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A SYSTEMIC ANALYSIS OF TEXT THEME IN WAJEWA LANGUAGE

Oleh Magdalena Nyongo
(Kung Arifin Wacana Christian University)

Abstract

Tema merupakan unsur penting dalam klasifikasi sebagai pesan. Elasana sebagai pesan yang masuk pelatih dalam mempersinkan pengalaman dan atau menekankan peran pesan yang bisa disampaikan. Arsitektur text umum yang terdiri atas tema dan tema tema dalam bahasa WaJeWa. Data leksis dipelajari melalui metode observasi dan mempersinkan dengan teknik perakitan. Tema tema penyampaian pada materi berdasarkan metode deskriptif kualitatif. Tema tema penyampaian pada hasil masyarakat dalam bentuk formal, informal, dan gembira. Data didapatkan dari hasil wawancara. Hasil penelitian menunjukkan bahwa tema penyampaian yang masuk dalam klasifikasi pengalaman. Tema tema penyampaian tema, tema tema topik, tema tema interpersoan, dan tema tema. Tema tema penyampaian tema topik lebih banyak, yaitu 342 (32.6%) dibandingkan dengan tema tema topik 133 (13.6%) dan tema tema interpersoan 201 (21.3%). Tema tema topik lebih banyak dapat disebabkan oleh tema topik pelatihan yang menggantungkan topik sebagai bagian penting dilaksanakan ego dan panduan pelatihan dan disertai dengan disertai. Tema tema interpersoan karena persa dibagi pelatih yang sangat berbeda satu dengan lainnya. Tema tema topik lebih banyak, yaitu 608 (68.9%) dibandingkan dengan tema topik 205 (22.5%) dan tema topik lebih banyak, yaitu 138 (49.1%) dibandingkan dengan tema tema topik (30.6%). Karena tema penyampaian tema topik lebih banyak, yaitu 58 (41.7%) dibandingkan dengan tema tema topik (30.6%). Karena tema penyampaian pada tema tema topik lebih banyak. Luas tema tema topik lebih banyak. Dari tema tema topik "tema aktual" tema topikal, secara kecil.

Kata kunci: tema, sese, sese, WaJeWa, WaJeWa

4. Introduction

Exchanging experience by using language according to functional systemic linguistics is realized by interpersonal metafunction, whereas experiential metafunction realizes expressing experience, and textual metafunction realizes construing experience. Textual metafunction is realized by theme and theme on the level of lexis-grammatical. Halliday and Matthiessen (2004a,66) state that "theme is the element which serves as the point of departure of the message." In other words it can be said the position of theme is at the beginning of a clause. Theme provides local meaning to develop meaning in a clause, and it is an early part that encodes meaning in a clause. Theme has three different types, namely,
textual, interpersonal, and topical themes (Holliday and Matthiessen, 2004: 76). Thus, these types of theme in text are always placed in front of clauses that are followed by elisions.

Examples of data showing themes in clauses are as follows:

(1.11)
(01) Hand-out sr see we kahala tere ruru ngendo due paahoe
Theme
Top Theme Text Theme ‘Those people’
that are on the pole of red ground, rear read form

(1.11 due 0.1)
(02) Getmole
Theme
Text Theme ‘One person, as one person with Anna Tempe
Top Theme Text Theme ‘We’ see

(2.1) See
Theme
Text Theme this is what she Tempe said
Top Theme Text Theme ‘We’ find them out tribute for God from two parties

Clause number (01-03) shows the position of theme that are at the early of the clause.

These themes are textual, interpersonal and topical themes. It is shown that a clause can have more than one theme.

Referring to the text theme in Wajewa language, this article will describe these types of text themes, then some parts that have relation to theme, such as, cohesive element, point of departure in clauses, linking among themes in subsequent clauses, and combining clause bipartite or parasitic, and also embedded clauses. Therefore, these parts are the fourth section be discussed. While underlying theory is the second, and method as third section be included in this article.

B. Underlying Theory

Theory of Systemic Functional Linguistics is employed to discuss text theme in Wajewa language. Systemic functional linguistic theory (SFL) has focused on the lexis-grammatical study of the three manifestations of ideational meaning, interpersonal meaning and textual meaning by taking clause as representatives, exchange and message. SFL has developed from the work of M.A.K. Halliday (1985, 1994, 2004) The SFL conception of language is a set of resources that enable speakers to exchange meanings.

C. Research Method

The method applied to analyze text theme is descriptive in nature. The real data were obtained through observation, and interview method. Observation done by recording sound sessions of proposing to a girl at Wajewa society, using Wajewa language. The collected
have more than analyzed by applying descriptive qualitative method of analysis, especially by following analytical procedure technique. The results of the analysis is presented by using formal, informal method and conditioning formal and informal.

B. Discussion

1. Types of Text Theme

Based on the analysis of the four text, it is found out that there are three types of theme in text, namely textural, interpersonal, and topical theme. Topical theme is in more close, including impressive sentence. Components in topical theme are participants known as normal circumstances or prepositional phrase (PP), adverbial group, and process known as verbal group. Topical theme contains only one experiential element. It means that theme in clause has in first constituent either participant, circumstance or process. It also happens that other elements in clause provides topical theme, such as, textual theme in interpersonal theme.

Textual theme covers continuative components, conjunctions, compositive subjects, and Wh-questions. While components in interpersonal theme covers subjective, modal auxiliary, finite element, and Wh-questions.

Example of data showing various types of theme in text:

1) (Synt.: 0
   (Synt.: 0
   (Synt.: 0
   (Synt.: 0

   "Hey! Six we hide range, one karandha! kabulla one nude"
   Text: "Top Ten"; Rhyme: "a walla! we hide kabulla one nude! lusa karandha!"
   Why: we decide these animals, six buffalo, seven horses!
   "We going early, then sixteen horses, five buffalo: art late."

   (Synt.: 0
   (Synt.: 0
   (Synt.: 0
   (Synt.: 0

   "We six we hide inside kabulla! pata karandha! danda kabulla one nude"
   Top Ten: Rhyme: "we six we hide inside kabulla! pata karandha! danda kabulla one nude!"
   Why: we decide these thirty, four buffalo, twenty six horses!
   "We going early, forty buffalo, twenty six horses!"

   (Synt.: 0
   (Synt.: 0
   (Synt.: 0
   (Synt.: 0

   "We sixty we hide inside range kette!"
   Text: "Top Ten"; Rhyme: "we sixty we hide inside range kette!"
   Why: we want to finish these animals!"
Table 01: Composition and use number of theme types in text

<table>
<thead>
<tr>
<th>Theme Type</th>
<th>Tests</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Total Theme</td>
<td>254</td>
<td>44</td>
</tr>
<tr>
<td>Interpersonal Theme</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>Topical Theme</td>
<td>294</td>
<td>165</td>
</tr>
<tr>
<td>Total Themes</td>
<td>1580</td>
<td>737</td>
</tr>
<tr>
<td>Total classes</td>
<td>1250</td>
<td>472</td>
</tr>
</tbody>
</table>

Table 01 shows that topical theme is the most used in text which the total use number is 812. It is followed by total theme in 542, and interpersonal theme in 205. This fact indicates that in exchanging experience among tiers or participants through message proposed, they always provide topics as their main message. It also shows that participants intend to have other participants focus on the message mentioned. Therefore, it can be said that awareness of participants to exchange, to express, and to state their message are captured in the use of topical theme. Table 02 will show subtype of each theme used in text.

Table 02: Composition of subtype themes use number in tests

<table>
<thead>
<tr>
<th>No</th>
<th>Theme Types</th>
<th>Theme Subtype</th>
<th>Tests</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1</td>
<td>Total Theme</td>
<td>continuousness</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comparison</td>
<td>342</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Total Themes</td>
<td></td>
<td>334</td>
<td>64</td>
</tr>
</tbody>
</table>

Scanned by CamScanner
Table two shows the composition of the net number of each type of theme and its subtype of themes used in clauses. It shows that subtype of conjunction is interpersonal theme is more used than continuouss. It also shows that subtype of sub-question is interpersonal theme is most used than other subtypes. This fact indicates that participants need clarity information either it is mentioned, suggested or captured. Topical theme with its participant subtype is more used than the others. This indicates that participants look as either it as object are their main point to be paid attention by all participants.

5. Coherence of Text

As in English in which there are four ways to create cohesion, namely conjunction, references, ellipse, and lexical organisation (Halliday and Mathiesen, 2004, 135), Wolof language text has also these ways as shown in data.

Conjunction contains the whole clause. The use of conjunction covers proper conjunction and coordinate. Examples of data showing proper and coordinate in clause as text are presented in follow:

(1) "k wash us manke beme dua taat ma na ndik neko" (value 10) "a one na dama bako dama" (value 20) "a faforms sauaka dua ma na ndik neko" (value 10) "a one na dama bako dama" (value 20) "a faforms sauaka dua ma na ndik neko" (value 10) "a ononek neko sauaka dua ma na ndik neko" (value 20) "a faforms sauaka dua ma na ndik neko" (value 10) "a ononek neko sauaka dua ma na ndik neko" (value 20)
Yes, that are at the end ground pole and in the such homes, that are on the side of two longs that are clearly seen, this is just a habit that causes, acts on the two longs is used by two cricket, as it passes on. Actually, they have heard for Joseph's utterance.

(3.117)
(09) "Nani puwoke me hada, pakutemwa, me no: he has run
not? many hands bowler hand bowler has overarm ball off the
should be hands, 'get us to our side now' 'get to our house now'.

'She is whom, we are thirsty, we are hungry. Since it has been entered our stomach and neck is compromising poison, ee, we want to eat and drink her.'

In clause (09), it shows that there is proper conjunction, mean 'and' that connects two clauses, one more kumata were also 'because acts on the two' and the clause has bony hand not involve time number: a way using by two cricket. Whereas, conjunction that is used as continuance is nyaka 'so' in clause nyaka bowler bowler we have side bowler 'so it (the message of that utterance) passes us'. This clause has meaning but what are done by participants at that time just followed what their ancestors are hot to them. In also the same as in clause (09), in which proper conjunction mean 'and' continues clause he have came on to 'it has been to stomach and the clause bowler bowler has overarm ball off the should be hands, 'get us to our side now' has passed our necks in compromising poison'. While, continuative nyaka 'so' continues previous clause in create cohersion. This clause indicates meaning that what have been compromised and decided by the two parties we agreed together.

The use of conjunctions in clause is a way to construct the relation of logical meaning in text, and in this case it is realized by complex clauses. The other conjunctions found in text are: taba nyaka 'but', bow well bow 'eventhough', kuyaka 'so', mula 'well, nyaka ten 'if only', oto bow would 'forwhat though' etc.

Other elements showing cohersion are reference. Halliday and Matthiessen (2004: 318) stated that reference concerns to the relation of something or a fact, such as phenomena or metaphor phenomena. Reference can be stated on the various distinction, though it usually relates singular element that has function with class (process, purpose, circumstance). Reference creates cohersion by using relation of elements. Examples of data showing reference in classes are as follows.

(III. 36)
(10) "Nyaka roge class and he have a phnom berandothergy has a disease patient"
"So, you are at that side listen please. It seems that they have said that two animals given early are things for proposing to a girl. Therefore, in order to make it clearly you must know how many buffaloes, how many hens. It is just that speech now, later it will be discussed."

"I really say that, because of her uncle, she has big heights, big arms. There is a house now. Well, where is the house? I want to see it."

In complex clause (10), it shows the reference we: there and these refer to dudes 'two' animals. In clause (11) the reference we: it or refer to house. The use of reference in clause (10 and 11) above shows cohesion and text.

Referent used in text covers personal reference, demonstrative reference, and comparative reference. Examples data showing the use references in clauses on text are as follows:

(12) Ke pulika ubge me yeonee panaleta waugge, waugge nga mwebina

(13) Jadi ne seharu, ame manwana nekwa nga panyo ngwaja gwa corwa.

(14) I continue it. I am a presen. She is my only daughter. I have / she really affects in my heart. / I suffer from financial loss of / but I love her / but it is no advantage condition / and she graduated well / and she works, so I hope / she really be 

(15) These three now I give (materials best) them all.

(16) "Do you accept this every short machete? ""Friends, it will cause problem near! ""I repeat what the owner says! ""Do not be usually silent! ""Later, if you can be a problem."

(17) "Are you make all this handmade? ""Also make kitchen you and me. ""You promise, uppo me panyo na me mu, elu buko shupa milaka? ""He cook it, he be well?"

(18) "Do not make useless parts kelola. ""Meda donda kelola ku wale ndi ""wa ""There twenty (hours) I agree to give there."

(19)  
In clause (17), personal pronoun $'she'$ refers to one-egg 'my child' and $'they'$ refers to two-egg 'those of my sons.' In clause (13), we 'that' refers to no eggs $'every short manchurian.'$ In clause (14), adjectival 'these' refers to refer to refer to 'interesting.' These references are known as demonstrative reference. Examples data of demonstrative reference in texts are presented on table three.

<table>
<thead>
<tr>
<th>Specifiers</th>
<th>Nominal group</th>
<th>Adverbial group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Head/thing</td>
<td>Head</td>
</tr>
<tr>
<td></td>
<td>Pronomina</td>
<td>Determiner</td>
</tr>
<tr>
<td>Near</td>
<td>$'me,'$ $'we,'$ &amp; $'them,'$</td>
<td>$'me,'$ $'we,'$ &amp; $'them,'$</td>
</tr>
<tr>
<td>Far</td>
<td>$'over that'$</td>
<td>$'over that'$</td>
</tr>
<tr>
<td>Not specific</td>
<td>$'not this'$</td>
<td>$'not this'$</td>
</tr>
</tbody>
</table>

Pronomina nominal group as 'this' and some 'this' refer to singular nominal that are closer distance; and koka $'those'$ refer to nominative plural. Whereas, nouns 'that' refer to singular nominal that is fur distance, and konda 'these' for plural nominal that are far distance. Adverbial group never 'here' to refer something closer, and some 'there' to refer something at - so bhana 'now' 'now' refer to time.

Comparative reference are found in clauses on texts as shown in the following data:

(III.28)

(13) This guide koka mewa bahana kha na pada maked bhadma ke lona ha
uppa la kepungala we
It is the same as tomorrow, the day after we have been a family, who should be passed them?

(III.62)

(16) Thi maked bones na bahana// ka papa/ko/gum ko/bahana maked sugna
na not yousee// ko konda rupa ka/konda daikha
If it is not said, they speak poorly, they speak weakly. I am weaker than that.

The bold word in clause 13 guide 'same as,' and in clause 16 konda rupa 'weaker' refer to comparative referents.
Besides conjunctions and relative clauses, ellipsis is one that causes subordination of a whole clause including information in relationship involving a particular form of either a clause or some smaller item (Valler de Mathesou, 2004: 10). Moreover, it is noted that ellipsis makes some parts of clauses become clear. There are three more contexts of ellipsis found in text namely, clause, verb group, and noun group. Ellipses in clause relates to mood, especially in the form of question and answer in dialogue. Therefore, ellipsis can be covered under question and sub-question.

IV. 10, 11
17 a. "Kwe we na kulo?"
   "Is today a date?"

   b. "Do [?] Kwe we na kulo?"
   "Yes [?] today is a date."

IV. 23
18 a. "Gare na sale alla, how die kal, hal toongo?"
   "What answer first, in bedroom, living room?"

b. "Hal toongo [?] sale alla"
   "In living room [?] answer first"

In clause 17, the answer of the question Kwe we na kulo? Is today a date? is "yes."
This is a yes/no question. This clause has ellipses in the whole clause that is to answer the question Kwe we na kulo? "today is a date" is omitted.

The sub-question in clause 18: Gare na sale alla, how die kal, hal toongo? What answer first, (those who are) in the bedroom, (those who are) in the living room? This question is answered: Hal toongo 'in the living room', while sale alla 'answer first' are omitted.

Since verb groups convey first and predicate, they automatically follow clause ellipses with mood element but without nucleus. This type of ellipsis is classified as verb group ellipsis. Predicate in nucleus element is omitted. Data showing examples of verb group in clauses are as follows.

18:52
19 a. "Gorngge kolu diko, [?] gorngge ku jume renga bette, momo" gorngge kolu kow laala, momo [?] gorngge kolu jule re ho we koro"

When does she move? [?] when. Finish animals for proposing to a girl and when does she go down the steps [?] when does she move to other rooms?

19. b. "Jewo kallu tawngg 30 [?] jume renga koro, burra, momo"
   October 30 [?] Finish animals for proposing to a girl, go down the steps."

IV. 10, 11.
20 a. "Kempedo waia koro, da monggge koro ake, pa-hue, nganu na momo[?]"
Well, are you all men called just now present?

"We are all [if here are jumoro ago we are not] not here [if here are jumoro ago we are not]."

"They are present [if these people that their name called just now] we are all present [if these people whose names are called just now]."

(12b)

(11b) Ani monero-agge wa-aggie? [If here are monero-agge] one monero-

aggie?

I was loved by my sister [If I was loved] by my daughter.

(12b, 12c)

(21c) A [papa] na pana, papa kaukaka / papa akaka."

"This is the father, how many buffaloes, how many hens.

(21c) Fatu kauda [If kaukaka], papa kauda [If akaka]."

"Forty [20 buffaloes], forty [20 hens]."

Group-verbs of elipsis in clauses of Wafo9ma texts have its own features as in clause (No), the question pango-ko home old, pango range kera "when there are no one, (when do they think animals for proposing to a girl). This is answered as in 19b wada kauda nggag 30 of the month such as the 30 of October". The answer stated in clause 19b, with people pango range kera. There are some think animals for proposing to a girl, go down the steps are normal. The subject of that clause is also normal. In clause 20b, the answer of the question is clause (20b) we all ['are present' and 'are that we 'are all present'. The clause two are surface opaque as we those whose names are called' are omitted. It is the same in clause (21c), the clause be monero-agge 'I was loved, and in clause (22), the word kauda "buffalo" is omitted.

Elipsis of natural group in clause are found in texts as follows:

(12b)


"This is the father, how many buffaloes, how many hens."

(21c) A [papa] na pana, papa kaukaka / papa akaka."

"This is the father, how many buffaloes, how many hens."

(20c) A [papa] na pana, papa kaukaka / papa akaka."

"This is the father, how many buffaloes, how many hens."

(21c) A [papa] na pana, papa kaukaka / papa akaka."

"This is the father, how many buffaloes, how many hens."

For the best woman, I reply two pendants of gold for her right arm, one [pendant of gold] I agree, the other woman, I reply two pendants of gold for her left arm, one [pendant of gold] I reply. That forty buffaloes.
include that twenty [if buffalos), that twenty [of buffalos] "

In clauses (25 and 26), noun groups act "they", some rare "provide food", and "ounds" "buffalos" are omitted.

Text cohesion is created by lexical cohesion or lexical cohesion. Lexical cohesion relates to some of lexical that covers repetition, synonym, hyperonym and holonym. Since lexical cohesion is at the base of lexical, it follows the general principles that lexical item is not stated by special grammatical frame. Lexical cohesion is different with conjunction, reference, and ellipsis that are at issue of grammar. Text cohesion among lexical cohesion are found in Wajewa language texts. The examples are as the following data.

(25) Ga's kama dafa ndi pumera = pumera nda kira = pumera nda

nggga!

To make is like to follow what have been committed, be planned in time, be stated in mind line.

(26) Uheku leku o, ypga ovokashible mi = pumera ov NLuka pukwambwa ov

"Hey what lowers you there, what makes you hungry?"

(27) Tusho vare bula silla : silla vila tuma "denga" : ndengu vila vila vila

I don't know that I am poor, be poor in the middle of earth, be miserable, be miserable in the middle of none.

(28) Be ndu nda kusika o, ku wak. 'Be u sigege nda kusika?'

If it is time, do not bite it, if there is something wrong, do not bite it.

(29) Tshu u kama leni ranga punundi zy nga ov taka kemwe : muala kusinde :

In time a beast not classify nature.

There are five animals I bring today, three buffalos, one male lead the two heifers.

Clauses (25 and 26) show lexical cohesion pumera, pumera nda kira, pumera nda

whence it is committed, be planned, be stated designed have the same meaning. Clause (26)

that makes you hungry, that makes you hungry, that makes you hungry.

Clauses (27 and 28) have lexical cohesion vare, vare ov NLuka pukwambwa ov, that is, 'that is needed,

vare 'poor' and vare 'miserable (in clause 27), and nda

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Chapter 3: Simple and Compound Devices

1. Simple and Compound Devices

When a device has more than one device, it is called a compound device, whereas a single device is called a simple device. The addition of components is called a compound device. Examples of the usage of simple devices are: simple devices.

<table>
<thead>
<tr>
<th>Type</th>
<th>Simple Device</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Simple and Compound Devices

- Simple devices: Devices that do not involve the addition of components.
- Compound devices: Devices that involve the addition of components.

<table>
<thead>
<tr>
<th>Type</th>
<th>Simple Device</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.1: Simple Devices

<table>
<thead>
<tr>
<th>Type</th>
<th>Simple Device</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2: Compound Devices

<table>
<thead>
<tr>
<th>Type</th>
<th>Simple Device</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4. Clonal taxonomy of B. rapa

<table>
<thead>
<tr>
<th>Clonal Name</th>
<th>Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>Clonal 1</td>
</tr>
<tr>
<td>Type 2</td>
<td>Clonal 2</td>
</tr>
</tbody>
</table>

5. Conclusions

The results of the clonal taxonomy indicate a high level of diversity within the B. rapa population. The clonal diversity observed suggests the potential for genetic variation, which could be exploited for breeding purposes. Further research is needed to understand the genetic basis of these clonal differences and their implications for crop improvement.
Cohesion is shown in the use of ellipsis rather word ellipsis, which could be seen as a device to avoid repetition. Besides, textual cohesion includes coherency, for example, discussing synonyms or antonyms, para sox has para sox, viga ‘that be filled’, showing repetition as sox, melis tile are drug, ulugcile were ‘be poor poor in the middle of giving’, be seenable resemble in the middle of rock’, and showing hypernymy, ulanga ‘animal’ as bekondo ‘buffalo’ and solve ‘beans’.

Relating to marked and unmarked theme, the use number of unmarked themes with a larger than marked theme (202) from the 812 total number of topical themes. The use of marked theme in clauses indicates that the subject intended to specify or focus on object a time or their point of departure. The use of various types of themes indicates that it is the strategy to attract attention of the other participants to focus on the sentence in clause, then it can be directly answer, be commented, or be given suggestion. Thus, metafunction of language can usually work.

References


