THE REALIZATION OF THEMATIC ROLES IN PRAMOEDYA ANANTA TOER’S RUMAH KACA
AND ITS ENGLISH TRANSLATION FORM HOUSE OF GLASS

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Nilam Maharani

036332015

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By

NILAM MAHARANI
Student Number: 036332015

Approved by

Dr. B.B. Dwijatmoko, M.A.
Advisor

Date: June 21, 2007
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Nilam Maharani
Student Number: 036332015

Was defended in front of the Thesis Committee
and declared acceptable

Thesis Committee
Chairperson: Dr. B.B. Dwijatmoko, M.A.
Secretary: Dr. F.X. Mukarto, M.S.
Member: Prof. Dr. Soepomo Poejosoedarmo
Member: Dr. Fr. B Alip, M.Pd., M.A.

Yogyakarta, June 21, 2007

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**Typographical Conventions**

*Italics*: a. foreign words, phrases, clauses, and sentences.  
b. the emphasized words within sentences which become the center of the discussion

Single quotation-marks ('): a. lexemes and expressions  
b. the citation of sentences

Double quotation- marks ("): quotations from other authors

Asterisks (*): unacceptable sentences

Parentheses (…): a. showing the words being discussed in a particular sentence  
b. numbering the discussed sentences or propositions  
c. showing the thematic role discussed within a particular sentence

Square brackets […]: possible extended coordination of a sentence

Initial capital letters: the name of the thematic roles

**Notes**

1. When an Indonesian term has been furnished with an italics, a single quotation mark containing the English word is directly following to it.
2. In quotations from other authors, the original typographical conventions have usually been preserved.
ABSTRACT

NILAM MAHARANI. (2007). THE REALIZATION OF THEMATIC ROLES IN PRAMOEYDA ANANTA TOER’S RUMAH KACA AND ITS ENGLISH TRANSLATION FORM HOUSE OF GLASS.

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Translating a fiction is said to be complicated for it deals not only with bilingual, but also bi-cultural transference as well as dealing with aesthetic conventions, historical and socio-cultural circumstances, authorial style, and the author’s worldview. However, every translation product should be loyal to the message. It does not mean that the translator does not have any rights to change the structure of the Source text (ST) in his translation products since basically translating a text is a meaning transference.

Toer’s Rumah Kaca is one of Indonesian fictions which has been translated into twenty languages, and one of them is English. Every language has its own grammatical structures, but the thematic roles remain the same. However, for the sake of the naturalness of the translation product, it is possible for a translator to change the grammatical structure and the main verb which brings a thematic role shift as its result. This thesis focuses on the causes of the shifts of the thematic roles when they are translated into the Target Language (TL). There are three questions to answers. First, how are the thematic roles realized syntactically in the ST? Second, how are they realized in the TT? The third is what may cause the thematic roles shifts?

The first and the second problem are answered by taking the sentences both in the ST and the TT which theoretically can fill the syntactic slots as well as the thematic roles. Quirk et al gives a contribution to the division of the syntactic slots namely subject, object, complement, and adverbial. Frawley’s theory on the thematic roles are used to analyze the thematic roles of the noun phrases filling the syntactic slots. Frawley divides the thematic roles into two big groups namely Participant and Non participant roles. The Participant roles are divided into three: Logical actors (Agent, Author, Instrument), Logical Recipients (Patient, Experiencer, Benefactive), and Spatial roles (Theme, Source, Goal). The Non participant roles are divided into Locative, Reason, and Purpose.

In the ST, Benefactive role is realized in every syntactic function except in the object complement. Time and Manner role are realized only in the syntactic adverbial function. It proves that in the ST, the Benefactive role has the highest position in the syntactic function hierarchy. In the TT, Agent, Patient, Experiencer, Theme, Goal, and Locative have the highest position of the syntactic function hierarchy. Both in the ST and the TT, the Time and Manner role have the lowest position in the syntactic function hierarchy for they are only realized in the syntactic adverbial function. This shows that the Participant role dominates the syntactic functions hierarchy.

The thematic role shifts in the translating process mostly occur in the participant roles under syntactic and semantic reasons. It is possible for the participant roles to shift into the non participant roles. This shift is caused by
relative clauses which shift to the main clauses and the presence of the dummy subject. The thematic role shifts under semantic reasons are potential to change the grammatical pattern, therefore it is said to be obligatory. Since a translator is free to retain the syntactic construction of the ST, the thematic role shifts occur under syntactic reasons can be said to be optional.

A translation product should be loyal to the message as well as giving an impression to the readers that they are not reading a translation product. The mastery of the thematic roles enable a translator to express the message of the ST without being stiff to the ST, so that the readers feel that they are reading the ST not its translation product.
Menterjemahkan fiksi merupakan hal yang rumit karena menterjemahkan fiksi tidak hanya menyangkut dua bahasa, tetapi juga menyangkut penyampaian dua kultur kebudayaan, konvensi- konvensi estetik, keadaan sosio kultural, gaya pengarang beserta pandangannya. Akan tetapi, setiap produk terjemahan haruslah setia kepada pesan yang hendak disampaikan pengarang. Hal ini bukan berarti bahwa seorang penterjemah tidak mempunyai hak untuk mengubah struktur gramatikal dari bahasa sumber dalam produk terjemahannya, karena pada dasarnya menterjemahkan adalah menyampaikan pesan.

Novel *Rumah Kaca* karya Pramoedya Ananta Toer merupakan karya fiksi Indonesia yang sudah diterjemahkan ke dalam dua puluh bahasa, dan salah satunya adalah bahasa Inggris. Setiap bahasa mempunyai struktur kebahasaan mereka sendiri- sendiri, akan tetapi peran temantik mereka tetap sama. Akan tetapi, demi kealamiahan sebuah terjemahan, seorang penterjemah bebas untuk mengubah struktur gramatika dari bahasa sumber (SL) ke dalam bahasa sasaran (TL), juga mengubah predikat dari sebuah kalimat. Hal ini berdampak pada berubahnya peran tematik pada suatu frasa kerja. Tesis ini membahas penyebab perubahan peran tematik pada novel tersebut ketika diterjemahkan ke dalam bahasa Inggris. Ada tiga masalah yang hendak dijawab dalam tesis ini: pertama, bagaimana peran tematik diwujudkan secara sintaksis dalam teks sumber (ST)? Kedua, bagaimana peran tematik diwujudkan secara sintaksis dalam produk terjemahan (TT)? Dan yang ketiga, hal apa saja yang mungkin menyebabkan terjadinya perubahan peran tematik dalam proses terjemahan tersebut?


Dalam teks sumber, peran Benefactive terealisasi pada semua fungsi sintaksis kecuali pada fungsi keterangan. Hal ini membuktikan bahwa dalam teks sumber, peran Benefactive menempati urutan tertinggi dalam hirarki sintaksis dalam produk terjemahan, peran Agent, Patient, Experiencer, Theme, Goal, dan


Selain harus setia kepada pesan yang harus disampaikan, sebuah produk terjemahan hendaknya mampu meyakinkan pembacanya bahwa mereka tidak sedang membaca karya terjemahan. Penguasaan peran- peran semantik memungkinkan penterjemah untuk menyampaikan pesan tanpa harus terpencegah secara kaku pada teks aslinya, sehingga para pembaca merasa mereka sedang membaca teks aslinya, bukan karya terjemahan.
1.1 Background

Translating a text can be said to be complicated and problematic for the translators who may not be equally fluent in the Source language (SL) and the Target Language (TL), especially when they are dealing with complicated texts. The reason is that translation does not only deal with lexicon and grammatical structure, but it takes communication situation and cultural context of the source language (SL) text as well.

“Once a translator has identified the meaning of the source text, his goal is to express that same meaning in the receptor language with forms which may be different from those of the source text (Larson, 1984: ix)”. Larson emphasizes the importance of the word meaning to the product of a translation. Larson’s idea is in line with Leech, who says that translating can be defined as finding a synonymous expression in another language (Leech, 1981: 80).

There is no doubt that word meaning is important to the translation process. A good translation should consist of meaning transference from the SL into the TL. “This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant (Larson, 1984: 3).

However, it is unwise to think that the meaning of a sentence is merely the sum of the meanings of the words and other constituents which compose it (Leech, 1981: 123). The reason is that, if a word meaning were the case, we could
not tell the difference of meaning between *My step mother has a brother in law, My mother in law has a step brother, My step brother has a mother in law*, etc. All of those propositions would have to be regarded as synonymous.

Referring back to the task of a translator, Larson argues that a translator should not stop his step when he had mastered the word meaning and the communication value. He will continue the next step that is analyzing the components he had found and reconstructing his findings using the lexicon and grammatical pattern which are appropriate in the TL and its culture (Larson, 984: 3-4).

As semantics is the study of linguistic meaning of words, phrases, and sentences, semantics can be said to give a great contribution to the translation field (Fromkin and Rodman, 1988: 206). However, what Larson means by semantics is narrower than the meaning of semantics in general. He refers to linguistic semantics because he adopts the word ‘structure’ following the word ‘semantics’. Linguistic semantics is the study of literal meanings that are grammaticalized or encoded. It is a branch of both semiotics, the study of meaning in general, and semantics, the study of linguistic meaning in particular. “But linguistic semantics is narrower than either semiotics or semantics, focusing as it does on meanings that are actually reflected in overt form differences” (Frawley, 1992: 1).

Although in forming a sentence, a certain form takes place, it does not mean that the sentence is perfect. Sentence (1) is a grammatically perfect sentence, but semantically it is ill. It fulfills the requirement of being said as a sentence: there is
a subject (mother) and a verb (cooked). This verb belongs to transitive verb, and therefore the verb takes an object (stone).

(1) * Mother cooked the stone.

However, sentence (1) is against the semantic rule. The verb *cooked* needs something following it, reflecting a cookable thing. In this case, the object following the verb is not cookable, since it cannot transform to any edible thing.

Translating a text assumes translating sentences; some are complex, some are not. It is possible that a translator loses the nucleus of a sentence in translating process only because he pays too much attention to the complicated structure of the text.

A translator should differentiate sentences from propositions. Sentences can be long and complex, but proposition can be said to be the nucleus of the sentences: what an author wants to tell his readers. Proposition is a predication which can be described as being true or false (Leech, 1981: 155).

(2) Artika Sari Devi won the beauty pageant.

(3) Artika Sari Devi did not win the beauty pageant.

(4) Did Artika Sari Devi win the beauty pageant?

(5) Artika Sari Devi’s winning the beauty pageant

(6) For Artika Sari Devi winning the beauty pageant

Only (2) and (3) are propositions and can be described as being true or false. Leech argues that there are two conditions for a predication to be called prepositions. The first condition is the predication is expressed by a finite verb
with a tense form (win, won) which marks it as describing something which happened at a particular time. The second one is that the predication is in declarative mood, meaning that it has effect of asserting something, rather than of asking a question (Leech, 1981: 155). By applying those conditions, therefore (2) and (3) can be considered as propositions.

Predication, on the other hand, are a common category shared by propositions, questions, commands, etc (Leech, 1981: 124).

(7) The boy played his music.

(8) Did the boy play his music?

(9) Play your music, boy!

Sentences (7), (8), (9) have a common content which can be expressed in a kind of Pidgin English: boy played music.

Syntactically, sentences have constituents such as subject, verb, object, and adverb, but semantically, predications have argument and predicate as their constituents.

(10) The man helped her.

Syntactically, (10) has the man as the subject, helped as the verb, and her as the object. However, proposition (10) can be semantically analyzed to have the man and her as the arguments. The linking element (helped) between the two arguments (the man and her) is called ‘predicate’ in semantics.

The predicate is the major or pivotal element, and may be said to GOVERN the arguments, which are in a relation of DEPENDENCE to it…The predicate is the major element in the sense that it determines the number and nature of the arguments (Leech, 1981: 129).
The term ‘thematic roles’ which is also called as semantic case, semantic roles, thematic relations, and purely perspective theta roles, are semantic relations connecting arguments to predicates (Frawley, 1992: 97).

(11) Clara sang beautifully.

(12) Caesar likes orchids.

(13) He killed the cat.

The argument Clara has an Agent role and sang as the predicate. The argument ‘Caesar’ in (12) has an Experiencer role and the argument orchids has an Object role. The argument He in (13) has an Agent role and the argument the cat has an Object role.

The knowledge of the predicates and arguments enables a translator to understand the sentences and propositions better. In a translating process, the translator is capable to enrich the language style he uses in his translation product without losing the main idea expressed in the original sentences or propositions.

(14) a Berat. Berat bagi Idenburg, dan dengan sendirinya berat bagiku diberi tugas- tugas khusus.

b. It was hard, hard for Idenburg, and of course, hard too for me who receive new and special tasks.

Sentence (14a) consists of two sentences repeating the main proposition that is berat ‘hard’. In the original sentence, the author is aware of the necessity of the word berat. Even he builds a brand new sentence using the word berat, the argument berat in (14a) does not have any thematic role.

When (14a) is translated in sentence (14b), the translator does not want to retain the style of the original sentence. He knows that the word hard still does not
have thematic role when it is translated into *it is hard*, for *it* is a dummy subject. The translator understands that the proposition can still be found in (14b). He does not need to follow the style of the author, because now he is free to express his own style without losing the nucleus of the sentence.

This research is dealing with semantics, particularly with thematic roles. It is going to see the importance of the study of the thematic roles in applied linguistics that is in translation, by taking the novel written by Pramoedya Ananta Toer entitled *Rumah kaca* and its translation form *House of Glass* translated by Max Lane.

The first reason of choosing Toer’s *Rumah Kaca* is that this novel is the last episode of the Buru Quartet. The translator (Max Lane) said that it is like the key answer to the three preceding novels in which the political agenda is revealed. Many sentences and even noun phrases need a ‘special treatment’ to be translated.

Other reason is that, like Toer’s other works, this novel is reflecting Javanese culture which can be seen from Indonesian language with strong Javanese language logics and structure. His thoughts and discourses are well-organized, which make the readers able to imagine the story vividly as if they were the characters themselves. “The hardest part for the translator is when he must retain Toer’s style without losing the strength of the imagery built in the story” (Lane, 2006: informal conversation). Moreover, Lane adds that the point of the translation process does not rely on the grammatical structure per se, but on how the translation product gives the equal impact to the readers to imagine the story vividly. Lane’s opinion implies that the translator is free to change the language
voice, shift the thematic roles under a particular syntactic slot to other syntactic
slots, as long as those changes meet the naturalness translation of the TL.

The third reason of choosing Pramoedya Ananta Toer’s work is that Toer’s
novels have been translated into twenty languages (Publisher’s note, 1992). He
also received the PEN freedom-to-write Award in 1988 and the Ramon
Magsaysay Award in 1995. It is to say that his works are famous, and the
translation forms of the works should be qualified. This research is not going to
judge the English translation form of the novel, but it sees the how the thematic
roles theory are realized in the receptor language.

1.2 Problem Limitation

This research deals with thematic roles in Indonesian language when it is
translated into English. Previous studies on thematic roles mostly discussed
thematic roles in English arguments and predicates. As a language, Indonesian
language also has thematic roles that can be compared when they are translated
into English.

This research is descriptive which tries to see how predicates (events) and
arguments (entities) are used in Indonesian by seeing their forms in the Rumah
Kaca. After the novel is translated into different language, in this case is English,
the researcher is going to see any difference of the arguments realization in the
translation form in order to see later the causes of them.

What is meant by realization is not the difference in voice such as active voice
and passive voice, because as a proposition, it is possible for a sentence to have
different grammatical form when it is translated.

b“The Natives’ way of thinking has not yet been changed by modern ideas,” he explained. (House of Glass, p. 28).

Sentence (15a) has an active voice with unsur modern as the subject of the sentence. When it is translated into (15b), the sentence is changed from an active voice into a passive voice with ‘modern ideas’ as the object of the sentence. In other words, the sentence has changed syntactically, but not semantically because there is no difference in thematic roles realization. The argument unsur modern ‘modern ideas’ has an Author role, an argument tata pikir pribumi ‘the Natives’ way of thinking’ has a Patient role.

(16) a “Kursinya kosong?”

b “May I sit here?”

Sentence (16a) has one noun phrase kursinya which has a LOCATIVE role. When the sentence is translated into (16b), there is still one argument appears: the noun phrase ‘I’ which has an Agent role. The thematic role shifts from a Locative role of the noun phrase kursinya to an Agent role in the noun phrase I. This thematic shift is caused under a pragmatic reason.

The thematic roles shift under a pragmatic reason can be said to be independent: the translator creates a new sentence which does not have any relation both semantically and syntactically to the sentence in the ST. Different from sentence (16b) above which has a thematic roles shift under a pragmatic
reason, sentence (17b) below has a thematic role shift under semantic and syntactic reasons.

(17) a…. *mereka* akan menyemburkan kata- kata yang menyakitkan hati penguasa- penguasa kolonial (Ch 7 no 5)

   b. ..*their words* would have once again given much pain to the colonial authorities.

Sentence (17a) above has an argument shift from an Agent role (*mereka*) to an Instrument role (their words) in sentence (17b). The reason of such shift (from the Agent role to the Instrument role) is the language efectivity. Sentence (17a) has an Agent (*mereka*) and a Theme (kata- kata) in which at the same time is functioned as an Instrument to do the ‘hidden agenda’ proposed by the Agent that is ‘giving much pain to the colonial society’. By ellipting the Agent (*mereka* ‘they’) in sentence (17a) and replacing it to the Instrument role (their words) in sentence (2b), the meaning of the sentence is still retained, since the emphasis of the triggering action is not lying on the Agent role but on ‘the words’ (Instrument role) which, of course, logically, are produced by human being. This argument shift, therefore, can be said to obey the redundancy rule under a semantic reason.

The semantic reason causing the thematic role shift has forced the translator to obey a syntactic rule. Their words as an argument can fill the syntactic subject slot in sentence (17b). As a consequence, *mereka* ‘they’ can not fill that syntactic function any longer. By that construction, the translator has made a deletion to one argument that is *mereka* ‘they’ which has an Agent role. The syntactic object function slot now is filled by ‘much pain’ in order to achieve a grammatical sentence to produce a naturalness translation in the TL.
In order to find the thematic role shifts, the researcher should know the classification of the thematic roles in each argument appearing in the data, both in the Indonesian data and in the English data. The cause(s) of the thematic roles shift(s) can be traced by comparing the thematic roles in the ST and in the TT.

1.3 Problem Formulation

In order to see the thematic roles shifts from the Indonesian data to the English data, the realization of both thematic roles in Indonesian data and in English data should be displayed. From the differences appeared, the intention of the translator in shifting the thematic roles can be traced. The problems to the research are formulated as follows:

1. How are the thematic roles realized syntactically in Toer's *Rumah Kaca*?
2. How are they realized in the English translation form?
3. What may cause the thematic roles shift(s)?

1.4 Research Goals

This research is going to find out the thematic roles of the arguments in *Rumah Kaca* as well as in its English translation form *House of Glass*. As noun phrases, the arguments can fill the syntactic function slots. The roles of the arguments which are realized in the syntactic subject function, for instance, might be different from those which are realized in the syntactic object functions. By knowing the thematic roles realization syntactically both in the Indonesian data and in the English data, the researcher can compare the thematic roles which are
realized in the Indonesian data and the roles which are realized in the English
data. In short, his research tries to find out the way those roles are realized
syntactically in the Source Text (SL) in order to find the way they are realized in
the Target Text (TL) that is the English translation form.

The goal of comparing the thematic roles realization is to have a set of data of
the thematic roles shifts. The thematic roles difference (from the ST and the TT)
must have several reasons. The other goal of the research is to reveal the causes of
the thematic role shifts.

1.5 Benefits of the Study

The theory of semantics gives practical benefit to the process of translating a
text. One of semantic domain, thematic roles, enables a translator to translate a
text with different style without losing the essence of a sentence which is gained
from seeing the propositions. The mastery of the thematic roles theory enables a
translator to enrich his style in the translation process, so that his language style in
his product is not monotonous. He is, therefore, able to explore the richness of the
language used in the story and gain the naturalness of translation in the TL.

In relation to the translation field which equally places the mastery of the word
meaning and sentence pattern, this research can give a contribution to the field by
providing real examples in translation. It is also to say that the benefit is twofold;
it can be used as a model for a translator to translate a text, especially from
Indonesian language into English. The second benefit goes to the linguists and
also the students of linguistics who are dealing with words, sentences, meaning
and structure. The research exposes the sentences gained from the data both from the semantic and syntactic point of view, meaning to say that linguists and the students of linguistics are capable to have a better understanding of the relation between semantics and syntax, which is embodied in a translation process.
CHAPTER II
THEORETICAL REVIEW

This research is to achieve objectives as stated in the previous chapter that is to see the realization of thematic roles from the SL (in Bahasa Indonesia) to its English translation form. It is going to see the thematic roles in the original novel first, and later on, to see the thematic roles in the English text (TT).

In order to achieve those objectives, this research needs some theories to analyze the data which are relevant and fundamental in answering the problems in the problem formulation. The theories will be thematic roles theory, sentence structure theory in Bahasa Indonesia as well as in English, and the theory of translation.

This chapter will be divided into two divisions. The first one is the theoretical review in which the writer displays the theories related to the topic, and the second one is theoretical framework to frame the theories used in the research.

2.1 Thematic Role Theory

Thematic roles are relevant relations between predicates or events and their arguments or entities (Frawley, 1992: 199). If a person is given the word ‘read’, and he should produce a perfect sentence using the word, he might produce

(1) a. Mr. John and his son read the letter
    b. The letter was read by Mr. John and his son.

Sentence (1a) has the subject namely Mr. John and his son, while the letter has the object position grammatically. Both of them are NPs, so they can be put as
either subject or object in the sentence. In a passive voice, the position of the subject is changed into an object and vice versa, so that the new sentence has \textit{the letter} as the subject of the sentence, while \textit{Mr. John and his son} is as the object.

However, regarding to the requirements of subject and object position that is they should be NPs, sentence like (2) below is unacceptable.

(2) a. *The travel warning read the visitors.
   b. *The cats read the news in the announcement board.

Grammatically speaking, sentences (2a) and (2b) are perfectly correct. Both of them have subjects (\textit{the travel warning} and \textit{the cats}) and objects (\textit{the visitors} and \textit{the news}) as well. The perfection of a sentence, however, is not only determined by the grammar correctness, but also by semantic values. The verb \textit{read} accommodates animate being as the doer of the action. In (2a) \textit{the travel warning} is inanimate object, so it is unacceptable to have it as the subject of the verb \textit{read}. \textit{The cats} in (2b) is animate being, however, still it is unacceptable to put is as the subject. The ability to read is only possessed by human.

From grammatical point of view, the subject in the active voice can be changed into the object position when it becomes a passive voice. Semantically speaking, the thematic roles stay the same or remain unchanged. The doer of the action in the active voice stays to be the doer in the passive voice.

(3) a. The mother prepared the food well.
   b. The food was prepared well by the mother.

The verb \textit{prepare} needs the doer that is the mother, and the object of the action that is \textit{the food}. The doer and the object of the action must be noun phrases,
that is why in semantics, they are called as entities. The verb *prepare* assumes to be the trigger of the action, so it is called as event. “Thematic roles are thematic relations connecting entities to events” (Frawley, 1992: 197).

There are some theories on thematic roles proposed by some linguists. One prominent analyst of this study is Frawley who divided the thematic roles into two classes: participant roles and non-participant ones. The participant roles are the roles of arguments necessitated by the predication itself, those that generally answer the question “who did what to whom?” (Frawley, 1992: 210-202).

According to Frawley, there are nine major participant roles which are grouped into three groups according to their function. The first three concern the logical actor or doer of the predication; the second three concern the logical recipient or undergoer of the predication; and the last three have properties of both and are best understood in spatial terms.

Logical actors are divided into three namely Agent, Author, and Instrument. The Agent is “The deliberate, potent, active instigator of the predicate: the primary, involved doer” (Frawley, 1992: 203). Keenan, as quoted by Frawley has a similar idea that the Agent role is semantically independent, meaning to say that the Agent role deliberately, intentionally, responsibly, and potently executes and controls acts. This role generates the effects themselves, making them relatively independent of those acts (Frawley, 1992: 205).

(4) Evangelicals and Utilitarians joined forces in 1830s and 1840s.

(5) The robbery was successfully stopped by the police.
In (4) Evangelicals and Utilitarians stand for the Agent role because Evangelicals and Utilitarians carries out the act (join) with deliberateness and primary involvement. In (5) the police represents the Agent role, the active instigator of the predicate stop, although the form is in a passive construction.

Author which is also called as the effector is the primary executor of an act which has all the characteristics of an Agent, but is not the direct cause of the act. If Agent carries out acts for internal reasons to the arguments, Author carries out acts for non internal reasons, meaning to say that Author is sufficient, but not the necessary, cause of the predication. Because of this reason, Author is often understood as the inactive cause (Frawley, 1997: 205-206).

Another difference between Agent and Author is that Agent needs intentionally and responsibility, whereas Author does not need them. The logical consequence is that Author is simply the enabler (indirect cause), not the direct doer.

(6) All human relations shifted from masters to servants.

(7) The ship pitched and rolled.

In the situation represented by (6), the human relation does not carry out the act. It cannot be paraphrased into *All human relations make a shift from masters to servants. It happens also in (7) for the ship does not really carry out the act.

Instrument is an argument as means by which a predicate is carried out. It may look like Agent and Author in a way that the method by which the action is executed is closely associated with both. The difference is that Instrument must be acted upon by something else in order to participate in the situation; their energy
source is external to them. In other words, Instrument has no role in the predication unless it is put into play by other arguments. Fillmore as stated in Frawley says that Instrument is inanimate forces or objects causally involved, not causing per se (Frawley, 1992: 208).

(8) Margaret Thatcher sets out her program with forcefulness and conviction.

(9) The axe broke the glass.

(10) The change happened through the forthcoming Commonwealth Conference in Lusaka.

In the situation of (8) forcefulness and conviction becomes the means used by the subject (Agent) Margaret Thatcher to do the action that is sets out. In the situation of (9), the axe seems to be Author instead of Instrument. However, that sentence can be rewritten as Someone broke the glass with an axe. It is obvious here that the axe directly performs the act of breaking, and it does so only because of the action of someone who exerts necessary energy on the instrument.

Sentence (10) displays the external energy source of the verb action (change). The forthcoming Commonwealth Conference in Lusaka is as means to make the verb change possible to happen.

If in logical actors Agent, Author, and Instrument are the objects of the discussion, logical recipients also have three objects to discuss: Patient, Experiencer, and Benefactive.

Patient is the primary recipient as well as an argument which is changed or directly affected by a predicate. From the terminology used, it is obvious to say that Patient suffers the situation or comes out changed as a result of the action of the predicate.
(11) The political thief has stolen the document.

(12) Knowing that it was the wrong document, he just burned it.

(13) We attended a Commonwealth service in Lusaka Cathedral.

In the situation represented by (11), *the document* undergoes the action of stealing, and it comes out changed by the act. The result of the act is the document disappeared; no longer exist.

Similarly, in the situation of (12) the pronoun *it* which refers to the document is directly affected by the actions of the predicate *burn*. The result is the document comes out changed because of the action. It is to say that the action or burning changes the material of the document from paper into ash. The document suffers from the action.

Unlike sentence (11) and (12) that can be said to have verbs of high activity with potent Agents and totally affected and individuated Patients, sentence (13) does not possess potent action by a volitional doer. The predicate *attend* has less high degree of activity compared to *steal* and *burn*. The Patient in sentence (13) is not totally affected by the act; consequently, the object in (11) and (12) more typically evinces patient hood than does the object in (13).

Sentences (11), (12), and (13) above show Patients which are realized in the syntactic direct objects. It is not a coincidence at all because according to Givon which is quoted by Frawley, Patient as the direct objects tends to be the secondary pragmatic focus of the sentence (Frawley, 1997: 211). Keenan, whose opinion also be quoted by Frawley, supports Givon’s idea by stating that semantically, the
characteristic of the objects is their lack of autonomy in the predication (Frawley, 1992: 211). It means that Patient which always takes format as the direct objects always depend on the predication.

(14) a. The boy ate the cake

b. The boy saw the cake.

Sentence (14a) and (14b) have the same direct object that is the cake. They have the same subject that is the boy. However, only sentence (14a) has a high activity verb since the object or the Patient is totally affected and comes out changed by the act. In sentence (14b), there is nothing happen to the object, and the predication of the sentence does not bring any changes to Patient in any way. It is to prove that Patient is scalar.

Experiencer is a logical recipient of an action where actions flow into them which frequently turns out to be human or at least animate for its involvement ability to perceive and interpret the internal data. In other words, Experiencer is a role in which the predicate affects the internal state or construction of an argument (Frawley, 1992: 213-214).

(15) Nobody knew where they were taken.

(16) Every fisherman saw that big ship approaching.

(17) I was glad.

In situation (15) and (16), the subjects do nothing volitionally, but experience the events. In situation (17), the subject I also experiences the event of being glad.
The ‘I’ has ability to feel, to perceive, and to interpret the situation given to him. He does nothing volitionally; the feeling of gladness just comes up to him.

Sometimes the Experiencer role is implied in possessive structure (genitive structures) like what is shown in sentence (18) below:

(18) My father’s pipe

The noun phrase (18) is derived from sentence My father has a pipe. Here, the subject (my father) does nothing volitionally; he just experiences the event of possessing the pipe.

The third kind of logical recipient is Benefactive: it derives actions or entities from the actions of another. Benefactive is an argument which is inherently dependent on surrogates, because it typically requires an Agent role elsewhere in the predication (Fillmore in Frawley, 1992: 216).

(19) The workers work for that big boss.

(20) A member of the committee brought over a chair for the father.

(21) We found her a good daily help.

In (19) the workers carries out the act expresses: the big boss derives the result from the surrogate act of the workers. Similarly, in the event of (20), only the member of the committee carries out the act. The father has a Benefactive role since he derives a result from the committee’s actions so that the action prevents the father from doing the act of paying because of the committee’s agency. Sentences (19) and (20) point an important thing that the Benefactive role relates to the benefit of surrogate action. In this way, this role looks very much
Instrument, only where Instrument is secondary Agent, Benefactive is secondary recipient.

In (21), on one reading, (non Benefactive reading), her is Patient: \textit{We found her as a good daily help}. On the other reading, (the Benefactive reading), her takes the benefit of the surrogate action done by \textit{we}: \textit{We found a good daily help for her}.

The sentences show that the Benefactive role co-occurs with Agent, therefore the Benefactive role never appears in a stative predicate but in a nonstative one such as resultative, motional, and transactional predicates.

(22) *She is cold for her husband (stative predicate).

(23) The lady read the fable for the orphans (result).

(24) The child got the walking stick for the old blind man over there (motion).

(25) The executives purchased luxurious cars for their colleagues (transaction).

Benefactive has one condition that is animacy. The reason is that Benefactive has surrogates. Frawley emphasizes that the individual having a Benefactive role would have carried out the act themselves which requires potency. This leads to a conclusion that Benefactive has a characteristic of animacy. This is in contrast to Instrument which carries out events independently (Frawley, 1992: 217).

(26) I sliced the cake for grandma.

(27) *I sliced the cake for the knife.

Sentence (26) is, therefore, possible since Benefactive requires an animate being taking the benefit from the surrogate action done by the \textit{I}. On the contrary, example (27) is semantically ill because it takes inanimate object as the Benefactive.
The last group of participant roles is spatial roles whose members are Theme, Source, and Goal. They are included in participant roles because they are often associated with actors and recipients and frequently surface in the direct grammatical roles of subject and direct object (Frawley, 1997: 218).

As one of the members of spatial roles, Theme involves movement from some resting point along a trajectory, often to another resting point. The displaced entity is the Theme of the predication of displacement.

(28) Being angry, Bobby pushed that boy to the river.

(29) He passed the salt to Marry.

(30) The orphan wiped out his tears.

In the event expressed by (28), the boy is the displaced entity and hence is the Theme. The same holds for the salt in the situation of (29). The action of passing involves a motion from the starting point to the resting point (Marry), therefore the salt is the displaced entity.

Fillmore in Frawley states that the Theme is much like the Patient in that each undergoes an act, but the Theme is unchanged (Frawley, 1992: 218). In the situation represented by (28) for example, the boy is displaced from a starting point to a resting point (the river) as a result of the act of the Agent, Bobby. However, the boy is not changed by the act of pushing.

On the contrary, in situation represented in (30), the tears is changed by the action: the tears are now disappeared. Strictly speaking, in (30), the tears is a Patient, not a Theme.
If themes look like patients because of the presence of an external energy source operating on them to displace them, they may also like agents and authors if the energy source is self-contained, that is, if there is self-displacement (Frawley, 1992: 218).

A language is said to be common to make reference to the point of origin of displacement. The argument with this thematic role is the source. Critical to the thematic role of source is a point of origin.

(31) Such a prize was itself a blessing came straight from God.

(32) He took a handkerchief from his pocket.

(33) The resident took out several telegrams from the envelope.

The situation represented by (31), (32), (33) have points of origin: God, his pocket, and the envelope respectively. Sometimes, the thematic role of Source is also about the topic of discourse, that is source of information or aboutness.

(34) The committee is going to talk on the problem tomorrow. (about the problem)

(35) This instrument is made of brass (from brass).

The thematic role of Source obviously has a general function from the source of motion (such as in situation (32) and (33)), to material and nonmaterial origin like in situation (35), to the topic of discourse such as in (34).

The thematic role of Goal involves destination or the endpoints of the events.

(36) Barli once went to England.

(37) The wife expressed her anger to her husband.

(38) My life is devoted to God.
The sentences above, *England, her husband, and God* are the noun phrases with the Goal role because they are the endpoints of the events. In situation (36), the thematic role is spatial: involving spatial destination. Situation (37) and (38) express nonspatial conveyance. In (37), it is difficult to see how *her husband* becomes the destination of any concrete motion. The absence of motion is obviously seen in (38), where *God* becomes the endpoint of the devotion, not actually move toward it.

Nonparticipant roles which are sometimes called circumstantial roles, are derived from the semantic context of the predication. Informally, nonparticipant roles answer questions on where, why, when, and how. On the other hand, participant roles answer the question “*who did what to whom*” (Frawley, 1992: 224).

Locative is a role denotes the spatial position of the predicate. It is a fixed spatial organization of a situation, the site of the predication, or its state position (Frawley, 1992: 224).

(39) I had already put the photograph inside my house of glass.

(40) The children are playing in the park.

In the situation of (39), *my house of glass* is the static position of the putting action. In that of (40), *the park* is the site for playing. English propositions such as in, on, above, over, at, and so on, give numbers of possibilities to become locative argument.

The thematic role of Reason is the role denoting the prior conditions of a predication. It is included in nonparticipant roles because it is clearly located on
the contextual level, outside the strict participant involvement in the predication. Reason role, according to Frawley, is connected to the intentions of Agent and therefore relies on prior events themselves for their existence. Based on this logics, Reason can be said to link other events to a predication by means of the motivation of an Agent (Frawley, 1992: 225).

The following sentences all contain Reason role:

(41) The kidnapped was trembling from fears.
(42) She smiled by reason of happiness.
(43) He will account for his crime.

Sometimes, the Reason role does not necessary initiate or originate the events.

(44) a. The kidnapped ran from the bushes down to the street (Source)
    b. The kidnapped ran from the bushes to hide behind a big tree (Reason)

In (44a) the sentence means the point of origin of the kidnapped’s physical displacement was the spatial position held by the bushes. While in (44b), with the Reason role, the sentence means the kidnapped ran because of the motivation to hide behind a big tree.

The thematic role of Purpose is role which codes the result thematically or consequence of a predicate (Frawley, 1992: 227).

(45) Grandma saw her dentist for getting the prescription.
(46) She spent many hours in dressing up for grabbing her new friend’s attention.
In the event of (45), *getting the prescription* is the Goal of the action. In (46) *grabbing her new friend’s attention* is the purpose of *spending many hours to dress up*.

Although the Purpose role and Reason role seem very much alike, they differ on the contextual endpoints of predications.

(47) a. Ron got a new car for satisfying his friends (Purpose).

b. Ron got a new car from satisfying his friends (Reason).

In (47a) the satisfaction condition of Ron’s friends is the result of Ron’s getting the new car. The possession precedes the purpose. On the contrary, in (47b), Ron is now in the possession of the new car because of his prior actions of satisfying his friends. It is the possession follows the Reason.

Different from Frawley, Fillmore proposes 1968 and 1971 models of thematic roles which are based on case form (which belongs to the surface structure) and case use (which belongs to the deep structure). His claim is that a sentence consists of a proposition (P) and a modality. Together they form a grammatical sentence for proposition is a tenseless set of relationships where verbs and nouns are involved, and modality takes such modalities on the sentence as a whole as negation, tense, mood, and aspect (Cook, 1989: 3-4).

According to Fillmore, a proposition has a verb and a series of case- marked noun phrases. In the previous model (1968 model), he proposes seven cases namely Agentive, Instrumental, Dative, Objective, Locative, Factitive, and Comitative. In comprehending what Fillmore has proposed of the deep structure, the diagram below might give an explanation
Indonesians formed the Independence by pen and speech.

As can be seen from the diagram (48) above, the proposition consists of a verb form and three case markers namely Agentive (A), Object (O), and Instrument (I).

Each case marker has preposition (K) that can be empty (Ø) or can be realized by with and by.

The relation of the noun phrase to the event or state is showed by a case marker. Agentive (A) shows a case of the perceived investigator of the action which involves his responsibility. Instrument case (I) shows the case of inanimate force or object which is causally involved in the state or the action. Dative (D) shows the case of any entities which is affected by the states or the action. Locative (L) shows the case identifying the location or direction of the state or action. sentence (1) and (2) below show the five cases:
(49) Frischboten (A) told (V) the news (O) to them (D).

(50) The nation (O) is formed (V) by blood and sword (I) in Europe (L).

Fillmore also distinguishes Factitive and Comitative case. Factitive shows the case of the object resulted from the state or action, whereas Comitative shows the case of an entity describing accompaniment and usually indicates by the prepositional marker *with*.

(51) Frischboten (A) had established (V) the Indies Council (F).

(52) They (O) are (V) with me (C) now.

The development of the seven cases system to nine cases was proposed by Fillmore in 1971 model. The differences lie on the Dative and Objectives cases become Experiencer and Object case. The Locative case is divided into three cases: Location, Source and Goal. The other difference is the omission of Factitive and Comitative which are changed into Time and Benefactive. The Agentive and Instrumental cases remain the same.

Experiencer (E) is a case referring to the experience of a psychological event. Source (S) shows the starting point of motion which is usually marked by prepositional such as from, away from and out of. The Goal (G) refers to the final point of a motion, while Time (T) indicates the time at which an object or event is located. Benefactive (B) shows an entity who gets the benefits from the event or activity. The sentences below are illustrating the 1971 case model.

(53) His Excellency the governor-general (E) was anxious (V).

(54) December (T) is rainy (V)
(55) From the top (S) going down (G), there (¥) were (V) bans, oppression, orders (O).

(56) Suurhof (A) gave (V) the letter (O) to the governor-general (B).

Different from Fillmore, Chafe proposed another case-system theory soon after Fillmore’s 1968 model. Chafe (1n 1970) identifies seven thematic roles: Agent (A), Patient (P), Experiencer (E), Beneficiary (B), Instrument (I), Complement (C), and Location (L).

The idea of Chafe’s Patient and Beneficiary are respectively the same as the idea of Objective and Benefactive role proposed by Fillmore. The idea of Experiencer in Chafe’s model is about an entity which is affected psychologically by the verb. Complement is an entity which inherently completes the meaning of the verb. The sentences below are the exemplifications of the idea above:

(57) I (A) prepared (V) a rope (P) for him (B).

(58) The Algameenee secretary (A) wrote (V) a letter (C).

Another linguist, Cook, also proposes thematic cases which are based on an argument that the cases spring from the meaning of the verb and they are attached to the features in the verb (Cook, 1989: 191). Based on this argument, Cook divides the English verbs into three categories: action, process, and state.

State verbs express a notionally stative situation as expressed by the verb ‘like’ and ‘become’. The example s of process verbs are in the verbs die and enjoy for those verbs express a dynamic nonagentive event. Different from the
two, action verbs express a dynamic agentive event. The verb *kill* and *say* are of the examples.

Those three verbs have a distinctive rule. Syntactically, a state verb cannot be used in a progressive and imperative form. A process verb can only be used in a progressive form which is a non imperative form. Action verbs can be used both in a progressive form and in the imperative form. Based on the distinctive features of English verbs, Cook develops five major thematic roles namely Agent (A), Experiencer (E), Benefactive (B), Object (O), and Locative (L).

Agentive role shows an entity capable of producing the action while Experiencer indicates an entity experiencing sensation, cognition or emotion. Benefactive shows an entity possessing an object or non agentive party in the transfer of property. Object shows an entity being described or an entity which undergoes changes. Cook also subcategorized the Object case into two: object of a state verb (Os) and a regular object of an action or process. The sentences below are describing the roles:

(59) She (A) moved (V) the glass (O) to the table (L).

(60) The Excellency- the governor general (E) was anxious (V).

(61) The governor (A) explained (V) the letter (O) to the Algameene secretary (B)

The table below shows the verb types and the thematic roles proposed by Cook.
Table 1: Case Frame Matrix (Cook, 1989: 195)

<table>
<thead>
<tr>
<th>Verb Types</th>
<th>Basic</th>
<th>Experiencer</th>
<th>Benefactive</th>
<th>Locative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State</td>
<td>Os; be tall</td>
<td>E, Os; like</td>
<td>B, Os; have</td>
<td>Os, L; be in</td>
</tr>
<tr>
<td>2. Process</td>
<td>O; die</td>
<td>E,O; enjoy</td>
<td>B,O; acquire</td>
<td>O,L; move</td>
</tr>
<tr>
<td>3. Action</td>
<td>A,O; kill</td>
<td>A,E, O; say</td>
<td>A,B,O; give</td>
<td>A,O,L; put</td>
</tr>
</tbody>
</table>

2.2. Theory of Sentence Structure

In order to answer the research problem especially the first and the second ones on the thematic roles syntactical realization, the theory on the sentence structure will be the main tool to answer the. The theory of the sentence structure will be divided into three: the definition of sentence (in which the classification of a sentence is found), the sentence types (which discuss the types of sentences), and the elements of clause structure which classifies the syntactic elements found in a sentence.

2.2.1 Concept of Sentence

A sentence consists of phrases combined together. However, a good sentence should be both grammatically and semantically correct. Combining words into a sentence or phrases into a sentence without seeing the grammar in a certain language will produce a grammatically-ill sentence. Quirk et al proposes that a sentence has the highest ranking unit of grammar; therefore a well formed sentence can be produced by combining right phrases in the right sentence category using the right rules.
It is usually assumed that the Sentence is the highest-ranking unit of grammar, and hence that the purpose of a grammatical description of English is to define, by means of whatever descriptive apparatus may be necessary (rules, categories, etc), what counts as a grammatical sentence in English (Quirk et al, 1985: 47).

Quirk et al also suggest that the definition of a sentence above may arise twofold questions: first, the question on the rank of the sentence and the second one is on the grammar. Although the terms ‘grammar’ and ‘sentence’ are mutually defining, but nobody can differentiate which one or how many sentences appear when a speaker is speaking since it is often to find that there is hardly a boundary when a sentence ends and another begins. The other aspect is that sentences without neat grammar will not be judged as a sentence (1985: 47).

In line with Quirk et al, Kruisinga emphasizes that single words like Splendid!, Disgusting!, or Bitch!, which are used in the function of a sentence are called sentence words. “They naturally have meaning only in a situation or in connection with another sentence” (1981: 1). Based on the arguments proposed by Quirk et al and Kruisinga, it is obvious to say that the definition of a sentence does not only stop at the grammar level.

A sentence is constructed of constituents which contain units themselves and of a predicate that can take either active verb form or stative verb one (Quirk et al, 1985: 38-40)

(1) Tom read a book.

(2) Tom is a school boy.

(3) Tom, a school boy
The three linguistic units above only permit (1) and (2) as sentences for the verbs they have. Sentence (1) has a full verb (read), whereas (2) has a stative verb explaining the Subject element which is fulfilled by the Noun Phrase Tom. The difference between the two and in (3) is that the (3) does not have any verb, therefore (3) is called a phrase, a Noun Phrase. “A sentence consists of units such as those which are commonly referred to by the terms Clause, Phrase, word, and Morpheme” (Quirk et al, 1985: 38). Furthermore, Quirk et al say that sentences can be divided into two groups namely Simple sentences and Complex or Compound sentences.

2.2.2 Sentence Types

Quirk et al divided sentences into two big groups, namely simple sentences and multiple sentences whose members are complex sentences and compound sentences. Once a person produces a sentence, his product can be categorized either in simple sentence or in a multiple one.

A simple sentence is a sentence which consists of only one clause. The illustration in sentence (4) might give an exemplification:

(4) The world war was changing a lot of things in the Indies (Toer, 1992: 316)

The sentence in (4) only consists of one verb phrase (was changing), therefore it is said that (4) is derived from one clause. Indonesian language applies the same rule and principle.
(5) Dengan suara tersendat- sendat Frischboten berkata pada mereka (Toer: 145)

With voice broken Frischboten told to them

With a broken voice, Frischboten told them

The verb phrase in sentence (5) is *berkata*. Since it is formed only by a single verb phrase, sentence (5) is considered as simple sentence.

Different from simple sentences, a complex or compound sentence includes two or more clauses. Thus while example (4) and (5) are simple sentences, exhaustively analyzed into single clauses, sentence (6) and (7) are compound sentences.

(6) He was traveling alone and wearing a new pair of leather sandals (Toer, 1992: 248)

(7) Di atas jejaknya orang ternyata pada berdatangan, dan melalui nya dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Toer, 2000: 444)

The complex and compound sentence which are often called as multiple sentence, are formed either through subordination or through coordination. A subordinated clause is introduced by subordinating conjunction which is parallel in its function to the adverbial phrase in a sentence. Sentence (6), as well as sentence (7) in Indonesian language, is using the conjunction and (dan) which shows its parallelism within the sentence. The conjunction *and* does not only automatically bridge two clauses-with two verb phrases-, but also make those sentences embedded (Quirk *et al*, 1985: 40)
(8) I could not get some sleeps since he left me.

Sentence (8) has *since* as the subordinating conjunction which functions as an adverbial in the sentence. However, subordination of clauses is not confined to clauses which are immediate constituents of other clauses. Quirk *et al* propose that it is possible to have clauses which are constituents of phrases (Quirk *et al*, 1985: 40).

(9) Humanitarianism-that ethical duty which he was sworn- was now confronted by the needs of times (Toer, 1992: 2)

In sentence (9), the ‘which’ (that ethical duty which he was sworn) in sentence (9) shows how repeated subordination of one relative clause to another leads to the construction of sentences of ever-increasing length, like another case in sentences below:

10. a. This is the dining room [that Kayla designed]

   b. This is the knife [that cut the apple in the dining room [that Kayla designed]]

   c. This is the plate [that be the place of the apple [that was in the dining room [that Kayla designed]]] etc

A sentence formed by coordinating conjunction is called a coordinative sentence construction. It consists of two or more units of the same status on the grammatical hierarchy which may constitute a single unit of the same kind. “The most common coordinating conjunction are *and, or, and but*” (Quirk *et al*, 1985: 46).

Coordination of clauses:
(12) He was traveling alone and wearing a new pair of leather sandals (Toer, 1992: 248)

Coordination of propositional phrase:

(13) You can go [[by air] or [by train]]

Coordination of Nouns:

(14) Their [[mother] and [brother]] are leaving now.

The essential principle of coordination is that units and structures may be duplicated without affecting their position in the grammatical hierarchy. The tree diagram which is based on Quirk et al (1985: 47) below will show the bifurcation of one unit into two linked units of equal status:

```
Prepositional Phrase Conjoint
  /  \\    \\
Prepositional Phrase  Conjunction  Prepositional
   |       |               |
  by air   or          by train
```

A genitive case with coordination will be showed in the tree diagram below:

```
Noun Phrase
  /  \\   \\
Determiner  Noun Conjoint
  |   |   |
  their  Noun  Noun
       |   |   |
       mother and brother
```
The examples above show that the number of coordinated constituents is open-ended. The phrase *their mother* and *brother* in (12) can be compared with treble coordination of their *mother, brother, and the whole family*, or with the more extended coordination of:

(13) The colors of the flowers that he bought were red, yellow, pink, orange, violet, and indigo.

or with the theoretical extremity of indefinitely long coordination, like in the sentence (14) below

(14) The babies are learning to say one, two, three, four….

Something that can be concluded here is that no matter how long the construction of coordination is taking, the constituents forming it belongs to one phrase since they bring no change in their position in the grammatical hierarchy.

2.2.3 Elements of Clause Structure

Quirk *et al* (1985: 49) divide clause structure into five elements, namely Subject (S), Verb (V), Object (O), Complement (C), and Adverbial (A). The sentences below are examples of those elements:

(15) The world war (S) was changing (V) a lot of things (O) in the Indies (A)
    (Toer, 1992: 316)

(16) More and more people (A) continued (V) in his footsteps (C) …(Toer, 1992: 332)

(17) I (S) could see (V) this (O) happening (C) before me (A) (Toer, 1992; 332)
(18) During 1911 (A), the previous year (A), we (S) began (V) to feel (C) in
the Indies (A) the lapping at our shores of waves brought forth by the
storm that was raging to our north (O) (Toer, 1992: 1)

A subject can be in either in real subject form or in formal subject form. The
difference between them lies on the dummy position which is absent in real
subject. A notional rendering of the subject defined in the tradition of Western
philosophy is that “The subject is what you talk about…The subject is sometimes
said to be the relatively familiar element, to which the predicate is added as
something new” (Jespersen, 1951: 145-146). Furthermore, Jespersen adds that the
Subject is the previous qualification of the general topic to which the new
qualification of the general topic to which the new qualification is attached. It is as
the starting point of further development (1951: 146).

Seeing from the place in the sentence where the word order is not always
decisive, English has a strong tendency to place the subject first, although some
exceptions occur when we are dealing with adjectives which are placed first.
Although the subject is undoubtedly used as predicative such as Red were her
cheeks when she met the man, and also with substantive predicative such as
Across the street was the governor- general’s palace (Toer, 1992: 76),
syntactically it is placed in the initial position.

The subject in a sentence mostly takes a noun or pronoun, but it can also take
an adjective (Black suits you best), an adverbial (less is more), a stem with to (to
go through it is dangerous), a verbal –ing (killing is a sin), a quotation word
(Guilty is not the word for it).
Referring back to the definition of the subject (that is something a speaker is talking about), it always takes either a noun phrase (or pronoun) or gerund construction.

(19) The Colonials established The Indies Council.

(20) The Indies Council was established by the Colonials.

Both of the sentences above semantically are identical with The colonials as the actor or the doer of the verb establish, but grammatically there is a switching element in the grammatical function. Sentence (19) takes the colonials as the subject in active voice, but the colonials become the object function when the sentence is turned into passive voice in (20).

Discussing the two sentences above, Shibatani argues that the notion central in the characterization of the subject is that of actor or agent. The real subject terminology is used by Quirk et al to call the subject function with a characteristic of an actor or an agent as what has been quoted from Shibatani previously. It figures prominently only when an agentive nominal is not chosen as a surface grammatical subject as a surface grammatical subject as in the passive construction, whereas distinction is often drawn between the grammatical subject, reforming to the surface subject, and the logical subject referring to the agentive nominal (Shibatani, 1991: 95).

Shibatani underlines his argument above in order to emphasize that in English, a subject belongs to one single category: the subject is the topic converges on the agentive nominal (1991: 95). In relation to semantic discussion,
Shibatani adds that “a subject is related to a lexical predicate as its argument” (1991: 103).

Different from the real subject, formal subject is a terminology to name dummy subjects. English is a subject- oriented language; therefore sometimes the subject is perfectly meaningless word, as there and it in sentence (20) and (21) respectively:

(21) There is nothing more precious than sincere friendship, my beloved friends” (Toer, 1992: 108))

(22) It was a puzzle to me just why such a high office had involved itself in my work though it did mean that all the archives officials jumped from their chairs to look after me (Toer, 1992: 57)

In sentences with the formal subject there, the dominant member is always an idea with an indefinite sense (such as no man, no girl, and nothing). This dominant member follows predicate verb which expresses a state (There lived an old lady with a big nose) or an occurrence (There entered a handsome old Basque peasant), and never an activity. There can also occur with to be such as in sentence (21) above.

Another meaningless word that is often used as a formal subject is it. This formal subject is used in

a. verbs expressing phenomena of the weather (It is raining).

b. verbs stem with to (It is impossible to reach that goal).

c. verbal –ing (It is inconvenient staying in that hotel).

d. a clause (It was as if he would kill her).
e. phrase *it is* (was, etc) to give emphasis (*it is the cleverest students* who can enter this university).

One should be noticed, that formal *it* is different from *it* used as a real subject which is referring to a definite idea in the speaker’s mind such as *It was the best solo album they had heard Britney Spears made.*

Both formal subject *there* and *it* are really subject, but they do not have any reference. They only fill the syntactic subject function slot in a sentence since English language is a subject-oriented language. It is the reason why they are often called as dummy subject (Kruisinga, 1981: 4-8).

The translated form of formal subject *there* and *it* in Indonesian language will be *ada* (while *there is not*…will be *tidak ada*…, etc) such as in sentence (23) below:

(23) … *tak ada seorang Eropa totok merasa senang* … (Ch 2 no 5)

….no there an Europeans pure fell happy

There is no Pure European who is happy

“The verb element (V) is the most ‘central’ element, and in all sentences, it is preceded by the subject” (Quirk *et al*, 1985: 50). The verb can be classified into two: stative verb and active verb. A stative verb is a substantive predicate or predicative, whereas active verb is often called a full verb.

(24) Now *His- Excellency the governor- general* was anxious (Toer, 1992: 1)

(19) The Colonials established *The Indies Council.*

Sentence (21) has *was* as the predicate which is included in a stative verb for it is only defining the subject (*His- Excellency the governor- general*). The full verb
or the active verb- *establish* which shows the subject is actively doing the verb, can be found in sentence (19) that has been recalled from the previous page for comfort.

A verb is taken as the element of a predicate in a sentence, but not vice versa especially in Indonesian language.

(22) *Mereka priabumi*
    They Natives
    They are Natives

Sentence (22) is derived from *Mereka adalah priabumi*, which is omitting *adalah* for the sake of effectivity. In this case, the *adalah* is not categorized to a verb, but it is a predicate of the sentence. ”Everything that does not form part of the subject, belongs to the predicate” (Kruisinga, 1941: 9).

An object of a sentence can be said to be the object of the action reflected in the verb. The position of an object in a sentence is somewhere after the verb. However, not all the constituents following the verb is an object, it might be a complement.

According to Quirk and Grenbaum (1973: 13- 14) and also *Tata Bahasa Indonesia Baku* (1985: 264), one test to distinguish an object and a complement is by switching the sentence voice from an active voice into a passive voice. An object is the constituent that can be positioned as a Subject in passive voice construction.

(23) a. The Colonials established The Indies Council.
    b. The Indies Council was established by the Colonials.

The Indies Council in (23a) is therefore the object of the sentence.
(24) a. She made me blue.

b. * Blue was made by her to me.

The constituent coming right after the object (blue) in sentence (24a) can not be a Subject, otherwise it will form an ungrammatical sentence like in (24b).

Quirk et al divided the object into two distinctions namely Direct Object (Od) and Indirect Object (Oi). “The direct object is by far the more frequent kind of object, and (with certain outstanding exceptions) it must always be present if there is an indirect object in the sentence” (Quirk and Grenbaum, 1973: 13).

The Indies Council in sentence (23a) is as the example of the direct object. The sentence only takes one object, and it can be directly acted a subject in a passive construction.

When a sentence has two objects, one of them is the direct object and the other must be the indirect object.

(25) Mary gave the visitor a glass of milk.

The direct object of the sentence is a glass of milk because it acts as the theme of what the agent did. The visitor, on the other hand, is the indirect object. The verb give, based on thematic grid, is asking for the direction to whom the direct object is directed.

(25) a. A glass of milk was given (by Mary) to the visitor.

b. The visitor was given a glass of milk (by Mary).

Sentence (25a) and (25b) are as the evidence that both the visitor and a glass of milk are the objects in the sentence.
A complement is a constituent outside the subject, the verb, and the object whose existence is regarded as vital or essential in a sentence. Complement is distinguished into two, namely Subject Complement (Cs) and Object Complement (Co). Subject Complement is to give a complementation of the subject:

(26) Mary is genius.

The ‘genius’ is giving a complementation of the Subject that is Mary

(27) The Indies became independent

The status of the Indies is being answered by constituent independent. The existence of this constituent is vital for ungrammaticality will appear when the sentence only stops to the verb became (*The Indies became). The constituent can not be positioned as subject when it is in passive voice (Quirk et al, 1995: 54).

Analogical to the subject complement, the object complement gives a complementation to object element in a sentence.

(28) I named this order a new period for the Natives.

The object position is filled by the constituent this order. However, related to the nature of the verb name, the object needs a complement to accomplish the sentence grammatically and semantically. The constituent a new period for the Natives is as the complement of the object this period, satisfying the thematic grid of the verb- head name. However, although the existence of the object complement is vital, still, it is not as the object in transitive sentence.

According to Quirk et al, adverbial is described as the most peripheral element within the sentence. However, adverbials have heterogeneous category in which there are relatively central and relatively peripheral types. Most of the adverbials
are both mobile and optional, and it is possible to omit the adverbial –ly in (27a) as well as to change position such as in (27c):

(27) a. A nation is usually formed by sword and blood.

b. A nation is formed by sword and blood.

c. Usually a nation is formed by sword and blood.

It is interesting to know that some adverbials can not be moved from their position. “There are even adverbials which are obligatory” (Quirk et al, 1985: 52). The example as the explanation of the quotation is on sentence (28) below:

(28) a. I have been in the garden all the time since lunch.

b. *I have been all the time since lunch.

The omitting of the adverbials will result ungrammaticality like in (28b).

Adverbial as an element within the sentence should be distinguished from those sentence adverbials which tend to qualify, by their meaning, a whole sentence or a clause, rather just part of a clause (Quirk et al, 1985: 52). Those Sentence Adverbials are divided into three groups namely Disjuncts, Adjunct, and Conjuncts.

A sentence adverbial which comments on the form or content of the clause is the definition of disjunct.

(29) No matter what they said, there were no Pure Europeans who were happy to see Native like me hold the position of commissioner, let alone chief commissioner (Ch 2 no 5)

No matter what they said in sentence (29) gives a comment on the content of the whole sentence, therefore it is classified into sentence adverbial- disjunct.
Different form disjuncts, conjuncts are those of sentence adverbials which have a connective function. The word *connective* implies involving two or more clauses.

(30) Even though I did not like the style, or the way he used the language nor even the story, I had finished the book (Ch 14 no 5).

Even though in sentence (30) is functioned as conjunct of the sentence. It bridges two independent clauses, the first clause is coordinative clause connected by *or* and *nor*, and the second one is an independent clause.

Adjuncts are adverbials which are not closely integrated with the rest of the clause, and which include such familiar categories as adverbials of manner, place, time, and degree. Looking back to the definition of adverbial which position can be changed or omitted in a sentence, an adjunct can be obligatory: a parallel function to a complement.

(31) a. He stayed very quiet (Subject Complement)
   
   b. He stayed in bed (Adverbial of the Subject)

(32) a. They kept him very quiet (Object Complement)
   
   b. They kept him in bed (Adverbial of the Object)

Obligatory adjuncts take space; therefore, sometimes they are called as Space Adjuncts. However, it is also possible for the Adjunct to take a direction such as in *She put her wine glass down* (Quirk *et al*, 1985: 51-54).

2.3 Theory of Translation

Besides using the theory on the sentence structure, the research requires theories of translation to answer the last problem on the causes of the thematic
roles shifts. The data taken are from a fiction (novel). The language used in a fiction is totally different from the language used in a non fiction. This difference, as a consequence, forces a translator to treat them differently. The language used in a fiction is not just a language which is understandable, but it should be an art expression language. “It is a language of feelings, language of dictions, language of idioms and idiomatic expression” (Tajudin, 1978: 2-3).

In line with the quotation above, Maulana gives his view on the language used in fictions by arguing that the fictions are rich of expressions, therefore, the language used in it is a connotative rather than denotative (which is only possessed by the language used in scientific writings) (Maulana, 1978: 4). In relation to the language used in a fiction and the language used in its translation process, Maulana argues that the first problem faced by a translator is how to translate the beauty of the language of fiction, and the second one is the mastery of the SL. “A translator must know the cultural bound, the style of the author, and the society background of the SL since they reflect the social attitude of the people in the SL” (1978: 4).

From the quotation above, it is obvious that translating a fiction is a complex process subject to the influence of numerous variable factors, such as whether the translation should be source-language- oriented (SL oriented) or target- language-oriented, or whether a given original should be adapted for certain pragmatic purposes. Yongfang Hu, in line with Tajudin and Maulana, agrees that the translation of fiction is more complicated. “Translation of fiction is much more complicated than the translation of other genres, as it deals not only with bilingual, but also bi- cultural and bi- social transference” (Hu, 2003: 2)
Translating a text is not only translating a word for a word, but the translator is also responsible for the message. A translator must have an expertise in the mastery of both SL and the TL. S/he must understand the structure of the TL with its grammatical patterns as well as understanding the idiomatic expression in the TL. “A translator should be able to retain the style of the language used by the author. His successful effort in doing so will be a great contribution in reflecting the message from the author to the TT readers as well as building an impression.” (Tajudin, 1978: 4). The objective of the TL mastery is the readers’ benefit for they will read the translation product as if they read the ST. The figure below shows the step faced by a translator in translating a text (Tajudin, 1978: 4)

![Figure 2.1: Stages of Translation](image)

From the figure 2.1, it is obvious that the translator should keep the message from the author which consists of the content and the impression. It also implies that a translator is free to choose his own style in the translation process as long as the he can keep the message in his translation product successfully.

From the linguistic point of view, translating a text is a matter of semantics (meaning) for a translator should be loyal in the meaning. In a translation process, it is possible for a translator to be trapped in the covert (structure). This makes the
translator unloyal to the message: he is only loyal to the covert structure. “A
translator should forget the linguistic style in the SL, because an inappropriate
linguistic style intervention from the SL to the TL will produce an awkward
translation” (Tajudin, 1978: 10).

To sum up, translation of fiction depends on various factors, including
aesthetic conventions, historical and social-cultural circumstances, authorial style,
and the author’s worldview. Since it is the message that the translator should
keep, some theories are developed to bridge the dichotomy between literal and
free translation.

2.3.1 Nida and Taber: Formal Correspondence and Dynamic Equivalence

Nida argues that there are two different types of equivalence: formal
equivalence and dynamic equivalence. The formal equivalence (in the second
edition by Nida and Taber) refers to formal correspondence. It “focuses attention
on the message itself, in both form and content” (Nida and Taber, 1982). Formal
correspondence is different from the dynamic equivalence which is based upon
“the principle of equivalent effect” (1964: 159)

‘Formal correspondence’ consists of a TL item which represents the closest
equivalent of a SL word or phrase. Nida and Taber make it clear that there are not
always formal equivalents between the language pairs. They, therefore, suggests
that these formal equivalents should be used wherever possible if the translation
aims at achieving formal rather than dynamic equivalence. “The use of formal
equivalents might at times have serious implications in the TT since the
translation will not be easily understood as the target audience” (Fawcett, 1997: 38). Nida and Taber assert that “Typically, formal correspondence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard” (1982: 201).

‘Dynamic equivalence’ is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such way that the wording in the TL will trigger the same impact on the TT audience as the original wording did on the ST audience. They argue that “Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful” (Nida and Taber, 1982: 200). Nida and Taber emphasizes that the product of the translation process, that is the text in the TL, must have the same impact on the different readers it was addressing. Despite using a linguistic approach to translation, Nida is much more interested in the message of the text or, in other words, in its semantic quality. He, therefore, strives to make sure that this message remains clear in the target text.

2.3.2 Catford and The Introduction of The Translation Shifts

Catford’s main contribution in the field of translation theory is the introduction of the concepts of types and shift translation. One of his proposal of the translation type is the grammatical rank at which the translation equivalence is
established (rank-bound translation vs. unbounded translation). In rank-bound translation an equivalent is sought in the TL for each word, or for each morpheme encountered in the ST. In ‘unbounded translation’, the equivalences are not tied to a particular rank, and we may additionally find the equivalences at sentence, clause and other levels.

As far as translation shifts are concerned, Catford defined them as “departures from formal correspondence in the process of going from the SL to the TL” (Catford, 1965: 73). Catford argues that there are two main types of translation shifts, namely ‘level shifts’, where the SL item at one linguistic level (e.g. grammar) has a TL equivalent at a different level (e.g. lexis), and ‘category shifts’ which are divided into four types: Structure-shifts, Class-shifts, Unit-shifts, Intra-system shifts.

‘Structure-shift’ occurs when a translator involves a grammatical change between the structure of the ST and that of the TT. ‘Class-shifts’ occur when a SL item is translated with a TL item which belongs to a different grammatical class, i.e. a verb may be translated with a noun. ‘Unit-shifts’ occur when a translator involves changes in rank. ‘The intra-system shifts’ occur when the SL and the TL process systems which approximately correspond formally as to their constitution, but when translation involves the selection of a non-corresponding term in the TL system (Catford, 1965: 80). For instance, when the SL singular becomes a TL plural.
2.3.3 Baker’s Approach to The Translation Equivalence

Baker explores the notion of equivalence at different levels. She distinguishes between Equivalence that can appear at the word level and above the word level, Grammatical equivalence, Textual equivalence, and Pragmatic equivalence. She acknowledges that, in a bottom-up approach to translation, equivalence at the word level is the first element to be taken into consideration by the translator. When a translator starts analyzing the ST, s/he looks at the words as single units in order to find a direct ‘equivalent’ term in the TL. Baker gives a definition that a single word can sometimes be assigned different meanings in different languages. It might be regarded as being a more complex unit or morpheme. This means that the translator should pay attention to a number

of the factors when considering a single word, such as number, gender and tense (Baker, 1992: 11-12).

Baker defines the grammatical equivalence when referring to the diversity of the grammatical categories across languages. She notes that grammatical rules may vary across languages and this may pose some problems in terms of finding a direct correspondence in the TL. She claims that the different grammatical structures in the SL and TL may cause remarkable changes in the way the information (or message) is carried across. These changes may induce the translator either to add or to omit the information in the TT because of the lack of particular grammatical devices in the TL itself. Amongst these grammatical devices which might cause problems in translation, Baker focuses on number, tense, and aspects, voice, person and gender.
When referring to the equivalence between a SL text and a TL text in terms of the information and cohesion, Baker distinguishes the textual equivalence. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesive and coherent text for the TT audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors that is, ‘the target audience, the purpose of the translation and the text type’.

Baker defines the pragmatic equivalence when she is referring to implicatures and strategies of avoidance during the translation process. Implicature is not what about what is explicitly said but what is implied. Therefore, the translator needs to work out the implied meanings in the translation product in order to get the ST message across. The role of the translator is to recreate the author’s intention in another culture in such a way that enables the TT readers understand it clearly.

2.4. Theoretical Framework

The research problems demand two fundamental theories: thematic roles theories as well as syntactic theory focusing on the theory of sentence. The sentence theory proposed by Quirk et al give an overview of a subject function completely by dividing it into two (real subject and formal subject) which is beneficial to the analysis, regarding the subjects are mostly noun phrases, entities where thematic roles can be embodied in. They also expose a complete division of
an object function which consists of the direct object and the indirect object. The
mastery of this theory will be fruitful when the researcher is touching the
comparison between the object function in Indonesian data and in English data,
not only in their voice form (active and passive), but also in their translation
realization.

The definition of the complement function is also beneficial for reading the
data in order to group them in a distinctive section, while the theory of adverbials
is useful to differentiate adjunct, disjunct, and conjuncts. The reason is that not all
clauses in adverbial can adopt the thematic roles. Disjuncts, for example, are only
commenting on the form or content of the clause.

In relation to the main topic of the research, not all of the thematic roles
theories will be used. The theories proposed by Frawley will dominate the data
analysis. Besides proposing more complete roles, he also divides them into order
based on the participant in the sentence. This division enables the researcher to
scrutinize the entities, so that she will be able to compare the data (Indonesian and
English data) more easily. The researcher does not need to go to the deep structure
of the sentences thoroughly. Frawley also divides the term of Object used by
Fillmore and Cook into Patient and Theme in order not to confuse the reader with
the common use of it as a surface structure.

In terms of Agent, the problem of defining this case is left unresolved by
Fillmore who says only that an Agent is the ‘instigator’ of an action. Frawley
further states that the Agent involves “deliberateness, potency, active instigator”
of the predicate, the primary involved doer” which means that causative Agents
need not to be considered distinct from agents in general.
According to Frawley, Theme is an argument undergoing an act without any change. This is the first fundamental difference between Theme and Patient role which is derived from Fillmore’s proposal on Theme. The second fundamental difference, as mentioned before, lies on the presence of displacement. It can be concluded that Theme are those arguments which are either undergoing an act without any change or those which undergo a displacement. The tests, therefore, is *What/ Who moves (because of the verb)*...?

Cook’s theory on English verbs which divides them into three categories namely action, state, and process verb will be used to group the verbs, so that the thematic roles of their entities are clearly stated. Since Frawley strictly splits up the term of Object into two roles (Patient and Theme) by only looking at their displacement, a clause or a sentence goes with a stative verb, for example, cannot be included in any of his thematic roles theory. As a matter of fact, those sentences do exist in the data. In order to solve this problem, Cook’s theory on Object role is used for it is the neutral underlying theme of state, process, or action described by the verb, and with state verbs the object is the thing being described, while with process or action verbs, the object is the moving object or the thing undergoing (Cook, 1989: 191).

Based on the definition above, therefore, the Theme role will be used instead of Object to differentiate it from Patient. This term (Theme role) will also be used to name entities in state verbs instead of Patient as the result of Frawley’s proposal that Patient is scalar, but later he does not give the scale.

The lack of Time role in Frawley’s theory will be completed by Fillmore’s with his 1971 case model. A problem arises when there is no theory on Manner
role which gives any explanation on the way the Agent role does the event. This is the reason why the researcher will judge any entities answering the question of either What is the manner of (the Agent) in doing (the event)...? or How does (the Agent) does (the event)...? as a Manner role.

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1 Quirk et al is using the term Conjoint to mark the internal composition within the coordinated units. However, it is equivalent in its status to each coordinated constituents or conjoins (mother, brother, etc). sometimes the term Conjoins are called conjuncts by some grammarians, but Quirk et al prefers using the term Conjunct to refer to linking adverbial (1985: 47-50)
CHAPTER III
RESEARCH METHODOLOGY

In order to conduct the research, the writer did several steps. The first step is the data collection process in which the writer gets the research data from the novel entitled *Rumah Kaca* and its English translation form *House of Glass*. The theories on sentence structure, thematic roles and the translation theories used as a means of the data analysis. All of the steps will be discussed in the following sections:

3.1 Research Data

This research is on linguistic semantics dealing with thematic roles and their realization when translated into other language. Thematic roles are part of universal grammar; all human languages have those roles reflected in their languages. It also means that Indonesian language, although it is not included in indo-European language, also has thematic roles.

The data of this research are taken from Pramoedya Ananta Toer’s *Rumah Kaca* and its translation form *House of Glass* translated by Max Lane. Toer’s *Rumah Kaca* was published in October 2000; the first publication after the novel was banned by the Court of Justice in 1988 because of political reasons. This novel is not only widely known as the final volume of the Buru Quartet or Buru Tetralogy, but it is also the finale. The author was imprisoned first by the Dutch from 1947-1949 for his role in the Indonesian revolution, then by the Indonesian government as a political prisoner. The story in this novel was the story told by
the author himself to the other prisoners during his confinement on Buru Island from 1969-1979. This novel has fourteen chapters.

The English translated edition used in this research is entitled *The House of Glass*, translated by Max Lane who was the second secretary in the Australian embassy in Jakarta until recalled in 1981 because of his translation products due to political reason. The translated novel was published in 1992 by Penguin Books Australia.

### 3.2 Data Collection

The three questions stated as the research problems are asking for several steps to do. Sorting the data both from Indonesian and English will be the first step before analyzing them into their syntactic functions and their thematic roles.

The data cover sentences with noun phrases and noun clauses which fill every syntactic slot. The data of this research are the five sentences in each chapter of the novels. The consideration of picking the five sentences are: firstly, usually first sentences in a chapter become the context of their following sentences. The second reason is that it is not only the informative sentences that are seen to be the data, but also from descriptive/narrative and the direct speeches as well, so that the distribution of the thematic roles is clearly observed.

The total numbers of the data are 70 (with an assumption that the English data are only following the Indonesian data; they are not counted as individual data), however, in some cases, there are times when the two sentences in Indonesian data are considered to be a single sentence in English data and vice versa.
On his shoulders he bore many experiences that is the fighting with the Transvaal in the war against the British in South Africa.

Sentence (1) is an example of a single sentence which is translated based on its propositions, so that in the translation form the sentence in (1) will be two sentences like what we have in sentence (2a) and (2b). Facing such phenomenon, the writer treated the data individually: English data will be seen as they are, and it happens also to Indonesian data. This treatment, of course, will affect to the total number of the data for it is only the main clauses and those which have significant difference in data realization that will be analyzed. Regarding to the data sufficiency, data addition is possible to take place when there is no noun phrases or noun clauses filling the syntactic slot(s) which theoretically can be filled. The number difference between Indonesian thematic roles realization and the English thematic roles realization does not significantly affect the data analysis for the research is mainly aimed to reveal the reason of the argument shift(s) because of the different realization in their thematic roles.
3.3 Data Analysis

The raw material data which have been processed using the steps above will be classified based on their syntactic function. The theory on the sentential syntactic functions developed by Quirk et al is applied strictly here both to Indonesian data and to English data. The noun phrases filling the requirement of a subject will be identified as the subjects of the sentences. The noun phrases that can be switched to subject position in intransitive construction will be classified as the objects of the sentences. A complement of a sentence is a constituent whose characteristic is complementing a sentence. It is divided into the subject complement and the object complement. An adverbial of a sentence will be classified into three, namely adjuncts, disjuncts, and conjuncts. However, since the conjuncts and the disjuncts do not consist of noun phrases, it is only the adjuncts which are displayed to be discussed in the analysis.

The division based on the syntactic functions will not give any sufficient findings related to the research problems. After completing the syntactic function division, the thematic role theories are applied. This step is done by looking at the previous step that is the display of the syntactic functions in which each of them will be analyzed using Frawley’s thematic roles theory, although the involvement of the other linguist’s theory such as Cook is also taking place.

Frawley’s theories on thematic roles are mostly applied in revealing the semantic roles. Unfortunately, Frawley and the other linguists do not pay much attention to the noun phrases in Time role. The theory on Time role is based on Cook’s theory, whereas Manner role is formulated in order to give a complete
idea of the thematic roles in all the sentence constituents. In order to judge an argument, based on the definition of each thematic role formulated by Frawley and Cook, the writer applied the shortcut to those thematic roles theory which is like the questions below:

1.  *Who is responsible for (the event) ...?* is the question for the Agent role. A sentence like *The colonial power was supported by a small group of white colonial people* will have *a small group of white colonial people* as the Agent role after the question test is applied.

2.  *What does the (event)?* is the question for the Author role. The *times* in the sentence *The times were choosing their own direction* is as the Author for it is answering the *What* question in the test above.

3.  *How (the person) does (the event)?* is the question for the Instrument role. *No person shall be punished without a decision from a court of law* will have *a decision from a court law* as its Instrument role after the test is applied.

4.  *What/ Who suffers from the event by the subject?* Is the question for the Patient role. The event of *requesting* in the sentence *The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands* has *the Christian and Islamic spiritual leaders* as the Patient role.

5.  *Who feels/ Who is doing the psychological actions?* is the question for the Experiencer role. A sentence like *I could see this happening before me* with *see* as the verb is an example of psychological action, therefore the *I*
in that sentence will be the Experiencer role. Another test is to paraphrase the sentence. *His Excellency the governor-general was anxious* can be paraphrased as *His Excellency the governor-general fells anxious.*

6. **Who gets benefit(s) from the event?** is the question for the Benefactive role. A sentence like *The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands* will have the *Netherlands* as the Benefactive role for the benefit from the event of praying.

7. **Where is the location of (the event)?** is the question for Locative role. The filth in the sentence *His clothes were filthy* is located on *His clothes,* therefore *His clothes* is the Locative of the noun phrase.

8. **Why (the doer) does (the event)...?** is the question for the Reason role. The question is needles to be always answered by *because* and its members. The sentence *With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I could be concerned into ordering Suurhof to take even more brutal against Minke* is as an example of how this role can also go with another form of *because.* The sentence can be paraphrased into *Because Suurhof is a very loose canon, perhaps the commissioner thought that I could be concerned into ordering Suurhof to take even more brutal against Minke.*

9. **What is the purpose of doing the event..?** is the question for Purpose role. *Ron got a new car for satisfying his friends* has for *satisfying his friends* as
the Purpose role related to the realization of the event that is getting the new car.

10. What/Who moves (because of the verb)...? is the question for Theme in displacement action. The example is in the sentence He brought me a hang rope whose Theme is lying on the noun phrase a hang rope as the thing moving because of the event of bringing.

Different from the Theme test above, the test of X is in A-ness/hood or X belongs to Y is for paraphrasing the Theme role in equative construction. “He is the President” is an example of an equative construction with the President as the Theme for the criteria of the presidency is in the He, the Locative role of the sentence.

11. Where is the origin of the object? Is the question for the Source role. The court of law is the Source of the sentence The decision is from the court of law for it is answering the question of the origin.

12. Where is the endpoint of the event? is the question for the Goal role. To the corner in the sentence He threw those political letters to the corner is the Goal of the sentence, filling the endpoint position of the event (throwing).

13. When does (the subject) do the event...? is the question for Time role. The author was imprisoned first by the Dutch from 1947-1949 for his role in the Indonesian revolution has 1947-1949 as the Time role with from as the preposition of time.
14. *How did the Agent do the event?* Is the question for Manner role. This role is usually signed by suffix –ly, however, a sentence like *In a broken voice Frischboten told them* does not need to have that form for *in a broken voice* is also answering the question of the Manner role.

The steps discussed above might be simplified using diagram of the procedure below:
Take five sentences from Indonesian data randomly

Select the data translation in English

Analyze the data syntactically

Make classification based on thematic roles

Comparing the data to see any thematic roles shifts

Analyze the result

Draw conclusion

Answering problem 1 and 2

Answering problem 3

Figure 3.1: Procedure in answering the research problems.
The diagram of the procedure in the previous page above obviously requires a mastery of syntactic functions theory as well as the thematic roles theory. After making the classification based on the thematic roles and comparing the findings, the writer gains some findings for answering the last question that is the cause(s) of the thematic roles shifts. The data are derived from the difference in the thematic relations realizations both in the Indonesian data and the English ones. The data derived from the comparison will be the next leading step to the last research problem.
The three questions stated in the problem formulation which are interrelated will be discussed thoroughly in this chapter. The answer of the first question does not give any direct benefit to the second question, but to the last one as the second question does to it.

This chapter will be divided into three parts. The first part will peel the thematic roles which are realized syntactically in Toer’s *Rumah Kaca*. The second part will give an overview of how the thematic roles are realized in the translated form that is *The House of Glass*. The last part will answer the cause(s) of the argument shift which is derived from comparing the first and the second part.

### 4.1 Realization of Thematic Roles in Indonesian Data

Frawley’s theory on the 12 (twelve) thematic roles will be applied strictly in this discussion. All the thematic roles are classified in their area, participant and non participant roles.

Agent, Author and Instrument are the members of Logical Actors which share all the semantic properties of the doer of the action, but only one differs one another.
4.1.1 The Realization of the Agent Role in Indonesian

The Agent role in Indonesian data is mostly in the form of active construction involving active verbs without dealing with any stative verbs. The verbs in this data are divided into two groups: transitive verbs and intransitive ones (which have less numbers of occurrences compared to the transitive verbs).

Table 4.1: Table of The Agent Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th>Syntactic Function</th>
<th>Passive Voice</th>
<th>Active Voice</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>-</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Object</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (1) above shows that the occurrence of the Agent is dominated in the subject function with 18 occurrences (or 78%) of the whole Agentive role number. This number can be divided into two groups of verbs, transitive and intransitive ones with a domination of the transitive verbs. Both of the verbs are all in the active construction, proving that the Agentive role is the doer where the responsibility lies.

*Mereka* ‘they’ in sentence (1) below is the noun phrase with Agent role for it is answering the question of *Who is responsible for taking the advantage of the government’s weakness because of the World War?*

(1) Rupa- rupanya *mereka* menggunakan kelemahan Gubernmen karena Perang Dunia. (Ch 12 no 5) Of the World War
It seemed people were taking advantage of the government’s weakness because of the world war.

The sentence above is containing a noun phrase which has an Agent role realized in the subject function which is taking the form of transitive sentence possible to passivization.

The number of the Agent realization in object function is not as many as those in subject position. The number of the occurrence of the syntactic object function is 5 (or 22%). All of the sentences in object function are in the passive constructions because of the transitive verbs, emphasizing the subject which does not belong to the Agent role.

However, although the Agent role is placed in the object position, it is the instigator of the event bearing the responsibility of it. Golongan kolonial or ‘colonial society’ in sentence (2) below is as the Agent for it is answering the question of *Who is responsible for the event (taking a distance)?*

(2) Sudah sejak semula ia dijauhi golongan kolonial…

From the moment of his arrival he keep the distance society colonial…

From the moment of his arrival, *colonial society* kept its distance from him.

Different from the English passive construction, sentence (2) above does not need to involve *oleh* or ‘by’ although there is a possibility to involve *oleh* to
precede the Agentive object role. The reason of having no *oleh* in sentence (2) above is because of obeying the redundancy rule.

4.1.2 *The Realization of the Author Role in Indonesian*

The distribution of the Author role is in the first constituent preceding the predicate. When an Author role is realized in transitive verbs, it has at least two other arguments, both in deep structure or in surface structure. The Author role is answering the question of *Who does the (event)?*

Table 4.2: Table of the Author Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th>Numbers</th>
<th>2</th>
<th>-</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1</td>
<td>-</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (2) above shows that the middle voice construction in the subject position is dominating the occurrence by having three numbers (or 50%) of the whole Author role, leaving 33.3% for the percentage of Author in the active construction. Sentence (3) below shows an Author role which is realized in the subject function with transitive verbs. The noun phrase of *Perang dunia* ‘The World’ *war* is as the Author role in the sentence which becomes the doer of the event without any responsibility for the nature of inanimacy.

(3) *Perang Dunia* memang mengubah banyak bobot dalam kehidupan di *Hindia sekarang* (Ch 13 no 3)

The world war change a lot of things in the life of the Indies now
The world war was changing a lot of things in the Indies.

The Author role does not occurs by itself; it also involves another role that is Theme in banyak bobot *a lot of things* and also Locative role that is *di Hindia* ‘in The Indies’.

Different from the Author role in the active construction, the Author role in the middle voice construction does not occur with another role. *Perancis* ‘France’ in sentence (4) below is the Author role of the sentence in the middle voice construction; it is the primary executor of the act (*terlibat*) which neither takes any other argument nor active or passive form.

(4) *Perancis* terlibat langsung (Ch 7 no 1)

*France* was involved directly

*France* was directly involved

The Author role formed in the middle voice is always the first constituent preceding the predicate, showing the doer of the action without being an active instigator of the predicate.

The number of the occurrence of the Author role in the object function is only one (or 16.7%). Since it is realized as the object, automatically we can say that the sentence in which the Author role is realized as the object must be in a passive construction, emphasizing the constituent which is not preceded by *oleh* or ‘by’ as the actor of the act without taking the responsibility from it due to its inanimacy characteristic. Sentence (5) below shows an Author role in the object function by having *gejala jaman* ‘needs of times’ filling the Author role slot.
4.1.3 The Realization of the Instrument Role in Indonesian

Normally an Instrument can be tested using *How (the person) does (the event)*? This question is normally answered by putting the *by* before the noun phrase which is the answer of that question. This answer is what we call as an Instrument.

The Instrument role normally occurs in the forth position following the predicator and may be preceded by Agent, Patient, or Source/Goal constituents as the logical reason in saying that the Instrument role is considered to be peripheral. However, sometimes the Instrument role is much more like an Author role for their characteristic of inanimacy. Their difference lies on the deep structure of Agentive role which is only possessed in the Instrument role. This deep structure can be traced using a paraphrase of *Somebody use (the argument) to do (the event)*. *Perang dunia* ‘World war’ in sentence (3) which has been discussed previously will be semantically ill if it is paraphrased as *Somebody used the world war to change a lot of things in the Indies*. It is the argument itself (*Perang*
dunia; an Author role) which is doing the event unintentionally due to its inanimacy characteristic.

Table 4.3: Table of the Instrument Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th></th>
<th>Active</th>
<th>Passive</th>
<th>Marked by</th>
<th>Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Object</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Adverbial</td>
<td>6</td>
<td>-</td>
<td><em>Tanpa, dengan, dari</em></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of occurrences of the Instrument role realized in the subject function is 2 occurrences (or 22.2%). The data shows that the Instrument realized in the subject function is distinctive: it does not involve *oleh* as the marker of an Instrument like other sentences do. *Pidato- pidato mereka* ‘Their speeches’ in sentence (6) below is as the Instrument used by the Agent (*mereka* ‘they’ which is ellipted) in the sentence for the deep structure of sentence (6) can be paraphrased into *they used their speeches to turn the best European values on their heads*.

(6) *Pidato- pidato mereka menjungkir-balikkan nilai-nilai peradaban terbaik*

*Their speeches* turned on the heads the best European values

Eropa...(Ch 9 no 4)

European

*Their speeches* turned the best European values on their heads

Another test is by asking *How did they turn the best European values on their heads*? And *their speeches* will be the logical answer of it.
The thematic role of an Instrument which is realized in the object function only occurs once (or 16.6%). The Instrument which is in the object function is a direct object, without having any marker such as *dengan* ‘by’ which emphasizes the nature of an Instrument. Sentence (1) below has *kelemahan Gubermen karena Perang Dunia* as the Instrument role for it is as the answer of *How did they reach the action?* which is hanging in the context. The grammatical and semantic answer to that question is by *using the government’s weakness because of the world war.*

(1) Rupa-rupanya mereka menggunakan *kelemahan Gubermen karena Perang Dunia.* (Ch 12 no 5)  
Of the World War  
It seemed people were taking advantage of *the government’s weakness because of the world war.*

The absence of the preposition as the marker of an Instrument in sentence (1) above is caused by the nature of the verb *menggunakan* ‘to use’ which asks for a direct object as well as reflects an Instrument role directly.

Table (3) shows that Instruments are largely possessed in the adverbial function (or adjunctive function). It is obviously stated in the table that the number of the occurrences of the Instrument role is six or 66.7%.

In this position, the Instrument always occurs with preposition *tanpa, dengan,* and *dari* with *dengan* as the biggest number among all. Sentence (7) below goes with *dari kegagalan cuti Eropa* ‘From failure leaving Europe’ as its Instrument role the adverbial function. The presence of the prepositions (in this case *dari* ‘from’) is as the markers for an Instrument. These markers are present every time
an Instrument in adverbial position is present. The preposition will directly answer a question of *How the Agent does the event*, therefore in sentence (8) below, *dari kegagalan cuti Eropa* will directly answer *How did the speaker understand further the colonial order?*

As the example shown, an Agent role is always involved (although it is needless be present in the surface sentence) when there is an Instrument.

(7) *Dari kegagalan cuti- Eropa, aku lebih mengenal lagi tata-susun kekuasaan kolonial (Ch 8 no 1)*

*My failure to get my leave to Europe deepened further my understanding of the colonial order.*

One of the characteristics of an Adverbial is it can be placed as the initial position of a sentence or in the final position. Sentence (7) above shows an Instrumental adverbial placed in the initial position, and sentence (8) below shows an Instrumental adverbial in the final position with *tanpa keputusan hukum* ‘without a decision from a court law’ as the Instrument role.

(8) “Tak ada orang yang dapat dihukum *tanpa keputusan hukum*”

There is person punished without decision from a court of law

“No person shall be punished *without a decision from a court of law.*” (Ch 13 no 5)

*Analogical to the explanation used for sentence (8) above, tanpa keputusan hukum is answering the question of* *How did the person was punished?* *or, it can be simply paraphrased as somebody used a decision from a court of law to punish*
a someone. Based on those two tests, it is obvious that *keputusan hukum* ‘a decision from a court of law’ is an Instrumental adverbial role.

4.1.4 The Realization of the Patient Role in Indonesian

Patient role is realized both in the active and the passive construction. However, it never takes a passive construction while it is realized in the object position. According to the classification, Patient role belongs to the logical recipients roles which differ from the participant roles members. This role is basically an object which does not involve any movement. The movement is the fundamental characteristic differentiating a Patient role from another natural object role that is a Theme.

Table 4.4: Table of the Patient Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th>Role</th>
<th>Active</th>
<th>Passive</th>
<th>Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>-</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Object</td>
<td>11</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>Object Complement</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table (4) above, it is obvious that the Patient role is dominated in the syntactic object function with an active construction, emphasizing the nature of this role of being a recipient.

The number of occurrence of the Patient role in the subject function is seven (or 35% of the total Patient role in Indonesian data), in which all of them are realized in the passive voice constructions. Sentence (9) below shows a Patient role which is realized in the syntactic subject function with passive construction.
Kekuasaan ini ‘colonial power’ in sentence (9) below is the Patient role in the sentence for it is answering the question What is supported by the group of white colonial people?

(9) Kekuasaan ini didukung oleh sekelompok kecil manusia kolonial putih…(Ch 8 no 2)

Colonial power was supported by a small group of white colonial people

The Patient role in the syntactic subject function always involves other arguments such as an Agent role and sometimes a Locative role. The presence of an Agent role in a Patient role is obvious: there won’t be a Patient without any instigator to the events.

Table (4) also shows that in the syntactic object function, there is no passive construction. The active construction in the object position has 11 numbers (or 55% of the whole Patient in Indonesian data). The reason of not having a passive construction in object position is obvious: the nature of Patient role is a recipient. The position of a recipient is (usually) in object position, and the data is supporting that argument. Banyak bobot dalam kehidupan di Hindia ‘a lot of things in the Indies’ is the Patient role in sentence (3) below.

(3) Perang Dunia memang mengubah banyak bobot dalam kehidupan di Hindia sekarang (Ch 13 no 3)

The world war was changing a lot of things in the Indies.
Banyak bobot dalam kehidupan di Hindia ‘a lot of things in the Indie’ in sentence (11) above is answering the question of What is changed by the subject (World war)? The sentence above shows a Patient role in syntactic object function which goes with another argument, in this case is an Author. This emphasizes that the Patient role is only a recipient, no matter what argument lies in the syntactic subject function.

The number of the Patient role in the syntactic object complement function is two (or 10% from the total number of the Patient role). This syntactic function is independent to the object function: the syntactic object complement function will have the same thematic role as the thematic role found in the syntactic object function. Sentence (10) below has Perang Dunia ‘the world war’ as the Patient role which is realized in the syntactic object function which answers to the question of What is the name given to the war (by the overseas press)?

(10) Pers luar negeri menamai perang besar ini: Perang Dunia (Ch 7 no 7)
    Press abroad call war big this War World

    The overseas press called this big war the “world war”

    The noun phrase perang besar ini ‘this big war’ in sentence (12) above is as the object of the sentence which has a Patient role, therefore, the Perang Dunia which becomes the object complement in the sentence also has the same role that is Patient role.
4.1.5 The Realization of the Experiencer Role in Indonesian

Experiencer is a term of initial state used by Frawley which is defined by Fillmore as the instigator in relation to ‘psychological event’ or ‘mental state’ verbs.

Table 4.5: Table of the Experiencer Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Motional</th>
<th>Durative</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (5) above shows that the Experiencer role is realized almost in every syntactic function except in the complements. It is obvious to say that the subject function has the most complete distribution of the verbs divided by Cook: State verbs, Motional verbs, and Durational verbs. All of the Experiencer roles are basically answering to the question of Who feels/ Who is doing the( psychological actions)?

Table (5) also shows that subject function has the biggest numbers of occurrence of Experiencer role with 18 occurrences (or 90% from the total Indonesian Experiencer role). From this number, the Experiencer role going with the state verbs is of the biggest number among all with 12 occurrences (or about 66.6% from the Experiencer realized in subject function). Sentence (11) shows an Experiencer role in stative verb by the noun phrase of sang Gubernur Jendral ‘His- Excellency the governor- general’.
(11) Sekarang sang Gubernur Jendral gelisah. (Ch 1 no 1)
Now His-Excellency the governor-general anxious.

Now His-Excellency the governor-general was anxious.

The reason in saying that Sang Gubernur Jendral ‘His-Excellency the governor-general’ is an Experiencer is that it answers the question of Who feels anxious? In Indonesian language, there is no predicative verb like in English language, however, the adjective gelisah ‘anxious’ is classified to the stative verb for it is involving the verb feel. This is different from a sentence like The reality was different which has Locative role in its noun phrase The reality.

Different from the stative verb, a motional verb in sentence (12) below involves any motional activity, although the activity is considered to be a mental state activity. Aku ‘I’ in sentence (12) below is the Experiencer role in the sentence. It answers the question Who perceive this?

(12) Aku sudah dapat melihat gejala ini. (Ch 14 no 3)
I already could see symptom this

I could see this happening before me.

Different from the previous sentences, sentence (13) below shows an Experiencer role in the syntactic subject function with durative verb with aku ‘I’ as the Experiencer role.

(13) Hanya tinggal aku termangu- mangu…(Ch 4 no 1)
only left I openmouthed

I was the only one left standing there openmouthed.

Aku as the Experiencer role in sentence (12) answers the question of Who was openmouthed? that belongs to a mental state activity. The sentence above with its
Experiencer role can be said to be durative for the event (of standing openmouthed) has duration; it lasts for a couple of minutes.

From the pattern used by the Experiencer role in the stative, durational and motional verbs, it is reasonable to say that the Experiencer role does not go by itself; their presence is mostly accompanied by another roles, especially Theme role.

The durative verb also occurs in the syntactic object function, although the table shows that there is only one occurrence (or 3.4%) of the Experiencer role in that function. Sentence (14) below has orang ‘people’ as its Experiencer role in the object function with durative verb. Melupakan ‘forget’ is durational for it belongs to a verb which needs a process. That verb is a mental state action, meaning that the instigator of the action is called Experiencer.

(14) Tapi benarkah ia dilupakan orang? (Ch 14 no 1)
But really he had been forgotten people?

But had he been forgotten?

Sentence (16) above shows that the Experiencer role realized in the object function is in passive construction, leaving a Theme role (Ia or ‘he’) as the first constituent realized in the syntactic subject function.

The number of the occurrences of the Experiencer role in the adverbial (adjunct) is only one (3.44%). Usually, the use of bagi ‘for’ is to mark Benefactive role, however, in this durative mental state, bagi is signaling the instigator of the mental state: someone who is experiencing the idea of ‘a puzzle’.
The noun phrase of *aku (ku)* in sentence (15) below is, therefore, the Experiencer role.

(15) Mengapa kantor yang setinggi itu mencampuri pekerjaanku,   
Why office which high that involve itself work my,  

ini jadi teka-teki bagiku (Ch 3 no 2)  
become a puzzle for me  

It was a puzzle to me just why such a high office had involved itself in my work

The Experiencer role *aku (ku)* in sentence (15) above is answering the question of *Who thinks it is a puzzle?* The verb in that questioning test implies the presence of mental state activity.

4.1.6 The Realization of the Benefactive Role in Indonesian

Benefactive role is syntactically realized only in the object and the adverbial (adjunct) function. This role is basically answering the question of *Who gets benefit(s) from the event?*

Table 4.6: Table of the Benefactive Role Realization in the Indonesian Data

| It |  
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |
Table (6) shows that all the noun phrases which have Benefactive role are in
the formation of the indirect object. In the syntactic subject function, the number
of the occurrences of the Benefactive role is two (or 28.5% from the Benefactive
role total number). In this syntactic function, the Benefactive role is always found
in sentences with a passive construction, as the result of the passivization: placing
the indirect object (of the previous active sentences) to the subject function in the
passive sentences. Sentence (16) below has *aku* ‘I’ as the filler of the subject
function of the sentence with Benefactive role answering the question of *Who gets
benefit from the tale giving?*

(16) *Aku* diberinya Hikayat Siti Aini karangan Haji Moeloek, yang
     *I* given (by him) Hikayat Siti Aini by Haji Moelok, which
dalam waktu pendek telah jadi buah bibir di Jawa (Ch 1 no 6)
in days recent had been on everybody’s lips in Java

He gave *me* *The Tale of Siti Aini* by Haji Moeloek, which in recent days was
on everybody’s lips in Java

The subject function which is filled by the Benefactive role of *Aku* in sentence
(16) above is followed by a predicate *diberi*. The predicate itself is directly
followed by the indirect object of *nya* (which is derived from the subject function
in the active construction), with an Agent role. It is also possible to find a sentence
with Predicate-Subject pattern which does not carry any thematic role difference.

Table (6) also shows that the Benefactive role is also found in the syntactic
subject complement function with two occurrences (or 28.5%). Sentence (17)
carries *Tuan Tjokro sendiri* ‘Meneer Tjokro himself’ as the Benefactive role in the
subject complement function which answers the question of *Who gets benefit from the nickname giving?*

(17) *Julukan itu untuk Tuan Tjokro sendiri* (Ch 6 no 9)

That nickname was for *Meneer Tjokro himself*

*Tuan Tjokro sendiri* is to complementize the subject function which is filled by the noun phrase of *julukan itu* ‘that nickname’.

In the syntactic object function, the number of the occurrences of the Benefactive role is two (28.5%), whose existence are preceded by *untuk* ‘for’ (which differs from those in English construction) to mark the Benefactive role in the indirect object function as well as in the adverbial function. Sentence (18a) below has Benefactive role with *mereka* ‘them’ as the noun phrase filling the Benefactive role.

(18) a. …*aku akan sediakan untuk mereka* tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)

….I will prepare for *them* rope hang as tie them which most suitable

I would have prepared a hangman’s rope as the most appropriate tie for *them* to wear

*Mereka* ‘them’ is getting the benefit from the event, no matter what other argument following it means semantically. The benefit in Benefactive role does not always mean something positive; the Benefactive noun specifies the one who undergoes the gain or loss. The central discussion is this role that the argument is answering the question of *Who gets benefit from the preparation of the hang rope?*
It should be noted that the *untuk* ‘for’ in the Benefactive direct object is deletable, as evident from the fact that sentence (18b) below is also acceptable:

(18) b. …aku akan sediakan *mereka* tali gantungan sebagai dasinya yang …I will prepare *them* rope hang as tie them which

*paling pantas* (Ch 9 no 3)
most suitable

I would have prepared a hangman’s rope as the most appropriate tie for *them* to wear.

The presence of *untuk* ‘for’ in sentence (18a) above is as a result of the Javanese influence in Indonesian language. The verb *sediakan* (prepare) has an affixation of *me-* and –*kan* which does not require a preposition of *bagi* denoting the Benefactive in syntactic object function. The Javanese influence also takes place in sentence (19) below with *mengimpikan* (dream of), which should be *bermimpi* based on Indonesian morphological rule. The verb *mengimpikan* needs a preposition *bagi* to denote its Benefactive role:

(19) *Dia mengimpikan suatu Republik Afrika Selatan bagi* Hindia (Ch 6 no 5)
He dream a Republic Africa South for the Indies

He dreamed of a South African-style Republic of the Indies

*Hindia* ‘The Indies’ is taking the benefit of the action of dreaming done by the Experiencer that is *dia* ‘he’, which is at the same time answering *Who gets the benefit from the dreaming?* The presence of *untuk* denoting the indirect object is important for the deletion of that preposition will cause ungrammaticality, like

*Dia mengimpikan Hindia suatu Republik Afrika Selatan*. The preposition of *bagi*
(instead of *untuk*) is used as a marker that the sentence is addressing the Benefactive role (*Hindia*) in a more formal style compared to the Benefactive role in sentence (18) that is *mereka* ‘them’.

Different from the Benefactive role realized in the syntactic object function, Benefactive role realized in the adverbial (adjunct) have *bagi* ‘for’ to mark the characteristic of the Indonesian indirect object. The Benefactive role in the adverbial function only occurs once (or 14.5%). *Sri Ratu Wilhelmina dan keluarganya* ‘Her Majesty Queen Wilhelmina and her family’ is the Benefactive role in the syntactic indirect object in sentence (20) below:

(20) Gubern men telah meminta pada rohaniwan Nasrani
The government had asked to spiritual leaders christian

dan Islam untuk memanjatkan doa dalam kebaktian mereka untuk
and Islam to say prayers in ceremony their for

Keselamatan Nederland dan *Sri Ratu Wilhelmina*
Safety of Netherland and Queen Wilhelmina,

dan keluarganya (Ch 7 no 4)
and family-her

The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands, *Her Majesty Queen Wilhelmina, and her family*.

*Sri Ratu Wilhelmina dan keluarganya* ‘Her Majesty Queen Wilhelmina and her family’ is as the argument receiving a benefit from the event of praying done by ‘the spiritual leaders’. As an adverbial, it is possible for the Benefactive role to be placed either in initial position (as the first constituent of a sentence) or in the final position as what is shown in sentence (20) above.
4.1.7 The Realization of the Theme Role in Indonesian

The Theme role is realized in almost all functions but one: in the syntactic adverbial function. The nature of a Theme role is like any ordinary object in a sentence which has a distinctive feature of a movement from some resting point along a trajectory.

Table (7) below shows a Theme role which is divided into three constructions: Theme role in equative construction, Theme role in state construction, and Theme role in motional construction. In order to group the sentences into where they belong, different tests are applied. Every result of the tests shows that Theme role mostly goes with other arguments. In motional construction, Theme role is always hand in hand with an Agent role; an argument preceding to it. Not only the Agent role, sometimes the Theme role also goes with Source or Goal role as a logical reason of its characteristics.

Different from the motional construction, a Theme role in an equative construction goes with Locative role as a place where the Theme role is found within the construction. In the state construction, Theme role can be independent, although in many cases it can also goes with other argument(s) such as an Experiencer role.

Table 4.7: Table of the Theme Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th></th>
<th>State verbs</th>
<th>Motional verbs</th>
<th>Process verbs</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Object</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Subject Complement</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The number of the occurrences of the Theme role in the syntactic subject function is 19 (or about 42%). It consists of state verbs dominating the number and motional verbs following it, while the process verbs has the least numbers of occurrence. The noun phrase *Tak ada manusia* ‘no human being’ in sentence (21) below shows the Theme role in the syntactic subject function with the state verb.

(21) *Tak ada manusia* hidup tanpa persahabatan dan kebaikan, karena yang bukan demikian bukan manusia. (Ch 5 no 4)  
No there human being live without friendship and kindness, because anything else is not human

There is *no human being who can live without friendship and kindness*, because anything else is not human.

The Theme role (that is *tak ada manusia*) in sentence (21) above shows how the Theme role in the state verb can be independent, for it is possible to be present in a sentence without the presence of another role. However, the Theme role which goes with the state verbs, in other cases can also go together with other role(s): Locative role and Manner role for instance. Sentence (22) below has a Theme role of *daerah istana Gubernur Jendral* ‘the governor-general’s palace’ which is realized in the syntactic subject function. The Theme role in the sentence goes with a Locative role of *di seberang jalan* ‘across the street’.

(22) Di seberang jalan sana *daerah istana Gubernur Jendral*. (Ch 4 no 3)  
In across the street area palace Governor general  
Across the street was *the governor-general’s palace*.

Both the Theme role in sentence (21) and in sentence (22) is answering the question of *What is being discussed?*
The number of the occurrences of the Theme role in the syntactic object function is 17 (about 42%). This role which is realized in the object position is distributed in state verbs, motion verbs, and in process verbs. *Kata-kata yang menyakitkan hati penguasa-penguasa kolonial* ‘their words’ is as the Theme role in sentence (23) below:

(23) …mereka akan menyemburkan kata-kata yang menyakitkan hati 
….they will spread words which painful to

*penguasa-penguasa kolonial* (Ch 7 no 5).
The colonial authorities

….their words would have once again given much pain to the colonial authorities.

Sentence (23) above shows the Theme role which is realized in the object motional verb with the noun phrase *kata-kata yang menyakitkan hati penguasa-penguasa kolonial* whose presence can be tested using What/Who moves (because of the verb)…? The Theme role in such case always goes with an Agent role for it is the only one argument possible to do the movement of the other argument called the Theme. Logically, the involvement of a motion requires a Source role as well as a Goal role as the resting point, however, in the surface sentence, seldom do they appear.

Sentence (17) has the Theme role in the noun phrase of *tata susun kekuasaan kolonial* ‘colonial order’ in the syntactic object function with a process verb.

(17) Dari kegagalan cuti- Eropa, aku lebih mengenal lagi tata- susun kekuasaan kolonial (Ch 8 no 1)

power colonial
My failure to get my leave to Europe deepened further my understanding of the colonial order.

*Tata susun kekuasaan kolonial* which is as the Theme role in sentence (17) above is answering the question of *What is being understood better?*, while the verb *mengenal* ‘understand’ is involving a mental activity which can be classified into a process verb for the reason of amount of time needed by the verb.

The noun phrase *hatiku* ‘my own sensitivities’ in sentence (24) below is represented the role of Theme in the syntactic object function with a state verb.

(24) Biarpun begitu, cara-cara mereka yang tidak menghormati batas-batas kehormatan kolonial terasa juga menyinggung *hatiku* (Ch 9 no 2)

Even so, their contempt for colonial authority also offended *my own sensitivities.*

As the Theme role in the syntactic object function, *hatiku* in sentence (24) above, is answering the question of *What did the subject do the activity to?* The verb *hatiku* does not do any motional action nor a process, it is to state a direction in an event of a mental activity (*menyinggung* or offend), therefore the Theme role found in sentence (24) above is said to go with a state verb.

The Theme role in the syntactic subject complement function is also realized only in the state verb. The number of its occurrence is 7 (15.5%). The *pribumi* ‘natives’ in sentence (25) below is the Theme role of the sentence:

(25) Sekiranya, mereka *pribumi*, mereka akan jatuh ke tanganku…(Ch 9 no 3)

If they *natives*, they would be in hands-my

If they were *Natives*, they would be in my hands…
Sentence (25) above shows the Theme role in the subject complement in a state verb construction which can be tested using *X is in A-ness/ hood* or *X belongs to Y*. The *pribumi* characteristic belongs to *mereka* ‘them’ is as a proof that *pribumi* is a Theme role which can be said to be dependent to another role(s) such as Locative role. The presence of the other role is to accommodate the location of the Theme role-hood in the construction.

4.1.8 The Realization of the Source Role in Indonesian

As stated before in the Theme role discussion, a Source role is a part of the Theme role, for it provides logical source of the movement. Based on that understanding, the hypothesis saying that Source role will never appear in subject or in object position in a sentence is reasonable.

Table 4.8: Table of the Source Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th></th>
<th>State verbs</th>
<th>Motional verbs</th>
<th>Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Complement</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Adverbial</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Source role only occurs once in the syntactic subject complement (20%), proving that the Source role is not a dominant role within the sentence. Its presence in this function is in a state verb construction, leaving an implication that this role is just running its job in complementing the subject. Sentence (26) below has *golongan nihilis yang terkutuk* ‘accused group of people’ as its Source role.
which can be traced firstly by looking at the preposition dari ‘from’, a preposition indicating a Source role. Secondly, by applying the question test of Where do they come from?, the noun phrase of golongan nihilis yang terkutuk is the answer to the question.

(26) Mereka adalah dari golongan nihilis yang terkutuk. (Ch 9 no 5)
    They were from group nihilists which were accused

They were from among that accused group of people called nihilists.

Unlike the Source role in the subject complement function, the number of the occurrences of the Source role in the adverbial is 4 (or 80%). They are not only found in the state verbs, but also in the motional verb as an effect of other role involving a movement called a Theme role. The predication jadi bangkit ‘jumped’ in sentence (27) below is the Source role which is indicating a movement from a starting point to a point of departure.

(27) Semua pejabat jadi bangkit dari kursi …(Ch 3 no 3)
    All officials jumped from their chairs…

    …all the archives officials jumped from their chairs…

The characteristics of the Source role is the frequent use of preposition dari ‘from’, although it is also possible to trace the Source role’s presence by asking the same question the way the question is addressed to sentence (26) in the previous discussion.
4.1.9 The Realization of the Goal Role in Indonesian

Source role and Goal role, as a matter of fact, are united. Similar to the Source role, the Goal role is considered to be peripheral since its absence in many functions of a sentence. Goal role is also an effect of a Theme role which in many cases can not stand by itself.

Table 4.9: Table of the Goal Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th></th>
<th>State verb(s)</th>
<th>Motion verb(s)</th>
<th>Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject complement</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Object</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Adverbial</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Goal role only occurs once (14%) in the subject complement function. This role is realized in a motional verb construction. It is as an evidence that this role complementizes the subject function whose role must be a Theme. Based on this, therefore, Medan perang ‘battlefield’ is the Goal role in the sentence (28) below:

(28) Betapa bodoh orang preman terjun ke medan perang (Ch 7 no 3)
    How stupid civilians descend into battlefield
    And how stupid it was for civilians to descend into the battlefield.

The movement requires a point of departure which is called as the Goal role. It appears in the sentence above by the noun phrase medan perang ‘battlefield’ preceded by the preposition ke ‘into’ as the marker of this role. Besides having
such marker, a Goal role can also be traced using the test *Where does the (subject) do (the event) to?*

Sentence (28), which has a disjunct, belongs to an intransitive sentence involving a Theme role (*orang bodoh ‘civilians’*) in the subject position as the instigator of the predicate.

Table (9) shows that the Goal role is also realized in the syntactic object function with two occurrences (28.5%). Sentence (29) below carries *ku ‘me’* as the Goal role in the syntactic object function which answers the question of *To whom the file is addressed?*

(29) Diserahkan**nnya** _padaku_ sebuah berkas dalam sampul yang dilak
hand over (by him)    to me a file in an envelope-sealed

He handed over a file in a sealed envelope (Ch 7 no 6)

The Goal role which is realized in the syntactic object function can be the subject in a passive construction sentence with the omission of the preposition of *pada* (*Olehnya, Aku diserahi sebuah berkas dalam sampul yang dilak*)

The Goal role in the syntactic adverbial function is realized in motional verbs as well as in state verbs. The number of its occurrence is four (or 57%). *Atas ‘down’* is the Goal role in sentence (30) which goes in a state verb. The Goal role is answering the question of *Where does the bans, oppressions, orders, and groups go?* Applying the test, therefore, *bawah ‘down’* is the Goal role of that sentence.
(30) Dari atas ke bawah yang ada hanya larangan, penindasan, perintah, from top to down there are only bans, oppressions, orders semprotan, hinaan. (Ch 8 no 3)

From the top going down, there were bans, oppression, orders, groups.

Sentence (30) above shows how a Source role and a Goal role are the logical arguments following a Theme role (that is larangan, penindasan, perintah, semprotan, hinaan). A preposition ke ‘to’ is marking the presence of the Goal role which is always put outside the central constituent in a sentence for the characteristic of an adverbial.

Different from sentence (30), sentence (25) below is having tanganku ‘my hands’ as the Goal role in motion verb that is jatuh.

(25) … mereka akan jatuh ke tanganku…(Ch 9 no 2)
……they will fall to hands-my
……they would be in my hands…

Tanganku ‘my hands’ in sentence (34) above is as the direction of the event of jatuh which is preceded by a preposition of ke ‘to’.

4.1.10 The Realization of the Locative Role in Indonesian

Locative role is realized in the subject position, subject complement and in adverbial position. This role belongs to the nonparticipant roles whose members are considered to be peripheral in a sentence. The frequent occurrence of Locative role in the adverbial function (adjunct) is as a proof of Locative roles’ periphery.
Table 4.10: Table of the Locative Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th>Syntactic Function</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>8</td>
</tr>
<tr>
<td>Subject Complement</td>
<td>5</td>
</tr>
<tr>
<td>Adverbial</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>

In the syntactic subject function, the Locative role has 8 (33%) occurrences in which they always go together with either adjective or Theme role, as a sign that this role is dependent to other role(s).

_Pakaiannya_ ‘his clothes’ in sentence (31) below is the Locative role which goes with an adjective (_kotor_ ‘filthy’).

(31) _Pakaiannya_ kotor. (Ch 10 no 4)
Clothes his filthy

_His clothes_ were filthy

Different from sentence (31) above, _Tuan itu_ ‘This Meneer’ is the Locative role in sentence (32) below which goes with a Theme role (D. Douwager).

(32) _Tuan itu_ bernama D. Douwager…(Ch 6 no 1)
Meneer that name D. Douwager…

_This meneer’s name_ was Douwager.

Both sentence (35) and sentence (36) above answer the question of _Where is the location of the filth?_ and _Where is the Location of D. Douwagerhood?_ _Pakaiannya_ ‘his clothes’ and _Tuan itu_ ‘The meneer’s name’ are the answers to the questions respectively.
The subject complement function has five (21%) occurrences of Locative role. As a subject complement, the presence of this role is to complementize the subject to be grammatical. The role of Locative is shown by *Sebuah buku baru berjudul Student Hidjo karangan Marco Kartodikromo* ‘a book entitled Student Hidjo by Marco Kartodikromo’ in sentence (33) below which is at the same time becomes the complement of the subject *Apa yang ada di depanku* ‘What lay before me’. It is answering the question of *Where is the location of the sign?*

(33) *Apa yang ada di depanku juga merupakan pertanda, sebuah buku baru berjudul Student Hidjo karangan Marco Kartodikromo. (Ch 14 no 4)*

entitled *Student Hidjo* by *Marco Kartodikromo*

*What lay before me on my desk* was also a sign of this. It was a book titled *Green Student* by *Marco Kartodikromo*

Different from the previous syntactic functions, the adverbial function has 11 (46 %) occurrences of Locative role whose characteristic is considered to be less central compared to the other two functions prior to it.

The preposition of *di* ‘in’ is as a marker of Locative role in the adverbial function. The argument comes after that preposition is usually a Locative role. Another test to check the presence of the Locative role is by applying the question of *Where is/ are (the Agent) does (the event)...?*, therefore *Africa Selatan* ‘South Africa’ is as the answer, and based on that test, it is called Locative role in the sentence (34) below:

(34) *Kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri..(Ch 6 no 3)*

If *The Dutch in Africa South* can establish *nation own..*

If the Dutch in *South Africa* could establish their own nation…
As an adverbial (adjunct), the distribution of the Locative role can be in the initial position (as the first argument before any other argument realized in the subject position) or in the final position. Sentence (34) shows the Locative role which is realized as the second argument after Agent role. The noun phrase containing the Locative role gives an information to the Agent role (*Belanda* ‘the Dutch’).

4.1.11 The Realization of the Reason Role in Indonesian

All the noun phrases which have Reason role are realized only in the adverbial function (adjunct). Normally this role is preceded by conjunctions such as *karena* ‘because’ and *sebab* ‘for’, however, the data show that there is a possibility for a Reason role not to be realized with such conjunctions. The number of the occurrence of the Reason role is nine (see Appendix 4). The Reason role, based on the data, is only realized in the syntactic adverbial function which implies that this role is included into a peripheral role.

Most of the arguments in the Reason role are in the form of clause (noun clause). The absence of the conjunctions as the marker of Reason role can be replaced by another test involving the context within the sentence. The Reason role is an argument answering the question of *Why (the doer) does (the event)*...?

Sentence (13) below shows a noun phrase of *This house was the former residence of Raden Mas Minke* which contains a Reason role without any conjunction. When the question of *Why does the speaker standing openmouthed is applied*, *This house was the former residence of Raden Mas Minke* will be the
answer to it. The Reason role in sentence (13) below is in a noun clause formation, placed in the final position to give a logical explanation of the events.

(13) Hanya tinggal aku termangu-mangu: rumah itu adalah bekas kediaman only stood I openmouthed. House that was former residence

*Raden Mas Minke* (Ch 4 no 1)
Raden Mas Minke

I was the only one left standing there openmouthed.

This house was the former residence of Raden Mas Minke.

It is obvious that a Reason role can not stand by itself. The presence of other argument(s) is needed in order to clarify the nature of the Reason role. Sentence (13) above shows a minimal mixture between an Experiencer role (*Rumah itu* ‘this house’) and a Reason role.

Different from sentence (13) above, sentence (21) below has a Reason role in the noun phrase of *yang bukan demikian bukan manusia* preceded by a reason preposition of *karena* ‘because’

(21) “Tak ada manusia hidup tanpa persahabatan dan kebaikan, karena
*There is human live without friendship and kindness, because*
*yang bukan demikian bukan manusia* “ (Ch 5 no 4)
*which is not like that not human*

“There is no human being who can live without friendship and kindness, because anything else is not human.”

The preposition of *karena* ‘because’ is obviously marking the presence of the Reason role, answering the question of Why there is no human being who can live without friendship and kindness?
4.1.12 The Realization of the Purpose Role in Indonesian

Purpose role is the last member of the nonparticipant role. Similar to the other two preceding roles, Purpose role is also considered to be peripheral. The evidence of it is in table (11) below which shows that the Purpose role is realized more frequently in the adverbial function.

Table 4.11: Table of the Purpose Role Realization in the Indonesian Data

<table>
<thead>
<tr>
<th></th>
<th>With marker</th>
<th>Without marker</th>
<th>Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject complement</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Object complement</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Adverbial</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Purpose role which is realized in the subject complement only occurs once (25%). This number is the same as the number of the Purpose role which is realized in the object complement. This role goes without any Purpose markers such as agar, untuk, supaya (in order to, to, for).

Sentence (35) which has ellipted subject (upacara serah terima) has keprihatinan Gubernen Hindia Belanda sendiri ‘the special concerns of the Netherlands Indies’ as the Purpose role. Although there is no marker, the context within the sentences (the recent sentence and the previous sentence) whose subject is being ellipted, is answering the question of What is the purpose of doing the event...?. The questioning test for sentence (35) can be formulated not only in the
form of question but also in a paraphrase like *Upacara serah terima diadakan sederhana supaya sesuai dengan keprihatinan Gubermen Hindia Belanda sendiri.*

(35) (Upacara serah terima diadakan sederhana) Juga sesuai dengan keprihatinan Gubermen Hindia Belanda sendiri (Ch 11 no 3)

… and reflecting too the special concerns of the government of the Netherlands Indies.

Different from the Purpose role in the subject complement, the Purpose role in the object complement goes with marker *untuk* ‘in order to’ like what is shown in sentence (20) below which has *memanjatkan doa* as the Purpose role.

(20) Gubermen telah meminta pada rohaniwan Nasrani dan Islam untuk memanjatkan doa dalam kebaktian mereka...
The government had requested to spiritual leaders Christian and Islam to say prayers in rituals their

The government requested the Christian and Islamic spiritual leaders *to say prayers* …(Ch 7 no 4)

The constituent coming after the marker *untuk* is called as the Locative role for it is answering the question of *What is the purpose of requesting the Christian and Islamic spiritual leaders?* The Purpose role in sentence (20) above shows a noun clause, implying the fact that an argument can also be realized not only in the form of noun phrases, but also in noun clauses.
4.1.13 The Realization of the Time Role in Indonesian

Time role is showing the time of the events is done. Similar to the Locative role, a Time role is basically giving any peripheral explanation. The data show that the Time role is only possible to be realized in the syntactic adverbial function. It implies that the Time role is considered to be a peripheral role. The number of the occurrence of the Time role is 6.

As an adverbial, this role is fluid: can be the first argument in an initial position as well as in the last argument in the final position. However, the data show that the Time role is realized in the final position, preceding the subject.

Sentence (36) below shows an adverbial phrase of *mulai sekarang* ‘now on’ as the Time role.

(36) Barangkali *mulai sekarang* Gubernen akan tetap berpegangan pada
Perhaps from now on the government still rely on
keputusan pengadilan (Ch 13 no 4)
the courts

*Perhaps from now* on the government will rely on the courts to decide these matters.

The Time role can be tested using *When does (the doer) do (the event)..?*, and *mulai sekarang* is as the answer to that question. This role is preceding another argument role such as Agent role in sentence (4)6 above that is *Gubernen* ‘the government’.
4.1.14 The Realization of the Manner Role in Indonesian

Manner role is giving an additional information to how the predication is done by the subject, therefore a Manner role is also considered to be peripheral. This reason gives a logical way of thinking that the Manner role is only realized only in the syntactic adverbial function. The data show that the number of the occurrence of the occurrence of the Manner role is 4.

The prominent characteristic of a Manner role is the presence of preposition *dengan* (by, or suffix –ly in English), although it is not a fixed price to judge an argument as a Manner role. However, there is a possibility for a Manner role to be realized without any marker. Sentence (37) below has *seorang diri* ‘alone’ as the Manner role which is realized without a marker.

(37) *Seorang diri* ia berjalan bersandal baru dari kulit. (Ch 10 no 5)

Alone he traveled wearing sandals new made of leather

He was traveling *alone* and wearing a new pair of leather sandals

*Seorang diri* in sentence (44) above is an adverbial put in the first constituent, giving an information of *How does (the subject) do (the event)*…?

A Manner role is obviously realized with a manner marker, like what is shown in sentence (45) below with *suara tersendat- sendat* ‘in a broken voice’ as the noun phrase in the Manner role which is preceded by *dengan* ‘with’.

(45) *Dengan suara tersendat- sendat* Frischboten berkata pada mereka with voice-broken Frischboten told to them

*In a broken voice* Frischboten told them (Ch 5 no 1)
Applying the similar test, suara tersendat- sendat in sentence (45) will be judged as a Manner role, proving that the presence of this role can also be determined by preposition of dengan ‘with’.

To summarize the discussion of the thematic roles realization from an Agent role to a Manner role, it can be said that every thematic role has its distinctive place in the syntactic functions.

The findings show that in the Indonesian data, the thematic role of a Theme is in the highest hierarchy. Locative role is in the second place, Agent is in the third, Patient and Experiencer are in the fourth, Instrument and Reason roles are in the fifth, Benefactive and Goal are sixth, Author and Time are seventh, Source is the eighth, on a par with Purpose and Manner roles (see Appendix). Strictly speaking, the research findings have identified the hierarchy which can be represented in the following frame:

(1) [Theme> Locative> Agent> Patient/ Experiencer> Instrument/ Reason> Benefactive/ Goal> Author/ Time> Source> Purpose/ Manner]

The thematic hierarchy which has been represented in frame (1) above is different from the thematic roles hierarchy proposed by Frawley which has placed the Agent role as the first rank in the hierarchy. However, considering the employment of Cook’s theory on the thematic roles (especially in Theme role and Locative role), the hierarchy shown in frame (1) above is understandable.

From the syntactic distribution, the thematic roles will have different realization. The distribution of the thematic roles in the syntactic functions is
shown in table (12). The table is made based on the possibility of a role to be
realized in the syntactic functions. The more possible a thematic role fills every
syntactic slots, the higher its rank will be.

Table 4.12: Table of the Indonesian Thematic Roles Realization in the Syntactic
Functions

<table>
<thead>
<tr>
<th>Role</th>
<th>Subject (numbers)</th>
<th>Subject Complement (numbers)</th>
<th>Object (numbers)</th>
<th>Object Complement (numbers)</th>
<th>Adverbial (numbers)</th>
<th>Number(s) of syntactic distribution</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agent</td>
<td>18</td>
<td>1</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Author</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Instrument</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Patient</td>
<td>7</td>
<td>-</td>
<td>11</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Experiencer</td>
<td>18</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Benefactive</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Theme</td>
<td>19</td>
<td>7</td>
<td>19</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Source</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Goal</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Locative</td>
<td>8</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Reason</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Purpose</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Time</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Manner</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

The table above shows that every thematic role has its distinctive place in the
syntactic functions. It is obviously stated in the table that the Indonesian data,
Benefactive role is dominating the syntactic function for it is not realized only in
the syntactic object complement function. The distribution of the syntactic
function hierarchy of the thematic roles can be shown in the following frame:
4.2 Realization of Thematic Roles in English Translated Form

Frawley’s theory on the 12 (twelve) thematic roles will be applied strictly in this research to analyze the thematic roles of the arguments (or noun phrases) in the research data. All the thematic roles are classified into where they belong to: to the participant and the non participant roles.

4.2.1 The Realization of the Agent Role in English

In English, an Agent role normally occurs in the initial position of a sentence followed by a predicate (although not every first constituent in a sentence is an Agent). It is always realized in the transitive sentences which involve the doer or the actor. It can also be embodied in the passive or in the active construction, although the data prefers having active construction.

Table 4.13: Table of the Agent Role Realization in the English Data

<table>
<thead>
<tr>
<th>Syntactic Function</th>
<th>Passive Construction</th>
<th>Active Construction</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>1</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Object</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Subject Complement</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table above shows that the subject function takes the biggest number of an Agent role that is 18 numbers (or 90%) of the total 20 numbers of the Agentive role. From that number, the active construction has the largest number of the Agent by 17 occurrences (or 85%) from the total number of the Agent role.

Naturally speaking, an Agent role is seen as the instigator of the action who is actively doing the action. The Agent role in sentence (1) below is realized in the noun phrase of *he*:

(1) *He* bore on his shoulders the burden of past experience (Ch 6 no 2)

The Agent role in sentence (1) above which is realized in the syntactic subject function is always about responsibility. Therefore, the *He* is fulfilling the answer of the question of *Who is responsible for breaking the burden of past experience?*

Table (4.13) also shows that the Agentive role realized in the syntactic object function only has one (1) occurrence in the form of a passive construction (or only has 5% from the total number of the whole Agent). A *small group of white colonial people* in sentence (2) below is the Agent role in the sentence.

(2) At the top, colonial power was supported by a *small group of white colonial people who in their turn were supported by colonial brown people of which there was a greater range of kinds and groups* (Ch 8 no 2)

In an English passive construction, the presence of the Agent (preceded by *by*) is obligatory. It is present when the sentence (or the speaker) wants to emphasize the doer of the event. Sentence (2) above gives an emphasis on the responsible volitional doer that is *a small group of white colonial people* with an adverbial clause following it.
The number of the Agent role realized in the subject complement is one (or 5% from the total number of Agent that is 17). The noun phrase *the only one* in sentence (3) below is the Agent role of the sentence which is at the same time becomes the subject complement of the subject *I*.

(3) I was *the only one left standing there openmouthed* (Ch 4 no 1)

The predicator (*left standing there openmouthed*) is as the parameter in saying that the noun phrase (*the only one*) is the Agent role which bears a characteristic of responsibility in an event.

4.2.2 The Realization of the Author Role in English

In English (based on the data), Author role is mostly realized in the subject function, embodied in an inanimate beings as the cause of the action without taking the responsibility for its the nature of unanimity. It is realized almost in the same as an Agent role in the subject function: as the first constituent preceding the predicate.

The distribution of the Author role adopts two arguments. In other words, the distribution of the Author involves transitive verbs, either in deep structure construction or in surface structure construction, and both in an active or in a passive voice.

Table 4.14: Table of the Author Role Realization in the English Data

<table>
<thead>
<tr>
<th></th>
<th>Active</th>
<th>Passive</th>
<th>Middle voice</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>4</td>
<td>-</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Object</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The biggest number of the Author realization is in the subject function with four occurrences (or 55.5%). Those numbers are of transitive active construction, involving other arguments such as Theme and Patient. Sentence (4) below has the times as its Author role for it is answering the question of What chooses the direction?, and this such question does not imply any involvement of responsibility from the subject.

(4) The times were choosing their own direction, buffeting his humanitarian fore like a stalking whirlwind (Ch 1 no 3)

The Author role in sentence (4) above also involves other role that is Patient (their own direction), a role that is affected by the predicate choosing.

Different from the sentence above, a middle voice construction in subject function only needs one existence of a role, in this case is the Author. Middle voice has three occurrences of the Author (or 22.2% of the Author total number). Java in sentence (5) below is the Author role of the sentence for it is the primary executor of the act (moving).

(5) Java was beginning to move (Ch 11 no 4)

The Author formed in the middle voice is always realized in the initial position preceding the predicate, showing the doer of the action without being the active instigator of the predicate.

The Author role can also be realized in an intransitive active construction such as in sentence (6) below, although table (2) shows that it occurs only once. Outbreaks of unrest is the noun phrase containing an Author role in sentence (5)
which is realized in the syntactic subject function. It is answering the question of

What occurs wherever there was big European capital?

(6) Outbreaks of unrest occurred wherever there was big European capital, perhaps more vigorous than those in France against Louis XVI (Ch 12 no 4)

The verb occurred as the predicate does need any object, meaning that the Author role is the single argument in that sentence which is followed by an adverbial to give an explanation to the verb.

Table (4.14) also shows that the Author role in the object function only occurs once (or 12.5%). Since it is realized as the object, automatically we can say that the sentence in which the Author is realized as the object must be in a passive construction. It is at the same time emphasizing the constituent preceded by by as the actor of the act without taking the responsibility from it due to its inanimacy characteristic.

The needs of times in sentence (7) below is bearing the Author role by answering the question of What confronted the humanitarianism?

7Humanitarianism-that ethical duty which he was sworn- was now confronted by the needs of times (Ch 1 no 2)

The needs of times which is preceded by by is obviously realized in the passive construction. It fills the logical pattern of an Author role in the syntactic object function which can be changed into a subject function in an active construction.
4.2.3 The Realization of the Instrument Role in English

Instrument role is seen as a tool, representing something that is used inanimately to perform an action, therefore their existence in a sentence can be judged to be peripheral. The Instrument normally occurs in the forth position following the predicator and may be preceded by constituents of an Agent role, a Patient role, or a Source/Goal role.

Table 4.15: Table of the Instrument Role Realization in the English Data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Marked by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbial</td>
<td>3</td>
<td>by and without</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

An Instrument role which is realized in the subject function has three occurrences or 50% of the whole Instrument number. The data shows that the Instrument role realized in the subject function is distinctive: it does not involve by or with as the marker of an Instrument like other ordinary sentences do.

Their words in sentence (8) below is the Instrument role of the sentence. It is answering the question of How the colonial authorities given much pain?

(8) And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)

The inanimacy characteristic of the noun phrase the times makes it falls between an Author role and an Instrument role. Sentence (8) can be paraphrased based on its deep structure as somebody used their words to give much pain to the...
colonial authorities. The noun phrase (their words) is, therefore, an Instrument of the action used by the Agent.

Table (4.15) above shows that the Instrument role can also appear in the adverbial function (or adjunctive function). The number of its occurrence is 3 (50%).

In this function, the Instrument always occurs with preposition such as by or without. As shown in the example below, an Agent role is always involved (although it is needless be present in the surface sentence) when there is an Instrument role. A decision is the Instrument role in the sentence which appears with Agent role (no person) in the syntactic subject function.

(9) “No person shall be punished without a decision from a court of law.” (Ch 13 no 5)

An Agent role in sentence (9) above only appears in the deep structure of the sentence since it is in the passive construction. The presence of another argument following the Instrument role sometimes is important to give any additional emphasis to it. In sentence (9) above, the constituent of Source role following the Instrument role which is marked by preposition from, can be said to be important: it gives an additional information of where the Instrument (a decision) comes from.

4.2.4 The Realization of the Patient Role in English

Frawley claims that a Patient role is canonical. Seeing from table (4), the Patients are embodied both in an active and in a passive voice with a bigger
percentage on the object active voice. It is an argument which “undergoes, changed by, or directly affected by the predicate” (Frawley, 1992: 210). Fillmore’s definition is similar, although he prefers the label ‘object’, a term which is avoided here because of its common use as a surface structure.

Based on the data, in English, there is a possibility to have Patients both in the active nonagentive and in the active agentive verbs, although for the last one, it is minor in occurrence. As a result of involving active verbs, the Patients impinge the sentence structure: in the subject and in the object function (or in the transitive construction).

Table 4.16: Table of the Patient Role Realization in the English Data

<table>
<thead>
<tr>
<th>Role</th>
<th>Active voice</th>
<th>Passive voice</th>
<th>Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>-</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Object</td>
<td>13</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Object Complement</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data shows that the number of Patient role realized in the subject function is 6 (or 30% from the total number of Patient). Certain predicators allow a subject involvement which has the effect of changing the clause elements order. In a subject involvement, the Patient role is made to precede the predication, forming a passive construction.
The thematic role of Patient in sentence (10) is in the noun phrase of colonial power, which is answering the question of Who suffers from the action of supporting? The predicator in sentence (10) is an agentive verb without displaying the Agent role in the surface structure. It is giving an effect to the noun phrase that is called as Patient role.

(10) …colonial power was supported by a small group of white colonial people…(Ch 8 no 2)

In sentence (11) below, the Patient role realized in the noun phrase of the formation of nations which is as the answer of the question of What suffers from the tools of blood and sword?

(11) In Europe, the formation of nations had always been by blood and sword (Ch 12 no 3)

Sentence (11) realizes the Patient role as its first argument. The predicator which involves the verb now has been embodied in the noun phrase of the formation for the sake of effectivity.

The Thematic role of Patient which is realized in the syntactic object function can be said to be canonical for it has 13 occurrences (or 65%). This number is more than two third of the total number. The Agentive predicators take Patients role in the second position. The Patient role is following the Agent, as appears in sentence (12) below:

(12) The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family (Ch 7 no 4)
Sentence (11) above has the Christian and Islamic spiritual leaders as the Patient role in the sentence. In an object involvement, the Patient role is made to follow the predicator immediately as a part of the verb phrase. The predication (to say prayers) element may follow an involved Patient, giving the evidence that it is indeed part of the verb phrase. The similarity between the pattern used by Patient role in sentences is, the Patient role realized in the object function always involves an active agentive role with Patient role comes directly after the predicators.

Table (4.16) also shows that Patient role is also realized in the syntactic object complement function by having only one occurrence (or 5%). The Patient role appears in the object complement is caused by the Patient role in the syntactic object function. In other words, it can be concluded that if a sentence has a constituent filling in its syntactic object complement, the constituent must have a Patient role as the constituent filling its syntactic object.

Sentence (13) below has a Patient role in the noun phrase of “world war” which is realized in the syntactic object complement function of the sentence. The syntactic object function of this also bears a Patient role.

(13) The overseas press called this big war the “world war” (Ch 7 no 7)

“The world war” which has a Patient role in sentence (12) above is as the answer of the question of What did the press call this?, therefore, “the world war” must exist in the sentence to complementize the object of this which also has a Patient role.
4.2.5 The Realization of the Experiencer Role in English

When a predicate affects the internal state or constituent of an argument, Frawley said, then the argument has thematic role of Experiencer. However, Frawley does not document further explanation, but Fillmore does. The term initial state used by Frawley is defined by Fillmore as the instigator in relation to ‘psychological event’ or ‘mental state’ verbs.

Table 4.17: Table of the Experiencer Role Realization in the English Data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Experiencer role, based on the table, is realized in the subject function with fourteen (or 87.5%) occurrences. Based on Cook’s theory, the distribution of the predicate can be classified into three namely state verbs, durational verbs and motional verbs (Cook, 1989: 129). The Experiencer role in the syntactic subject function with the state verbs has the biggest number of occurrences that is 12 (or 75% of the total occurrences). The role only occurs once both in the motion verb and the durative verb. Table (4.17) shows that the Experiencer role is realized in all syntactic functions but not in the object complement. All the noun phrases in the Experiencer role are in the active voice formation with a large number on state verbs.
Sentence (14) below has a noun phrase *His Excellency the governor-general* as the Experiencer role. This noun phrase is answering the question of *Who feels anxious?* In sentence (13) below, the Experiencer role is realized in the syntactic subject function with a state verb of to be (*is*)

(14) Now *His Excellency the governor-general* was anxious (Ch 1 no 1)

Different from sentence (14) above, sentence (15) has *we* as the Experiencer role in a durative verb which is answering the question of *Who began to feel in the Indies the lapping at the shores of waves brought forth by the storm that was raging to the north?*

(15) During 1911, the previous year, *we* began to feel in the Indies the lapping at our shores of waves brought forth by the storm that was raging to our north (Ch 1 no 5)

The verb *began* in sentence (15) is reflecting a process or a durative event which demands some amount of time. Sentence (14), and (15) above seem to support the view that some other roles other than Agent role are needed, since the verbs are not always reflecting an action but a mental state as well.

Table (5) also shows that the Experiencer role in the subject complement function only has one occurrence (or 6.25%). In the syntactic subject complement function, sentence (16) below has *no Pure Europeans* as the Experiencer role preceded by a dummy subject of *there*. The role is realized in a state verb of *be*.

(16) … there were *no Pure Europeans* who were happy to see a Native like me hold the position of commissioner, … (Ch 2 no 5)

*No Pure Europeans* in sentence (15) above is answering the question of *Who feels happy to see a Native like me hold the position of commissioner…?*
The adverbial function, based on the table, shows that the Experiencer role only occurs once in this function (or 6.25%). Sentence (17) below has the noun phrase of me as the Experiencer role which preceded by a preposition to.

(17) It was a puzzle to me just why such a high office had involved itself in my work,…(Ch 3 no 2)

The presence of the Experiencer role in sentence (17) can be traced using a paraphrase of I feel a puzzle of why such a high office had involved itself in my work,…?

4.2.6 The Realization of the Benefactive Role in English

Benefactive role is the last member of the logical recipient roles which has a characteristic of deriving actions or entities from an action of another. This definition leads to an understanding that Benefactive role is closely related to a Patient/Theme role as a preceding role before it occurs.

Table 4.18: Table of the Benefactive Role Realization in the English Data

<table>
<thead>
<tr>
<th>Role</th>
<th>Indirect Object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Subject Complement</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Adverbial</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The noun phrases in the Benefactive role are realized in the syntactic object function, in the syntactic subject complement, and in the syntactic adverbial function.

The Benefactive role which is realized in the syntactic object function has two occurrences (or 40% from the total number of the Benefactive role). The object
function only allows the Benefactive role to be realized only as the indirect object. The *me* in sentence (18) below is the Benefactive role which is realized in the syntactic object function as the indirect object.

(18) He gave *me* *The Tale of Siti Aini* by Haji Moeloek, which in recent days was on everybody’s lips in Java (Ch 1 no 6)

The noun phrase *me* in the sentence (18) above is really getting a ‘beneficial’ benefit due to the action of giving, answering the question of *Who gets the benefit from him who gave The Tale of Siti Aini by Haji Moeloek?*  

The noun phrase *me* in sentence (18) above is included in the object function for it is possible for the *me* to fill the syntactic subject function slot in the passive sentence (I was given *The Tale of Siti Aini* by Haji Moeloek by him), as well as the indirect object of *The Tale of Siti Aini* by Haji Moeloek (*The Tale of Siti Aini* by Haji Moeloek was given to me by him) in the same sentence. However, English sentences prefer using active construction better than using passive construction.

The noun phrases having the Benefactive role are realized as the indirect object. They are always with other two arguments. As a consequence, the Benefactive role is always be the third argument (although the third argument is not always a Benefactive role).

The number of the occurences of the Benefactive role in the syntactic subject complement function, as can be seen from table (4.18), is two (or 40%). This role which is realized in such syntactic function is always formed by a state verb,
consisting the syntactic subject function and the subject complement. *Meneer Tjokro himself* is the noun phrase with Benefactive role in the sentence (19) below, answering the question of *Who gets benefit from the nickname creation?*

(19) That nickname was for *Meneer Tjokro himself* (Ch 6 no 9)

*Meneer Tjokro* is the subject complement for the syntactic subject of that nickname in sentence (18) above. The Benefactive role does not differentiate whether the nouns given to the noun phrases bearing the role are the good things or not.

The Benefactive role is also realized in the syntactic adverbial function, although it only has single occurrence (or 20% from the total Benefactive role). In this syntactic function, the Benefactive role is marked by a preposition of *for* (and sometimes *to*). *The safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family* in sentence (12) is the noun phrase with Benefactive role which is realized in the syntactic adverbial function. The preposition *for* is marking the existence of the Benefactive role in the sentence.

(12) The government requested the Christian and Islamic spiritual leaders to say prayers for *the safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family* (Ch 7 no 4)

*The safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family* in sentence (12) above is answering the question of *Who gets benefit from the prayers?*
4.2.7 The Realization of the Theme Role in English

Theme role is the argument which is either undergoing an act without any change or those which undergo a displacement. The tests, therefore, is What/ Who moves (because of the verb)...?

Unfortunately Frawley does not touch Theme role in state verbs and equative construction, but Cook does. For this case, another test X is in A- ness/ hood or X belongs to Y is applied to judge an argument is a Theme or not.

Table 4.19: Table of the Theme Role Realization in the English Data

<table>
<thead>
<tr>
<th></th>
<th>Stative</th>
<th>Motional</th>
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</tr>
</thead>
<tbody>
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<td>2</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Subject Complement</td>
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<td>11</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.19) above shows that Theme role is absent in the syntactic object complement and in the adverbial function, showing that this role is a periphery exclusion role.

The number of the occurrences of the Theme role in the subject function is 13 (or 28% from the total number of the Theme role). The state verbs like have and think have more frequent occurrence in this function, while the durative verb only occurs once. Motional verbs are also taking place in this syntactic subject function with two occurrences.

The thematic role of Theme in sentence (8) is D_W_T which is realized in the subject function with a state verb of be (been)
(8) And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)

The D_W_T in sentence (20) above answers the question of Who had been in exile? or it can be paraphrased using a pseudo- cleft sentence like It is D_W_T who had been in exile, leaving an implication that D_W_T does not do anything nor experiences any mental verb.

The thematic role of Theme in the durative verb in sentence (20) below is in the noun phrase he which is answering the question of Who had been forgotten?.

(20) But had he been forgotten (by people)? (Ch 14 no 1)

The mental state of forgetting takes duration or an amount of time, therefore the noun phrase of he in sentence (20) above is classified into the Theme role realized in subject function with a durative verb.

They in sentence (21) is the Theme role with a motional verb which can only be traced by a paraphrase They fall into my hands.

(21) …they would be in my hands and I would have prepared hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 2)

The paraphrase of sentence (21) above They fall into my hands is proving that the they is a Theme role for it is involving a movement from some resting point along a trajectory because of the verb fall.

Table (4.19) shows that the number of the Theme role in the syntactic object function is 22 (or 47%) with the state verb as the largest number, the motional verb in the second rank, and the durative verb is in the last.
No idea in sentence (22) below is the Theme role in the syntactic object function with a state verb of had which does not reflect any action verb.

(22) I myself had no idea why my letter of introduction came from the Algameenee Secretariat, headquartered in Buitenzorg, and not from the police office in Betawi (Ch 3 no 1)

The this in sentence (23) below is the Theme role in syntactic object function with a durative verb of see, answering the question of What did I perceive?

(23) I could see this happening before me (Ch 14 no 3)

The Theme role in sentence (23) above is preceded by another role that is an Experiencer (I), proving that the presence of an Experiencer role in the syntactic subject function is potential to have a Theme role in the syntactic object function.

The table shows that the Theme role in the Subject complement has 12 (25.5%) occurrences with the state verbs dominating those numbers, while the durative verb does not appear in this syntactic function.

Mostly, the Theme role in the subject complement goes with a dummy subject which fills the slot after the predicate like the object does. It is reasonable since some linguists have described the Theme role as the any kind of object, the term that is avoided here because of its common use as a surface structure category.

In the state verb constructions, mostly, the Theme role also goes with Theme Subject as a nonagentive role. To test its presence, a test of X is in A-ness/hood or X belongs to Y is applied which is at the same time to emphasize its natural description of an object.
Natives is the Theme role in sentence (24) below which is realized in the subject complement function with a state verb of be (were).

(24) If they were Natives they would be in my hands and I would have prepared a hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 3)

The test to say that the Natives is the Theme role in sentence (25) above is (X is in A-ness/hood or X belongs to Y), The Nativeness is in the They.

The marble rolled down the drain in sentence (26) below is the Theme role with a motional verb, answering the question of Who rolled down the drain?

(25). It would be I who was the marble rolled down the drain (Ch 2 no 3)

The marble-ness characteristic is in the I, and now the marble is rolling down the drain, leaving a motion because of the verb rolled.

4.2.8 The Realization of the Source Role in English

The reason why Source role is included in the Spatial roles is that the Source role is a reference to the point of origin of displacement. Based on the definition, it is obvious that this role has preposition of from preceding the argument. This role can be tested using Where is the origin of the object?

Table 4.20: Table of the Source Role Realization in the English Data

<table>
<thead>
<tr>
<th></th>
<th>State verb</th>
<th>Motional verbs</th>
</tr>
</thead>
<tbody>
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<td>Subject Complement</td>
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<td>-</td>
</tr>
<tr>
<td>Adverbal</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Numbers</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Table (4.20) above shows that Source role is not the dominant role used in sentences. It means that not every predication involves this role due to the characteristics of the predication itself. It can also be read from the table that the number of the Source role realization in the adverbial function is bigger, showing that this role can be included into the peripheral role.

The Source role in the subject complement with a state verb only occurs once (or 14%). The occurrence of this role is marked by the presence of a preposition from. Among that accused group of people called nihilists is the Source role realized in the subject function in sentence (26) below, answering the question of Where do the they come from?

(26) They were from among that accused group of people called nihilists (Ch 9 no 5)

The number of the occurrence of the Source role in the adverbial function is six (or 86%) of the total numbers of the role. This finding gives an emphasis that the Source role is less centered compared to other previous discussed roles. It is because the characteristic of an adverbial is only giving any additional information. Based on the division of the adverbial, it can be concluded that the Source role is only present in adjuncts.

The Source role in the syntactic adverbial function can be divided into two groups, that is Source role with the state verbs and Source role with the motional verbs.

In sentence (27) below the top is the Source role which is realized as an adverbial. It is answering the question of Where the bans, oppression, orders come from?
(27) From the top going down, there were bans, oppression, orders (Ch 8 no 3)

Using the same test, sentence (28) below has a noun phrase of their chairs as the Source role which is realized in the adverbial function in the sentence. The Source role in the sentence goes with a motion because of the verb jump. This noun phrase which is preceded by a preposition of from is answering the question of Where did the official jump from?

(28) … all the archives officials jumped from their Chairs to look after me (Ch 3 no 2)

Mostly, the Source role realized in this function is following the Theme role like what is shown in sentence (9) below:

(9) “No person shall be punished without a decision from a court of law.”
   (Ch 13 no 5)

Sentence (9) has a Theme role in the noun phrase of No person which is later added by two other arguments: an Instrument role in the noun phrase of a decision, and a Source role in the noun phrase of a court of law. The Source in that sentence is also marked by the preposition of from. This preposition is not directly following the Theme role, but it gives an explanation of the origin stated in the Instrument role (a decision).

4.2.9 The Realization of the Goal Role in English

Basically, the Goal role is the destination of the predication. Like a Source role, the Goal role is often used to complete the constituent, giving an explanation to it. The test showing the Goal role is Where is the endpoint of the event?
Sometimes the Goal role is merely like Benefactive role or Patient role for it is a combination of the destination of actions and is requiring a surrogate.

The distinction between Source role and the Goal role is a matter of polarity in the semantics of particular predicators. Semantically, the Source role and the Goal role are both present in one sentence. Only one of them, however, in each case of a sentence, will occupy one of the syntactic functions in a sentence.

Table 4.21 : Table of the Goal Role Realization in the English Data

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<td>Complement</td>
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<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Table (4.21) shows that in a subject complement function, the number of the occurrence of the Goal role is two (14% of the total occurrence). The subject complement function only has the Goal role in the motion verbs.

_The battlefield_ in sentence (29) below is a complement of the verb _descend_, explaining the goal of the Agent role (_civilians_).

(29) And how stupid it was for civilians to descend into the battlefield (Ch 7 no 3)

Table (4.21) also shows that the occurrence of the Goal role in the syntactic object function is 2 (or 14%). The Goal role can take both indirect object and direct object. Sentence (30) below has _them_ as the Goal role which is realized as the direct object of the sentence.
In a broken voice Frischboten told them (Ch 5 no 1)

Them in sentence (30) above is answering the question of To whom did the Frischboten tell it? The characteristic of being indirect object has been fulfilled by the noun phrase them. It is coming after the verb and, consequently, the structure does not need any preposition to emphasize the object which has the Goal role.

Sentence (8) below has the colonial authorities as the Goal role which is realized as the indirect object of the sentence.

(8) And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)

The colonial authorities in sentence (8) above is answering the question of To whom did the pain go? The direct object in the sentence above is the much pain which has a Patient role. It is clear that the Goal role which is realized as the indirect object is independent to the role found in the syntactic direct object. Since the colonial authorities in sentence (8) above is the indirect object of the sentence, its presence is preceded by a preposition of to.

The table shows that the numbers of Goal role’s occurrence in the adverbial function (adjuncts) are 3 (or 43% of the total numbers) which are divided into Goal role with state verbs, and Goal role with motional verbs. The Goal role which is realized in the adverbial function mostly has preposition such as to and on. The Goal role with state verbs is not marked by preposition. However, by involving the Source role in the surface structure, the Goal role’s presence can be detected.
*Down* is indicating the presence of Goal role in sentence (27) below as an adverbial, answering the question of *Where is the goal of the existence of the bans, oppressions, and orders?*

(27) From the top going *down*, there were bans, oppression, orders (Ch 8 no 3)

Different from the Goal role which goes with the state verbs, the Goal role which goes with motional verbs is dependent to its prepositions. Seeing the table, a conclusion can be made that like the Source role, the Goal role can be said to be a peripheral role for the nature of the adverbials.

*The colonial authorities* is the Goal role in sentence (31) below which is realized as the adverbial function with a motion verb of *give*.

(31) … their words would have once again given much pain to *the colonial authorities* (Ch 7 no 5)

The verb *give* in sentence (31) above is asking a motion, taking the *pain* from one place and give it to the goal that is *the colonial authorities*.

4.2.10 The Realization of the Locative Role in English

Locative role is an argument examining the fixed spatial organization of a situation. English language marks this role using prepositions of place such as *in, on, above, over,* and so forth. Locative role is closely related to a predicate.

Table 4.22: Table of the Locative Role Realization in the English Data

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>7</td>
</tr>
<tr>
<td>Subject Complement</td>
<td>5</td>
</tr>
<tr>
<td>Adverbial</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
</tr>
</tbody>
</table>
Based on the table, the Locative role realized in the subject function has seven occurrences (or 35%) of the total number. All the Locative roles in this function are the answers of the question Where is the location of X-ness/ X-hood?

Sentence (32) below has a Locative role in the noun phrase of *His clothes* which is realized in the syntactic subject function.

(32) *His clothes* were filthy (Ch 10 no 4)

The noun phrase of *His clothes* in sentence (32) above is the answer of *Where is the location of the filth?* Mostly, the role is directly followed by the state verbs, forming an equative construction. When a location realized in the subject function meets another argument, the argument will be a Theme role.

The number of the occurrence of the Locative role in the subject complement is 5 (or 25% of the total number). The two of them go with a dummy subject of *it*, while the rest of them are identifying the location of the subject by preposition *across* and *around*.

Sentence (33) below has a locative role in the noun phrase of *One step* which is realized in the subject complement function. This noun phrase is answering the question of *Where is the location of The Algameene Secretariat?*

(33) The Algameene Secretariat was just *one step* away from His Excellency the governor- general (Ch 3 no 4)

The noun phrase *One step* in sentence (33) above is the only one Locative role without any preposition. However, the Locative role (*one step*) needs a complement (*away from His Excellency the governor- general*) to complete its meaning.
The number of the occurrence of the Locative role realized in the adverbial function is 8 (or 40% from the total number of Locative role. This number shows that the Locative role which is realized in this function has the most frequent number of occurrence). The Locative role does not appear in all constituent classified in the adverbial function. It does only appear in the adjuncts.

In sentence (34) below, the noun phrase of His shoulders is as the Locative role which is realized in the adverbial (adjunct) function. The noun phrase of His shoulder answers the question of Where is the location of the past experience bearing?

(34) He bore on his shoulders the burden of past experience (Ch 6 no 2).

All the Locatives role go with prepositions, and among those prepositions of place, preposition of in has the most frequent occurrence in signaling the argument. The Locative role realized in this function is following other arguments such as a Theme role and a Patient role. As an adverbial, the role might be distributed in the initial position of a sentence or in the final without creating any significant difference in the translation process. The placement of the adverbial is only as a marking of an emphasis.

4.2.11 The Realization of the Reason Role in English

Reason role is an argument denoting prior conditions of a predication. It implies that the Reason role is located on the contextual level, linking other events to a predication by means of the motivation of an Agent. Role. Usually,
conjunctions such as because, as, since, and other conjunctions reflecting a reason are marking this role. The data show that the number of the occurrence of the Reason role is 9 in which all of them are only realized in the syntactic adverbial function (see Appendix 4).

It is only an adverbial function which can accommodate the Reason role. It proves that this role can be included into the peripheral role. The Reason roles in the data do not have any conjunctive reason. The way to test them is by asking Why (the Agent) do (the verb)? The Reason role is as the explanation of the Agent reason. It always goes with an Agent role for it is only in the Agent where the responsibility of the event (s) lies.

Sentence (35) realizes the Reason role in the noun clause of Suurhof a very loose canon. The noun clause does not have any reason marker.

(35) With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I could be concerned into ordering Suurhoof to take even more brutal against Minke (Ch 2 no 1)

The noun clause Suurhof a very loose canon in sentence (35) above answers the question of Why did the commisioner think that I could be concerned into ordering Suurhoof to take even more brutal against Minke? Although the because, since, for, etc are absent, but from the context, the Reason role can still be traced.

4.2.12 The Realization of the Purpose Role in English

The Purpose role is the last member of non participant role focusing on the contextual endpoints of predications. It can be tested using What does (the Agent) do (the verb) for? question.
The number of the occurrence of the Purpose role is three. Based on the data, the Purpose role can only lay on the syntactic adverbial function. *For more insults from my boss* is the Purpose role in sentence (36) below which is realized as the object complement in the sentence, answering the question of *What is the purpose of your coming?*

(36) I came in for more insults from my boss (Ch 1 no 7)

The presence of the Purpose role in sentence (36) above is marked by a prepositional verb of *for* as the marker of the presence of the Purpose role in the sentence.

Sentence (37) below has a Purpose role in the noun phrase of *in accordance with the general atmosphere of restraint and anxiety that prevailed in the colony.* The noun phrase is answering the question of *What is the purpose of the simplicity of the hand-over ceremony?*

(37) The hand-over ceremony was a very simple affair in accordance with the general atmosphere of restraint and anxiety that prevailed in the colony (Ch 11 no 2)

As an adverbial (adjunct), a Purpose role only gives an explanation the action done by the Agent. Sentence (40) realizes the Agent role (*I*) in its surface structure, but sentence (37) does not. However, although sentence (37) only realizes the Agent role in its deep structure, it implies that the Purpose role can not be independent role for its characteristic of being realized only in the adverbial function.
4.2.13 The Realization of the Time Role in English

Time role is functioned to give information of When. The subject does the events, therefore this role can be said to be a peripheral role. Its characteristic logically puts this role only to be realized in the adverbial position in a sentence.

The number of the occurrence of the Time role is seven. When is one prominent Wh-clause preceding the presence of the Time role which always takes a clause construction instead of a noun phrase construction. However, the When only occurs once (14.2%) in the data. When The Indies Council was established in sentence (38) is the Time role which is marked by a prepositional phrase of time that is When. It is answering the question of When did a few people held the view that power had moved out of his hands?

(38) A few people held the view that power had moved out of his hands when The Indies Council was established (Ch 3 no 5)

The rest number of the occurrences of the Time role is realized without any When clause. The other occurrences of the Time role are marked by during and from whose presences similarly answer the question of When does (the subject) do the event…?

Sentence (39) below has a Time role in the noun phrase of His rule which is preceded by during as the marker of this role.

(39) …Idenburg faced a different situation during his rule (Chapter 13 no 2)

The noun phrase of His rule in sentence (39) above is answering the question of When Idenburg faced a different situation? As an adverbial, the distribution of the Time role can be in the initial position as well as in the final position in a
sentence. Sentence (39) above shows a Time role in an adverbial function placed as the final constituent after an Experiencer role and a Theme role.

4.2.14 The Realization of the Manner Role in English

Similar to the Time role, Manner role can be said to be a peripheral role. It only shows information of how the event in the predicate is done. This characteristic implies that the Manner role is only realized in the adverbial function of a sentence. The data show that the number of the occurrence of the Manner role in the syntactic adverbial function is three.

As a constituent explaining how the event is done, logically, a Manner role is marked by suffix –ly. However, the research data do not show that pattern. Sentence (30) below has a Manner role in the noun phrase of a broken voice which answers the question of How did Frischboten tell them?

(30) In a broken voice Frischboten told them (Ch 5 no 1)

In sentence (30), the Manner role goes with a preposition of in, a preposition which usually sticks to a Locative role, but because of the context found in the sentence, and by applying the qualifying test above, the preposition of in, therefore, is marking the presence of the Manner role.

To summarize the discussion of the realization of the thematic roles in the English data (from the Agent role to the Manner role), it can be said that the English data have the Theme role as the highest rank in the hierarchy. Quantitatively speaking, Theme role has the highest rank, the Agent role is the
second, Locative is the third, Patient is the fourth, Experiencer is the fifth, Reason is the sixth, Author is the seventh, Source and Goal are the eighth, Time is the ninth, Instrument is the tenth, Benefactive is the eleventh, Purpose is the twelfth on a par with Manner role. Technically, the thematic roles hierarchy can be shown as follow:

(1) [Theme> Agent> Locative> Patient> Experiencer> Reason> Author> Source/Goal> Time> Instrument> Benefactive> Purpose> Manner]

All the thematic roles can fill the syntactic functions completely, although the difference in numbers occur. Table (11) displays the thematic roles in their syntactic functions distribution. From the number which occurs, the rank of them is made and it is shown in the column of rank.

Table 4.23: Table of the English Thematic Roles Realization in the Syntactic Functions

<table>
<thead>
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<th>Subject (numbers)</th>
<th>Subject Complement (numbers)</th>
<th>Object (numbers)</th>
<th>Object Complement (numbers)</th>
<th>Adverbial (numbers)</th>
<th>Number(s) of syntactic distribution</th>
<th>Rank</th>
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</tbody>
</table>
Similar to the Indonesian data, all the thematic roles can be realized in all syntactic functions. However, looking at the syntactic function distribution, the result is not as the same as the quantitatively thematic roles’ hierarchy. The Agent role, Patient role, Experiencer role, Theme role, Goal role, and Locative role can be realized in almost all the syntactic functions which makes these roles as the first rank in the syntactic functions distribution, while the Author role, Instrument role, Benefactive role, Source role and Purpose role are only fulfilling two syntactic functions out of four, whereas Reason, Time and Manner can only fill the syntactic adverbial function. This is the only similarity between the Indonesian and the English data, therefore it can be concluded that those three roles (Reason, Time and Manner role) are less central role or peripheral, both in the Indonesian and in English sentences.

To make the comparison between the thematic roles in Indonesian syntactic functions and in the English syntactic functions, table (12) below is made for the convenience:

Table 4.24: Table of the Indonesian and the English Thematic Role Realization Hierarchy

<table>
<thead>
<tr>
<th>Indonesian</th>
<th>4 syntactic functions</th>
<th>3 syntactic functions</th>
<th>2 syntactic functions</th>
<th>1 syntactic function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefactive (Rank 1)</td>
<td>Patient, Experiencer, Theme, Goal, Locat Purpose (Rank 2)</td>
<td>Agent, Author, (Rank 3)</td>
<td>Time, (Rank 4)</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Agent, Patient, Experiencer, Theme, Goal, Locative (Rank 1)</td>
<td>Author, Instrument, Benefactive, Source, Purpose (Rank 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparing the distribution of the thematic roles in the syntactic subject function between Indonesian data and English data, it is the Benefactive role which can be realized as the subject function, subject complement function, object function, as well as the adverbial function in Indonesian sentences. In English, the noun phrases bearing Benefactive role are realized in the active voice (since English tends to have active construction), therefore, the Benefactive role is realized in syntactic subject function and object function which makes this role to be the second rank in English data.

In the Indonesian data, the Purpose role can not fill the subject function and object function, whereas in the English data, the role is absent in the subject, subject complement, and in the object function. The Agent role in Indonesian is only filling the subject and the object function, while in the English data, the Agent role is only absent in the object complement function and in adverbial. This makes the Agent role has different rank in the Indonesian data and in the English data.

4.3. The Thematic Role Shifts

The main core of this research is to find out the argument shift in the data by comparing the thematic roles realization in the Indonesian and the English data.
From the previous analysis, the researcher made the summary to the tables as follow:

All the thematic role shifts will be discussed in order, and at the same time the researcher is revealing the reason of those phenomena both semantically and syntactically.

4.3.1 The Thematic Role Shift of the Agent Role

The table shows a significant realization on the Agent role, although there is no difference in its syntactic distribution. It is obvious that in sentence (2) below, the voice shift from a passive to an active does not affect the argument shift. English language tends to prefer using an active voice instead of a passive voice.

(2) a. Sudah sejak semula ia dijauhi golongan kolonial…(Ch 6 no 3)
   b. From the moment of his arrival, colonial society kept its distance from him

In sentence (2a), the passive voice is marked by suffix *di-* in *dijauhi*, gives an implication that sentence (2a) above is a transitive sentence which is possible to change into an active voice in English sentence, like in sentence (2b) above.

Sentence (23a) below has an argument shift from an Agent role (*mereka*) to an Instrument role (their words) in sentence (23b). The reason of such shift (from Agent to Instrument) is the language effectivity. Sentence (23a) has an Agent (*mereka*) and a Theme (*kata- kata*) in which at the same time is functioned as an Instrument to do the ‘hidden agenda’ proposed by the Agent that is ‘giving much pain to the colonial society’.

(23) a…. *mereka* akan menyemburkan kata- kata yang menyakitkan hati penguasa- penguasa kolonial (Ch 7 no 5)
b. ...*their words* would have once again given much pain to the colonial authorities.

By ellipting the Agent (*mereka* ‘they’) in sentence (23a) and replacing it to the Instrument role (their words) in sentence (23b), the meaning of the sentence is still retained, since the emphasis of the triggering action is not lying on the Agent role but on *the words* (Instrument) which, of course, logically, are produced by human being. This argument shift, therefore, can be said to obey the redundancy rule.

There is a single datum of the Agent realization in Indonesian data which do not have any translated form like what is shown in sentence (8) below. The absence of the translation loss occurs in the second sentence of *sekali ia pernah berkata, untuk pertama dan terakhir* in sentence (8a) because of the characteristic of an adverbial which can be omitted.

(8) a. “Tak ada orang yang dapat dihukum tanpa keputusan hukum,” *sekali ia pernah berkata, untuk pertama dan terakhir* (Ch 13 no 5)

b. “No person shall be punished without a decision from a court of law.” Ø

The translator regards that the sentence only as an adverbial function naturally can be omitted. It makes an Agent role (*Ia*) does not have any equivalence in its translated form.

4.3.2 The Thematic Role Shift of the Author Role

The Author role whose presence can be detected using a question of *What does (the event)?* only has one shift to a Theme role. This shift is merely caused
by a syntactic reason: a function shift from a subject to a subject complement.

Sentence (4) below is showing the argument shift from an Author role to a Theme role, with Belot kerja in sentence (4a) as the Author role in the subject function and ‘wave after wave of strikes’ in sentence (4b) as the noun phrase having a Theme role which is realized as the subject complement of the sentence.

(4) a. Belot-kerja menggelombang di mana-mana (Ch 11 no 5)

b. There was wave after wave of strikes.

Sentence (4a) is constructed by an intransitive predicate of menggelombang, leaving the noun phrase of belot kerja as the subject function causing the predicate. Sentence (4b) realizes the predicate of menggelombang into a noun phrase of ‘wave after wave’, causing a syntactic function shift from the subject to a subject complement because of the existence of a dummy subject of There. This subject (dummy subject- there) is followed by a state verb of be (was) which automatically involves a Theme role instead of any other role.

Other reason of changing the Author role to a Theme role is a visual imagery which becomes more vivid in the Theme role, without creating any difference in meaning. The noun phrase ‘wave after wave of strikes’ in sentence (4b) above completely represents the idea of ‘the strikes’ that happens everywhere in the context. Both the predicate of menggelombang and the noun phrase of wave are two words imitating an activity of a real wave in the ocean, so that the readers are able to imagine how fabulous the strikes are.
4.3.3 The Thematic Role Shift of the Instrument Role

Instrument role does not have any shift in the syntactic subject function, but only in the syntactic object function and in the syntactic adverbial function. In the syntactic object function there is one occurrence of the argument shift from Instrument role to a Theme role. Sentence (1) below is as the datum of that shift with *kelemahan Gubermen karena Perang Dunia* in sentence (1a) as the Instrument role which is shifted into a Theme role because of the noun phrase ‘advantage of the government’s weakness because of the world war’. Both *kelemahan Gubermen karena Perang Dunia* and *advantage of the government’s weakness because of the world war* are realized in the syntactic object function. The reason of this argument shift is a pragmatic translation.

(1) a. Rupa- rupanya mereka menggunakan *kelemahan Gubermen karena Perang Dunia*. (Ch 12 no 5)

b. It seemed people were taking *advantage of the government’s weakness because of the world war*.

The reason of the shift occurrence is based on pragmatic reason: the verb of *menggunakan* in sentence (1a) above is asking for an Agent role which is realized in the subject function (*Mereka*). The verb, at the same time, is leaving an implication that there must be somebody getting an advantage from the action of using the government’s weakness. The person needs to ‘take’ this advantage from one point to his own point, leaving an implication of a movement which involves a Theme role. The verb of *menggunakan* does not appear any longer in sentence
(1b), but it is shifted into the another verb of ‘take’ with a Theme role realized in the object function as a logical constituent following the verb.

There are two argument shifts from an Instrument role to an Author role, and from an Instrument role to an empty (Ø) occurring in the syntactic adverbial function. Sentence (27) below is showing an argument shift from an Instrument role with a noun phrase of surat pengantar istimewa itu in sentence (27a) into an empty role in sentence (27b). This shift occurs due to the adverbial characteristic: possibility to be omitted.

(27) a. Semua pejabat jadi bangkit dari kursi dan melayani aku dengan surat pengantar istimewa itu (Ch 3 no 3)

   b. ..that all the archives officials jumped from their chairs to look after me.

Surat pengantar istimewa in sentence (27a) is the Instrument role which is realized as the adverbial function of the sentence, preceded by dengan as one adverbial marker. Sentence (27b) does not realize the Instrument any longer, neither in its surface structure not in its context that possible to be found in the previous lines or following to it. In this argument shift (from an Instrument to Ø), an adverbial function is treated as something unimportant; its presence can be omitted, leaving an emphasis on the Agent role found in the syntactic subjec function (semua pejabat ‘all the archives officials’)

Sentence (7) below is as the datum on Instrument role shift to an Author role which is realized in the syntactic adverbial function. Kegagalan cuti –Eropa in sentence (7a) below is the Instrument role marked by a preposition of dari which
is at the same time answering the question of *How did the speaker deepen further his understanding of the colonial order?* Sentence (7b) now does not retain the Instrument any longer; it accommodates that role to an Author role ‘My failure to get my leave to Europe’ which is now realized as the subject function.

(7) a. *Dari kegagalan cuti- Eropa, aku lebih mengenal lagi tata- susun kekuasaan kolonial* (Ch 8 no 1)

b. *My failure to get my leave to Europe* deepened further my understanding of the colonial order.

The argument shift from an Instrument role to an Author role in sentence (7) above is caused by syntactic preciseness of the adverbial omission which is as the place where an Instrument role lies on: an adverbial (for its peripheral characteristic) can be omitted. However, in sentence (7a), the adverbial bearing an Instrument role of *kegagalan cuti Eropa* is seen as an important point, so that it is worth- retained. Because of its importance whose content cannot be deleted from the sentence, in its translation form (sentence 7b) above, the Instrument role which previously has an adverbial function now has a subject function: from a periphery position to a central one, leaving an Author role as the answer of the question *What deepened his understanding of the colonial order?*

4.3.4 The Thematic Role Shift of the Patient Role

There are three syntactic occurrences in this role: one is the presence of the dummy subjects, the second is a disjunct which becomes the main clause, and the last is an ellipsis presence. The three of them do not affect semantically, but syntactically. They are potential in changing the syntactic distribution.
Sentence (8) below reflects the existence of a dummy subject of *There* in English translation form where cannot be found in Indonesian language.

(8) a *Pohon-pohon dan rindang terpelihara*, hijau menyegarkan mata (Ch 4 no 5)

b. *There* were big and well-maintained shade trees, all green, which refreshed the eyes.

In sentence (8a) above, *Pohon-pohon dan rindang terpelihara* is as the subject of the sentence, but when it is translated into the English form in sentence (8b), it becomes the dummy subject of *There*. Such occurrence proves that English is a subject-oriented language.

Another syntactic occurrence under Patient role is that the syntactic function shift from a subject to a subject complement under an emphasis reason like what is shown in sentence (13) below:

(13) a. Hanya tinggal *aku* termangu- mangu… (Ch 4 no 1)

b. *I* was the only one left standing there openmouthed.

Sentence (13a) above has a pattern of predicate-subject with a Patient role realized in the subject function of *aku*. Sentence (13b) also has a Patient role in the syntactic subject function with a noun phrase *‘I’*. However, the presence of ‘the only one’ in the sentence which is functioned as the signifier of the subject *‘I’*, is realized in the subject complement, giving an emphasis after being paraphrased using a pseudo-cleft sentence *like it is the I who was the only one left standing there openmouthed*. This syntactic occurrence does not give an effect in the argument shift, for both the subject function in sentences (13a) and (13b) above, and also the subject complement of sentence (13b) have a Patient role.
The second syntactic change lies on the disjunct in Indonesian language which becomes the main clause in English language. Sentence (10a) below with juga lucu as the disjunct is changed into a clause it was strange in sentence (10b) below:

(10) a. Juga lucu, pembentukan nasion dengan mulut dan pena belaka! (Ch 12 no 2)
   b. And it was strange too to see a nation formed by speech and pen alone.

Juga lucu in sentence (10a) above is a disjunct for it only gives a comment on the discourse. This disjunct is translated in the form of a main clause in order to give an emphasis shift: The main clause (pembentukan nasion dengan mulut dan pena belaka!) in sentence (10a) is no longer the emphasis of the discourse for the translator replaces it with a brand new clause which is derived from the disjunct. This change affects the readers’ sense that it is the time for them to pay more attention to the mocking of the ‘strangeness’ in the sentence.

The syntactic ellipsis takes place in Indonesian datum which is absent in the English sentence in sentence (2) below. Mengapa Hindia tidak bisa mendirikan negara sendiri lepas dari Netherland is the full form of sentence (2a) below. However, without having the complete form and for the sake of efficiency, sentence (2a) is grammatically perfect.

(2) a. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris atau pun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)
   b. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies?
In sentence (2b) above, English sentence will be ungrammatical when it follows the Indonesian logics of *Why they couldn’t?*

Patient role also has some argument shifts both in the subject function and in the object function. The argument shifts vary from Patient to Source, Patient to Theme, Patient to Reason, Patient to an empty role and vice versa.

The Patient role in sentence (2a) below, that is *Ia*, is now becoming the Source role in sentence (2b) with a noun phrase ‘him’ which is preceded by a preposition form *from*.

(2) a. Sudah sejak semula *ia* dijauhi golongan kolonial…. (Ch 6 no 3)

b. From the moment of his arrival, colonial society kept its distance from *him*

The argument shift from Patient role (*Ia*) in sentence (2a) above into a Source role (*him*) in sentence (2b) happens because English language has an idiomatic expression *keep something from* which shows a durational process. In this case, the Time adverbial role (*sudah sejak semula* or *From the beginning of his arrival*) is giving a contribution in the durational process, therefore, by having ‘keep its distance from him’, the readers know that the action of keeping the distance has been occurring from some times.

Patient role can be changed into a Theme role, like what is being shown in sentence (13) below:

(13) a. *Pohon- pohon dan rindang terpelihara*, hijau menyegarkan mata (Ch 4 no 5)

b. *There* were big and well- maintained shade trees, all green, which refreshed the eyes.
The argument shift occurs under syntactic reason that is the dummy subject of *There*, which always has a Theme role. The dummy subject *There* in sentence (13b) above is followed by a relative clause marked by *which*, which involves a subject complement as the real subject in the sentence.

A Patient role can also be shifted into a Reason role as what can be seen from sentence (10) below which has been rewritten for the convenience:

(10) a. Juga lucu, *pembentukan nasion dengan mulut dan pena belaka!* (Ch 12 no 2)

b. And it was strange too to *see a nation formed by speech and pen alone*.

Sentence (10a), like what has been discussed previously in sentence (10) above, only has one clause (and a disjunct). When the translation process occurs, the sentence is now having two clauses: the first clause is derived from the disjunct, the second one is a noun clause of Reason role (to see a nation formed by speech and pen alone) for it answers the question of *What is the reason of saying that it is strange?*

In the syntactic object function, the Patient role also has some argument shifts, one is about a Patient role which shifts to an Experiencer role, the other is from an empty role to a Patient role and vice versa. Sentence (15a) below has a Patient role of *Ini* which at the same time becomes the direct object of the sentence. In the translation form, the Patient role is omitted due to the ellipsis reason.

(15) a. …aku tidak keliru kalau kunamai *ini* babak baru,… (Ch 12 no 1)

b. I don’t think that I’m wrong in saying that this was a new period in the life of the Natives,…
In sentence (15b) above, it is the Experiencer role (I) who thinks that he is not wrong in doing the action, therefore, by losing the Patient role, it is obvious that the judgment of ‘a new period in the life of the Natives’…is born from an action which is done by an Agent that is the I.

Different from sentence (15) above, Patient role in the object function also has an argument shift from an empty role to a Patient role (the same) like what is shown in sentence (2b) below which has been rewritten for the discussion:

(2) a. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)

b. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies?

The reason of having no (Ø) role in sentence (2a) into being (Patient role) in sentence (2b) above has been discussed previously: Indonesian language (sentence 2a) is taking a pro- sentence form, while in English sentence (sentence 2b), ‘the same’ is taking a pro- verb instead.

4.3.5 The Thematic Role Shift of the Experiencer Role

The Experiencer role also suffers some arguments shifts: Experiencer to Theme, and Experiencer to a empty role and vice versa. Sentence (17) below is reflecting an Experiencer role found in sentence (17a) with a noun phrase Tuan Besar Gubernur Van Limburg Stirum which changes into a Theme role with a
noun phrase of ‘His Excellency Governor-General Van Limburg Stirum’s view’ in sentence (17b) below:

(17) a. Tuan Besar Gubernur Van Limburg Stirum memang menganggap bahwa penggunaan hak-hak exorbitant secara gampang adalah bukan saja tidak patut juga imoril (Ch 13 no 1)

b. It was His Excellency Governor-General Van Limburg Stirum’s view that it was not only improper but indeed immoral to use the governor-general’s Extraordinary Powers except as a last resort.

The argument shift from an Experiencer role to a Theme role is merely caused by a syntactic reason. In Indonesian datum in sentence (17a) above, the subject function is filled by a noun phrase of Tuan Besar Gubernur Van Limburg Stirum with an Experiencer role because of the verb menganggap is reflecting a mental state. In the English translation form which is found in sentence (17b) above, a dummy subject of It appears, leaving a syntactic change from the subject function of Tuan Besar Gubernur Van Limburg Stirum in Indonesian sentence into a subject complement function in English sentence (sentence 17b). The noun clause of bahwa penggunaan hak-hak exorbitant secara gampang adalah bukan saja tidak patut juga imoril as the object filler in sentence (17a) is now becoming a possession of the genitive noun phrase ‘His Excellency Governor-General Van Limburg Stirum’s view’ in sentence (17b), leaving a Theme role in the noun phrase which is now realized as the subject complement function in that sentence.

Different from sentence (17) above, sentence (14) below is reflecting an argument shift from an Experiencer role to an empty role because of a syntactic reason that is passivization. Sentence (14a) has orang as the filler of the syntactic
object function with an Experiencer role because of the existence of the predicate *dilupakan* as a mental state. Sentence (14a) does not accommodate a syntactic object function where an Experiencer role is realized.

(14) a. Tapi benarkah ia dilupakan *orang*? (Ch 14 no 1)

b. But had he been forgotten?

Sentence (14a) above has an Experiencer role in the object function (*orang*) which is realized in its surface structure, in which implies that the sentence is built from a transitive verb. However, sentence (14b) does not realize the Experiencer role in its surface structure, but in the deep structure, leaving an implication that in the English passivization, the *by* is optional, therefore it can be omitted without leaving a ungrammaticality. Indonesian language also has the same pattern, but only in certain predicates which are formed from certain morphological affixation. The predicate formed by *di-+kan*, like in *dilupakan* in sentence (18a) above, always needs a realization of object function in its surface structure. However, when the prefix of *ter-* is attached to the verb *lupa*, the Experiencer realized in the object function can be omitted in its surface structure, leaving a sentence like *Tapi benarkah ia terlupakan*?

Sentence (20a) below is showing an empty argument which is changed into an Experiencer role of *we* in sentence (20b) under a syntactic reason of the subject ellipsis in the surface structure of sentence (20a)

(20) a. *Pada tahun 1911, setahun yang lalu, mulai terasa di Hindia anak-gelombang badai yang mengamuk di utara sana* (Ch 1 no 5)
b. During 1911, the previous year, we began to feel in the Indies the lapping at our shores of waves brought forth by the storm that was raging to our north.

In sentence (20a) the subject function which bears an Experiencer role because of the predicate *terasa* is not realized in its surface structure. It happens because the predicate *terasa* is derived from a morphological affixation of *ter-* + *rasa* which does not require neither subject to be realized in the surface structure of an active sentence nor any object in a passive sentence. The subject function bearing an Experiencer role is only in the deep structure, taking a noun phrase of *kami* (we). Different from the Indonesian pattern, the English language always needs a subject to be realized in its surface structure, therefore the deep structure of *kami* (we) is now realized in the surface structure. This phenomenon emphasizes that English language is a subject-oriented language.

4.3.6 The Thematic Role Shift of the Benefactive Role

Benefactive role can be realized as the direct object as well as the indirect object of a sentence. There is only two shifts occur in Benefactive role, that is a Benefactive role to a Theme role, and Benefactive role to a Patient role. Sentence (19a) has a Benefactive role in the noun phrase *Hindia* which is preceded by a preposition of *bagi*. In sentence (19b), this role is changed into a Theme role in the noun phrase ‘South African-style Republic of the Indies’.

(19) a. Dia mengimpikan suatu Republik Afrika Selatan bagi *Hindia* (Ch 6 no 5)

b. He dreamed of a *South African-style Republic of the Indies*. 
Hindia in sentence (19a) above is taking the ‘benefit’ of the South African Republic formation. This benefit does not seem to be an important constituent in sentence (19b) which has changed it into a possession or genitive role ‘of the Indies’. However, sentence (19b) has accommodated the proposition of sentence (19a) that is it *is the Indies which is going to be reconstructed to have a style the way the Republic of South Africa has*. This paraphrase implies that it is the Indies which is going to get the benefit of the action, although the Benefactive role does not exist any longer in the surface structure.

The argument shift from a Benefactive role to a Patient role is obviously found in sentence (21) below. The *aku* in sentence (21a), previously, has a Benefactive role and it is changed into a Patient role with the noun phrase of *my view* in sentence (21b)

(38) a. Dibetulkannya *aku* tentang Boedi Moeljo (Ch 2 no 6)

b. He corrected my view on Boedi Oetomo

The reason of the argument shift occurrence is the emphasizing. Sentence (38a) gives a flash to the benefit gained by the *aku* because of the correcting action, while in sentence (38b), pragmatically speaking, something that becomes the object of a correcting action is the view which belongs to the *aku*. The view (which is an inanimate being) can not take the benefit from the action; it is the person holding the view who can take the benefit or bear the Benefactive role.

A syntactic phenomenon occurs in this role is that a relative clause which is changed into an object function (Indirect object). This syntactic change does not affect to any argument shift. Sentence (23a) has kata-kata as the filler of syntactic
object function which has a Theme role because of the predicate menyemburkan.

This sentence has a relative clause preceded by the yang whose function as the specifier of the object function (kata- kata). Sentence (23b) treats that relative clause as the main clause whose function is as the object.

(23) a. …mereka akan menyemburkan kata- kata yang menyakitkan hati penguasa- penguasa kolonial (Ch 7 no 5)

b. … their words would have once again given much pain to the colonial authorities

The object function (kata- kata) in sentence (23b) is derived from a relative clause of sentence (23a). Semantically, the verb give in sentence (23b) above demands for two objects, the direct object (much pain) and the indirect object (the colonial authorities) which is as the Benefactive role bearer preceded by to, as the answer of the question of Who gets benefit from the action of giving?

4.3.7 The Thematic Role Shift of the Theme Role

The argument shifts of the Theme role occur in the syntactic subject function, in the syntactic object function, and also in the syntactic subject complement function. Sentence (8), (6) and (25) below are having Theme role shifts in the syntactic subject function. Sentence (23) and (24) are the data of a Theme role shift to a Patient role. The cause of the argument shift from a Theme role to a Patient role in sentence (23) below is caused by a syntactic reason: the noun phrase followed by a predicate is changed into a noun phrase in the subject function followed by a full verb in English.
a. “Tak ada orang yang dapat dihukum tanpa keputusan hukum,”…(Ch 13 no 5)

b. “No person shall be punished without a decision from a court of law.”

The sentence order in sentence (23a) above is the predicate precedes the subject of *orang yang dapat dihukum tanpa keputusan hukum*, which becomes the main theme of the sentence bearing a Theme role. The noun phrase has a relative clause as the specifier of the noun phrase of *orang*. The relative clause found in sentence (8a) is now becoming the independent clause, leaving the main verb of punished which requires the presence of a subject (no person) which is realized as the subject function of a passive construction in the sentence, bearing a Patient role as a result of the characteristic of the receiver. The relative clause found in sentence (8a) is now becoming the independent clause, leaving the main verb of *punished* as the central verb.

Sentence (6) has a Theme shift to a Patient role because of semantic reason: different classification of verb shift. The predicate *disampaikan* following the subject function *pidato- pidato mereka* in sentence (6a) is implying a movement of the noun phrase from one point (*the speaker*) to the resting point (the listeners), therefore, the noun phrase in the subject function is as the Theme role in the sentence. The anaphora occurs in sentence (6b) with ‘that’ referring ‘to giving the speech’. The Theme does not persist any longer for the verb of did requires a Patient role to be realized in the object function.

(6) a. *(Pidato- pidato mereka)* menjungkir- balikkan nilai-nilai peradaban terbaik Eropa, disampaikan di Hindia kolonial yang belum lagi mengenal nilai-nilai terbaik Eropa itu (Ch 9 no 4)
b. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values.

Both of sentence (6a) and sentence (6b) above are constructed by two independent clauses with a conjunction of an and. This conjunction gives an effect to the presence of the subject ellipsis Pidato-pidato mereka in sentence (6a) and their speeches which becomes the reference of the noun phrase ‘that’ in sentence (6b) above.

An argument shift from a Theme to an Instrument role occurs in sentence (23) because of syntactic reason: object function bearing a Theme role is shifted to a subject function bearing an Instrument role. The predicate menyemburkan in sentence (23a) below implies a movement from one point to another one, therefore, the object function following to it is regarded as a Theme role. The noun phrase bearing the Theme role (kata-kata yang menyakitkan hati penguasa-penguasa kolonial) is constructed by a relative clause which is marked by yang. However, the relative clause functioned as the specifier in sentence (23a) is now becomes the main clause of sentence (23b)

(23) a. … mereka akan menyemburkan kata-kata yang menyakitkan hati penguasa-penguasa kolonial (Ch 7 no 5)

b. … their words would have once again given much pain to the colonial authorities.

The Agent role has a characteristic of responsibility, therefore, mereka in sentence (23a) is shown to satisfy the question of the action doer. However, the subject function is not only limited to be filled by an Agent role or another central
role. The syntactic shift from a relative clause which is preceded by *yang* is now becoming the central element of sentence (23b), filling the subject function with a noun clause of *their words* bearing an Instrumental role. By having such construction, the Agent role still persists, although it is only in the deep structure of the sentence.

In the syntactic object function, there are two data showing argument shifts from a Theme role to a Patient role and from a Theme role to a Locative role. Sentence (7) below shows the argument shift from a Theme role to a Patient role which is semantically caused by a predicative diction which has different characteristic one another. The verb *mengenal* in sentence (7a) below is a mental process verb requesting for a Theme to be realized in its object function. In the other hand, sentence (7b) is picking up *deepened* as the verb in the sentence requesting a Patient role to be realized as its object function.

(7) a. Dari kegagalan cuti Eropa, aku lebih mengenal lagi *tata-susun kekuasaan kolonial* (Ch 8 no 1)

b. My failure to get my leave to Europe deepened further my understanding of the colonial order.

The verb *mengenal lagi* in sentence (7a) and ‘deepened further’ in sentence (7b) above semantically does not bear any significant difference in the meaning. The adverbial ‘further’ which is stuck to the verb ‘deepened’ in sentence (26b) is an equal translation to portray the mental process verb of *mengenal*.

Sentence (6) below portrays the argument shift from a Theme role to a Locative role which is also caused semantically by a diction in the syntactic predicate function. The Theme role *nilai-nilai peradaban terbaik Eropa* in
sentence (6a) occurs because of the verb *menjungkir bai̇likkan* which employs one point to another (for example upside down), while the verb ‘turned’ in sentence (6b) does not need any movement, but a Locative role.

(6) a. Pidato- pidato mereka menjungkir- balikkan nilai- nilai peradaban terbaik Eropa…(Ch 9 no 4)

   b. Their speeches turned *the best European values on their heads*.

The Locative role in sentence (6b) below is marked by a preposition of *on*, leaving a difference meaning from a pragmatic point of view: sentence (6a) which is as the original datum, ‘the best European values’ are no longer functioned as the people’s belief, but in sentence (6b), ‘the speeches’ are the Instrument to make the best European values as the new belief of the people for the sentence can be paraphrased as ‘Their speeches turned the best European values which they have on their heads’.

In the syntactic subject complement, a Theme role is possible to be shifted into a Manner role like what is shown in sentence (39) below which is merely caused by a syntactic shift from a relative clause to a main clause which needs an adverbial function to give an imagery effect to the readers.

(39) a. Jaman yang memilih arahnya sendiri bagai angin puyuh menerpa wajah kemanusiaanya (Ch 1 no 3)

   b. The times were choosing their own direction, buffeting his humanitarian fore like a stalking whirlwind.

Sentence (39a) has a relative clause functioned as the specifier of the noun phrase *jaman* which is realized in the subject function. The metaphor occurs in this sentence with the predicate of *bagai* (like) which requests a noun phrase as
the direct comparison of the metaphor, leaving a Theme role in the noun phrase of angin puyuh menerpa wajah kemanusiaannya. However, there is no relative clause found in sentence (39b) which is realized in the syntactic subject function since the sentence is constructed by two individual clauses. The predicate ‘like’ is signaling the presence of a linguistic metaphor which is only realized as the adverbial function to give an imagery effect to the second verb in the sentence that is ‘buffeting’. This shift, however, can be said to change the meaning of the whole sentence, regarding the emphasis shift from the noun phrase of jaman which has a Locative role to the action done by the times which has an Author role.

The syntactic function shift from a subject to a subject complement appears in sentence (40) below which is caused by the presence of the dummy subject in the English sentence.

(40)   a. Kemudian dilaporkan ia nampak di Pacitan (Ch 10 no 3)
         b. …it was reported that he was seen in Pacitan.

The subject function is filled by a noun clause of ia nampak di Pacitan in sentence (29a), and the subject function in sentence (40b) is filled by a dummy subject of it which involves a subject complement in the form of a noun clause ‘that he was seen in Pacitan’.

By splitting a sentence into several new ones based on its proposition, the translation product can be well understood, although the sentence correlation is less obvious. The change of a dependent clause into a main clause appears in sentence (2) below.
(2) a. Sudah sejak semula ia dijauhi golongan kolonial, *karena dianggap mempunyai pikiran- pikiran aneh*… (Ch 6 no 3)

b. From the moment of his arrival, colonial society kept its distance from him.

c. *Everyone thought he had strange ideas.*

The adverbial function which bears a Reason role marked by *karena* in sentence (2a) above is splitted into a brand new sentence shown in sentence (2c) above with a presence of sentence (2b) as the context for it. In sentence (2a), the correlation between its constituents are clear that is action and reason. It results to the integrity of the subject omission of *ia* due to anaphora process. However, in the English translation form, without the context providing, the relation of action-reason can not be read.

The last syntactic function shift in the Theme role is the syntactic function of object changes into a subject complement function because of the dummy subject like what is shown in sentence (41) below:

(41) a. Tuan Besar Gubernur Van Limburg Stirum memang menganggap bahwa *penggunaan hak- hak exorbitant secara gampang adalah bukan saja tidak patut juga imoral* (Ch 13 no 1)

b. It was *His Excellency Governor- General Van Limburg Stirum’s view* that it was not only improper but indeed immoral to use the governor-general’s Extraordinary Powers except as a last resort.

The clause which is realized as the object function in sentence (41a) above has a Theme role for the predicate *menganggap* which is included in the mental state activity. The presence of the dummy subject of *it* in sentence (41b) above makes the Theme role is realized in the subject complement function with a form of a
noun phrase ‘His Excellency Governor-General Van Limburg Stirum’s view’ with a noun clause of ‘that it was not only improper but indeed immoral to use the governor-general’s Extraordinary Powers except as a last resort’ as its specifier.

4.3.8 The Thematic Role Shift of the Goal Role

There is no argument shift in the Goal role, but a syntactical change which does not give any effect to the semantic discussion. Sentence (42a) below has an indirect object of mereka as the Goal role which is preceded by a preposition of pada (kepada) or to. The indirect object in sentence (42a) is realized as the direct object in sentence (42b) with them as the Goal role preceded by no means of a preposition.

(42) a. Dengan suara tersendat- sendat Frischboten berkata pada mereka (Ch 5 no 1)

b. In a broken voice Frischboten told them

The syntactic change from a direct object to an indirect object in sentence (42) above is to prove that the Goal role can be realized both in the direct object and in the indirect object.

The Goal role can also be omitted if it is as the role which is realized in the indirect object in an active sentence. Sentence (29) below shows how a Goal role does not give any significant difference if it is omitted. Sentence (29a) has a noun phrase of ku (aku or me) which is preceded by pada as the indirect object in an active sentence (Dia menyerahkan sebuah berkas dalam amplop yang dilak...
padaku). In sentence (29b), the Goal role does not necessarily appear in its surface structure.

(29) a. Diserahkannya *padaku* sebuah sebuah berkas dalam sampul yang dilak (Ch 7 no 6)

b. He handed over a file in a sealed envelope.

It is obvious that the presence of the Goal role can be omitted as well as can be present to emphasize the addressee of the action in the predicate or in the verb.

4.3.9 The Thematic Role Shift of the Locative Role

A syntactic subject function can have a Locative role which is followed by a subject complement function bearing a Theme role. Sentence (34) below shows how a Locative role in the syntactic subject function can be shifted into an Author role which is realized in the syntactic subject function. This argument shift occurs under a syntactic reason: a relative clause in sentence (34a) is changed into an independent clause in sentence (34b)

(34) a. Jaman yang memilih arahnya sendiri bagai angin puyuh menerpa wajah kemanusiaanya (Ch 1 no 3)

b. *The times* were choosing their own direction, buffeting his humanitarian fore like a stalking whirlwind.

*Jaman* in sentence (34a) above which has a specifier formed by a relative clause *yang memilih arahnya sendiri* is as the Locative role answering the question of *Where is the presence of puyuh menerpa wajah kemanusiaanya?* The predicate *bagai* is semantically followed by a noun clause bearing a Theme role as the subject complement (*angin puyuh menerpa wajah kemanusiaanya*). However,
sentence (34b) above does not persist the relative clause; it takes the relative clause as an independent clause forming the sentence, leaving *the times* as the subject function filler with an Author role.

In the syntactic adverbial function, the Locative role can be shifted into a Theme role and into an empty role. A Locative role which can be shifted to a Theme role is caused by a syntactic shift from a predicate to a noun phrase like what is shown in sentence (35) below:

(35) a. Belot-kerja menggelombang di *mana- mana* (Ch 11 no 5)

b. There was wave after wave of strikes.

A predicate *menggelombang* needs a Locative role (*di mana- mana*) as its filler in the adverbial function in sentence (35a) above. However, the omission of the Locative role does not mean that its essence is gone. The Theme role ‘wave after wave of strikes’ which has a Theme role in sentence (35b) above embodies the Locative role. The syntactic consequence of this argument shift is that the adverbial function bearing the Locative role now becomes the subject complement with a Theme role because of the presence of a dummy subject *there*.

A presence euphemism can make an argument shift from an empty role to Locative role. Sentence (36a) below has *dibuang* (dispose) as the predicate which is not followed by any adverbial bearing a Locative role. However, ‘in exile’ appears in sentence (36b) below is as the prove that a Locative role is needed to give a real meaning of the word *dibuang*.

(36) a. *Dan sekiranya D_W-T tidak dibuang*...(Ch 7 no 5)

b. And I am sure that D-W-T not been in *exile*
D_W_T in sentence (36a) above is as the subject filler with a Theme role because of the predicate dibuang which requires a movement from one point to another. A thematic role only has noun phrases or noun clauses as its fillers, therefore, since dibuang in sentence (36a) above is the predicate, there is only one role forming the sentence that is a Theme role (D_W_T). However, the predicate dibuang is not the real meaning; it is an euphemism which is translated as exile to reveal the meaning. The translation process, then, needs a presence of a Locative which embodies in the noun phrase of exile preceded by a preposition in.

4.3.10 The Thematic Role Shift of the Purpose Role

The Purpose role can be shifted into a Patient role which is semantically caused by a different nature in the predicate choosing, and syntactically is caused by a voice shift, like what is shown in sentence (37) below:

(37) a. (Upacara serah terima sangat sederhana sesuai dengan keprihatinan umum) Juga sesuai dengan keprihatinan Gubemen Hindia Belanda sendiri (Ch 11 no 3)

b. The hand-over ceremony was a very simple affair in accordance with the general atmosphere of restraint and anxiety that prevailed in the colony, and reflecting too the special concerns of the government of the Netherlands Indies.

The predicate sesuai in sentence (37a) which has a passive voice (disesuaikan) becomes the predicate reflecting in sentence (37b) which needs a noun phrase. The predicate sesuai in sentence (37a) above is marking the presence of a Purpose role, answering the question of Why is the purpose of having a simple ceremony?, while the predicate of reflecting does not reflect the presence
of the Purpose role. Basically sentence (37b) above is formed by two independent clauses with a conjunction of an ‘and’ in which the subject ‘The hand-over ceremony’ can be ellipted. It is the subject ellipsis which forms the sentence roles: an Author role ‘the hand-over ceremony’ (which answers the question of What reflects the special concerns of the government of the Netherlands Indies?) and a Patient role the special concerns of the government of the Netherlands Indies (which answers the question of What is being reflected by the hand-over ceremony?)

From the discussion above, it is obvious that the arguments shifts are caused under syntactic and semantic reasons. Table (4.26) is to summarize the arguments shifts occurs in each thematic role which are caused under the syntactic reasons:
Table 4.26: Table of Syntactic Reasons in the Thematic Role Shifts

<table>
<thead>
<tr>
<th>No</th>
<th>Argument shifts</th>
<th>Kinds of syntactic reason</th>
<th>The Indonesian sentence</th>
<th>The English sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agent- Ø</td>
<td>Adverbial omission</td>
<td>…ia berkata… (Ch 13 no 5)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Instrument- Ø</td>
<td>Adverbial omission</td>
<td>..dengan surat pengantar istimewa..(Ch 3 no 3)</td>
<td>Ø</td>
</tr>
<tr>
<td>3.</td>
<td>Instrument- Author</td>
<td>Adverbial omission (sentence preciseness)</td>
<td>Dari kegagalan cuti Eropa…(Ch 8 no 1)</td>
<td>My failure to get my leave to Europe…</td>
</tr>
<tr>
<td>4.</td>
<td>Author- Theme</td>
<td>Dummy subject</td>
<td>Belot kerja menggelombang…(Ch 11 no 5)</td>
<td>There was wave after wave of strikes</td>
</tr>
<tr>
<td>5.</td>
<td>Patient- Theme</td>
<td>Dummy subject</td>
<td>Pohon- pohon dan rindang terpelihara…(Ch 4 no 5)</td>
<td>There were trees…</td>
</tr>
<tr>
<td>6.</td>
<td>Patient- Experiencer</td>
<td>Dummy subject</td>
<td>Aku namai ini…(Ch 12 no 1)</td>
<td>I think…</td>
</tr>
<tr>
<td>7.</td>
<td>Experiencer- Theme</td>
<td>Dummy subject (Possession of the genitive)</td>
<td>Tuan Besar Gubernur Van Limburg Stirum memang menganggap..(Ch 13 no 1)</td>
<td>It was His Excellency Governor- General Van Limburg Stirum’s view</td>
</tr>
<tr>
<td>8.</td>
<td>Locative- Theme</td>
<td>Dummy subject</td>
<td>…dimana- mana (Ch 11 no 5)</td>
<td>There was wave after wave of strikes</td>
</tr>
<tr>
<td>9.</td>
<td>Patient- Reason</td>
<td>Disjunct- Main clause</td>
<td>Juga lucu,…(Ch 12 no 2)</td>
<td>And it was strange…</td>
</tr>
</tbody>
</table>
From the table above, it can be concluded that mostly, the thematic roles shift occur only in the participant roles. These shifts can be caused by syntactic, semantic, and pragmatic reasons. However, based on the findings, pragmatic reasons do not cause any thematic role shift in the data, therefore they are not discussed in details this research. The table also shows that there are some possibilities to have some thematic role shifts from those of participant roles to the non participant roles. These shifts are only caused by relative clauses which shift to main clauses and the presence of the dummy subject.
As what has been mentioned above, semantic reasons are also possible to cause some thematic role shifts. The semantic reasons are mostly about the dictions, especially in the predicate (or verb) function which automatically affect the arguments involved.

As what has been mentioned above, semantic reasons are also potential to cause some argument shifts. Table (3) below is summarizing the semantic reasons in causing the thematic role shifts in the research data:

Table 4.27: Table of Semantic Reasons in the Thematic Role Shifts

<table>
<thead>
<tr>
<th>No</th>
<th>Argument shifts</th>
<th>Kinds of semantic reason(s)</th>
<th>The Indonesian sentence</th>
<th>The English sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agent-Instrument</td>
<td>Language efficiency</td>
<td><em>Mereka menyemburkan kata-kata</em>(Ch 7 no 5)</td>
<td><em>Their words</em>…</td>
</tr>
<tr>
<td>2.</td>
<td>Instrument-Theme</td>
<td>Different characteristic of verbs</td>
<td>…menggunakan…(Ch 12 no 5)</td>
<td>…<em>taking</em>…</td>
</tr>
<tr>
<td>3.</td>
<td>Theme-Patient</td>
<td>Different characteristic of verbs</td>
<td>…mengenal…(Ch 8 no 1)</td>
<td>…<em>deepened</em>…</td>
</tr>
<tr>
<td>4.</td>
<td>Theme-Patient</td>
<td>Different characteristic of verbs</td>
<td>…menjungkirbalikkan…(Ch 9 no 4)</td>
<td><em>Turn</em>…<em>on their heads</em></td>
</tr>
<tr>
<td>5.</td>
<td>Theme-Locative</td>
<td>Different characteristic of verbs</td>
<td>…menjungkirbalikkan…(Ch 9 no 4)</td>
<td>…<em>on their heads</em></td>
</tr>
</tbody>
</table>
Most of the thematic role shifts occur internally, that is among the participant roles. However, there are two data showing that the thematic role shifts also take place between the participant roles and the nonparticipant roles. Both of them are caused by different characteristic of the verbs: one datum has a stative verb, the other has a motion verb and vice versa. Something interesting from the table is that when a different characteristic of the verbs occur as the reason of the argument shifts, the Theme role are involved very often. It shows that the Theme role has a high possibility to bear the thematic roles shifts under a semantic reason.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Purpose-Patient</td>
<td>Different characteristic of verbs</td>
<td>(\ldots)sesuai(\ldots) (Ch 11 no 3)</td>
<td>(\ldots)reflecting(\ldots)</td>
</tr>
<tr>
<td>7.</td>
<td>Benefactive-Patient</td>
<td>Emphasis the theme</td>
<td>Dibetulkannya (aku\ldots) (Ch 2 no 6)</td>
<td>(\ldots)corrected my view(\ldots)</td>
</tr>
<tr>
<td>8.</td>
<td>Patient-Source</td>
<td>Idiomatic expression</td>
<td>(Ia) dijauhi…(Ch 6 no 3)</td>
<td>(\ldots)kept distance from him</td>
</tr>
<tr>
<td>9.</td>
<td>Benefactive-Theme</td>
<td>TL naturalness</td>
<td>(..mengimpikan\ldots) bagi (Hindia) (Ch 6 no 5)</td>
<td>(\ldots)dream of…of the Indies</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSION

The goal of this research is to see the thematic roles shifts and the their causes. Regarding this goal, the thematic roles classification filling the syntactic functions (both in the Indonesian data and the English one) is the first step. The findings lead to the conclusion which is drawn from the interconnected relation between the classification on the thematic roles filling the syntactic function in the Indonesian data and those in the English data. The comparison appearing to surface is answering the question of the argument shift(s) occurring in the research, whereas semantic theory as well as syntax reveal the causes of the argument shifts.

The research data which are taken from a novel entitled *Rumah Kaca* and its English translation form *The House of Glass* enable the writer to see the distribution of the thematic roles in Indonesian language and the their realization possibility in English language due to the political agenda as the central theme in the novel to retain the naturalness of the translation.

5.1 The Realization of the Indonesian Thematic Roles

Based on the Indonesian data, the findings show that the Agent role can fill the syntactic subject function, subject complement function, and syntactic object function. The Author role can fill the syntactic slot of subject function and the object function. The Instrument role can fill the syntactic subject function,
syntactic object function, and syntactic adverbial function. The Patient role can fill the subject function, the object function and the object complement function. The Experiencer role can fill the syntactic subject function, syntactic object function, and syntactic adverbial function. The Benefactive role can fill the syntactic subject function, the subject complement function, syntactic object function, and the syntactic adverbial function. The Theme role can fill the syntactic subject function, subject complement function, and the object function. The Source role can fill the subject complement function, and the syntactic adverbial function. The Goal role can fill the subject complement function, the syntactic object function, and the syntactic adverbial function. The Locative role can fill the syntactic subject function, subject complement function, and the syntactic adverbial function. The Reason role, as well as the Time role and the Manner role can only fill the syntactic adverbial function, while the Purpose role can fill the subject complement function, object complement, and the syntactic adverbial function.

5.2 The Realization of the English Thematic Roles

Based on the English data, the findings show that the Agent role can fill the syntactic subject function, subject complement function, and syntactic object function. The Author role can fill the syntactic slot of subject function and the object function. The Instrument role can fill the syntactic subject function, and syntactic adverbial function. The Patient role can fill the subject function, the object function and the object complement function. The Experiencer role can fill the syntactic subject function, subject complement function, and syntactic
adverbial function. The Benefactive role can fill the subject complement function, and the syntactic object function. The Theme role can fill the syntactic subject function, subject complement function, and the object function. The Source role can fill the subject complement function, and the syntactic adverbial function. The Goal role can fill the subject complement function, the syntactic object function, and the syntactic adverbial function. The Locative role can fill the syntactic subject function, subject complement function, and the syntactic adverbial function. The Reason role, as well as the Time role and the Manner role can only fill the syntactic adverbial function, while the Purpose role can fill the object complement function, and the syntactic adverbial function.

Similar to the Indonesian data, all the thematic roles can be realized in all syntactic functions. However, looking at the syntactic function distribution of the roles, the difference in rank occurs. The Agent role, Patient role Experiencer role, Theme role, Goal role, and Locative role can be realized in almost all the syntactic functions which make these roles as the first rank in the syntactic functions distribution. In other hand, the Author role, Instrument role, Benefactive role, Source role and Purpose role are only fulfilling two syntactic functions out of four. The Reason role, Time role and Manner role can only fill the syntactic adverbial function. This is the only similarity between the Indonesian and the English data, therefore it can be concluded that those three roles (Reason, Time and Manner role) are less central role or peripheral, both in the Indonesian and in English sentences.
Comparing the distribution of the thematic roles in the syntactic subject function between the Indonesian data and the English data, it is the Benefactive role which can be realized as the subject function, subject complement function, object function, as well as the adverbial function in the Indonesian sentences. In English, the noun phrases bearing the Benefactive role are realized in the active voice (since English tends to have active construction), therefore, the Benefactive role is realized in syntactic subject function and object function which makes this role to be the second rank in English data.

5.3 The Thematic Roles Shifts

The findings show that the argument shifts can be caused under semantic reasons as well syntactic ones. However, based on the findings, the syntactic reasons seem to dominate the argument shifts occurrences. The findings show that mostly, the argument shifts occur only in the participant roles. These shifts can be caused by syntactic and semantic reasons. However, the findings also shows that there are possibilities to have some thematic roles shifts from those of participant roles to the non participant roles. These shifts are only caused by relative clauses which shift to main clauses and the presence of the dummy subject.

As what has been mentioned above, semantic reasons are also possible to cause some argument shifts. The semantic reasons are (mostly) about the dictions, especially in the predicate (or verb) function which automatically affect the thematic roles involved.
Most of the thematic roles shifts occur internally, that is among the participant roles. However, there is a possibility to have some thematic roles shifts from the participant roles to the nonparticipant roles. Both of them are caused by different characteristic of the verbs: one datum has stative verb, the other has motion verb, and vice versa. Something significant from the findings is that when a different characteristic of the verbs occur as the reason of the thematic roles shifts, the Theme role are involved very often. It shows that the Theme role has a high possibility to have the argument shifts under a semantic reason.

From the findings, it can be concluded that the argument shifts occur under semantic reason are obligatory. The semantic shifts (in the level of the verb changes in the predicative function and in the other syntactic functions) force a translator to have an argument shift. However, it only occurs when the translator chooses another verb with different category to replace the intended verb in the ST. Such thematic roles shifts can affect the syntactic order of the sentence in which the translator has to obey to gain the naturalness in the TT. This is what is meant by obligatory shift.

The findings also show that the thematic roles shifts occur under syntactic reason are basically optional. A translator is free to retain the syntactic construction of the ST. S/he is free to make some deletion of a certain role as well as make an addition to the existing role. The roles that can be deleted are always the roles which are classified into the peripheral roles: they are only realized in the syntactic adverbial function. However, once a translator chooses to change the construction syntactically, it is also possible for him to change the verb in the
The predicative function of the sentence. As a consequence, the argument shifts occur have an obligatory characteristic.

5.4 Suggestion

The conclusions drawn above imply that this work on the whole has reached the main goals stated in the introduction. The findings are beneficial for both linguistic students and translators. The linguistic students who want to see the living examples of how syntax, semantics, and pragmatics are interrelated, can find them in this interwoven dimension of those three fields of language study. The students who are interested in linguistics (who will be in charge in the translation process as the logical consequence of the applied linguistics) can also see how the knowledge of the thematic roles enables them to translate the texts easier.

There are of course a few problems which have been treated only in the form of suggestion. This research is a descriptive research which involves two languages systems (Indonesian and English) by seeing the thematic roles in each of them to see the thematic roles shifts from the ST to the TT. The data taken are various, both from active voice and passive voice, from a discourse as well as from a narrative sentences, in a random order. Consequently, the researcher got a set of various data which after the analysis process gave a difficulty for the researcher to conclude the research findings. A research in similar topic focusing on the active voice which is translated into a passive voice (and vice versa) will help the researcher avoiding such difficulty.
A research on the effect of the thematic roles shifts application in the translation product (in English) will beneficial both to the translators and to the readers. The importance of having thematic role shifts in the translation product will also become beneficial research especially in the translation field. This possibility as well as the problems indicated in the preceding paragraphs are open to future research.
BIBLIOGRAPHY


Appendix 1

RESEARCH DATA ON THE INDONESIAN SENTENCES

BAB I
(page 1)

1. Sekarang sang Gubernur Jendral gelisah.
2. Kemanusiaan- tugas etik yang diembannya- ditantang gejala jaman
3. Jaman yang memilih arahnya sendiri bagai angin puyuh menerpa wajah kemanusiaanya.
5. Pada tahun 1911, setahun yang lalu, mulai terasa di Hindia anak-gelombang badai yang mengamuk di utara sana.
6. Aku diberinya Hikayat Siti Aini karangan Haji Moeloek, yang dalam waktu pendek telah jadi buah bibir di Jawa
7. Aku kena damprat atasanku. Dampratan itu memang untukku

BAB 2
(page 35)

1. Aku dengan Suurhof sebagai alat yang tak dapat diandalkan, dengan tekanan lebih keras terhadap diriku, mungkin Komandanku berharap aku akan terjerumus memerintahkan Suurhoof menganiaya Minke lebih berat lagi.
2. Kalau tak sial, selamatlah semua.
3. Kalau sampai Suurhof terjaring oleh alat- alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, akulah yang bakal menjadi seperti gundu bergulir ke comberan.
4. Penghidupan akan punah, nama baik akan tumpas
5. Bagaimana pun tak ada seorang Eropa tokot merasa senang, seorang peranakan seperti aku menjabat Komisaris, apalagi Komisaris Besar.
6. Dibetulkannya aku tentang Boedi Moeljo

BAB 3
(page 74)

1. Aku sendiri tidak mengerti mengapa surat pengantar itu mesti dari Algameene Secretarie, yang berkedudukan di Buitenzorg, bukan di Betawi.
3. Semua pejabat jadi bangkit dari kursi dan melayani aku dengan surat pengantar istimewa itu.
4. Algameene Secretarie itu selangkah saja dari Tuan Besar Gubernur Jendral.
5. Setengah orang menganggap, setelah Raad van Indie didirikan, kekuasannya telah terambil alih.

BAB 4
(page 102)

1. Hanya tinggal aku termangu- mangu: rumah itu adalah bekas kediaman Raden Mas Minke.
2. Semestinya aku senang tinggal di sini.
4. Pelataran rumah luas, rasanya lega sekali bernafas
5. Pohon- pohon dan rindang terpelihara, hijau menyegarkan mata.

BAB 5
(page 145)

1. Dengan suara tersendat- sendat Frischboten berkata pada mereka
2. “Tak ada yang lebih baik daripada persahabatan yang ikhlas, teman-temanku yang kukasihi.”
3. “Terimakasih atas kebaikan kalian.”
5. Selamat tinggal semua yang tersayang dan tercinta.”

BAB 6
(page 171)

1. Tuan itu bernama D. Douwager, suka menyebut-nyebut sebagai kemenakan Maltatuli.
2. Pada pundaknya ia memikul banyak pengalaman masa lewat, yaitu perang antara pihak Transvaal melawan Inggris di Afrika Selatan.
3. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa?
4. Berdaulat sendiri.
5. Dia mengimpikan suatu Republik Afrika Selatan bagi Hindia.
6. Julukan itu untuk Tuan Tjokro sendiri

BAB 7
(page 213)

1. Perancis terlibat langsung.
2. Punah harapan istri dan anak-anakku untuk kesana.
5. Dan sekiranya D_W-T tidak dibuang, pasti mereka akan menyemburkan kata- kata yang menyakitkan hati penguasa- penguasa kolonial.
6. Diserahkannya padaku sebuah berkas dalam sampul yang dilak

7. Pers luar negeri menamai perang besar ini: Perang Dunia

BAB 8
(page 240)

1. Dari kegagalan cuti- Eropa, aku lebih mengenal lagi tata- susun kekuasaan kolonial.
2. Kekuasaan ini didukung oleh sekelompok kecil manusia kolonial putih yang pada gilirannya didukung oleh manusia kolonial coklat dalam kelompok yang berganda lebih besar.
3. Dari atas ke bawah yang ada hanya larangan, penindasan, perintah, semprotan, hinaan.
4. Dari bawah ke atas yang ada hanyalah penjilatan, kepatuhan, dan perhambaan.
5. Aku ada dalam tata susun ini.

BAB 9
(page 288)

1. Karena mereka orang- orang Eropa, bukanlah tugasku untuk mengurus.
2. Biarpun begitu, cara- cara mereka yang tidak menghormati batas- batas kehormatan kolonial terasa juga menyingging hatiku.
3. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas.
5. Mereka adalah dari golongan nihilis yang terikutuk.
BAB 10
(page 332)

2. Tak lebih dari tiga hari kemudian ia sudah tak kelihatan lagi.
4. Pakaiannya kotor.
5. Seorang diri ia berjalan bersandal baru dari kulit.

BAB 11
(page 347)

2. Upacara serah terima sangat sederhana sesuai dengan keprihatinan umum.

BAB 12
(page 381)

1. Kira- kira aku tidak keliru kalau kunamai ini babak baru, baru bagi Pribumi, babak kelahiran pertama dengan segala kekurangannya di bidang ilmu pengetahuan.
2. Juga lucu, Di Eropa, pembentukan nasion selalu dengan pedang dan darah.
3. Kerusuhan-kerusuhan terjadi di mana ada modal besar Eropa, barangkali lebih keras dari Francis dalam menghadapi Louise XVI.
4. Rupa-rupanya mereka menggunakan kelemahan Gubernmen karena Perang Dunia.

BAB 13
(page 422)

1. Tuan Besar Gubernur Van Limburg Stirum memang menganggap bahwa penggunaan hak- hak exorbitant secara gampang adalah bukan saja tidak patut juga imoril.
2. Biar pun begitu aku kira tidak tepat kalau mengecam pendahulunya, karena masa pemerintahannya tidak sama dengan sebelumnya.
3. Perang Dunia memang mengubah banyak bobot dalam kehidupan di Hindia sekarang.
5. “Tak ada orang yang dapat dihukum tanpa keputusan hukum,” sekali ia pernah berkata, untuk pertama dan terakhir.

BAB 14
(page 444)

1. Tapi benarkah ia dilupakan orang?
2. Di atas jejaknya orang ternyata pada berdatangan, dan melaluinya, dan meninggalkan jejak lebih jauh dan lebih banyak lagi.
3. Aku sudah dapat melihat gejala ini.
4. Apa yang ada di depanmu juga merupakan pertanda, sebuah buku baru berjudul Student Hidjo karangan Marco Kartodikromo.
5. Biarpun aku tak suka gaya bahasa, penggunaan bahasa, bahkan juga tidak pada ceritanya, aku telah baca juga buku itu.
Appendix 2

RESEARCH DATA ON THE ENGLISH SENTENCES

CHAPTER 1
(p.1)

1. Now His Excellency the governor-general was anxious.
2. Humanitarianism—that ethical duty which he was sworn—was now confronted by the needs of times.
3. The times were choosing their own direction, buffeting his humanitarian fore like a stalking whirlwind.
4. It was hard, hard for Idenburg, and, of course, hard too for me who received new and special tasks.
5. During 1911, the previous year, we began to feel in the Indies the lapping at our shores of waves brought forth by the storm that was raging to our north.
6. He gave me *The Tale of Siti Aini* by Haji Moeloek, which in recent days was on everybody’s lips in Java
7. I came in for more insults from my boss. They were, indeed, for me

CHAPTER 2
(page 27)

1. With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I could be concerned into ordering Suurhof to take even more brutal against Minke.
2. If we were not unlucky, then we would all be safe.
3. But if Suurhof was caught and once again dragged before the law, where he squealed that I had given the orders, than it would be I who was the marble that rolled down the drain.
4. My livelihood would vanish, my good name would be destroyed.
5. No matter what they said, there were no Pure Europeans who were happy to see a Native like me hold the position of commissioner, let alone chief commissioner.

6. He corrected my view on Boedi Oetomo

CHAPTER 3
(page 57)

1. I myself had no idea why my letter of introduction came from the Algameene Secretariat, headquartered in Buitenzorg, and not from the police office in Betawi.
2. It was a puzzle to me just why such a high office had involved itself in my work, though it did mean that all the archives officials jumped from their chairs to look after me.
3. The Algameene Secretariat was just one step away from His Excellency the governor-general.
4. A few people held the view that power had moved out of his hands when the Indies Council was established.
5. The reality was different.

CHAPTER 4
(page 76)

1. I was the only one left standing there openmouthed.
2. This house was the former residence of Raden Mas Minke.
3. I should have been happy to live there.
4. Across the street was the governor-general’s palace.
5. The house had spacious grounds, you felt you could breath easily.
6. There were big and well-maintained shade trees, all green, which refreshed the eyes.
CHAPTER 5
(page 108)

1. In a broken voice Frischboten told them
2. “There is nothing more precious than sincere friendship, my beloved friends”
3. “Thank you for all your kindness.”
4. “There is no human being who can live without friendship and kindness, because anything else is not human.”
5. “Good bye to you all whom I love and care so much.”

CHAPTER 6
(page 128)

1. This meneer’s name was Douwager.
2. He liked to say that he was a relative of Multatuli
3. He bore on his shoulders the burden of past experience.
4. He had fought with the Transvaal in the war against the British in South Africa.
5. From the moment of his arrival, colonial society kept its distance from him.
6. Everyone thought he had strange ideas.
7. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies?
8. He dreamed of a South African-style Republic of the Indies.
9. That nickname was for Meneer Tjokro himself

CHAPTER 7
(page 159)

1. France was directly involved.
2. My wife and children’s dreams of going back there were destroyed.
3. And how stupid it was for civilians to descend into the battlefield.
4. The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family.

5. And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities.

6. He handed over a file in a sealed envelope

7. The overseas press called this big war the ‘world war’

CHAPTER 8
(page 179)

1. My failure to get my leave to Europe deepened further my understanding of the colonial order.

2. At the top, colonial power was supported by a small group of white colonial people who in their turn were supported by colonial brown people of which there was a greater range of kinds and groups.

3. From the top going down, there were bans, oppression, orders, groups.

4. From the bottom going up, there were arse-licking, submission, and slave-like self-abasement.

5. And I had my place in this order.

CHAPTER 9
(page 214)

1. Because they were Europeans, it was not my task to deal with them.

2. Even so, their contempt for colonial authority also offended my own sensitivities.

3. If they were Natives, they would be in my hands and I would have prepared a hangman’s rope as the most appropriate tie for them to wear.

4. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values.
5. They were from among that accused group of people called nihilists.

CHAPTER 10  
(page 248)

1. The next morning he was seen moving around Semarang.
2. Three days later he had disappeared again, then it was reported that he was seen in Pacitan.
3. His clothes were filthy.
4. He was traveling alone and wearing a new pair of leather sandals.

CHAPTER 11  
(page 262)

1. And then his replacement arrived: Van Limburg Stirum.
2. The hand-over ceremony was a very simple affair in accordance with the general atmosphere of restraint and anxiety that prevailed in the colony, and reflecting too the special concerns of the government of the Netherlands Indies.
3. Java was beginning to move.
4. There was wave after wave of strikes.

CHAPTER 12  
(page 286-287)

1. I don’t think that I’m wrong in saying that this was a new period in the life of the Natives, the period of the birth of a new nation, with all its limitations in the area of science and understanding.
2. And it was strange too to see a nation formed by speech and pen alone.
3. In Europe, the formation of nations had always been by blood and sword.
4. Outbreaks of unrest occurred wherever there was big European capital, perhaps more vigorous than those in France against Louis XVI.
5. It seemed people were taking advantage of the government’s weakness because of the world war.

CHAPTER 13
(page 316)

1. It was His Excellency Governor-General Van Limburg Stirum’s view that it was not only improper but indeed immoral to use the governor-general’s Extraordinary Powers except as a last resort.
2. Even so I don’t think it was right for him to criticize his predecessor because Idenburg faced a different situation during his rule.
3. The world was changing a lot of things in the Indies.
4. Very well. Perhaps from now on the government will rely on the courts to decide these matters.
5. “No person shall be punished without a decision from a court of law.”

CHAPTER 14
(page 332)

1. But had he been forgotten?
2. More and more people continued in his footsteps and left even more of their own imprints—yes, there were more and more of them.
3. I could see this happening before me.
4. What lay before me on my desk was also a sign of this.
5. It was a book titled *Green Student* by Marco Kartodikromo.
6. Even though I did not like the style, or the way he used the language, nor even the story, I had finished the book.
Appendix 3

INDONESIAN THEMATIC ROLES REALIZATION IN THE SYNTACTIC FUNCTIONS

AGENT

In Syntactic Subject Function

1. Kalau sampai Suurhof terjaring oleh alat- alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, akulah yang bakal menjadi seperti gundu bergulir ke comberan (Ch 2 no 3)

2. *Semua pejabat* jadi bangkit dari kursi dan melayani aku dengan surat pengantar istimewa itu (Ch 3 no 3)

3. Dengan suara tersendat- sendat *Frischboten* berkata pada mereka (Ch 5 no 1)

4. Pada pundaknya *ia* memikul banyak pengalaman masa lewat, yaitu perang antara pihak Transvaal melawan Inggris di Afrika Selatan (Ch 6 no 2)

5. Sudah sejak semula *ia* dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau *Belanda di Afrika Selatan* bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)

6. Betapa bodoh *orang preman* terjun ke medan perang (Ch 7 no 3)

7. *Gubernmen* telah meminta pada rohaniwan Nasrani dan Islam untuk memanajikan doa dalam kebaktian mereka untuk keselamatan Nederland dan Sri Ratu Wilhelmina dan keluarganya (Ch 7 no 4)

8. Dan sekiranya D_W-T tidak dibuang, pasti *merekka* akan menyemburkan kata- kata yang menyakitkan hati penguasa- penguasa kolonial (Ch 7 no 5)

9. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi *aku* akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)

10. Keesokan harinya *Ia* sudah berkeliiaran di Semarang (Ch 10 no 1)

11. Seorang diri *ia* berjalan bersandal baru dari kulit (Ch 10 no 5)
12. Kemudian datang juga penggantinya: Van Limburg Stirum (Ch 11 no 1)

13. Kira- kira aku tidak keliru kalau kumamai ini babak baru, baru bagi Pribumi, babak kelahiran pertama dengan segala kekurangannya di bidang ilmu pengetahuan (Ch 12 no 1)

14. Rupa- rupanya mereka menggunakan kelemahan Gubermen karena Perang Dunia (Ch 12 no 5)

15. Barangkali mulai sekarang Gubermen akan tetap berpegangan pada keputusan pengadilan (Ch 13 no 4)

16. “Tak ada orang yang dapat dihukum tanpa keputusan hukum,” sekali ia pernah berkata, untuk pertama dan terakhir (Ch 13 no 5)

17. Di atas jejaknya orang ternyata pada berdatangan, dan melaluinya, dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Ch 14 no 2)

18. Biarpun aku tak suka gaya bahasa, penggunaan bahasa, bahkan juga tidak pada ceritanya, aku telah baca juga buku itu (Ch 14 no 5)

In Syntactic Object Function

1. Aku diberinya Hikayat Siti Aini karangan Haji Moeloek, yang dalam waktu pendek telah jadi buah bibir di Jawa (Ch 1 no 6)-Indirect object

2. Dibetulkannya aku tentang Boedi Moeljo (Ch 2 no 6)-direct object

3. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan (Ch 6 no 3)

4. Diserahkannya padaku sebuah sebuah berkas dalam sampul yang dilak (Ch 7 no 6)

5. Kekuasaan ini didukung oleh sekelompok kecil manusia kolonial putih yang pada gilirannya didukung oleh manusia kolonial coklat dalam kelompok yang berganda lebih besar. (Ch 8 no 2)
In Syntactic Subject Function

1. **Perancis** terlibat langsung. (Ch 7 no 1)
2. **Jawa** mulai bergolak. (Ch 11 no 4)
3. **Belot-kerja** menggelombang di mana-mana. (Ch 11 no 5)
   4. **Kerusuhan-kerusuhan** terjadi di mana ada modal besar Eropa, barangkali lebih keras dari Prancis dalam menghadapi Louise XVI. (Ch 12 no 4)
   5. **Perang Dunia** memang mengubah banyak bobot dalam kehidupan di Hindia sekarang (Ch 13 no 3)

In Syntactic Object Function

1. Kemanusiaan- tugas etik yang diembannya- ditantang gejala jaman (Ch 1 no 2)

In Syntactic Subject Function

1. Biarpun begitu, **cara-cara mereka yang tidak menghormati batas-batas kehormatan kolonial** terasa juga menyinggung hatiku (Ch 9 no 2)
2. **Pidato-pidato mereka** menjungkir-balikkan nilai-nilai peradaban terbaik Eropa, disampaikan di Hindia kolonial yang belum lagi mengenal nilai-nilai terbaik Eropa itu (Ch 9 no 4)

In Syntactic Object Function

1. Rupa-rupanya mereka menggunakan kelemahan Gubernern karena **Perang Dunia** (Ch 12 no 5)

In Syntactic Adverbial Function

1. Aku dengan Suurhof sebagai alat yang tak dapat diandalkan, dengan tekanan lebih keras terhadap diriku, mungkin Komandanku berharap
aku akan terjerumus memerintahkan Suurhoof menganiaya Minke lebih berat lagi (Ch 2 no 1)

2. Semua pejabat jadi bangkit dari kursi dan melayani aku dengan surat pengantar istimewa itu (Ch 3 no 3)

3. Dari kegagalan cuti- Eropa, aku lebih mengenal lagi tata-susun kekuasaan kolonial (Ch 8 no 1)

4. Juga lucu, pembentukan nasion dengan mulut dan pena belaka! (Ch 12 no 2)

5. Di Eropa, pembentukan nasion selalu dengan pedang dan darah (Ch 12 no 3)

6. "Tak ada orang yang dapat dihukum tanpa keputusan hukum," sekali Ia pernah berkata, untuk pertama dan terakhir. (Ch 13 no 5)

PATIENT

In Syntactic Subject Function

1. Kemanusiaan- tugas etik yang diembannya- ditantang gejala jaman (Ch 1 no 2)

2. Aku kena damprat atasanku (Ch 1 no 7)

3. Kalau sampai Suurhof terjaring oleh alat- alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, akulah yang bakal menjadi seperti gundu bergulir ke comberan (Ch 2 no 3)

4. Pohon- pohon dan rindang terpelihara, hijau menyegarkan mata (Ch 4 no 5)

5. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)

6. Kekuasaan ini didukung oleh sekelompok kecil manusia kolonial putih yang pada gilirannya didukung oleh manusia kolonial coklat dalam kelompok yang berganda lebih besar (Ch 8 no 2)
7. Di Eropa, **pembentukan nasion** selalu dengan pedang dan darah. (Ch 12 no 3)

In Syntactic Object Function

1. Semua pejabat jadi bangkit dari kursi dan melayani **aku** dengan surat pengantar istimewa itu (Ch 3 no 3)

2. Setengah orang menganggap, setelah Raad van Indie didirikan, **kekuasaannya telah terambil alih** (Ch 3 no 5)

3. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan **negara sendiri lepas dari Inggris ataupun Nederland**, mengapa Hindia tidak bisa? (Ch 6 no 3)

4. Gubermen telah meminta **pada rohaniwan Nasrani dan Islam** untuk memanjatkan doa dalam kebaktian mereka untuk keselamatan Nederland dan Sri Ratu Wilhelmina dan keluarganya. (Ch 7 no 4)

5. Pers luar negeri menamai **perang besar ini**: Perang Dunia (Ch 7 no 7)

6. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka **tali gantungan** sebagai dasinya yang paling pantas (Ch 9 no 3)

7. Kira- kira aku tidak keliru kalau ku namai ini babak baru, baru bagi Pribumi, babak kelahiran pertama dengan segala kekurangannya di bidang ilmu pengetahuan (Ch 12 no 1)

8. Perang Dunia memang mengubah **banyak bobot dalam kehidupan di Hindia sekarang** (Ch 13 no 3)

9. Di atas jejaknya orang ternyata pada berdatangan,dan melaluinya dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Ch 14 no 2).

10. Biarpun aku tak suka gaya bahasa, penggunaan bahasa, bahkan juga tidak pada ceritanya, aku telah baca juga **buku itu** (Ch 14 no 5)

11. More and more people continued in his footsteps and left even more of their own imprints- yes, there were more and more of them (Ch 14 no 2)
In Syntactic Object Complement Function
1. Pers luar negeri menamai perang besar ini: **Perang Dunia** (Ch 7 no 7)
2. Kira- kira aku tidak keliru kalau ku namai ini **babak baru**, baru bagi Pribumi, babak kelahiran pertama dengan segala kekurangannya di bidang ilmu pengetahuan (Ch 12 no 1)

**EXPERIENCER**

In Syntactic Subject Function
1. Sekarang **sang Gubernur Jendral** gelisah. (Ch 1 no 1)
2. Berat. Berat bagi **Idenburg**, dan dengan sendirinya berat bagiku diberi tugas- tugas khusus (Ch 1 no 4)
3. Aku dengan Suurhof sebagai alat yang tak dapat diandalkan, dengan tekanan lebih keras terhadap diriku, mungkin **Komandanku** berharap aku akan terjerumus memerintahkan Suurhoof menganiaya Minke lebih berat lagi (Ch 2 no 1)
4. Kalau tak sial, selamatlah **semua**. (Ch 2 no 2)
5. Kalau sampai Suurhof terjaring oleh alat- alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, **akulah** yang bakal menjadi seperti gundu bergulir ke comberan. (Ch 2 no 3)
6. Bagaimana pun **tak ada seorang Eropa totok** (yang) merasa senang, seorang peranakan seperti aku menjabat Komisaris, apalagi Komisaris Besar (Ch 2 no 5)
7. **Tuan Besar Gubernur Van Limburg Stirum** memang menganggap bahwa penggunaan hak- hak exorbitant secara gampang adalah bukan saja tidak patut juga imoril. (Ch 13 no 1)
8. **Setengah orang** menganggap, setelah Raad van Indie didirikan, kekuasannya telah terambil alih (Ch 3 no 5)
9. Hanya tinggal **aku** termengu- mangu: rumah itu adalah bekas kediaman Raden Mas Minke. (Ch 4 no 1)
10. Semestinya **aku** senang tinggal di sini. (Ch 4 no 2)
11. Pelataran rumah luas, rasanya (aku) lega sekali bernafas (Ch 4 no 4)
12. Sudah sejak semula ia dijauhi golongan kolonial, karena (ia) dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)
13. Dia mengimpikan suatu Republik Afrika Selatan bagi Hindia. (Ch 6 no 4)
14. Dari kegagalan cuti- Eropa, aku lebih mengenal lagi tata- susun kekuasaan kolonial (Ch 8 no 1)
15. Kira- kira aku tidak keliru kalau kunamai ini babak baru, baru bagi Pribumi, babak kelahiran pertama dengan segala kekurangannya di bidang ilmu pengetahuan (Ch 12 no 1)
16. Tuan Besar Gubernur Van Limburg Stirum memang menganggap bahwa penggunaan hak- hak exorbitant secara gampang adalah bukan saja tidak patut juga imoral. (Ch 13 no 1)
17. Aku sudah dapat melihat gejala ini (Ch 14 no 3)
18. Biarpun aku tak suka gaya bahasa, penggunaan bahasa, bahkan juga tidak pada ceritanya, aku telah baca juga buku itu (Ch 14 no 5)

In Syntactic Object Function
1. Tapi benarkah ia dilupakan orang? (Ch 14 no 1)

In Syntactic Adverbial Function
1. Mengapa kantor yang setinggi itu mencampuri pekerjaanku, ini jadi teka-teki bagiku (Ch 3 no 2)

BENEFACTIVE
In Syntactic Subject Function
1. Aku diberinya Hikayat Siti Aini karangan Haji Moeloek, yang dalam waktu pendek telah jadi buah bibir di Jawa (Ch 1 no 6)
2. Dibetulkannya aku tentang Boedi Moeljo (Ch 2 no 6)
In Syntactic Object Function
1. Dia mengimpikan suatu Republik Afrika Selatan bagi Hindia (Ch 6 no 5)
2. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)

In Syntactic Subject Complement
1. Dampratan itu memang untukku (Ch 1 no 7)
2. Julukan itu untuk Tuan Tjokro sendiri (Ch 6 no 6)

In Syntactic Adverbial Function
1. Gubermen telah meminta pada rohaniwan Nasrani dan Islam untuk memanjatkan doa dalam kebaktian mereka untuk keselamatan Nederland dan Sri Ratu Wilhelmina dan keluarganya (Ch 7 no 4)

THEME
In Syntactic Subject Function
1. Dampratan itu memang untukku (Ch 1 no 7)
2. Kalau sampai Suurhof terjaring oleh alat-alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, akulah yang bakal menjadi seperti gundu bergulir ke comberan (Ch 2 no 3)

3. Algemeene Secretarie itu selangkah saja dari Tuan Besar Gubernur Jendral (Ch 3 no 4)
4. Di seberang jalan sana daerah istana Gubernur Jendral. (Ch 4 no 3)
5. “Tak ada yang lebih baik daripada persahabatan yang ikhlas, teman-temanku yang kukasihi.” (Ch 5 no 2)

6. Tak ada manusia hidup tanpa persahabatan dan kebaikan, karena yang bukan demikian bukan manusia. (Ch 5 no 4).

7. Julukan itu untuk Tuan Tjokro sendiri (Ch 6 no 6)

8. Punah harapan istri dan anak-anakku untuk kesana. (Ch 7 no 2)
9. Dan sekiranya D_W-T tidak dibuang, pasti mereka akan menyemburkan kata-kata yang menyakitkan hati penguasa-penguasa penguasa kolonial (Ch 7 no 5)

10. Diserahkanannya padaku sebuah sebuah berkas dalam sampul yang dilak (Ch 7 no 6)

11. Dari atas ke bawah yang ada hanya larangan, penindasan, perintah, semprotan, hinaan. (Ch 8 no 3)

12. Dari bawah ke atas yang ada hanyalah penjilatan, kepatuhan, dan perhambaan. (Ch 8 no 4)

13. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas. (Ch 9 no 3)

14. Pidato- pidato mereka menjungkir- balikkan nilai-nilai peradaban terbaik Eropa, disampaikan di Hindia kolonial yang belum lagi mengenal nilai-nilai terbaik Eropa itu (Ch 9 no 4)

15. Mereka adalah dari golongan nihilis yang terkutuk. (Ch 9 no 5)

16. Tak lebih dari tiga hari kemudian ia sudah tak kelihatan lagi. (Ch 10 no 2)

17. Kemudian dilaporkan ia nampak di Pacitan (Ch 10 no 3)

18. “Tak ada orang yang dapat dihukum tanpa keputusan hukum,” sekali ia pernah berkata, untuk pertama dan terakhir (Ch 13 no 5)

19. Tapi benarkah ia dilupakan orang? (Ch 14 no 1)

In Syntactic Subject Complement Function

1. Jaman yang memilih arahnya sendiri bagai angin puyuh menerpa wajah kemanusiaanya (Ch 1 no 3)
2. Kalau sampai Suurhof terjaring oleh alat- alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, akulah yang bakal menjadi seperti gundu bergulir ke comberan (Ch 2 no 3)

3. Mengapa kantor yang setinggi itu mencampuri pekerjaanku, ini jadi teka-teki bagiku (Ch 3 no 2)

4. Tuan itu bernama D. Douwager, suka menyebut-nyebut sebagai kemenakan Maltatuli (Ch 6 no 1)

5. Karena mereka orang- orang Eropa, bukanlah tugasku untuk mengurus (Ch 9 no 1)

6. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganiku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)

7. Apa yang ada di depanku juga merupakan pertanda, sebuah buku baru berjudul Student Hidjo karangan Marco Kartodikromo. (Ch 14 no 4)

In Syntactic Object Function

1. Pada tahun 1911, setahun yang lalu, mulai terasa (oleh kami) di Hindia anak-gelombang badai yang mengamuk di utara sana (Ch 1 no 5)

2. Aku diberinya Hikayat Siti Aini karangan Haji Moeloek, yang dalam waktu pendek telah jadi buah bibir di Jawa (Ch 1 no 6)-Indirect object

3. Aku kena damprat atasanku (Ch 1 no 7)

4. Aku dengan Suurhof sebagai alat yang tak dapat diandalkan, dengan tekanan lebih keras terhadap diriku, mungkin Komandanku berharap aku akan terjerumus memerintahkan Suurhof menganiaya Minke lebih berat lagi (Ch 2 no 1)

5. Aku sendiri tidak mengerti mengapa surat pengantar itu mesti dari Algameene Secretarie, yang berkedudukan di Buitenzorg, bukan di Betawi (Ch 3 no 1)

6. Setengah orang menganggap, setelah Raad van Indie didirikan, kekuasannya telah terambil alih (Ch 3 no 5)
7. Tuan itu bernama D. Douwager, suka menyebut-nyebut sebagai kemenakan Maltatuli (Ch 6 no 1)

8. Pada pundaknya ia memikul banyak pengalaman masa lewat, yaitu perang antara pihak Transvaal melawan Inggris di Afrika Selatan (Ch 6 no 2)

9. Dan sekiranya D_W-T tidak dibuang, pasti mereka akan menyemburkan kata-kata yang menyakitkan hati penguasa-penguasa kolonial (Ch 7 no 5)

10. Dari kegagalan cuti-Eropa, aku lebih mengenal lagi tata-susun kekuasaan kolonial (Ch 8 no 1)

11. Biarpun begitu, cara-cara mereka yang tidak menghormati batas-batas kehormatan kolonial terasa juga menyinggung hatiku (Ch 9 no 2)

12. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)

13. Pidato-pidato mereka menjungkir-balikkan nilai-nilai peradaban terbaik Eropa, disampaikan di Hindia kolonial yang belum lagi mengenal nilai-nilai terbaik Eropa itu (Ch 9 no 4)

14. Tuan Besar Gubernur Van Limburg Stirum memang menganggap bahwa penggunaan hak-hak exorbitant secara gampang adalah bukan saja tidak patut juga imoril. (Ch 13 no 1)

15. Biar pun begitu aku kira tidak tepat kalau mengecam pendahulunya karena masa pemerintahannya tidak sama dengan sebelumnya. (Ch 13 no 2)

16. Di atas jejaknya orang ternyata pada berdatangan, dan melalui nya dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Ch 14 no 2)
17. Di atas jejaknya orang ternyata pada berdatangan, dan melalui nya dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Ch 14 no 2)

18. Aku sudah dapat melihat gejala ini. (Ch 14 no 3)

19. Biarpun aku tak suka gaya bahasa, penggunaan bahasa, bahkan juga tidak pada ceritanya, aku telah baca juga buku itu. (Ch 14 no 5)

**SOURCE**

In Syntactic Subject Complement Function

1. Mereka adalah dari golongan nihilis yang terkutuk. (Ch 9 no 5)

In Syntactic Adverbial Function

1. Aku kena damprat (dari) atasanku (Ch 1 no 7)
2. Semua pejabat jadi bangkit dari kursi dan melayani aku dengan surat pengantar istimewa itu (Ch 3 no 3)
3. Dari atas ke bawah yang ada hanya larangan, penindasan, perintah, semprotan, hinaan. (Ch 8 no 3)
4. Dari bawah ke atas yang ada hanyalah penjilatan, kepatuhan, dan perhambaan. (Ch 8 no 4)

**GOAL**

In Syntactic Subject Complement Function

1. Betapa bodoh orang preman terjun ke medan perang (Ch 7 no 3)

In Syntactic Object Function

1. Dengan suara tersendat- sendat Frischboten berkata pada mereka (Ch 5 no 1)
2. Diserahkannya padaku sebuah sebuah berkas dalam sampul yang dilakukan (Ch 7 no 5)

In Syntactic Adverbial Function

1. Diserahkannya padaku sebuah sebuah berkas dalam sampul yang dilakukan (Ch 7 no 6)
2. Dari atas ke **bawah** yang ada hanya larangan, penindasan, perintah, semproman, hinaan. (Ch 8 no 3)

3. Dari bawah ke **atas** yang ada hanyalah penjilatan, kepatuhan, dan perhambaan. (Ch 8 no 4)

4. Sekiranya, mereka pribumi, mereka akan jatuh ke **tanganku**, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 2)

**LOCATIVE**

In Syntactic Subject Function

1. **Jaman yang memilih arahnya sendiri** bagai angin puyuh menerpa wajah kemanusiaannya. (Ch 1 no 3)

2. **Mengapa kantor yang setinggi itu mencampuri pekerjaanku**, ini jadi teka-teki bagiku (Ch 3 no 2)

3. **The reality** was different. (Ch 3 no 6)

4. **Tuan itu** bernama D. Douwager, suka menyebut-nyebut sebagai kemenakan Maltatuli. (Ch 6 no 1)

5. Sekiranya, **mereka** pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)

6. **Pakaiannya** kotor. (Ch 10 no 4)

7. **Upacara serah terima** sangat sederhana sesuai dengan keprihatinan Umum (Ch 11 no 2)

8. **Apa yang ada di depanku** juga merupakan pertanda, sebuah buku baru berjudul *Student Hidjo* karangan Marco Kartodikromo. (Ch 14 no 4)

In Syntactic Subject Complement Function

1. Mengapa kantor yang setinggi itu mencampuri pekerjaanku, ini jadi **teka-teki** bagiku (Ch 3 no 2)
2. Algameene Secretarie itu selangkah saja dari Tuan Besar Gubernur Jendral (Ch 3 no 4)
3. Di seberang jalan sana daerah istana Gubernur Jendral (Ch 4 no 3)
4. Aku ada dalam tata susun ini. (Ch 8 no 5)
5. Apa yang ada di depanku juga merupakan pertanda, sebuah buku baru berjudul Student Hidjo karangan Marco Kartodikromo (Ch 14 no 4)

In Syntactic Adverbial Function

1. Pada tahun 1911, setahun yang lalu, mulai terasa di Hindia anak-gelombang badai yang mengamuk di utara sana (Ch 1 no 5)
2. Kalau sampai Suurhof terjaring oleh alat-alat hukum sendiri dan ia berkicau di depan pengadilan aku yang memerintahkan, akulah yang bakal menjadi seperti gundul bergulir ke comberan (Ch 2 no 3)
3. Pada pundaknya ia memikul banyak pengalaman masa lewat, yaitu perang antara pihak Transvaal melawan Inggris di Afrika Selatan (Ch 6 no 2)
4. Kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)
5. Pidato-pidato mereka menjungkirm-balikkan nilai-nilai peradaban terbaik Eropa, disampaikan di Hindia kolonial yang belum lagi mengenal nilai-nilai terbaik Eropa itu (Ch 9 no 4)
6. Keesokan harinya Ia sudah berkelari di Semarang (Ch 10 no 1)
7. Belot-kerja menggelombang di mana-mana (Ch 11 no 5)
8. Di Eropa, pembentukan nasion selalu dengan pedang dan darah (Ch 12 no 3)
9. Kerusuhan-kerusuhan terjadi di mana ada modal besar Eropa, barangkali lebih keras dari Prancis dalam menghadapi Louise XVI. (Ch 12 no 4)

10. Perang Dunia memang mengubah banyak bobot dalam kehidupan di Hindia sekarang (Ch 13 no 3)

11. Di atas jejaknya orang ternyata pada berdatangan, dan melalui nya dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Ch 14 no 2)

**REASON**

In Syntactic Adverbial Function

1. Aku dengan Suurhof sebagai alat yang tak dapat diandalkan, dengan tekanan lebih keras terhadap diriku, mungkin Komandanku berharap aku akan terjerumus memerintahkan Suurhoof menganiaya Minke lebih berat lagi (Ch 2 no 1)

2. Bagaimana pun tak ada seorang Eropa totok (yang) merasa senang, seorang peranakan seperti aku menjabat Komisaris, apalagi Komisaris Besar (Ch 2 no 5)

3. Semestinya aku senang tinggal di sini (Ch 4 no 2)

4. Pelataran rumah luas, rasanya lega sekali bernafas (Ch 4 no 4)

5. “Tak ada manusia hidup tanpa persahabatan dan kebaikan, karena yang bukan demikian bukan manusia “ (Ch 5 no 4)

6. Sudah sejak semula ia dijauhi golongan kolonial karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan bisa mendirikan negara sendiri lepas dari Inggris ataupun Nederland, mengapa Hindia tidak bisa? (Ch 6 no 3)

7. Karena mereka orang- orang Eropa, bukanlah tugasku untuk mengurus (Ch 9 no 1)

8. Kira- kira aku tidak keliru kalau kunamai ini babak baru, baru bagi Pribumi, babak kelahiran pertama dengan segala kekurangannya di bidang ilmu pengetahuan (Ch 12 no 1)
9. Biar pun begitu aku kira tidak tepat kalau mengecam pendahulunya, karena masa pemerintahannya tidak sama dengan sebelumnya (Ch 13 no 2)

PURPOSE
In Syntactic Subject Complement Function
1. (Upacara serah terima) Juga sesuai dengan keprihatinan Gubernemen Hindia Belanda sendiri (Ch 11 no 3)

In Syntactic Object Complement Function
1. Gubernemen telah meminta pada rohaniwan Nasrani dan Islam untuk memanajatkan doa dalam kebaktian mereka untuk keselamatan Nederland dan Sri Ratu Wilhelmina dan keluarganya. (Ch 7 no 4)

In Syntactic Adverbial function
1. Sekiranya, mereka pribumi, mereka akan jatuh ke tanganku, dan tak ayal lagi aku akan sediakan untuk mereka tali gantungan sebagai dasinya yang paling pantas (Ch 9 no 3)
2. Upacara serah terima sangat sederhana sesuai dengan keprihatinan umum (Ch 11 no 2)

TIME
In Syntactic Adverbial Function
1. Pada tahun 1911, setahun yang lalu, mulai terasa di Hindia anak-gelombang badai yang mengamuk di utara sana (Ch 1 no 5)
2. Sudah sejak semula ia dijauhi golongan kolonial, karena dianggap mempunyai pikiran- pikiran aneh: kalau Belanda di Afrika Selatan (Ch 6 no 3)
3. Keesokan harinya ia sudah berkelariar di Semarang (Ch 10 no 1)
4. Tak lebih dari tiga hari kemudian ia sudah tak kelihatan lagi (Ch 10 no 2)
5. Kerusuhan- kerusuhan terjadi di mana ada modal besar Eropa, barangkali lebih keras dari Prancis dalam menghadapi Louise XVI (Ch 12 no 4)

6. Barangkali mulai sekarang Gubernen akan tetap berpegangan pada keputusan pengadilan (Ch 13 no 5)

MANNER

In Syntactic Adverbial Function

1. Dengan suara tersendat-sendat Frischboten berkata pada mereka (Ch 5 no 1)

2. Seorang diri ia berjalan bersandal baru dari kulit (Ch 10 no 5)

3. Upacara serah terima sangat sederhana sesuai dengan keprihatinan umum (Ch 11 no 2)

4. Di atas jejaknya orang ternyata pada berdatangan, dan melaluiinya, dan meninggalkan jejak lebih jauh dan lebih banyak lagi (Ch 14 no 2)
Appendix 4

ENGLISH THEMATIC ROLES REALIZATION IN THE SYNTACTIC FUNCTIONS

AGENT

In Syntactic Subject Function

1. He gave me The Tale of Siti Aini by Haji Moeloek, which in recent days was on everybody’s lips in Java (Ch 1 no 6)
2. But if Suurhof was caught and once again dragged before the law, where he squealed that I had given the orders, than it would be I who was the marble that rolled down the drain (Ch 2 no 3)
3. He corrected my view on Boedi Oetomo (Ch 2 no 6)
4. It was a puzzle to me just why such a high office had involved itself in my work, though it did mean that all the archives officials jumped from their chairs to look after me (Ch 3 no 3)
5. In a broken voice Frischboten told them (Ch 5 no 1)
6. He bore on his shoulders the burden of past experience (Ch 6 no 2)
7. From the moment of his arrival, colonial society kept its distance from him (Ch 6 no 3)
8. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies? (Ch 6 no 3)
9. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies? (Ch 6 no 3)
10. The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family (Ch 7 no 4)
11. He handed over a file in a sealed envelope (Ch 7 no 6)
12. The overseas press called this big war the ‘world war’ (Ch 7 no 7)
13. If they were Natives, they would be in my hands and I would have prepared hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 2)

14. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values (Ch 9 no 4)

15. He was traveling alone and wearing a new pair of leather sandals (Ch 10 no 5)

16. And then his replacement arrived: Van Limburg Stirum (Ch 11 no 1)

17. It seemed people were taking advantage of the government’s weakness because of the world war (Ch 12 no 5)

18. Very well. Perhaps from now on the government will rely on the courts to decide these matters (Ch 13 no 4)

19. More and more people continued in his footsteps and left even more of their own imprints—yes, there were more and more of them (Ch 14 no 2)

20. Even though I did not like the style, or the way he used the language nor even the story, I had finished the book (Ch 14 no 5)

In Syntactic Subject Complement Function

1. I was the only one left standing there openmouthed (Ch 4 no 1)

In Syntactic Object Function

1. At the top, colonial power was supported by a small group of white colonial people who in their turn were supported by colonial brown people of which there was a greater range of kinds and groups (Ch 8 no 2)

AUTHOR

In Syntactic Subject Function

1. The times were choosing their own direction, buffeting his humanitarian fore like a stalking whirlwind (Ch 1 no 3)

2. France was directly involved (Ch 7 no 1)
3. My failure to get my leave to Europe deepened further my understanding of the colonial order (Ch 8 no 1)
4. Even so, their contempt for colonial authority also offended my own sensitivities (Ch 9 no 2)
5. Java was beginning to move (Ch 11 no 4)
6. Outbreaks of unrest occurred wherever there was big European capital, perhaps more vigorous than those in France against Louis XVI (Ch 12 no 4)

7. The world war was changing a lot of things in the Indies (Ch 13 no 3)

In Syntactic Object Function

1. Humanitarianism—that ethical duty which he was sworn—was now confronted by the needs of times (Ch 1 no 2)

**INSTRUMENT**

In Syntactic Subject Function

1. And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)
2. Even so, their contempt for colonial authority also offended my own sensitivities (Ch 9 no 2)
3. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values (Ch 9 no 4)

In Syntactic Adverbial Function

1. With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I
could be concerned into ordering Suurhoof to take even more brutal against Minke (Ch 2 no 1)

2. In Europe, the formation of nations had always been by **blood and sword** (Ch 12 no 3)

2. “No person shall be punished without **a decision** from a court of law.” (Ch 13 no 5)

**PATIENT**

In Syntactic Subject Function

1. **Humanitarianism**-that ethical duty which he was sworn- was now confronted by the needs of times (Ch 1 no 2)

2. But if **Suurhof** was caught and once again (dragged) before the law, where he squealed that I had given the orders, than it would be I who was the marble rolled down the drain (Ch 2 no 3)

3. **My wife and children’s dreams of going back there** were destroyed (Ch 7 no 2)

4. At the top, **colonial power** was supported by a small group of white colonial people who in their turn were supported by colonial brown people of which there was a greater range of kinds and groups (Ch 8 no 2)

5. In Europe, **the formation of nations** had always been by blood and sword (Ch 12 no 3)

6. “**No person** shall be punished without a decision from a court of law.” (Ch 13 no 5)

In Syntactic Object Function

1. The times were choosing **their own direction**, buffeting his humanitarian fore like a stalking whirlwind (Ch 1 no 3)

2. He corrected **my view on Boedi Oetomo** (Ch 2 no 6)
3. It was a puzzle to me just why such a high office had involved itself in my work though it did mean that all the archives officials jumped from their Chairs to look after me (Ch 3 no 2)

4. From the moment of his arrival, colonial society kept its distance from him (Ch 6 no 3)

5. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies? (Ch 6 no 3)

6. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies? (Ch 6 no 3)

7. The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family (Ch 7 no 4)

8. The overseas press called this big war the ‘world war’ (Ch 7 no 7)

9. My failure to get my leave to Europe deepened further my understanding of the colonial order (Ch 8 no 1)

10. If they were Natives, they would be in my hands and I would have prepared hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 2)

11. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values (Ch 9 no 4)

12. The world war was changing a lot of things in the Indies (Ch 13 no 3)

13. Even though I did not like the style, or the way he used the language nor even the story, I had finished the book (Ch 14 no 5)

In Syntactic Object Complement Function

1. The overseas press called this big war the ‘world war’ (Ch 7 no 7)
EXPERIENCER
In Syntactic Subject Function

1. Now His Excellency the governor-general was anxious (Ch 1 no 1)
2. It was hard, hard for Idenburg, and, of course, hard too for me who received new and special tasks (Ch 1 no 4)
3. During 1911, the previous year, we began to feel in the Indies the lapping at our shores of waves brought forth by the storm that was raging to our north (Ch 1 no 5)
4. With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I could be concerned into ordering Suurhoof to take even more brutal against Minke (Ch 2 no 1)
5. But if Suurhof was caught and once again dragged before the law, where he squealed that I had given the orders, than it would be I who was the marble that rolled down the drain (Ch 2 no 3)
6. I myself had no idea why my letter of introduction came from the Algameenee Secretariat, headquartered in Buitenzorg, and not from the police office in Betawi (Ch 3 no 1)
7. A few people held the view that power had moved out of his hands when The Indies Council was established (Ch 3 no 5)
8. I should have been happy to live there (Ch 4 no 2)
9. The house had spacious grounds, you felt you could breath easily (Ch 4 no 4)
10. Everyone thought he had strange ideas (Ch 6 no 3)
11. He dreamed of a South African-style Republic of the Indies (Ch 6 no 4)
12. Three days later he had disappeared again, then it was reported that he was seen in Pacitan (Ch 10 no 2)
13. I don’t think that I’m wrong in saying that this was a new period in the life of the Natives, the period of the birth of a new nation, with all its limitations in the area of science and understanding (Ch 12 no 1)
14. Even so I don’t think it was right for him to criticize his predecessor because Idenburg faced a different situation during his rule (Ch 13 no 2)

In Syntactic Subject Complement Function

1. No matter what they said, there were no Pure Europeans who were happy to see a Native like me hold the position of commissioner, let alone chief commissioner (Ch 2 no 5)

In Syntactic Object Function

1. But had he been forgotten? (Ch 14 no 1)-ellipted by

In Syntactic Adverbial Function

1. It was a puzzle to me just why such a high office had involved itself in my work, though it did mean that all the archives officials jumped from their chairs to look after me (Ch 3 no 2)

**BENEFACTIVE**

In Syntactic Object Function

1. He gave me The Tale of Siti Aini by Haji Moeloek, which in recent days was on everybody’s lips in Java (Ch 1 no 6)-Indirect object

2. If they were Natives, they would be in my hands and I would have prepared a hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 3)

In Syntactic Subject Complement Function

1. They were, indeed, for me (Ch 1 no 7)

2. That nickname was for Meneer Tjokro himself (Ch 6 no 9)

In Syntactic Adverbial Function

1. The government requested the Christian and Islamic spiritual leaders to say prayers for the safety of the Netherlands, Her Majesty Queen Wilhelmina, and her family (Ch 7 no 4)
THEME

In Syntactic Subject Function

1. I came in for more insults from my boss (Ch 1 no 7)
2. They were, indeed, for me (Ch 1 no 7)
3. But if Suurhof was caught and once again dragged before the law, where he squealed that I had given the orders, than it would be I who was the marble that rolled down the drain (Ch 2 no 3)
4. A few people held the view that power had moved out of his hands when the Indies Council was established (Ch 3 no 4)
5. I should have been happy to live there (Ch 4 no 3)
6. The house had spacious grounds, you felt you could breath easily (Ch 4 no 5)
6. That nickname was for Meneer Tjokro himself (Ch 6 no 9)
8. And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)
9. From the top going down, there were bans, oppression, orders (Ch 8 no 3)
10. From the bottom going up, there were arse-licking, submission, and slave like self-abasement (Ch 8 no 4)
11. If they were Natives, they would be in my hands and I would have prepared hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 2)
12. They were from among that accused group of people called nihilists (Ch 9 no 5)
13. But had he been forgotten (by people)? (Ch 14 no 1)

In Syntactic Subject Complement Function

1. But if Suurhof was caught and once again dragged before the law, where he squealed that I had given the orders, then it would be I who was the marble rolled down the drain (Ch 2 no 3)
2. No matter what they said, there were **no Pure Europeans** who were happy to see a Native like me hold the position of commissioner, let alone chief commissioner (Ch 2 no 5)

3. It was a puzzle to me just why such a **high office had involved itself in my work** though it did mean that all the archives officials jumped from their Chairs to look after me (Ch 3 no 2)

4. I was **the only one** left standing there openmouthed (Ch 4 no 1)

5. There is **nothing more precious than sincere friendship**, my beloved friends” (Ch 5 no 2)

6. There is **no human being who can live without friendship and kindness**, because anything else is not human.” (Ch 5 no 4)

7. This meneer’s name was **Douwager** (Ch 6 no 1)

8. Because they were Europeans, it was not my task **to do with them** (Ch 9 no 1)

9. If they were **Natives**, they would be in my hands and I would have prepared a hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 3)

10. There was **wave after wave of strikes** (Ch 11 no 5)

11. It was **His Excellency Governor-General Van Limburg Stirum’s view** that it was not only improper but indeed immoral to use the governor-general’s Extraordinary Powers except as a last resort (Ch 13 no 1)

12. What lay before me on my desk was also **a sign of this** (Ch 14 no 4)

**In Syntactic Object Function**

1. The times were choosing **their own direction**, buffeting **his humanitarian fore** like a stalking whirlwind (Ch 1 no 3)

2. During 1911, the previous year, we began to feel in the Indies **the lapping at our shores of waves brought forth by the storm that was raging to our north** (Ch 1 no 5)

3. He gave me **The Tale of Siti Aini by Haji Moeloek**, which in recent days was on everybody’s lips in Java (Ch 1 no 6)
4. With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I could be concerned into ordering Suurhoof to take even more brutal against Minke (Ch 2 no 1)-VP

5. I myself had no idea why my letter of introduction came from the Algameenee Secretariat, headquartered in Buitenzorg, and not from the police office in Betawi (Ch 3 no 1)

6. A few people held the view that power had moved out of his hands when The Indies Council was established (Ch 3 no 5)

7. The house had spacious grounds, you felt you could breath easily (Ch 4 no 4)

8. He liked to say that he was a relative of Multatuli (Ch 6 no 2)

9. He bore on his shoulders the burden of past experience (Ch 6 no 3)

10. From the moment of his arrival, colonial society kept its distance from him (Ch 6 no 5)

11. Everyone thought he had strange ideas (Ch 6 no 6)

12. He dreamed of a South African-style Republic of the Indies (Ch 6 no 8)

13. And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)

14. He handed over a file in a sealed envelope (Ch 7 no 6)

15. Even so, their contempt for colonial authority also offended my own sensitivities (Ch 9 no 2)

16. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values (Ch 9 no 4)
17. I don’t think that I’m wrong in saying that this was a new period in the life of the Natives, the period of the birth of a new nation, with all its limitations in the area of science and understanding (Ch 12 no 1)

18. It seemed people were taking advantage of the government’s weakness because of the world war (Ch 12 no 5)

19. Even so I don’t think it was right for him to criticize his predecessor because Idenburg faced a different situation during his rule (Ch 13 no 2)

20. More and more people continued in his footsteps and left even more of their own imprints- yes, there were more and more of them (Ch 14 no 2)

21. I could see this happening before me (Ch 14 no 3)

22. Even though I did not like the style, or the way he used the language nor even the story, I had finished the book (Ch 14 no 5)

SOURCE
In Syntactic Subject Complement Function
1. They were from among that accused group of people called nihilists (Ch 9 no 5)

In Syntactic Adverbial Function
1. I came in for more insults from my boss (Ch 1 no 7)

2. It was a puzzle to me just why such a high office had involved inself in my work though it did mean that all the archives officials jumped from their Chairs to look after me (Ch 3 no 2)

3. From the moment of his arrival, colonial society kept its distance from him (Ch 6 no 3)

4. From the top going down, there were bans, oppression, orders (Ch 8 no 3)

5. From the bottom going up, there were arse- licking, submission, and slave like self-abasement (Ch 8 no 4)

6. “No person shall be punished without a decision from a court of law.” (Ch 13 no 5)
GOAL

In Syntactic Subject Complement Function

1. And how stupid it was for civilians to descend into the battlefield (Ch 7 no 3)

3. If they were Natives, they would be in my hands and I would have prepared a hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 3)

In Syntactic Object Function

1. In a broken voice Frischboten told them (Ch 5 no 1)

2. And I am sure that D-W-T not been in exile, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)

In Syntactic Adverbial Function

1. From the top going down, there were bans, oppression, orders (Ch 8 no 3)

2. From the bottom going up, there were arse-licking, submission, and slave like self-abasement (Ch 8 no 4)

3. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values (Ch 9 no 4)

LOCATIVE

In syntactic Subject Function

1. The reality was different (Ch 3 no 6)

2. This meneer’s name was Douwager (Ch 6 no 1)

3. If they were Natives, they would be in my hands and I would have prepared a hangman’s rope as the most appropriate tie for them to wear (Ch 9 no 2)
4. **His clothes** were filthy (Ch 10 no 4)

5. **The hand-over ceremony** was a very simple affair in accordance with the general atmosphere of restraint and anxiety that prevailed in the colony, and reflecting too the special concerns of the government of the Netherlands Indies (Ch 11 no 2)

6. It was **His Excellency Governor-General Van Limburg Stirum’s view** that it was not only improper but indeed immoral to use the governor-general’s Extraordinary Powers except as a last resort (Ch 13 no 1)

7. **What lay before me on my desk** was also a sign of this (Ch 14 no 4)

In Syntactic Subject Complement Function

1. It was a **puzzle** to me just why such a high office had involved itself in my work, though it did mean that all the archives officials jumped from their chairs to look after me (Ch 3 no 2)

2. The Algemeene Secretariat was just **one step away from His Excellency the governor-general** (Ch 3 no 4)

3. Across the **street** was the governor-general’s palace (Ch 4 no 3)

4. And I am sure that D-W-T not been **in exile**, their words would have once again given much pain to the colonial authorities (Ch 7 no 5)

5. **What lay before me on my desk** was also a **sign of this** (Ch 14 no 4)
In Syntactic Adverbial Function

1. During 1911, the previous year, we began to feel in the Indies the lapping at our shores of waves brought forth by the storm that was raging to our north (Ch 1 no 5)

2. But if Suurhof was caught and once again dragged before the law, where he squealed that I had given the orders, than it would be I who was the marble rolled down the drain (Ch 2 no 3).

3. He bore on his shoulders the burden of past experience (Ch 6 no 2).

4. If the Dutch in South Africa could establish their own nation separate from the Netherlands or England, why couldn’t they do the same in the Indies? (Ch 6 no 3)

5. At the top, colonial power was supported by a small group of white colonial people who in their turn were supported by colonial brown people of which there was a greater range of kinds and groups (Ch 8 no 2)

6. Their speeches turned the best European values on their heads, and they did that here in the Indies where people were not even acquainted yet with those great European values (Ch 9 no 4)

7. In Europe, the formation of nations had always been by blood and sword (Ch 12 no 3)

8. The world war was changing a lot of things in the Indies (Ch 13 no 3)
In Syntactic Adverbial Function

1. With Suurhof a very loose canon, and by putting more pressure on me, perhaps the commissioner thought that I could be concerned into ordering Suurhoof to take even more brutal against Minke (Ch 2 no 1)
2. No matter what they said, there were no Pure Europeans who were happy to see a Native like me hold the position of commissioner, let alone chief commissioner (Ch 2 no 5)
3. I should have been happy to live there (Ch 4 no 2)
4. The house had spacious grounds, you felt you could breath easily (Ch 4 no 5)
5. There is no human being who can live without friendship and kindness, because anything else is not human.” (Ch 5 no 4)
6. From the moment of his arrival, colonial society kept its distance from him. Everyone thought he had strange ideas (Ch 6 no 5)
7. Because they were Europeans, it was not my task to do with them (Ch 9 no 1)
8. I don’t think that I’m wrong in saying that this was a new period in the life of the Natives, the period of the birth of a new nation, with all its limitations in the area of science and understanding (Ch 12 no 1)
9. Even so I don’t think it was right for him to criticize his predecessor because Idenburg faced a different situation during his rule (Ch 13 no 2)
PURPOSE

In Syntactic Adverbial function

1. I came in **for more insults** from my boss (Ch 1 no 7)

2. If they were Natives, they would be in my hands and I would have prepared hangman’s rope as the **most appropriate tie for them to wear** (Ch 9 no 3)

4. The hand-over ceremony was a very simple affair **in accordance with the general atmosphere of restraint and anxiety** that prevailed in the colony, and reflecting too the special concerns of the government of the Netherlands Indies (Ch 11 no 2)

TIME

In Syntactic Adverbial Function

1. During **1911, the previous year**, we began to feel in the Indies the lapping at our shores of waves brought forth by the storm that was raging to our north (Ch 1 no 5).

2. A few people held the view that power had moved out of his hands **when The Indies Council was established** (Ch 3 no 5)

3. **From the moment of his arrival**, colonial society kept its distance from him (Ch 6 no 3)

4. **The next morning** he was seen moving around Semarang (Ch 10 no 1)

5. **Three days later** he had disappeared again, then it was reported that he was seen in Pacitan (Ch 10 no 2)

6. Very well. Perhaps from **now on** the government will rely on the courts to decide these matters (Ch 13 no 4)

7. Outbreaks of unrest occurred wherever **there was big European capital**, perhaps more vigorous than those in France against Louis XVI (Ch 12 no 4)
MANNER
In Syntactic Adverbial Function

1. The times were choosing their own direction, buffeting his humanitarian fore like a stalking whirlwind (Ch 1 no 3).
2. In a broken voice Frischboten told them (Ch 5 no 1)
3. He was traveling alone and wearing a new pair of leather sandals (Ch 10 no 4)
Chart 1: Indonesian Thematic Roles Realization

Chart 2: English Thematic Roles Realization