Themes and Rhymes in the Text of Balinese Folklore "*Mén Mining*": A Systemic Functional Linguistic Study

Ida Ayu Pristina Pidada

Universitas Bali Dwipa, Denpasar, Indonesia, Email: idaayupristinapidada@ymail.com

Abstract*

This study examines the themes and rhymes in the text of a Balinese folklore entitled "Men Mining". The study was conducted using a descriptive qualitative research method. Words, clauses, and sentences were analyzed in the aid of simak method and bebas cakap technique. First of all, the data were grouped by themes and rhemes. Then, the themes were divided into interpersonal themes, textual themes, and topical themes. Finally, topical themes were divided into marked and unmarked topical themes. The results showed that in the first clause the Mén Mining text was dominated by marked topical themes, while in the second clause unmarked topical themes were found. Also, in the first clause an unmarked topical theme is found if it is studied more specifically. Marked topical themes refer to information that is present in front of the subject and unmarked topical themes refer to the absence of information at a position preceding the subject. In addition, textual themes found are in the form of conjunctions and continuative discourse markers. Interpersonal themes found are question words and forms of greeting words.

1. Introduction

Folklore is one of the many developing traditional stories in Balinese society. The existence of traditional folklore texts needs to be maintained and preserved. Aside from being entertainment, writing folklores aims to represent good ethical and local wisdom values. Folklore is an inheritance from generation to generation and develops as a means of conveying messages and advice. Today, folktales are conveyed and packaged in such a way as to make them more attractive so as to increase interest in reading them, especially the interest of younger generation. In fact, the younger generation likely overlooks local folklores and tends to be more familiar with foreign tales. The fact is also in majority compelled by the rapid development of technology that makes it easier for people to obtain information. In addition, oral traditions are now rarely used and conveyed by parents for varying reasons.

People who read traditional folklore texts need a good understanding. The skill plays a crucial role so that readers can more easily and quickly understand the information conveyed in each story. Meanings of the story being conveyed must be straightforward and unambiguous to avoid different interpretations of meaning. The goal is that explicit and implied meanings can be found in the text of the story. To achieve that, exploitation and choice of words play an important role. Words are arranged in grammar and one sentence (clause) must not be the result of another sentence (clause) generation (Wiratno, 2018: 143). The use of appropriate words, sentences and clauses is mandatory in order to achieve the objective of the messages of the story to be conveyed. The role of lexicogrammar which links

meaning between words (lexis) and grammar as words in a structure along with all the resulting meanings that arise is also essential (Wiratno, 2018: 144).

Lexicogrammar is on a stratum between semantics and phonology/graphology; lexicogrammar realizes semantics and is realized by phonology/graphology (Wiratno, 2018: 144). The lexicogrammar which is below semantics and above phonology/graphology exists as a source of meaning that can be expressed in the structure and expression of words. In this case, the lexicogrammar covering lexis and grammar is a system that is inseparable from morphology and syntax (Matthiessen, 1992/1995 in Wiratno, 2018: 145). In Systemic Functional Linguistics (LSF) theory, lexis is a word which is within the scope of context and plays a role in expressing ideational meaning, interpersonal meaning, and textual meaning within texts so lexis is inextricable from grammar. LSF theory views grammar as part of a lexicogrammar consisting of morphology and syntax. Therefore, semantics is realized with a lexicogrammar which consists of grammar and lexis realized with phonology/graphology (Wiratno, 2018: 146).

Accordingly, lexicogrammar has a crucial role to construct ideas or thoughts written by the author to the reader. The messages to be conveyed will be delivered successfully if the appropriate language rules are applied. This in turn causes the need for reconstruction of meaning through a series of phrases, clauses, and sentences as well as the interconnections between sentences displayed by the author in the text of the story. Application of lexicogrammar rules can be explored from the clause structure, because in the textual meaning dimension, clauses are seen as a source of meaning used to organize information or messages (Halliday & Matthiessen, 2004/2014 in Wiratno, 2018: 54).

More integral parts of information are placed at the front or at the beginning of the clause, while additional information or complement parts are placed after the initial clause is conveyed. Initial information is called a theme, while additional information is called a rheme. On that account, the structure of a clause consists of important information and additional information. Theme and rheme analysis is a form of realization of the explicit disclosure of the metafunction or textual component of a text. The textual component deals with thematic organization, that is to say, the themes in the information structure. In this case the thematic elements function to regulate the way the ideational component elements are structured into a way of sorting the elements of the information structure of a clause and sentence. Information structure elements can be described through a textual analysis model which is an application of Systemic Functional Linguistics Theory.

A number of studies that have been conducted by other researchers in the past and are relevant to the present study include a study of the debate texts of the Vice Presidential Candidates and Vice Presidential Candidates in the Indonesian Presidential Election for the 2014-2019 period whose relevance is linked to discourse learning in schools (Faradi, 2015), a dissertation research conducted by Setiawan in 2019 entitled "*Debat Capres Periode 2014-2019*" with the text involving Prabowo Subianto and Joko Widodo. Other study is the one compiled in an article titled "Ideological Representations and Theme-Rheme Analysis in English and Arabic News Reports: A Systemic Functional Approach" which examined the ideology reflected in news reports in English and Arabic. Another study is an article entitled "*Penggunaan Struktur Tema dan Rema dalam Cerita Rakyat Bali Pan Belog: Kajian Linguistik Sistemik Fungsional*" (Nadya, et al., 2020: 343-351). Building on the explanation above, the text data of the Balinese folklore entitled "Men Mining" have never been studied by other researchers in a scientific work. A folklore which is quite unique and not yet widely known by the public is essential for a study with the aim that it can be widely known and especially in terms of the analysis of the themes and rhymes used which are the focus herein.

2. Research Method

This study is a qualitative descriptive study that is used to shed light on the quality or characteristics of natural data which of course is based on descriptive and natural

understanding (Djajasudarma, 2010:14). The source of the data is the text of a Balinese folklore entitled "*Mén Mining*". The folklore was obtained from the book of Budaya Klasik Bali Satua Bali Lawas, a book written by Paiketan Pelestari Budaya Bali Klasik Sila Taksu which was funded with the 2015 Bali Province Regional Grants. The text of "*Mén Mining*" is not widely known by the public, especially the Balinese themselves.

Data collection was carried out using the *cakap* method, a language research method applied by scrutinizing research objects by tapping, in this case, tapping the use of written language in the *"Mén Mining"* texts. In addition, conduction of the study is assisted with the *bebas cakap* technique so the researcher acts as an observer or scrutinizer and this has relevance to the type of data under use, which is written data (Sudaryanto, 2018). The next step is the data was transcribed into Indonesian, recorded and classified based on themes and rhymes. The data collected from the "*Mén Mining*" text were then analyzed hierarchically, starting from words, clauses, to sentences.

In the data analysis stage, the words, clauses, and sentences found in the text of "*Mén Mining*" are classified based on themes and rhymes according to the Systemic Functional Linguistics (LSF) study. If the theme is examined with the LSF study, it can be classified into interpersonal themes, textual themes and topical themes. Additionally, on topical themes in particular, things related to marked topical themes and unmarked topical themes are determined more deeply, so the results of the analysis of themes and rhymes that dominate the folklore text are obtained.

3. Discussion

Analysis of themes and rhemes in LSF studies is an integral part and clauses are a source of meaning that functions to describe information or messages, especially in the dimension of that meaning. Communication that is carried out between one another produces information in the form of speech forms stated in clauses. In this respect, the clause is composed of the distribution of information, and the more essential information is placed in front of the clause while the supporting ones are placed after the prior is conveyed. This important piece of information is called a theme while the information that supports it is called a rheme (Wiratno, 2018: 55).

Theme and rheme refer to the clause components or structures contained in a message. The theme is an important element that functions to state the initial information subsumed in the clause while the rheme is a message or information that follows the theme and is at the end of the clause, or is an element of theme extension. Classification of themes and rhemes in each clause explicitly reflects the textual meaning of the text as a whole. Textually, thematization is divided into three types – topical themes, interpersonal themes, and textual themes. Topical themes are classified into marked topical themes and unmarked topical themes (Wiratno, 2018: 57).

In an unmarked topical theme, the clause joins the subject, while a marked topical theme can be identified based on the placement of the subject whether there is other information. Other information referred to includes circumstance – reference on place, reference on time, and reference on how to be contained in the clause. On the interpersonal theme, the clause focuses on the speaker himself, which can be expressed by greetings, adverbs of mood, finites in polarity, or question words. Furthermore, textual themes can be realized by conjunctions which include internal conjunctions and external conjunctions as well as continuative discourse markers. External conjunctions function to link between clauses in complex clauses, while internal conjunctions function to bind between clauses in simple clauses. The following is an analysis of the themes found in the text of the Balinese folklore "*Mén Mining*".

3.1 Marked and Unmarked Topical Theme

Marked and unmarked topical themes in the text of "*Mén Mining*" are explained as follows.

Table 1.
Single-clause Sentence with an Unmarked Topical Theme

pan pleting	*ngebutin*	*tatedan asuné*
Pan Pleting	to seize	an object carried by a dog
Subject	Polar/Predicator	Complement
Unmarked Topical Theme	Rheme	
Theme		

Table 1 shows the sentence being explained consists of one clause and the subject plays the role of presenting the main information and is placed at the beginning of the sentence. The subject in the clause serves as an unmarked topical theme which is briefly arranged. The clause consists of three elements – subject *pan pleting*, polar/predicator *ngebutin*, and complement *tatedan asuné*. If there is additional information that is more important and is in front of the subject, it is called a marked topical theme clause. An example of the "*Mén Mining*" text containing a marked topical theme is presented in the following subsection.

Table 2.
Double-clause Sentence with a Marked Topical Theme

Sarauh	*Ipun*	*jumah*	*Ipun*	*napak jumah*	*raris angin baret*
upon arrival	he	at home	he	stay at home	then a strong wind came
Predicator	Subject	Complement	Subject	Predicator	Complement
Unmarked Topical Theme	Rheme		Unmarked Topical Theme	Rema	
Marked Topical Theme			Rheme		
Theme					
First Clause			Second Clause		

Table 2 indicates the sentence therein consists of two clauses, beginning with a circumstance which functions to determine the type of topical theme. The first clause is categorized as a marked topical theme because the first clause contains additional information placed in front of the subject *Ipun*. The subject also serves important information as it informs the next situation of *napak jumah raris angin baret* after the subject *ipun* arrives at home. The two clauses in the table contain an unmarked topical theme because they both present a subject, which is *ipun*. *Ipun* refers to *Mén Mining*. Apart from the subject, the two clauses contain other elements which include the predictors with *sarauh* and *napak jumah*, and there are complementary elements, such as *jumah* and *raris angin beret*.

3.2 Textual Theme
Textual themes can be realized in the form of conjunctions and continuative discourse markers as explained below.

Table 3.

Single-clause Sentence with a Textual Theme in the Form of Continuative Discourse Marker

Asapunika	*malih rauh*	*Pan Pleting*
therefore	Come again	Pan Pleting
Continuative Discourse Marker	Predicator	Subject
Textual Theme	Rheme	Unmarked Topical Theme
Theme	Rheme	

Table 3 shows the subject *pan pleting* is in the rheme category and as an unmarked topical theme; it contains additional information that is placed before the subject. The continuative discourse marker in the clause in Table 3 is. Apart from that, there is also a predicator in the clause, *malih rauh*. Regarding the existence of continuative discourse markers which can also be realized with textual themes in the form of internal conjunctions and external conjunctions is described below.

Table 4.

Double-clause Sentence with a Textual Theme in the Form of an External Conjunction

Asapunika	*Tiang*	*ngamah*	*abesik*	*tur*	*pianak tiangé buin patpat*
therefore	I	eat	one	also	four more of my children
Adverb of Manner	Subject	Predicator	Complement	External Conjunction	Complement
Marked Topical Theme	Unmarked Topical Theme	Rheme		Textual Theme	Rheme
Theme				Rheme	
First Clause				Second Clause	

Table 4 shows a marked topical theme is expressed by an adverb of manner *asapunika* and an unmarked topical theme is expressed by the subject *tiang*. The sentence in the table contains a textual theme, *tur*, which functions to connect one clause to another which is parallel (paratactic). The clause in this sentence is categorized as a paratactic clause because the subject *tiang* commits an act of *ngamah* which does not last long before the next action, which is eating again his four kids.

Table 5.

Double-clause Sentence with a Textual Theme in the Form of an Internal Conjunction

Gelising carita	*Mén Mining*	*nampi*	*pakingsan tetani*	*déning*	*ipun*	*sané*	*madrewé*	*ayam akeh*
in short	mén mining	receive	entrusted termite	because	he	who	have	many chickens
Internal	Subject	Predicat	Compleme	Adver	Subject	Relative	Predicat	Compleme

Conjunction		or	nt	b of Manner		Conjunction	or	nt
Textual Theme	Unmarked Topical Theme	Rheme		Marked Topical Theme	Unmarked Topical Theme	Textual Theme (or Unmarked Topical Theme)	Rheme	
Marked Topical Theme				Rema				
Theme								
First Clause				Second Clause				

Table 5 shows the sentence therein consists of two clauses. The sentence contains a textual theme in the form of an internal conjunction, namely *gelising carita*. There is also a relative conjunction which is categorized as a textual theme. The internal conjunction is a conjunction that is used to link one clause with another clause and is placed at the beginning of the sentence.

3.3 Interpersonal Theme

Interpersonal themes found in the text of "*Men Mining*" are described in Table 6.

Table 6.

Double-clause Sentence with an Interpersonal Theme

Sarauh	*Ipun*	*jumah*	*malih*	*Ipun*	*katakénin*	*antuk pianaké*	*suba pa,*	*nyidayang?*
upon arrival	he	*at home*	*again*	*he*	*being asked*	*by his child*	*done, father?*	*can…?*
Predicator	Subject	Complement	Predicator	Subject	Predicator	Complement	Greeting	Question Mark
Rheme		Textual Theme	Rheme		Rheme	Textual Theme	Interpersonal Theme 1	Interpersonal Theme 2
Marked Topical Theme								
Theme			Rheme					
First Clause			Second Clause					

Table 6 shows the sentence contains a question word *nyidayang* and a greeting word *suba pak?* which is placed at the end of the second clause, which also functions as an interpersonal theme. Placement of the conjunction at the end of the clause is very appropriate; the function is as an interpersonal theme. In addition, there is a textual theme expressed by *pianaké*, which serves as a complement. In the first clause, a textual theme is found, that is *jumah*, which functions as a complement. Then, there is also a predictor *sarauh* and a subject *Ipun* referring to *Mén Mining*.

4. Novelty

The large number of Balinese people who have not yet known the folklore "*Mén Mining*" is a novelty of the study. If this is allowed to go examined, it will certainly threaten the existence of traditional story texts in the lives of the younger generation, because such an oral heritage must be preserved. The text of "*Mén Mining*" contains a story that is so unique and interesting to be read, and linguistically the text has never been studied either in the form of articles, journals, theses and other scientific works. This is a novel finding that is examined using the LSF theory. This study is expected to be useful for future researchers to analyze themes and rhymes in the texts of folklores from other regions.

5. Conclusion

Following the presentation in the previous sections, it can be concluded that the themes and rhymes in the Balinese folklore entitled "*Men Mining*" are dominated by marked topical themes. Furthermore, unmarked topical themes are more commonly found in second clauses or rhemes. However, when examined more specifically, unmarked topical themes are also found in first clauses. In a topical theme, when the subject presents information in front of the subject at the beginning of the sentence, it is called marked topical theme, but when the subject does not present any information in front of the subject, it is called unmarked topical theme. In addition, the text of "*Men Mining*" contains textual themes that are manifested by conjunctions and forms – continuative discourse markers. While the forms of interpersonal themes are question words and greeting words as presented in Table 6.

6. Acknowledgements

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Author's Biography

Ida Ayu Pristina Pidada, S.S., M.Hum., was born in Klungkung, Bali, on July 9th, 1995. She is a lecturer in Bali Dwipa University, English Department, Bali, Indonesia. She graduated her undergraduate study in the Faculty of Letters, Warmadewa University in 2017. She took her master's degree in linguistics in the Postgraduate Program, Warmadewa University in 2019. She is currently completing her doctoral study in Udayana University.
Email: idaayupristinapidada@ymail.com