggris-Indonesia dalam novel dengan judul Muhammad: kisah hidup nabi berdasarkan sumber klasik. Tujuan dari penelitian ialah untuk menemukan jenis tema, tema dominan, dan perubahan struktur tematik dalam tema topikal, tekstual, dan interpersonal. Peneliti juga akan membahas tentang elemen-elemen dalam pergeseran struktur tematik. Metode deskriptif-kualitatif dan kontras digunakan untuk menganalisis data dalam Bahasa Sumber dan Bahasa Sasaran. Peneliti akan menganalisis data dengan teori Linguistik Fungsional Sistemik terutama tentang struktur tematik. Hasil penelitian menunjukkan bahwa semua jenis tema ditemukan dengan tema topikal menjadi jenis tema yang dominan. Kemudian, perubahan struktur tematik ditemukan bahwa di pergeseran tema topikal ada 5 tema yang dihapus dalam Bahasa Sasaran dan sekitar 15 tema dialihkan ke fungsi tata bahasa lainnya di tema topikal. Sementara itu, di tema tekstual, 18 tema dihapus, 2 tema bergeser dan 4 tema tekstual ditambahkan dalam Bahasa sasaran. Di tema interpersonal ditemukan bahwa 3 tema dihapus dan 1 tema ditambahkan dalam Bahasa Sasaran. Proses penerjemahan adalah sesuatu yang penerjemah harus menyampaikan arti dari Bahasa Sumber ke Bahasa Sasaran dalam kesetaraan, dalam hal ini pada struktur tematik. Melalui analisis, pergeseran struktur tematik dapat membawa efek pada kesetaraan tematik dan pola tematik. Oleh karena itu, penerjemah harus memperhatikan struktur tematik atau lebih-lebih tentang struktur tata bahasa untuk menyampaikan maknanya.

Kata Kunci: *pergeseran sruktur tema, penerjemahan, Linguistik Fungsional Sistemik*

MOTTO

“Perfection belongs only to ALLAH”

*“Don't ever lost the sun while staring the sky
and don't ever lost the moon while counting the stars”*

“LAUGH out loud, follow your HEARTH, and ENJOY little things”

“People will change someday but memories don't”



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DEDICATION

I dedicate this graduating paper to:

My beloved parents, Mu'linatul Muna and Sa'roni Badrudin

My little sister, Isna Duria Halwa

My little brother, Muhammad Muzakki Kubro

My Grandfather, Mbah Noh

My deceased grandmothers, Mbah Yot and Mbah Min

My lecturers in the English Department

My friends in English Department especially chapter 2015



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Finally, I realize that there may be some mistakes in writing this paper. Therefore, I really hope and allow all of the readers to give suggestions to improve this paper.

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The Researcher



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TABLE OF CONTENTS

FINAL PROJECT STATEMENT	ii
APPROVAL	iii
NOTA DINAS	iv
ABSTRACT	v
ABSTRAK	vii
MOTTO	viii
DEDICATION	viii
ACKNOWLEDGMENT	ixx
TABLE OF CONTENTS	xii
LIST OF TABLES	ivx
LIST OF FIGURE	xvi
LIST OF ABBREVIATIONS	xviii
CHAPTER I	1
1.1 Background of Study.....	1
1.2 Problem Statements.....	7
1.3 Objective of the Study.....	7
1.4 Significances of Study.....	7
1.5 Literature Review.....	8
1.6 Theoretical Approach.....	10
1.7 Method of Research.....	12
1.7.1 Type of Research.....	12
1.7.2 Data Sources.....	13
1.7.2.1 Population and Sample.....	13

1.7.3	Data Collection Technique	14
1.7.4	Data Analysis Technique	15
1.7.4.1	Contrastive	15
1.8	Paper Organization	16
CHAPTER II	17
2.1	Systemic Functional Linguistic: Metafunctions	17
2.2	Thematic Structure System: Theme and Rheme	18
2.2.1	Marked and Unmarked Themes	20
2.2.2	Theme in Mood Classes	23
2.2.2.1	Theme in Declarative Clause	24
2.2.2.2	Theme in Interrogative Clause	27
2.2.2.3	Theme in imperative clause	29
2.2.2.4	Theme in Exclamative Clause	30
2.2.3	Types of Theme: Textual, Interpersonal, and Topical.	30
2.2.3.1	Topical Theme	31
2.2.3.2	Interpersonal Theme	31
2.2.3.3	Textual Theme	32
2.3	Transitivity System	33
2.3.2	Material Process: Process of doing	34
2.3.3	Mental Process: Process of Sensing	35
2.3.4	Verbal Process: Process of Saying	35
2.3.5	Relational Process: Process of Being	36
2.3.6	Behavioural Process: Process of Behaviour	36
2.3.7	Existential Process: Process of Existence	37
2.3.8	Circumstances	37
2.4	Translation	38
2.4.1	Definition of Translation	38
CHAPTER III	40
3.1	Types of SL and TL Themes	40
3.2	Dominant Theme in SL and TL	43
3.3	Thematic Structure Shift	46
3.3.1	Topical Theme Shift	46
3.3.1.1	Actor (Participant) → Deleted	47
3.3.1.2	Actor (Participant) → Process Material	48

3.3.1.3 Sayer (Participant) → Senser (Participant)	50
3.3.1.5 Sayer (Participant) → Circumstance Condition	52
3.3.1.6 Senser (Participant) → Deleted	53
3.3.1.7 Senser (Participant) → Process Mental	53
3.3.1.8 Senser (Participant) → Circumstance Condition	54
3.3.1.9 Token (Participant) → Attribute (Participant)	55
3.3.1.10 Token (Participant) → Circumstance Place	57
3.3.1.11 Goal (Participant) → Deleted	58
3.3.1.12 Goal (Participant) → Process Material	58
3.3.1.13 Goal (Participant) → Actor (Participant)	59
3.3.1.14 Carrier (Participant) → Actor (Participant)	60
3.3.1.15 Verbiage (Participant) → Deleted	61
3.3.1.16 Circumstance Angle → Goal (Participant)	62
3.3.1.17 Circumstance Place → Senser (Participant)	63
3.3.1.18 Process Verbal → Process Mental	64
3.3.1.19 Process Verbal → Senser (Participant)	64
3.3.2 Textual Theme Shift	65
3.3.2.1 Continuative → deleted	66
3.3.2.2 Conjunction → Deleted	67
3.3.2.3 Added Conjunction	68
3.3.2.4 Conjunction → Conjunctive	68
3.3.2.5 Conjunctive → Deleted	69
3.3.3 Interpersonal Theme Shift	70
3.3.3.1 Vocative → Deleted	71
3.3.3.2 Modal → Deleted	71
3.3.3.3 Added Modal	72
CHAPTER IV	74
4.1 Conclusion	74
4.2 Suggestion	75
REFERENCES	76
APPENDIXES	78



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LIST OF TABLES

Table 2. 1 Example of Theme and Rheme	19
Table 2. 2 Example of Theme and Rheme	19
Table 2. 3 Unmarked Thematic Pattern	21
Table 2. 4 Marked and Unmarked Themes in Declarative Clauses	25
Table 2. 5 The Theme Analysis	26
Table 2. 6 WH-Interrogatives (Unmarked Theme)	27
Table 2. 7 Yes-No Interrogatives (Unmarked Theme)	28
Table 2. 8 WH-Interrogatives (Marked Theme)	28
Table 2. 9 WH-Interrogatives (Ellipsed)	29
Table 2. 10 Theme in Imperrative clauses (Unmarked)	29
Table 2. 11 Theme in Imerrative clauses (Marked)	30
Table 2. 12 Theme in Exclamative Clauses	30
Table 2. 13 Example of Topical Theme	31
Table 2. 14 Example of Multiple Themes	33
Table 2. 15 Example of Material process	35
Table 2. 16 Example of Mental process	35
Table 2. 17 Example of Verbal Process	36
Table 2. 18 Example of Relational Process	36
Table 2. 19 Example of Behavioural Process	37
Table 2. 20 Example of Existential Process	37

Table 2. 21 Example of Circumstances	38
Table 3. 1 Theme Distribution in SL and TL	40
Table 3. 2 Theme Distribution of Theme Types in SL and TL	43
Table 3. 3 Topical Theme in ST	44
Table 3. 4 Textual Theme and Interpersonal Theme SL	44
Table 3. 5 Topical Theme in TL	45
Table 3. 6 Textual Theme and Interpersonal Theme in TT	45
Table 3. 7 Topical Theme Shift	46
Table 3. 8 Textual Theme Shift	66
Table 3. 9 Interpersonal Theme Shift	70



LIST OF FIGURE

Figure 2.1 The Elemants of Transivity System.....34



LIST OF ABBREVIATIONS

SL : Source Language

TL : Target Language

Circ. : Circumtance

Struc. : Structural

Pr : Process

Adj. : Adjunct

Conj. : Conjunctive

Voc. : Vocative

SFL : Systemic Functional Linguistic

LFS : Linguistik Fungsional Sistemik



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CHAPTER I

INTRODUCTION

1.1 Background of Study

A language is a means of communication or system which is used to deliver information both written and oral. Besides that, language becomes a tool for everyone to communicate. Catford states that language is a type of patterned human behavior and a way, perhaps the most important way, in which human beings interact in social situations (1965: 1). In this case, language has an important role for people to communicate but there are various languages in this world hence every place has their own languages. Without language, a person cannot state his idea to other people. From such a fact, we know that every place has their own language with their own characteristic. That diversity is something that we must relief of because with the diversity we can learn a lesson, information, and knowledge from the difference. From such the difference, it makes every place or tribe has its own language. To solve the problem we must learn about another language. In this case, we need a bridge when we communicate. Therefore, the translation becomes a bridge for us to communicate one language to another language.

Translation is very useful in our daily life. The role of translation in every part of our life is very significant. We read some books or news which originally written in English easily because it has been translated into Indonesia language. In academic, translation becomes very useful because many scientific books have been translated into the student language. Besides that, the use of translation is to know

more information, knowledge or news. Then, the important thing about translation is happening when we are living in another country. We need to understand the language of the people who live in such a country.

We can see the facts above that the role of translation in our life is very necessary. According to Newmark, Translation is rendering the meaning of a text into another language in the way that the author intended the text (1985: 5). Another expert states that translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text, analyzing it in order to determine its meaning, then reconstructing the same meaning using the lexicon and grammatical structure which appropriate in the RL (Receptor Language) and its cultural context. Larson also says that translation has three steps; there are studying the source text, analyzing it and reconstructing the meaning (Larson, 1998: 3). So the translation is a process transferring of information from Source Language to Target Language. Translation considerate some aspects like the structural, cultural and considered the equivalence between the Source Language to the Target Language.

From the definitions of translation according to the expert above. Translating is not an easy thing to do. We must consider all the things such as culture, the structure of the language, and the equivalence of the text itself. The translator will find difficulty to make the equivalence between the Source Language and Target language. Therefore, a translator needs to understand all the aspects of the SL and all aspects of the TL so that the translator can deliver the message or purpose correctly. That is why a shift can

happen in translation. Shifting becomes a problem because it influences the message from the source language into the target language. According to Catford, shift is the departures from formal correspondence in the process of going from the Source language to Target language (Catford, 1965: 73). Another expert, Hatim and Munday state that the small linguistic changes between SL and TL are known as translation shift (Hatim and Munday, 2004: 26). From the definition above, if the structure of the target language is different from the source language, we can conclude that there is a shift in the translation.

A shift can occur when a translator translates from one language into another language. Nida and Taber state that translating consist in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style (Nida and Taber, 1982: 12). It means that the translator does not only have to deliver the message correctly but also have to reconstruct the structure in good form. Baker states that it was suggested then that the linear arrangement of linguistic elements plays a role in organizing messages at text level (2011: 131). Baker also states that linear arrangement, then, has a role to play in processing information and organizing messages at text level (2011: 132).

Therefore, in transferring a message or purpose from one language into another language the translator has to consider about the arrangement or the structure. It means that the arrangement or structure of language effects to the meaning of the text. According to Halliday that the structure which carries this line of meaning is known as

thematic structure (Halliday, 2004: 64). The thematic structure is divided into two constituents: Theme and Rheme. This theme and rheme operate at the level of the clause. Bloor and Bloor state that a clause begins with a realization of the Theme. This is followed by the realization of the Rheme, which can be explained as being the rest of the message (2004: 71).

The theories that have been explained above uses to analyze a novel. According to the Dictionary, a novel is a long written story (Oxford Learner's Pocket Dictionary Dictionary). This is showed us that a novel has purposes such as give information or expand knowledge, provide an aesthetic experience to the reader, and convey the author's intent to the reader. Beside that, a novel has another function such as to increase brain memory, to move the reader to a fantasy world, to aspire someone to be better one, and to increase the value of education. It means that a novel is one of the literatures enjoyed by many people. In this case, a novel is something that we must consider. If a novel does not deliver the message to the readers correctly, it will become a misunderstanding to understand the context.

In this era of globalization, there are many novels that printed in various languages for example in the English version and the Indonesian version. Therefore, if a novel is translated into a different language, there will be a shift during the translation process. The researcher analyzes a novel with the title Muhammad: his life based on the earliest sources. There are some reasons why the researcher chooses this novel to become the data. Firstly, this novel becomes the best biography in the English version

in National Syria Conference in Islamabad in 1983 which have been translated into various languages such as French, Italian, Spanish, Turkish, Dutch, Tamil, Arabic, German, Urdu, and Indonesian Language. Then, the novel that told about the prophet of Muslim. The greatest person in the world. The novel tells about the life journey of the prophet Muhammad from birth until death.

Therefore, to analyze the data the researcher uses SFL theory: Thematic Structure. In this case, the thematic is chosen because from the thematic structure we can know the shift that occurs in the text. Bloor and Bloor state that theme in English is to think of it as the idea represented by the constituent at the stating of the clause (2004: 71). From the explanation above the researcher will focus on the analysis of thematic structure shift in Muhammad novel.

The explanation above tell us that the thematic structure is interesting to be analyzed. The researcher wants to analyze the thematic structure shift in novel Muhammad. The researcher takes one chapter that consist of 112 clauses in source language and 109 clauses in target language. Those clauses becomes the sample for the data for the researcher to analyze. It will be challenging to explore how the theme can be changed from one language to another language when it is translated because the change of the structure will effect to the meaning. For example:

41. A. She told Abraham that Hagar and her son must no longer remain in their household.

She	told	Abraham	that hagar and her son must no longer remain in their household
Sayer	Vr: verbal	Target	Verbiage
Topical	RHEME		
THEME			

41. B. *Ia memohon kepada Ibrahim agar Hajar dan putranya segera pergi dari rumah mereka.*

<i>Ia</i>	<i>memohon</i>	<i>Ibrahim</i>	<i>agar hajar dan putranya segera pergi dari rumah mereka</i>
Senser	Pr: Mental	Client	Phenomenon
Topical	RHEME		
THEME			

From the table above, we can see that Process in SL is "Verbal" that makes the participant consist of "Sayer". Meanwhile, in TL the process is "Mental" that makes the participant is "Senser". We can see that the process verbal tries to say something on the other hand the process in the TL is mental that indicate inclination. The participant that found both in SL and TL is different. It can be explained that the word "She" in TL acted as "Sayer" shows "the one who said something. Meanwhile, in TL the word "Ia" acted as "Senser" shows "the one who feels". Indeed, the researcher takes two different languages from Muhammad novel: English version by Martin lings and the Indonesian translation version by Qammaruddin SF. The researcher analyzes both the Indonesian language and English. Therefore, if a message of the novel does not deliver to the reader when the novel is translated into another language, it will be a

misunderstanding for the reader. In this case, the researcher will know the thematic structure shift.

1.2 Problem Statements

According to the background of the study above, the researcher has the purpose to answer the questions below:

1. What are the types of themes and the dominant themes found in SL and TL?
2. What is the thematic structure shift used in SL and TL and its elements?

1.3 Objective of the Study

Related to the problems of study, the objective in this research are:

1. to describe the types of themes and the dominant themes found in SL and TL, and
2. to describe the thematic structure shift in the text, and to find its elements both in SL and TL.

1.4 Significances of Study

This research can be a contribution for theoretical bases of linguistic and translation studies especially in the analysis of the thematic structure shift. This research also uses Systemic Functional Linguistics theory and how to apply this theory into the translation process. It will become information for them who interested in the translation studies as their reference and example. Furthermore, it could be a reference for the translating discussion using Systemic Functional Linguistic theory.

1.5 Literature Review

There are many linguistic researchers that have been written in a similar topic about translation shift, especially in thematic structure. The first is a journal by Yuanita Darmayanti from Semarang State University in 2012 entitled "Theme Equivalence and Theme Shift Found in Indonesian-English Translation of Thesis Abstracts". She analyzes types of themes, theme equivalence, theme shifts in the Indonesian English translation of thesis abstracts. The researcher above analysis thesis abstract consisting of 10 abstracts. She found that Topical theme is dominant in her object. The shift also occur in the thesis that she analyze. The shifts are by changing the grammatical function within the theme, by adding more theme, and deleting the theme. She also suggest to the translator have to consider the grammatical that of Source language and Target language.

The second research is about Theme and thematic progression in learner English: A literature review. This research is written by Wei Jing, M.A from Colombian Applied Linguistics Journal, Vol. 16 • Number 1 pp. 67-80, 2014. The researcher uses Halliday theory about thematic structure. The result of this research is that Theme choices and thematic progression patterns help make learner output more coherent and cohesive. English learners use Theme and thematic progression differently from native speakers, which accounts for the incoherence in their writing.

The third is a journal by International Journal of Language Learning and Applied Linguistics World, Volume 5 (4), April 2014; 22---36. This research is

written by Dewi Andrianie, Eva Tuckyta, Sari Sujatna, and Heriyanto. They analyze about transposition of theme and rheme in Habibi and Ainun and Habibie and Ainun the power of love: a translation study of Indonesian to English (2014). They applied some theoretical frameworks offered by (Петрова, 2002), (Nida & Taber, 1969), (Catford, 1965), Newmark (1988), Halliday (2004), and (Baker, 1992). 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 the 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).

The last research is about a translation analysis of the multiple themes shifts in Rumi: a spiritual biography from English into Indonesian (a systemic functional linguistics approach). This research is written by Adiloka Sujono, Nababan, Djatmika2, and Tri Wiratno from journal UNS in 2016. The researchers using Halliday theories. The researchers aim to identify and analyze the types and shifts of multiple Themes. This research results showed that the multiple themes are identified in the following order: the Textual to Experiential elements mostly (93%), followed by Interpersonal to Experiential (4.5%) and Textual to

Interpersonal to Experiential (2.5%). In multiple theme shift, this happens from multiple themes into multiple themes and into a simple theme or even from clauses into phrases (down-ranked). So, translators should really consider the transfer of multiple themes from the ST (Source Text) to the TT (Translation Text).

Based on the researches above the position of the researcher here is to find the thematic structure in Muhammad Novel that has never been done before. In this case, the researcher wants to find the thematic structure shift in Muhammad novel.

1.6 Theoretical Approach

As mentioned above that the researcher wants to analyze the thematic structure shift in Muhammad novel. The researcher compares the two languages between the Indonesian language and the English language to find out the shift. To find how thematic structure shift happen in the translation text, the researcher uses Systematic Functional Grammar by Halliday especially in the thematic structure. The theory will be applied in the Muhammad novel to find both the shift. According to Halliday that the structure which carries this line of meaning is known as thematic structure (Halliday, 2004: 64). The thematic structure is divided into two constituents: Theme and Rheme. These theme and rheme operate at the level of the clause. The theme is the point of departure for the message and theme is the element the speaker selects for 'grounding' what he is going on to say (Halliday, 2004: 58). The structure of the theme is followed by the rheme. And the structure is taken by the order which is theme come first and followed by rheme. Whatever happens, the

theme is put first before rheme (Halliday, 2004: 65). Indeed, the researcher uses theory by Halliday to identify the thematic structure shift. Another expert states that a clause begins with a realization of the Theme and it is followed by the realization of the Rheme, which can be explained as being the rest of the message (Bloor and Bloor, 2004: 71). Some clauses may have more than one theme or what is known as multiple themes which related to three metafunctions: Topical theme which is connected to ideational (experiential) metafunction, interpersonal theme: interpersonal metafunction, and textual theme: textual metafunction (Bloor and Bloor, 2004: 77).

a. Topical Theme

According to Bloor and Bloor, the topical theme represents what the clause is about, or the topic of the clause (2004:77). Hallidya further explained that theme of clause ends with the first constituent that is either participant, circumtnaces or participant (2014: 105). it menas that those constituent as a sign of topical theme and the theme is end in that constituent.

b. Interpersonal Theme

According to Halliday that interpersonal theme is divided into three: modal/comment adjunct, vocative, finite verbal operator (Halliday and Matthiessen, 2014: 107).William states "The Interpersonal theme is the

interpersonal part of Theme, and it is often to indicate the writer's or speaker's personal judgment on the meaning (as cited in Emi, 2014: 229).

c. Textual Theme

Halliday states that these elements are there are either textual or interpersonal in function, playing no part in the experiential meaning of the clause (Halliday, 2014:107). According to Eggins "the textual themes are elements which do not express any interpersonal meaning, but which are doing important cohesive work in relating the clause to its context" (as cited in Emi, 2014: 231).

1.7 Method of Research

A method as described in Oxford Advanced Learner's Dictionary is a way, technique, or process of or for doing something (Oxford Learners's Pocket Dictionary). A method is very important when we are doing research. It will help the researcher to know what to do in the research and make clear what techniques the researcher will use to analyze something. Therefore a method is very important in research. This part of the method including type of research, data sources, data collection technique, and data analysis technique.

1.7.1 Type of Research

This study uses descriptive qualitative research. Descriptive-qualitative is used because the result of this study will describe the result of the analysis. Qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem (Creswell, 2009: 4).

Merriam also states that the characteristic of qualitative research are: the focus on the process, understanding, and meaning, the researcher is the primary instrument of data collection analysis; the process is inductive; and the product is richly descriptive (Merriam, 2009: 14). This study uses the qualitative method in the analysis because the researcher wants to describe the thematic structure shift found in SL and TL.

1.7.2 Data Sources

Arikunto states that data source in research is subject from where the data can be obtained (2006: 129). Indeed, all data of research is obtained from novel Muhammad: his life based on the earliest sources by Martin Lings as the Source Language (SL) and The Indonesian translation by Qomaruddin SF. The SL is consist of 345 pages meanwhile the TL of the novel is consist of 539 pages. The purposive sampling is used to take the sample. Chapter one becomes the sample data that will be analyzed. There are 112 clauses in SL and 109 clauses in TL. The data is analyzed with a contrastive technique in order to find the thematic structure shift in the SL and TL.

1.7.2.1 Population and Sample

A population is the entire set of cases from which researcher simple is drawn (Therdoost, 2016: 18). Population in this analysis is all the data that used. In this case, Muhammad novel which consists of 85 chapters become the population.

The sampling method is a method to take a portion of the population which represents the population. The sampling method that is used is non-probability sampling. The non-probability sampling is often associated with the case of study qualitative research (Therdosst, 2016: 22). The non-probability sampling used in this research is purposive sampling because the researcher will only analysis the SL and TL that trying to be found. The sample taken is chapter one of Novel Muhammad consisting of 112 clauses in source language and 109 clauses in target language.

1.7.3 Data Collection Technique

According to Creswell, data collection can be obtained observations, interviews, documents, and visual materials (2009: 178). The data of this research is collected with documentation technique. The clause is taken from both in English and Indonesian version. Then, the data is compared with the theories that the researcher uses to analyze it. The technique from this research has some steps. Firstly, identifying the source language and target language. Secondly, grouping the sentences between the SL and TL based on the data that found. Then, analyzing the Theme and Rheme in the sentence using thematic structure theory to find the thematic structure shift. The final step is drawing the conclusion. Below is the data collection technique:

1.7.4 Data Analysis Technique

There are two methods of data analysis, namely identity method and distributional method (Zaim, 2014: 100). In this case, the researcher uses distributional method to analyze the data. The distributional method is a method that the determinant is from the language itself (Sudaryanto, 2015: 18). The technique that used from the distributional method is segmenting immediate constituents technique. This technique is used in the beginning of the analysis with divided the lingual unit of the data into several parts or elements (Sudaryanto, 2015:37).

1.7.4.1 Contrastive

The researcher analyzes the SL and TL in order to find the thematic structure shift by contrastive technique. Contrastive is a technique by contrasting the data of SL and TL. The analysis finds the thematic structure shift that happens in the text. According to Richard the word "Contras" is taken from verb to *contras* which means to set in opposition in order to show unlikeness: put face to face with the aim of showing inequality and comparing by observing differences (as cited in Tajudin, 2016: 2). In here the researcher uses contrastive analysis to compare the thematic structure to find the different.

1.8 Paper Organization

This paper graduation consists of four chapters. The first chapter is the introduction that consists of background of study, problem statement, objective study, significance of study, literature review, theoretical approach, method of study, and paper organization. Chapter two consists of the theory of thematic structure by Halliday. Chapter 3 consists of the analysis data. Then, the last chapter tells about the conclusion from this research.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

After the analysis of the data both in SL and TL, the researcher arrived in the conclusion step. This research is considered to find the thematic structure shift that occurs in the data. Through the descriptive and contrastive method, the researcher used to analyze the data. The clause is the main aspect of analyzing data to find the thematic structure.

With the method of contrastive, all types of themes are found in SL and TL. There are textual, interpersonal and topical theme. By observing the SL and TL, the researcher found that topical theme is the dominant theme. Topical theme dominates with the frequency 102 in SL and 97 in TL. The most topical themes are participants followed by circumstances and processes in TT. Participant is the most occur in acted as grammatical function with actor is the most frequent followed by sayer and senser in SL. in TL the participant also is the dominant grammatical function that occurs.

It is found that topical theme is the dominant theme than textual and interpersonal. This has happened because of the topical theme with the most grammatical function actor and sayer as participant. It is indicated that the process of that participants is material and verbal. As those process that tells about actions and events that needed for the novel. The participants "actor" that indicates of doing something and "sayer" indicates of the person whos said".

Through the process analysis, shifts of thematic structure is found in source language into target language. In the topical theme, there are 5 themes deleted in TL and about 15 themes are shifted to other grammatical functions. Meanwhile, in the textual theme, 18 themes are deleted, 2 themes are shifted and 4 textual theme is added in target language. Then, in the interpersonal theme, it is found that 3 themes is deleted and 1 theme is added in TL. So it can be concluded that there are 17 themes that shifted, 26 themes that deleted, and 5 themes that added.

4.2 Suggestion

The process of translation is something that the translator should convey the meaning of ST into TT in equal. Through the analysis above that thematic structure, shift could bring effects on thematic equivalence and thematic pattern. Therefore, the translator should pay attention to the thematic structure or more over the grammatical structure. With both of them, the translator could avoid the shift in translation.

Furthermore, the researcher here focuses on translation using SFL theory. The SFL theory used in this research is the thematic structure shift. The next researcher who interested in translation using SFL theory could use the broad theory such as textual meaning. Moreover, they can analyze deeply in the detail of the object that wanted to be analyzed.

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APPENDIXES

1. A. The book of Genesis tells us that Abraham was Childless, without hope of children.

The book of Genesis	tell	us	that that Abraham was Childless, without hope of children.
Sayer	Pr: verbal	Receiver	Circ. Condition
Topical	RHEME		
THEME			

1. B. *Kitab kejadian Genesis menceritakan bahwa Ibrahim tidak memiliki anak, dan tak ada harapan lagi untuk memilikinya.*

<i>Kitab kejadian Genesis</i>	<i>menceritakan</i>	<i>bahwa Ibrahim tidak memiliki anak, dan tak ada harapan lagi untuk memilikinya.</i>
Sayer	Pr: Verbal	Circ. Condition
Topical	RHEME	
THEME		

2. A. and that one night god summoned him out of his tent

And	that one night	God	Summoned	him	out of his tent
Struc	Circ. Time		Pr: Mental	Senser	Phenomenon
Textual	Topical	RHEME			
THEME					

2. B. *pada suatu malam, tuhan menyuruhnya keluar dari tenda*

<i>Pada suatu malam</i>	<i>Tuhan</i>	<i>menyuruh</i>	<i>keluar dari tenda</i>
Circ. Time		Pr: Mental	Phenomenon
Topical	RHEME		
THEME			

3. A. and said to him

And	said	to him
Struc	Pr: verbal	Receiver
Textual	Topical	
THEME		RHEME

3. B. Sekarang, firman

Sekarang,	Firman	nya
Continuative	Pr: Verbal	Sayer
Textual	Topical	RHEME
THEME		

4. A. Look now towards heaven

Look now	Towards heaven
Pr: Mental	Phenomenon
Topical	RHEME
THEME	

4. B. *pandanglah langit*

<i>Pandanglah</i>	<i>langit</i>
Pr: Mental	Phenomenon
Topical	RHEME
THEME	

5. A. and count the stars

And	Count	The stars
Struc.	Pr: material	Goal
Textual	Topical	RHEME
THEME		

5. B. *dan hitunglah bintang bintang di sana,*

<i>Dan</i>	<i>hitunglah</i>	<i>bintang bintang di sana</i>
Struct.	Pr: material	Goal
Textual	Theme	RHEME
THEME		

6. A. if thou art able to number theme

If	You	are able	to number them
Struc.	Behaver	Pr: Behavioural	Circ. Condition
Textual	Topical	RHEME	
THEME			

6. B. *bila engkau sanggup*

<i>Bila</i>	<i>engkau</i>	<i>sanggup</i>
Struc.	Behaver	Pr: Behavioural
Textual	Topical	RHEME
THEME		

7. A. and as Abraham gazed up at stars

And	as	Abraham	gazed up	at the stars
Struc.	Adj. Conjunctive	Senser	Pr: Mental	Phenomenon
Textual	Textual	Topical	RHEME	
THEME				

7. B. *Ibrahim pun menatap langit*

<i>Ibrahim pun</i>	<i>menatap</i>	<i>langit</i>
Senser	Pr: Mental	Phenomenon
Topical	RHEME	
THEME		

8. A. *he heard the voice say: so shall thy seed be*

He	heard	the voice say:	so shall thy seed be
Senser	Pr: Mental	Phenomenon	Circ. Matter
Topical	RHEME		
THEME			

8. B. *terdengarlah suara: sebanyak itulah anak keturunanmu*

	<i>Terdengarlah</i>	<i>suara:</i>	<i>sebanyak itulah anak keturunanmu</i>
	Pr: Mental	Phenomenon	Circ. Matter
THEME	RHEME		

9. A. *Abraham's wife Sarah was then seventy six years old,*

Abraham's wife	Sarah	Was	then seventy six years old
Adj. Vocative	Carrier	Pr: Intensive	Attribute
Interpersonal	Topical	RHEME	
THEME			

9. B. *Ketika sarah berusia 76 tahun*

<i>Ketika</i>	<i>Sarah</i>	<i>Berusia</i>	<i>76 tahun</i>
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

10. A. *He being eighty five*

He	Being	Eighty five
Carrier	Pr: Intensive	Attribute
Topical	RHEME	
THEME		

10. B. *Sementara Ibrahim sendiri berumur 85 tahun*

<i>Sementara</i>	<i>Ibrahim sendiri</i>	<i>berumur</i>	<i>85 tahun</i>
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

11. A. And she gave him her handmaid Hagar, an Egyptian

And	She	Gave	Him	Her handmaid Hagar,	an egyptian
Struc.	Actor	Pr: Material	Client	Goal	Adj. Voc.
Textual	Topical	RHEME			
THEME					

11. B. Sarah mengizinkan suaminya itu menikahi hajar, budaknya asal mesir

<i>Sarah</i>	<i>mengizinkan</i>	<i>suaminya itu</i>	<i>menikahi</i>	<i>Hajar</i>
Actor	Pr: material	Client	Circ. Condition	Goal
Topical	RHEME			
THEME				

12. A. That he might take her as his second wife.

That	He	might take	her	as second wife
Struc.	Actor	Pr: material	Goal	Circ. Role
Textual	Topical	RHEME		
THEME				

13. A. But bitterness of feeling arose between the mistress and the handmaid

But	bitterness of feeling	Arose	between the mistress and the handmaid
Adj. Conj.	Phenomenon	Pr: mental	Phenomenon
Textual	Topical	RHEME	
THEME			

13. B. Meskipun demikian, perasaan cemburu tumbuh juga di antara majikan dan budaknya

<i>Meskipun demikian,</i>	<i>perasaan cemburu</i>	<i>tumbuh juga</i>	<i>di antara majikan dan budaknya</i>
Adj. Conjunctive	Phenomenon	Pr: Mental	Senser
Textual	Topical	RHEME	
THEME			

14. A. And Hagar fled from the anger of Sarah

And	Hagar	fled	from the anger of sarah
Struc.	Senser	Pr: mental	Phenomenon
Textual	Topical	RHEME	
THEME			

14. B. *Sehingga hajar menjadi sasaran kemarahan sarah*

Sehingga	Hajar	menjadi sasaran	kemarahan Sarah
Struc.	Senser	Pr: Mental	Phenomenon
Textual	Topical	RHEME	
THEME			

15. A. *and cried out to God in her distress*

And	Cried out	To God	In her distress
Struc.	Pr: mental	Receiver	Phenomenon
Textual	Topical	RHEME	
THEME			

15. B. *hajar hanya mampu mengadukan segala deritanya kepada tuhan*

<i>Hajar</i>	<i>mengadukan</i>	<i>segala deritanya</i>	<i>Kepada Tuhan</i>
Senser	Pr: Mental	Phenomenon	Receiver
Topical	RHEME		
THEME			

16. A. *and he sent to her an angel with the message*

And	He	sent to	her	an angel	with the message
Struc.	Actor	Pr: material	Recipient	Goal	Circ. Matter
Textual	Topical	RHEME			
THEME					

16. B. *maka, tuhan mengutus seorang malaikat untuk menyampaikan pesan kepadanya*

<i>Maka</i>	<i>Tuhan</i>	<i>mengutus</i>	<i>malaikat</i>	<i>untuk menyampaikan pesan kepadanya</i>
Struc.	Actor	Pr: material	Client	Goal
Textual	Topical	RHEME		
THEME				

17. A. *I will multiply thy seed exceedingly*

I	will multiply	thy seed exceedingly	that it shall not be numbered for multitude
Actor	Pr: material	Goal	Circ. Matter
Topical	RHEME		
THEME			

17. B. *Aku akan memperbanyak keturunanmu yang tak terhitung jumlahnya*

<i>Aku</i>	<i>akan memperbanyak</i>	<i>keturunanmu</i>	<i>yang tak terhitung jumlahnya</i>
Actor	Pr: material	Goal	Circ. Matter
Topical	RHEME		
THEME			

18. A. The angel also said to her

The angel	also Said	to her
Sayer	Pr: verbal	Receiver
Topical	RHEME	
THEME		

18. B. *Sang malaikat juga berkata*

<i>Sang malaikat</i>	<i>juga berkata</i>
Sayer	Pr: verbal
Topical	RHEME
THEME	

19. A. Behold, thou art with child

Behold,	thou (you)	art(are)	with child
Circ. Manner	Carrier	Pr: Intensive	Attribute
Topical	RHEME		
THEME			

19. B. *Berbahagiailah, kamu akan dikaruniai seorang anak*

<i>Berbahagiailah,</i>	<i>kamu</i>	<i>akan dikaruniai</i>	<i>seorang anak</i>
Circ. Manner	Carrier	Pr: intensive	Attribute
Topical	RHEME		
THEME			

20. .A. And shalt bear a son

And	shalt (shall) bear	son
Struc.	Pr: material	Goal
Textual	Topical	RHEME
THEME		

21. A. And shalt call his name Ishmael

And	shalt(shall) call	his name ismail
Struc.	Pr: material	Goal
Textual	Topical	RHEME
THEME		

21. B. *Namailah ismail*

<i>Namailah</i>	<i>Ismail</i>
Pr: material	Goal
Topical	RHEME
THEME	

22. A. *Because the lord hath heard thy affliction.*

Because	The lord	hath(had) heard	thy(your) affliction
Struc.	Senser	Pr: mental	Phenomenon
Textual	Topical	RHEME	
THEME			

22. B. *Karena Tuhan telah mendengar penderitaanmu*

<i>Karena</i>	<i>Tuhan</i>	<i>telah mendengar</i>	<i>penderitaanmu</i>
Struc.	Senser	Pr: mental	Phenomenon
Textual	Topical	RHEME	
THEME			

23. A. *Then Hagar returned to Abraham and Sarah*

Then	Hagar	returned	to Abraham and sarah
Adj. Conj.	Actor	Pr: material	Client
Textual	Topical	RHEME	
THEME			

23. B. *Hajar lalu menemui Ibrhaim dan Sarah*

<i>Hajar</i>	<i>lalu</i>	<i>Menemui</i>	<i>Ibrahim dan sarah</i>
Actor	Adj. Conj.	Pr: material	Client
Topical	RHEME		
THEME			

24. A. *and told them what the angel had said*

And	told	them	what the angel said
Struc.	Pr: Verbal	Receiver	Circ. Matter
Textual	Topical	RHEME	
THEME			

24. B. *dan menyampaikan apa yang dikatakan malaikat*

<i>Dan</i>	<i>menyampaikan</i>	<i>apa yang dikatakan malaikat</i>
Struc.	Pr: verbal	Circ. Matter
Textual	Topical	RHEME
THEME		

25. A. And when the birth took place

And	when	the birth	took place
Struc.	Struc.	Goal	Pr: material
Textual	Textual	Topical	RHEME
THEME			

25. B. *Ketika bayi yang didambakan tersebut lahir*

<i>Ketika</i>	<i>bayi</i>	<i>yang didambakan</i>	<i>tersebut lahir</i>
Struc.	Actor	Circ. Manner	Pr: material
Textual	Topical	RHEME	
THEME			

26. A. Abraham named his son Ishmael, which means: "God shall hear".

Abraham	named	his son Ismael,	which means: "god shall hear"
Actor	Pr: material	Goal	Circ. Matter
Topical	RHEME		
THEME			

26. B. *Ibrahim memberinya nama Ismail, yang berarti "Tuhan telah mendengar"*.

<i>Ibrahim</i>	<i>memberinya</i>	<i>nama ismail,</i>	<i>yang berarti "Tuhan telah mendengar"</i>
Actor	Pr: material	Goal	Circ. Matter
Topical	RHEME		
THEME			

27. A. When, the boy reached the age of thirteen,

When	the boy	reached	the age of thirteen
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

28. A. Abraham was in his hundreath year,

Abraham	was	in his hundreath year
Carrier	Pr: Intensive	Attribute
Topical	RHEME	
THEME		

28. B. *Ketika Ibrahim berusia seratus tahun,*

<i>Ketika</i>	<i>Ibrahim</i>	<i>berusia</i>	<i>seratus tahun</i>
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

29. A. And Sarah was ninety years old

And	sarah	was	ninety years old
Struc.	Carrier	Pr: intensive	Attribute
Textual	Topical	RHEME	
THEME			

29. B. dan sarah Sembilan puluh tahun,

<i>Dan</i>	<i>sarah</i>	<i>(adalah)</i>	<i>sembilan puluh tahun</i>
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

30. A. and God spoke again to Abraham

And	God	spoke again	to Abraham
Struc. .	Sayer	Pr: verbal	Receiver
Textual	Topical	RHEME	
THEME			

30. B. Tuhan berfirman lagi ke Ibrahim,

<i>Tuhan</i>	<i>berfirman lagi</i>	<i>ke Ibrahim</i>
Sayer	Pr: Verbal	Receiver
Topical	RHEME	
THEME		

31. A. and promised him that Sarah also should bear him a son who must be called Isaac.

And	Promised	him	that Sarah also should bear him a son who must be called Isaac.
Struc.	Pr: Mental	Receiver	Phenomenon
Textual	Topical	RHEME	
THEME			

31. B. menjanjikan bahwa Sarah pun akan melahirkan seorang anak yang mesti diberi nama Ishaq.

<i>Menjanjikan</i>	<i>bahwa Sarah pun akan melahirkan seorang anak yang mesti diberi nama Ishaq.</i>
Pr: Mental	Phenomenon
Topical	RHEME
THEME	

32. A. fearing that his elder son might thereby lose favour in the sight of God

Fearing	That his elder son	Might thereby lose	Favour in sight of God
Circ. Cause	Carrier	Pr: intensive	Attribute
Topical	RHEME		
THEME			

32. B. *Khawatir kalau kalau Allah mengurangi kasih sayang-Nya terhadap anaknya yang lebih tua*

<i>Khawatir kalau kalau</i>	<i>allah</i>	<i>mengurangi</i>	<i>Kasih sayang terhadap anaknya yang lebih tua</i>
Circ. Cause	Actor	Pr: material	Goal
Topical	RHEME		
THEME			

33. A. Abraham Prayed. "O that ishmael might live before thee!"

Abraham	prayed	"o that Ishmael might live before thee"
Sayer	Pr: Verbal	Circ. Matter
Topical	RHEME	
THEME		

33. B. Ibrahim berdoa " semoga ismail hidup dalam hidayah-Mu, Ya Allah!"

<i>Ibrahim</i>	<i>berdoa</i>	<i>" semoga ismail hidup dalam hidayah-Mu, Ya Allah!"</i>
Sayer	Pr: verbal	Circ. Matter
Topical	RHEME	
THEME		

34. A. And God said to him: "as for Ishmael, I have heard thee".

And	God	said	to him	as for Ishmael, I have heard thee
Struc.	Sayer	Pr: verbal	Receiver	Circ. Matter
Textual	Topical	RHEME		
THEME				

34. B. dan Allah menjawab: "Aku mendengar doamu tentang ismail.

<i>Dan</i>	<i>Allah</i>	<i>menjawab</i>	<i>aku mendengar doamu tentang ismail</i>
Struc.	Sayer	Pr: verbal	Circ. Matter
Textual	Topical	RHEME	
THEME			

35. A. Behold, I have blessed him.....

Behold	I	have Blessed	him
Circ. Manner	Actor	Pr: Material	Client
Topical	RHEME		
THEME			

35. B. Tenanglah! Aku memahaminya

<i>Tenanglah</i>	<i>Aku</i>	<i>memahaminya</i>
Circ. Manner	Senser	Pr: Mental
Topical	RHEME	
THEME		

36. A. and I will make him a great nation.

And	I	will make	him	a great nation
Struc.	Actor	Pr: Material	Client	Goal
Textual	Topical	RHEME		
THEME				

36. B. *Dan Aku akan menjadikan dia pemimpin suatu bangsa yang besar*

<i>Dan</i>	<i>aku</i>	<i>akan menjadikan</i>	<i>dia</i>	<i>pemimpin suatu bangsa yang besar</i>
Struc.	Actor	Pr: material	Client	Goal
Textual	Topical	RHEME		
THEME				

37. A. But, My covenant will I establish with Isaac, which Sarah shall bear unto thee at this set time the next year.

But	my covenant	will I established	with isaac
Struc.	Circ. Cond.	Pr: material	Client
Textual	Topical	RHEME	
THEME			

37. B. *tetapi, kehendak-Ku tentang Ishaq telah Kutetapkan, dan sarah akan melahirkannya tahun depan*

<i>Tetapi</i>	<i>kehendakku</i>	<i>tentang ishaq</i>	<i>telah kutetapkan</i>	<i>dan</i>	<i>sarah</i>	<i>akan melahirkannya</i>	<i>tahun depan</i>
Struc.	Circ. Condition	Goal	Pr: material	Struc.	Actor	Pr: Material	Circ. Time
Textual	Topical	RHEME					
THEME							

38. A. Sarah gave birth to Isaac

Sarah	gave birth	to Isaac
Actor	Pr: material	Goal
Topical	RHEME	
THEME		

38. B. *Sarah melahirkan Ishaq*

<i>Sarah</i>	<i>melahirkan</i>	<i>Ishaq</i>
Actor	Pr: Material	Goal
Topical	RHEME	
THEME		

39. A. and it was she herself who suckled him

And	It	was	she	who suckled him
Struc.	Carrier	Pr: intensive	Attribute	Circ. Matter
Textual	Topical	RHEME		
THEME				

39. B. *dan dia sendiri yang menyusui*

<i>Dan</i>	<i>dia</i>	<i>Sendiri</i>	<i>Yang menyusui</i>
Struc.	Actor	Adj. Voc	Pr: Material
Textual	Topical	RHEME	
THEME			

40. A. and when he was weaned

And	when	he	was weaned
Struc.	Struc.	Goal	Pr: material
Textual	Textual	Topical	RHEME
THEME			

40. B. *Setelah Ishaq disapih*

<i>Setelah</i>	<i>Ishaq</i>	<i>disapih</i>
Struc.	Goal	Pr: Material
Textual	Topical	RHEME
THEME		

41. A. She told Abraham that Hagar and her son must no longer remain in their household.

She	told	Abraham	that hagar and her son must no longer remain in their household
Sayer	Vr: verbal	Target	Verbiage
Topical	RHEME		
THEME			

41. B. *Ia memohon kepada Ibrahim agar Hajar dan putranya segera pergi dari rumah mereka.*

<i>Ia</i>	<i>memohon</i>	<i>Ibrahim</i>	<i>agar hajar dan putranya segera pergi dari rumah mereka</i>
Senser	Pr: Mental	Client	Phenomenon
Topical	RHEME		
THEME			

42. A. and Abraham was deeply grieved at this, on account of his love for Ismael

And	Abraham	was deeply grieved	at this,	on accaount of his love for Ishmael
Struc.	Senser	Pr: mental	Phenomenon	Circ. Condition
Textual	Topical	RHEME		
THEME				

42. B. Karena sangat menyayangi Ishmail, Ibrahim amat sedih dengan permintaan itu

<i>Karena</i>	<i>sangat menyayangi</i>	<i>Ishmail,</i>	<i>Ibrahim</i>	<i>amat sedih</i>	<i>dengan permintaan itu</i>
Struc.	Pr: mental	Receiver	Senser	Pr: mental	Phenomenon
Textual	Topical	Rheme	Topical	Rheme	
THEME			RHEME		

43. A. but again God spoke to him

But	again	God	spoke	to him
Struc.	Mod. Com	Sayer	Pr: verbal	Receiver
Textual	Interpersonal	Topical	RHEME	
THEME				

43. B. Namun, Allah berfirman kepadanya

<i>Namun,</i>	<i>Allah</i>	<i>berfirman</i>	<i>kepadanya</i>
Struc.	Sayer	Pr: verbal	receiver
Textual	Topical	RHEME	
THEME			

44. A. and told him to follow the counsel of Sarah, and not to grieve

And	told	him	to follow the counsel of sarah,	and	not to grive
Struc.	Pr: verbal	Receiver	Verbiage	Struc.	Pr: Mental
Textual	Topical	Rheme	Textual	Topical	
THEME			RHEME		

44. B. agar permintaan sarah dipenuhi, dan supaya tidak larut dalam kesedihan

<i>Agar</i>	<i>permintaan</i>	<i>Sarah dipenuhi,</i>	<i>dan</i>	<i>supaya</i>	<i>tidak larut Dalam kesedihan</i>
Struc.	Pr: material	Goal	Struc	Adj. Conj.	Pr: mental
Textual	Topical	Rheme	Textual	Textual	Topical
THEME			RHEME		

45. A. and again He promised him that Ishmael should be blessed

And	again	He	promised	him	that Ishmael should be blessed
Struc.	Mood. Adjunct	Actor	Pr: material	Client	Goal
Textual	Interpersonal	Topical	RHEME		
THEME					

45. B. Allah berjanji akan memberkahi Ismail

<i>Allah</i>	<i>akan berjanji</i>	<i>memberkahi Ismail</i>
Actor	Pr: material	Goal
Topical	RHEME	
THEME		

46. A. A place is never holy through the choice of man

A place	Is	Never holy	Through the choice of man
Token	Pr: intensive	Value	Circ. Condition
Topical	RHEME		
THEME			

46. B. itulah tempat yang disucikan bukan atas pilihan manusia

<i>Itulah Tempat</i>	<i>Yang</i>	<i>disucikan</i>	<i>Bukan atas pilihan manusia</i>
Token	Pr: Intensive	Value	Circ. Condition
Topical	RHEME		
THEME			

47. A. but because it has been chosen in Heaven

But	Because	It	Has been chosen	In heaven
Struc.	Adj. Conj	Goal	Pr: material	Circ. Place
Textual	Textual	Topical	RHEME	
THEME				

47. B. melainkan telah di tetapkan oleh kerajaan langit

<i>Melainkan</i>	<i>Telah ditetapkan</i>	<i>Oleh kerajaan langit</i>
Adj. Conj.	Pr: Material	Actor
Textual	RHEME	
THEME		

48. A. There were two holy centers within the orbit of Abraham,: one of these was at hand, the other perhaps he did not yet know;

There	Were	Two holy centers	Within the orbit of Abraham,: one of these was at hand, the other perhaps he did not yet know;
	Pr: existensial	Existent	Circ. Condition
Topical	RHEME		
THEME			

48. B. *ada dua pusat suci yang melingkupi Ibrahim, : satu di daerahnya, dan satu lagi belum diketahui*

<i>Ada</i>	<i>(Adalah)</i>	<i>Dua pusta suci</i>	<i>Yang yang melingkupi Ibrahim, : satu di daerahnya, dan satu lagi belum diketahui</i>
	Pr: Existensial	Existent	Circ. Condition
Topical	RHEME		
THEME			

49. A. and it was to the other that Hagar and Ishmael were guided, in a barren valley of Arabia, some forty camel days south of Canaan

And	It	Was	The other	that Hagar and Ishmael	were guided	, in a barren valley of Arabia, some forty camel days south of Canaan
Struc.	token	Pr: intensive	value	Goal	Pr: Material	Circ. Place
Textual	Topical	RHEME				
THEME						

49. B. *dan mungkin kesanalah Hajar dan Ishmail di tuntun, ke suatu lembah tandus arab, sekitar empat puluh hari perjalanan unta di sebelah selatan kanaan*

<i>Dan</i>	<i>Mungkin</i>	<i>Kesanalah</i>	<i>Hajar dan ismhail</i>	<i>dituntun</i>	<i>ke suatu lembah tandus arab, sekitar empat puluh hari perjalanan unta di sebelah selatan kanaan</i>
Struc.	Mod. Com	Circ. Place	Goal	Pr: material	Circ. Place
Textual	Interpersonal	Topical	RHEME		
THEME					

50. A. The valley was named Becca, some say on account of its narrowness

The valley	Was named	Becca some say on account of its narrowness
Token	Pr: Intensive	Value
Topical	RHEME	
THEME		

50. B. *Lembah itu bernama Bakkah.*

<i>Lembah Itu</i>	<i>bernama</i>	<i>Bakkah</i>
Token	Pr: intensive	Value
Topical	RHEME	
THEME		

51. A. hills surround it on all sides except for three passes, one to the north, one to the south, and one opening towards the Red Sea, which is fifty miles to the west

Hills	surround	It on all side	except for three passes, one to the north, one to the south, and one opening towards the Red Sea, which is fifty miles to the west
Actor	Pr: Material	Goal	Circ. Place
Topical	RHEME		
THEME			

51. B. *Dilukiskan bahwa semua sisinya di-kelilingi bukit kecuali tiga bagian: satu bagian di seblah selatan, satu bagian di utara, dan satu sisi yang terbentang ke Laut Merah, empat puluh mil ke arah barat.*

<i>Dilukiskan</i>	<i>Bahwa Semua sisinya di-kelilingi bukit</i>	<i>kecuali tiga bagian: satu bagian di seblah selatan, satu bagian di utara, dan satu sisi yang terbentang ke Laut Merah, empat puluh mil ke arah barat.</i>
Pr: mental	Phenomenon	Circ. Place
Topical	RHEME	
THEME		

52. A. The Books do not tell us how Hagar and her son reached Becca

The books	do not Tell us	how Hagar and her son reached Becca
Sayer	Pr: Verbal	Verbiage
Topical	RHEME	
THEME		

52. B. *Alkitab tidak menceritakan bagaimana Hajar dan Ishmael menempuh perjalanan Ke Bakkah*

<i>Alkitab</i>	<i>tidak menceritakan</i>	<i>bagaimana Hajar dan Ishmael menempuh perjalanan Ke Bakkah</i>
Sayer	Pr: verbal	Vebiage
Topical	RHEME	
THEME		

53. A. *perhaps some travellers took care of them*

<i>Perhaps</i>	<i>some travellers</i>	<i>took care</i>	<i>of them</i>
Mod. Comment	Actor	Pr: Material	Goal
Interpersonal	Topical	RHEME	
THEME			

53. B. *Barang kali, keduanya ikut rombongan kafilah*

<i>Barang kali</i>	<i>keduanya</i>	<i>Ikut</i>	<i>rombongan kalifah</i>
Mod. Commnt	Actor	Pr: material	Goal
Interpersonal	Topical	RHEME	
THEME			

54. A. *for the valley was on one of the great caravan routes, sometimes called "the incense route",*

<i>For</i>	<i>The valley</i>	<i>Was</i>	<i>on one of the great caravan routes, sometimes called "the incense route",</i>
Struc.	Token	Pr: intensive	Value
Textual	Topical	RHEME	
THEME			

54. B. *karena lembah itu terletak di salah satu rute utama perjalanan, sebuah jalur yang sering disebut dengan "rute minyak wangi"*

<i>Karena</i>	<i>lembah itu</i>	<i>terletak</i>	<i>disalah satu rute utama perjalanan , sebuah jalur yang sering disebut dengan "rute minyak wangi"</i>
Struc.	Token	Pr: Intensive	Value
TextuaL	Topical	RHEME	
THEME			

55. A. because perfumes and incense and such wares were brought that way from South Arabia to the Mediterranean;

Because	perfumes and incense and incense and such ares	were brought	that way from south Arabia to the mediterranean
Struc.	Goal	Pr: material	Circ. Place
Textual	Topical	RHEME	
THEME			

55. B. *karena dilewati parfum, kemenyan, dan barang barang lain yang dibawa dari Arab Selatan ke daerah Mediterania*

<i>Karena</i>	<i>dilewati</i>	<i>parfum, dan barang barang lain</i>	<i>yang dibawa</i>	<i>dari arab selatan ke daerah mediterania</i>
Struc.	Pr: material	Goal	Circ. Condition	Circ. Place
Textual	Topical	RHEME		
THEME				

56. A. and no doubt Hagar was guided to leave the caravan, once the place was reahed

And	no doubt	Hagar	was guided	to leave the caravan	once the place was reached
Struc.	Adj. Mood	Senser	Pr: mental	Phenomenon	Circ. Cond.
Textual	Interpersonal	Topical	RHEME		
THEME					

56. B. *mungkin saja, begitu tiba di tempat itu, Hajar dibimbing langit untuk meninggalkan kalifahnya*

<i>Mungkin saja</i>	<i>begitu tiba di tempat itu</i>	<i>Hajar</i>	<i>di bimbing</i>	<i>langit untuk meninggalkan kalifahnya</i>
Adj. Mood	Circ. Condition	Senser	Pr: mental	Phenomenon
Interpesonal	Topical	RHEME		
THEME				

57. A. It was not long before both mother and son were overcome by thirst

It was not long	before	both mother and son	were overcome	by thirst
Circ. Condition	Struc.	Senser	Pr: mental	Phenemenon
Topical	RHEME			
THEME				

57. B. *Tak lama kemudian, sang ibu dan putranya merasa sangat kehausan*

<i>Tak lama kemudian,</i>	<i>sang ibu dan putranya</i>	<i>merasa</i>	<i>sangat kehausan</i>
Circ. Condition	Senser	Pr: mental	Phenomenon
Topical	RHEME		
THEME			

58. A. *to the point that Hagar feared Ishmael was dying*

To the point	that	Hagar	feared	Ishmael was dying
Circ. Condition	Struc.	Senser	Pr: mental	Phenomenon
Topical	RHEME			
THEME				

58. B. *sampai sampai hajar sangat khawatir akan keselamatan ishmael*

<i>Sampai sampai</i>	<i>Hajar</i>	<i>sangat khawatir</i>	<i>akan keselamatan ishmael</i>
Circ. Condition	Senser	Pr: mental	Phenomenon
Topical	RHEME		
THEME			

59. A. *According to the traditions of their descendants, he cried out to God from where he lay in the sand*

According to the traditions of their descendants,	He	cried out	to god	from where he lay in
Circ. Angle	Actor	Pr: material	Client	Circ. Place
Topical	RHEME			
THEME				

59. B. *Menurut riwayat, Ismail menangis di hadapan Tuhan dan tergeletak di atas pasir*

<i>Menurut riwayat,</i>	<i>Ismail</i>	<i>menangis</i>	<i>di hadapan</i>	<i>dan tergeletak di atas pasir</i>
Circ. Angle	Actor	Pr: material	Client	Circ. Place
Topical	RHEME			
THEME				

60. A. *and his mother stood on a rock at the foot of a nearby eminence to see if any help was in sight.*

And	his mother	stood	on rock at the foot of a nearby eminence	to see If any help was in sight.
Struc.	Actor	Pr: material	Circ. Place	Circ. Condition
Textual	Topical	RHEME		
THEME				

60. B. *sementara sang ibu berdiri di atas bebatuan sambil berjingkat*

<i>Sementara</i>	<i>sang ibu</i>	<i>berdiri</i>	<i>di atas bebatuan</i>	<i>sambil berjingkat</i>
Struc.	Actor	Pr: material	Circ. Place	Circ. Condition
Textual	Topical	RHEME		
THEME				

61. A. *Seeing no one, she hastened to another point of vantage*

<i>Seeing no one</i>	<i>she</i>	<i>hastened</i>	<i>to another point of vantage</i>
Circ. Condition	Actor	Pr: material	Scope
Topical	RHEME		
THEME			

61. B. *memandang ke sekelilingnya, berharap mendapatkan pertolongan*

<i>Memandang ke sekeliling,</i>	<i>berharap mendapatkan</i>	<i>pertolongan</i>
Circ. Condition	Pr: material	Goal
Topical	RHEME	
THEME		

62. A. *but from there likewise not a soul was to be seen.*

<i>But</i>	<i>from there</i>	<i>likewise Not a soul</i>	<i>was to be seen</i>
Struc.	Circ. Place	Phenomenon	Pr: mental
Textual	Topical	RHEME	
THEME			

62. B. *Namun, ia tidak melihat seseorang pun*

<i>Namun,</i>	<i>Ia</i>	<i>tidak melihat</i>	<i>seseorang pun</i>
Struc.	Senser	Pr: mental	Phenomenon
Textual	Topical	RHEME	
THEME			

63. A. *Half distraught, she passed seven times in all between the two points, until at the end of her seventh course*

<i>Half distraught,</i>	<i>she</i>	<i>passed</i>	<i>seven times</i>	<i>in all between the two points</i>	<i>until at the end of her seventh course</i>
Circ. Condition	Actor	Pr: material	Scope	Circ. Place	Circ. Condition
Topical	RHEME				
THEME					

63. B. *Hampir putus asa, ia bolak-balik melintasi jalan yang sama sampai tujuh kali.*

<i>Hampir putus asa,</i>	<i>Ia</i>	<i>bolak balik</i>	<i>melintasi jalan</i>	<i>yang sama sampai tujuh kali</i>
Circ. Condition	Actor	Pr: material	Goal	Circ. Condition
Topical	RHEME			
THEME				

64. A. *as she sat for rest on the further rock*

As	She	sat	for rest	on the further rock
Struc.	Actor	Pr: material	Circ. Condition	Circ. Place
Textual	Topical	RHEME		
THEME				

64. B. *Akhirnya, ketika ia duduk istirahat di dekat sebuah batu karena sangat lelah,*

<i>Akhirnya,</i>	<i>ketika</i>	<i>ia</i>	<i>duduk</i>	<i>di dekat sebuah batu</i>
Adj. Conj.	Struc.	Actor	Pr: material	Circ. Place
Textual	Textual	Topical	RHEME	
THEME				

65. A. *the Angel spoke to her.*

The angel	spoke	to her
Sayer	Pr: Verbal	Receiver
Topical	RHEME	
THEME		

65. B *Datanglah malaikat menemuinya*

<i>Datanglah</i>	<i>malaikat</i>	<i>menemuinya</i>
Circ. Condition	Actor	Pr: material
Topical	RHEME	
THEME		

66. A. *And God heard the voice of the lad;*

And	God	heard	the voice of the lad
Struc.	Senser	Pr: Mental	Phenomenon
Textual	Topical	RHEME	
THEME			

66. B. *Dan allah mendengar suara bayi itu*

Dan	Allah	mendengar	suara bayi itu
Struc.	Senser	Pr: mental	Phenomenon
Textual	Topical	RHEME	
THEME			

67. A. and the angel of God called to Hagar out of heaven

And	the angel of God	called	to Hagar	out of heaven
Struc.	Goal	Pr: material	Recipient	Circ. Place
Textual	Topical	RHEME		
THEME				

67. B. *dan mengutus malaikat surga untuk menemui hajar*

<i>Dan</i>	<i>mengutus</i>	<i>malaikat surga</i>	<i>untuk menemui Hajar</i>
Struc.	Pr: Material	Client	Goal
Textual	Topical	RHEME	
THEME			

68. A. and said to her: What aileth thee, Hagar? Fear not

And	said	to her	What aileth thee, Hagar? Fear not
Struc.	Pr: verbal	Receiver	Verbiage
Textual	Topical	RHEME	
THEME			

68. B. *dan berkata.: Apa yang membuatmu suah, Hajar? Jangan takut!*

<i>Dan</i>	<i>berkata</i>	<i>apa yang membuatmu suah, Hajar? Jangan takut!</i>
Struc.	Pr: verbal	Verbiage
Textual	Topical	RHEME
THEME		

69. A. for God hath heard the voice of the lad where he is.

For	God	hath heard	the voice of the lad	where he is
Struc.	Senser	Pr: Mental	Phenomenon	Circ. Place
Textual	Topical	RHEME		
THEME				

69. B. *Tuhan telah mendengar suara bayimu di tempat ia berbaring*

<i>Tuhan</i>	<i>telah mendengar</i>	<i>suara bayimu</i>	<i>di tempat ia berbaring</i>
Senser	Pr: Mental	Phenomenon	Circ. Place
Topical	RHEME		
THEME			

70. A. Arise and lift up the lad

Arise and lift up	the lad
Pr: material	Goal
Topical	RHEME
THEME	

70. B. *Bangkit dan angkatlah bayimu*

<i>Bangkit dan angkatlah</i>	<i>bayimu</i>
Pr: material	Goal
Topical	RHEME
THEME	

71. A. and hold him in thy hand,

and	hold	him	in thy hand
Struc.	Pr: Material	Goal	Circ. Place
Textual	Topical	RHEME	
THEME			

71. B. *dan gendonglah dengan tanganmu*

<i>dan</i>	<i>gendonglah</i>	<i>dengan tanganmu</i>
Struc.	Pr: Material	Scope
Textual	Topical	RHEME
THEME		

72. A. for I will make him a great nation.

for	I	will make	him	a great nation
Struc.	Actor	Pr: material	Client	Goal
Textual	Topical	RHEME		
THEME				

72. B. *Dia akan menjadikannya pemimpin bangsa besar*

<i>Dia</i>	<i>akan menjadikannya</i>	<i>pemimpin bangsa yang besar</i>
Actor	Pr: Material	Goal
Topical	RHEME	
THEME		

73. A. And God opened her eyes,

Struc.	God	opened	her eyes
Struc.	Actor	Pr: Material	Goal
Textual	Topical	RHEME	
THEME			

73. B. *Dan Tuhan membukakan matanya*

<i>dan</i>	<i>Tuhan</i>	<i>membukakan</i>	<i>matanya</i>
Struc.	Actor	Pr: Material	Goal
Textual	Topical	RHEME	
THEME			

74. A. and she saw a well of water,'

and	she	saw	a well of water
Struc.	Senser	Pr: Mental	Phenomenon
Textual	Topical	RHEME	
THEME			

74. B. *dan Hajar menyaksikan mata air yang menakjubkan*

<i>dan</i>	<i>Hajar</i>	<i>menyaksikan</i>	<i>mata air yang menakjubkan</i>
Struc.	Senser	Pr: Mental	Phenomenon
Textual	Topical	RHEME	
THEME			

75. A. The water was a spring which God caused to well up from the sand at the touch of Ishmael's heel;

The water	was	a spring	which God caused to well up from the sand at the touch of Ishmael's heel;
Token	Pr: Intensive	Value	Circ. Condition
Topical	RHEME		
THEME			

75. B. *Mata air itu memancar dari gundukan pasir yang disentuh tumit Isma'il.*

<i>Mata air</i>	<i>itu</i>	<i>memancar</i>	<i>dari gundukan pasir</i>	<i>yang disentuh tumit Isma'il</i>
Token	Pr: Intensive	Value	Circ. Place	Circ. Condition
Topical	RHEME			
THEME				

76. A. and there after the valley soon became a halt for caravans by reason of the excellence and abundance of the water;

and	there after	the valley	soon become	a halt for caravans	which God caused to well up from the sand at the touch of Ishmael's heel;
Struc.	Adj. Conj.	Token	Pr: Intensive	Value	Circ. Condition
Textual	Textual	Topical	RHEME		
THEME					

76. B. *Tak lama kemudian, daerah itu menjadi perkampungan karena memiliki sumber air yang sangat bagus dan menakjubkan*

<i>Tak lama kemudian,</i>	<i>daerah</i>	<i>itu</i>	<i>menjadi perkampungan</i>	<i>karena memiliki sumber air yang sangat bagus dan menakjubkan</i>
Adj. Conjunctive	Token	Pr: Intensive	Value	Circ. Condition
Textual	Topical	RHEME		
THEME				

77. A. *and the well was named Zamzam.*

<i>and</i>	<i>the well</i>	<i>was named</i>	<i>Zamzam</i>
Struc.	Token	Pr: intensive	Value
Textual	Topical	RHEME	
THEME			

77. B. *Mata air itu dikenal dengan nama Zamzam*

<i>mata air itu</i>	<i>dikenal</i>	<i>dengan nama Zamzam</i>
Token	Pr: Intensive	Value
Topical	RHEME	
THEME		

78. A. *As to Genesis, it is the book of Isaac and his descendants, not of Abraham's other line.*

<i>as to Genesis</i>	<i>it</i>	<i>is</i>	<i>the book of Isaac and His descendants,</i>	<i>not of Abraham's other line.</i>
Circ. Angle	Token	Pr: Intensive	value	Circ. Condition
Topical	RHEME			
THEME				

78. B. *Kitab kejadian diwahyukan kepada Ishaq dan keturunannya, yang tidak lain dari garis keturunan Ibrahim.*

<i>Kitab kejadian</i>	<i>diwahyukan</i>	<i>kepada iShaq dan keturunannya</i>	<i>yang tidak lain dari garis keturunan Ibrahim</i>
Goal	Pr: Material	Client	Circ. Condition
Topical	RHEME		
THEME			

79. A. *Of Ishmael it tells us:*

<i>of Ishmael</i>	<i>it</i>	<i>tells</i>	<i>us</i>
Circ. Condition	Sayer	Pr: Verbal	Receiver
Topical	RHEME		
THEME			

79. B. Tentang Ismail, Kitab itu menuturkan:

Tentang Ismail	Kitab itu	menuturkan
Circ. Condition	Sayer	pr: Verbal
Topical	RHEME	
THEME		

80. A. And God was with the lad;

and	God	was	with the lad
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

80. B. Dan Allah bersama sang bayi,

dan	Allah	bersama	sang bayi
Struc.	Carrier	Pr: Intensive	Attribute
Textual	Topical	RHEME	
THEME			

81. A. and he grew and dwelt in the wilderness

and	he	grew	and	dwelt	in the wilderness
Struc.	Actor	Pr: Material	Adj. Conj.	Pr: Material	Circ. Place
Textual	Topical	Rheme	Textual	Topical	rheme
THEME			RHEME		

81. B. *Dan ia tumbuh serta tinggal di dalam hutan belantara*

<i>dan</i>	<i>ia</i>	<i>tumbuh</i>	<i>serta</i>	<i>tinggal</i>	<i>di dalam hutan belantara</i>
Struc.	Actor	Pr: material	Adj. Conj.	Pr: Material	Circ. Place
Textual	Topical	Rheme	Textual	Topical	Rheme
THEME			RHEME		

82. A. *and became an archer*

<i>and</i>	<i>became</i>	<i>an archer</i>
Struc.	Pr: Material	Goal
Textual	Topical	RHEME
THEME		

82. B. dan menjadi seorang pemanah

dan	menjadi	seorang pemanah
Struc.	Pr: Material	Goal
Textual	Topical	RHEME
THEME		

83. A. After that it scarcely mentions his name; except to inform us that the two brothers Isaac and Ishmael together buried their father in Hebron,

After that	it	scarcely mentions	his name	except to inform us that the two brothers Isaac and Ishmael together buried their father in Hebron,
Adj. Conjunctive	Token	Pr: Intensive	Value	Circ. Matter
Textual	Topical	RHEME		
THEME				

83. B. *Setelah itu, nama Isma'il hampir tak pernah disebutkan kecuali cerita bahwa iShmail dan Ishaq bersama sama mengebumikan ayah mereka di Hebron*

<i>Setelah itu,</i>	<i>Nama isma'il</i>	<i>hampir tak pernah disebutkan</i>	<i>kecuali cerita bahwa iShmail dan Ishaq bersama sama mengebumikan ayah mereka di Hebron</i>
Adj. Conjunctive	Attribute	Pr: Verbal	Circ.Matter
Textual	Topical	RHEME	
THEME			

84. A. and that some years later Esau married his cousin, the daughter of Ishmael.

and	that some years later	Esau	married	his cousin	the daughter of Ishmael
Struc.	Circ. Time	Actor	Pr: Material	Client	Adj. Voc.
Textual	Topical	RHEME			
THEME					

84. B. *Dan beberapa tahun kemudian Esau menikahi sepupunya, anak Ismail.*

<i>dan</i>	<i>beberapa tahun kemudian</i>	<i>Esau</i>	<i>menikahi</i>	<i>sepupunya</i>	<i>anaknyanya ismail</i>
Struc.	Circ. Time	Actor	Pr: Material	Client	Adj. Voc
Textual	Topical	RHEME			
THEME					

85. A. But there is indirect praise of Ishmael and his mother in the Psalm which opens how amiable are Thy tabernacles, O Lord of hosts,

but	there	is	indirect praise of Ishmael and his mother	in the Psalm which opens How amiable are Thy tabernacles, O Lord of hosts,
Struc.		Pr: Existential	Existent	Circ. Matter
Textual	Topical	RHEME		
THEME				

85. B. *Namun, ada suatu pujian tak langsung kepada ishmael dan ibunya dalam Mazmur yang menyatakan, "Betapa indahny tempat indah mereka, suatu Rumah Allah.*

<i>Namun,</i>	<i>ada</i>	<i>adalah</i>	<i>suatu pujian tak langsung ke Ishmail dan ibunya</i>	<i>dalam Mazmur yang menyatakan, " Betapa indahny tempat indah mereka, suatu Rumah Allah.</i>
Struc.		Pr: existensial	Exist	Circ. Matter
Textual	Topical	RHEME		
THEME				

86. A. *and which tells of the miracle of Zamzam as having been caused by their passing through the valley:*

<i>and</i>	<i>which</i>	<i>tells</i>	<i>of the miracle of zamzam</i>	<i>as having been caused by their passing through the valley:</i>
Struc.	Sayer	Pr: Verbal	Verbiage	Circ. Condition
Textual	Topical	RHEME		
THEME				

86. B. *juga ketika bercerita tentang keajaiban Zamzam yang membuat mereka senang melintasi perkampungan itu*

<i>juga ketika</i>	<i>bercerita</i>	<i>tentang kajaiban zamzam</i>	<i>yang membuat mereka senang melintasi perkampungan itu</i>
Struc.	Pr: Verbal	Verbiage	Circ. Condition
Textual	RHEME		
THEME			

87. A. *Blessed is the man whose strength is in Thee; inuihose heart are the ways ofthem who passing through the valley ofBaca make it a well:'*

<i>Blessed</i>	<i>is</i>	<i>the man man whose strength is in Thee</i>	<i>inuihose heart are the ways ofthem who passing through the valley ofBaca make it a well:'</i>
Attribute	Pr: Intensive	Carrier	Circ. Condition
Topical	RHEME		
THEME			

87. B. *Segala rahmat Allah bagi pemimpinnya: yang kekuatan jiwanya menjadi jalan bagi orang-orang yang melakukan perjalanan ke Mekah dengan aman.*

<i>Segala rahmat Allah</i>	<i>bagi</i>	<i>pemimpinnya</i>	<i>yang kekuatan jiwanya menjadi jalan bagi orang-orang yang melakukan perjalanan ke Mekah dengan aman.</i>
Attribute	Pr: Intensive	Carrier	Circ. Condition
Topical	RHEME		
THEME			

88. A. When Hagar and Ishmael reached their destination

When	Hagar and Ishmael	reached	their destination
Struc.	Actor	Pr: material	Goal
Textual	Topical	RHEME	
THEME			

88. B. *Ketika Hajar dan Ismail telah sampai tujuan,*

<i>Ketika</i>	<i>Hajar dan Ismail</i>	<i>telah sampai</i>	<i>tujuan</i>
Struc.	Actor	Pr: Material	Goal
Textual	Topical	RHEME	
THEME			

89. A. Abraham had still seventy-five years to live,

Abraham	had still	seventy-five years	to live
Carrier	Pr: Intensive	Attribute	Circ. Condition
Topical	RHEME		
THEME			

89. B. *Abraham masih hidup 75 tahun lagi*

<i>Abraham</i>	<i>masih hidup</i>	<i>75 tahun lagi</i>
Carrier	Pr: Intensive	Attribute
Topical	RHEME	
THEME		

90. A. and he visited his son in the holy place to which Hagar had been guided.

and	he	visited	his son	in the holy place to which Hagar had been guided.
Struc.	Actor	Pr: material	Goal	Circ. Place
Textual	Topical	RHEME		
THEME				

90. B. *Dan beliau mengunjungi putranya di tanah suci tempat hajar dituntun itu*

<i>dan</i>	<i>beliau</i>	<i>mengunjungi</i>	<i>putranya</i>	<i>di tanah suci tempat hajar dituntun itu</i>
Struc.	Actor	Pr: Material	Goal	Circ. Place
Textual	Topical	RHEME		
THEME				

91. A. The Koran tells us that God showed him the exact site, near to the well of Zamzam

The Koran	tells	us	that God that God showed him the exact site,	near to the well of Zamzam
Sayer	Pr: Verbal	Receiver	Circ. Matter	Circ. Place
Topical	RHEME			
THEME				

91. B. *Alqur'an menyatakan bahwa Allah menunjukan kepada Ibrahim tempat yang jelas, di dekat sumur zam zam*

<i>Alqur'an</i>	<i>menyatakan</i>	<i>bahwa Allah menunjukan kepada Ibrahim tempat yang jelas</i>	<i>di dekat sumur zam zam</i>
Sayer	Pr: Verbal	Circ. Matter	Circ. Place
Topical	RHEME		
THEME			

92. A. upon which he and Ishmael must build a sanctuary

upon which	he and Ishmael	must build	a sanctuary
Circ. Place	Actor	Pr: Material	Goal
Topical	RHEME		
THEME			

92. B. *Tempat ia dan ismail harus membangun rumah suci di atas-nya*

<i>Tempat</i>	<i>Ia dan Ismail</i>	<i>harus membangun</i>	<i>rumah suci diatasnya</i>
Circ. Place	Actor	Pr: Material	Goal
Topical	RHEME		
THEME			

93. A. and they were told how it must be built.

and	they	were told	how it must be built
Struc.	Receiver	Pr: Verbal	Verbiage
Textual	Topical	RHEME	
THEME			

94. A. Its name Ka'bah, cube, is in virtue of its shape which is approximately cubic; its four corners are towards the four points of the compass.

its name Ka'bah,	cube	is	in in virtue of its shape which is approximately cubic;	its four corners are towards the four points of the compass.
Token	Adj. Voc.	Pr: Intensive	Attrubute	Circ. Matter
Topical	RHEME			
THEME				

94. B. *Bangunan itu disebut ka'bah, "Kubus" sesuai dengan bentuk anginnya*

<i>Bangunan</i>	<i>itu</i>	<i>disebut Ka'bah</i>	<i>sesuai dengan brntuk anginnya</i>
Token	Pr: Intensive	Attribute	Circ. Condition
Topical	RHEME		
THEME			

95. A. But the most holy object in that holy place is a celestial stone which, it is said, was brought by an Angel to Abraham from the nearby hill Abu Qubays,

but	the most holy object in that holy place	is	a celestial stone	which, it is said, was brought by an Angel to Abraham from the nearby hill Abu Qubays,
Struc.	Token	Pr: Intensive	Attribute	Circ. Angle
Textual	Topical	RHEME		
THEME				

95. B. *Namun, sebenarnya benda yang paling suci di sana adalah sebongkah batu, yang menurut riwayat, dibawa jibril kepada Ibhrahim dari suatu tempat di dekat Abu Qubaysy*

<i>Namun</i>	<i>sebenarnya benda yang paling suci disana</i>	<i>adalah</i>	<i>sebongkah batu</i>	<i>yang menurut riwayat, dibawa jibril kepada Ibhrahim dari suatu tempat di dekat Abu Qubaysy</i>
Struc.	Token	Pr: Intensive	Attribute	Circ. Angle
Textual	Topical	RHEME		
THEME				

96. A. where it had been preserved ever

where	it	had been preserved ever
Circ. Place	Goal	Pr: Material
Topical	RHEME	
THEME		

97. A. since it had reached the earth.

since	it	had reached	the earth
Struc.	Actor	Pr: Material	Circ. Place
Textual	Topical	RHEME	
THEME			

98. A. "It descended from Paradise whiter than milk,

It	descended	from paradise	whiter than milk,
Goal	Pr:Material	Circ. Place	Circ. Condition
Topical	RHEME		
THEME			

98. B. *Ketika turun dari surga,*

<i>Ketika</i>	<i>turun</i>	<i>dari surge</i>
Struc	Pr: Material	Circ. Place
Textual	RHEME	
THEME		

99. B. *batu ini lebih putih ketimbang susu*

<i>batu ini</i>	<i>(adalah)</i>	<i>lebih putih ketimbang susu</i>
Token	Pr: Intensive	Attrubute
Topical	RHEME	
THEME		

100. A. but the sins of the 'sons of Adam made it black.

but	the sins of the sons of Adam	made	it black
Struc.	Token	Pr: Cause	Value
Textual	Topical	RHEME	
THEME			

100. B. *Namun dosa-dosa anak adam telah membuatnya hitam*

<i>Namun</i>	<i>dosa dosa anak adam</i>	<i>telah membuatnya</i>	<i>hitam</i>
Struc.	Token	Pr: Cause	Value
Textual	Topical	RHEME	
THEME			

101. A. "!" This black stone they built into the eastern corner of the Ka'bah;

This black stone	they	built	in into the eastern corner of the Ka'bah;
Goal	Actor	Pr: Material	Circ. Place
Topical	RHEME		
THEME			

101. B. *Batu hitam tersebut kemudian diletakkan di salah satu sudut ka'bah.*

<i>Batu hitam tersebut</i>	<i>kemudian diletakkan</i>	<i>di salah satu sudut Ka'bah</i>
Goal	Pr: Material	Circ. Place
Topical	RHEME	
THEME		

102. A. *and when the sanctuary was completed,*

<i>and</i>	<i>when</i>	<i>the sanctuary</i>	<i>was completed</i>
Struc.	Struc.	Goal	Pr: Material
Textual	Textual	Topical	RHEME
THEME			

102. B. *Ketika rumah suci itu telah selesai dibangun*

<i>ketika</i>	<i>rumah suci itu</i>	<i>telah selesai dibangun</i>
Struc.	Goal	Pr: Material
Textual	Topical	RHEME
THEME		

103. A. *God spoke again to Abraham*

<i>God</i>	<i>spoke again</i>	<i>to Abraham</i>
Sayer	Pr: Verbal	Receiver
Topical	RHEME	
THEME		

103. B. *Allah berfirman kepada Ibrahim*

<i>Allah</i>	<i>berfirman</i>	<i>kepada Ibrahim</i>
Sayer	Pr: Verbal	Receiver
Topical	RHEME	
THEME		

104. A. *and bade him institute the rite of the Pilgrimage to Becca- or Mecca,*

<i>and</i>	<i>bade</i>	<i>him</i>	<i>institute the rite of the Pilgrimage to Becca- or Mecca,</i>
Struc.	Pr: material	Client	Goal
Textual	Topical	RHEME	
THEME			

104. B. *dan mengajarkan berbagai ritus menunaikan ibadah haji ke Bakkah atau mekah*

<i>dan</i>	<i>mengajarkan</i>	<i>berbagai ritus menunaikan ibadah haji ke Bakkah atau mekah</i>
Struc.	Pr: Material	Goal
Textual	Topical	RHEME
THEME		

105. A. as it later came to be called: Purify My House for those who go the rounds of it and who stand beside it and bow

as	it	later came to be called:	Purify My House for those who go the rounds of it and who stand beside it and bow and make prostration.
Adj. Conj.	verbiage	Pr: Verbal	Circ. Matter
Textual	Topical	RHEME	
THEME			

105. B. *seperti kemudian disebut: Aku sucikan rumah-Ku bagi orang-orang yang tawaf dan bagi yang sujud serta rukuk.*

<i>seperti kemudian</i>	<i>disebut</i>	<i>Aku sucikan rumah-Ku bagi orang-orang yang tawaf dan bagi yang sujud serta rukuk.</i>	
Adj. Conj.	Pr: Verbal	Circ. Matter	
Textual	RHEME		
THEME			

106. A. And proclaim unto men the pilgrimage,

and	proclaim	unto men	the pilgrimage
Struc.	Pr: Verbal	Receiver	Verbiage
Textual	Topical	RHEME	
THEME			

106. B. *dan sampaikanlah kepada umat manusia untuk menjalankan haji*

<i>dan</i>	<i>sampaikanlah</i>	<i>kepada umat manusia</i>	<i>untuk menjalankan haji</i>
Struc.	Pr: Verbal	Receiver	Verbiage
Textual	Topical	RHEME	
THEME			

107. A. that they may come unto thee on foot and on every lean camel out of every deep ravine.'

that	they	may come	unto thee	on foot and on every lean camel out of every deep ravine.'
Struc.	Actor	Pr: Material	Client	Circ. Condition
Textual	Topical	RHEME		
THEME				

107. B. *Dan mereka akan datang kepadamu dengan berjalan kaki atau dengan menunggang unta yang kurus*

<i>dan</i>	<i>mereka</i>	<i>akan datang</i>	<i>kepadamu</i>	<i>dengan berjalan kaki atau dengan menunggang unta yang kurus</i>
Struc.	Actor	Pr: Material	Client	Circ. Condition
Textual	Topical	RHEME		
THEME				

108. A. *Now Hagar had told Abraham of her search for help,*

Now	Hagar	had told	Abraham	of her searchfor help
Adj. Continuative	Sayer	Pr: Verbal	Receiver	Verbiage
Textual	Topical	RHEME		
THEME				

108. B. *Hajar menceritakan kepada Ibhrahim peristiwa yang dialaminya saat mencari pertolongan*

<i>Hajar</i>	<i>menceritakan</i>	<i>kepada Ibhrahim</i>	<i>peristiwa yang dialaminya saat mencari pertolongan</i>
Sayer	Pr: Verbal	Receiver	Verbiage
Topical	RHEME		
THEME			

109. A, *and he made it part of the rite of the Pilgrimage that the pilgrims should pass seven times between Safa and Marwah, for so the two eminences between which she had passed had come to be named.*

<i>and</i>	<i>he</i>	<i>made</i>	<i>it part of the rite of the Pilgrimage that the pilgrims should pass seven times between Safa and Marwah,</i>	<i>for so the two eminences between which she had passed had come to be named.</i>
Struc.	Actor	Pr: Material	Goal	Circ. Matter
Textual	Topical	RHEME		
THEME				

109. B. *dan Ibrahim kemudian menjadikannya sebagai bagian dari ritus ibadah haji, yaitu berlari lari kecil antara Shfa dan Marwah sebanyak tujuh kali.*

<i>dan</i>	<i>Ibrahim</i>	<i>kemudian menjadikannya</i>	<i>sebagai bagian dari ritus ibadah haji, yaitu berlari lari kecil antara Shfa dan Marwah sebanyak tujuh kali.</i>		
Struc.	Actor	Pr: Material	Goal		
Textual	Topical	RHEME			
THEME					

110. A. *And later Abraham prayed, perhaps in Canaan,*

<i>And</i>	<i>later</i>	<i>Abraham</i>	<i>prayed</i>	<i>perhaps in Canaan</i>	<i>looking round him at the rich pastures and fields of corn and wheat</i>
Struc.	Adj. Conjunctive	Sayer	Pr: Verbal	Circ. Place	Circ. Matter
Textual	Textual	Topical	RHEME		
THEME					

110. B. *Kemudian Ibrahim berdoa di Kanaan,*

<i>Kemudian</i>	<i>Ibrahim</i>	<i>berdoa</i>	<i>di Kanaan</i>	<i>mendambakan padang pasir yang subur dan ditumbuhi dengan jagung dan gandum</i>	
Adj. Conjunctive	Sayer	Pr: Verbal	Circ. Place	Circ. Matter	
Textual	Topical	RHEME			
THEME					

111. A. *Verily I have settled a line of mine off springin a tilthlessvalley at Thy Holy House . . .*

<i>Verily</i>	<i>I</i>	<i>have settled</i>	<i>a line of mine</i>	<i>off springin a tilthlessvalley</i>	<i>at Thy Holy House</i>
Adj. Mood.	Actor	Pr: Material	Goal	Circ. Cond.	Circ. Place
Interpersonal	Topical	RHEME			
THEME					

111. B. *Ya Tuhan, sesungguhnya aku telah menempatkan sebagian keturunanku di lembah yang tidak mempunyai tettumbuhan di dekat Rumah-Mu yang dihormati*

<i>Ya Tuhan,</i>	<i>Sesungguhnya</i>	<i>aku</i>	<i>telah menempatkan</i>	<i>sebagian keturunanku</i>	<i>di lembah yang tidak mempunyai tettumbuhan</i>	<i>di dekat Rumah-Mu yang dihormati</i>
Client	Adj. Mood.	Actor	Pr: material	Goal	Circ. Condition	Circ. Place
Topical	RHEME					
THEME						

112. A. *Therefore incline unto them men's hearts,*

<i>Therefore</i>	<i>incline</i>	<i>unto the men's hearts</i>
Adj. Conjunctive	Pr: Material	Goal
Textual	Topical	RHEME
THEME		

113. B. *Ya Tuhan, hal itu agar mereka mendirikan sholat,*

<i>Ya Tuhan,</i>	<i>hal itu agar</i>	<i>mereka</i>	<i>mendirikan</i>	<i>sholat</i>
Client	Adj. Conjunctive	Actor	Pr: Material	Goal
Topical	RHEME			
THEME				

112. B. *maka jadikanlah hati sebagian manusia untuk cenderung kepada mereka*

<i>maka</i>	<i>jadikanlah</i>	<i>hati sebagian manusia</i>	<i>cenderung kepada mereka</i>
Adj. Conjunctive	Pr: Material	Scope	Goal
Textual	Topical	RHEME	
THEME			

114. A. *and sustain them with fruits that they may be thankful*

<i>and</i>	<i>sustain</i>	<i>them</i>	<i>with fruits</i>	<i>that they may be thankful</i>
Struc.	Pr: Material	Client	Goal	Circ. Condition
Textual	Topical	RHEME		
THEME				

114. B. *dan limpahkanlah rezeki berupa buah buhana, mudah mudahan mereka bersyukur*

<i>dan</i>	<i>limpahkanlah</i>	<i>rezeki berupa buah buhana</i>	<i>mudah mudahan mereka bersyukur</i>
Struc.	Pr: Material	Goal	Circ. Condition
Textual	Topical	RHEME	
THEME			

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II. FORMAL EDUCATION

1. 2000-2002 : TK Melati
2. 2002-2008 : SDN 02 Bangsri
3. 2008-2011 : SMPN 1 Negeri Bangsri
4. 2011-2014 : MAN 2 Kudus
5. 2015-2019 : S1 UIN Sunan Kalijaga

III. PERSONAL SKILLS

Language : Indonesian, English, Javanese
Computer : Ms. Office