



## The Shift of The Thematic Structure in English-Indonesian Translation of *Flipped* Subtitles

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### Abstract

This study analysed the thematic structure in English-Indonesian translation of the movie subtitles entitled *Flipped* in order to explain the shift and modulation occurrences from the source text (ST) to the target text (TT). This research was initiated by the issue that Systemic Functional Linguistic (SFL) theory was possible to apply in translation research. This study was a descriptive qualitative research. The subjects of the study were the dialogues (English script and Indonesian subtitles) and the objects were the Thematic Structure Elements (Textual, Interpersonal, and Experiential Themes) of the movie. The findings showed that there were 259 shifts occurred within Textual Theme's components, Interpersonal Theme's components, Topical Theme's components, Theme's components, and between Theme-Rheme. Those indicated some shift and modulation types. There were 232 shifts found for 5 shift types and 40 shifts found for 6 modulation types. Moreover, there were two shift categories found (double changes). There were 23 shifts for 7 double changes categories. From this new categories, I inferred that it was possible if two types of shift or one type of shift + one type of modulation were together transform a sentence. On the other hand, it was impossible for two types of modulation were found in a sentence. In conclusion, Theme as the beginning of a sentence can be used as the first detector of the shift occurrence from ST to TT. We can see either the structure shift or the perspective shift from it. Therefore, translators and language learners can be helped by seeing this movement.

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## INTRODUCTION

Translation is important for communication or only just for giving-taking information across the world, even the process of the translation itself bears benefits for language learners. It had been proved that translation study had some benefits. For example, a study had been conducted by Hartono (2014) had applied Grammar Translation Method (GMT) in translating narrative texts from English into Indonesian language. It was because English narrative texts were also sources of reading and teaching materials used in Indonesia. English narrative texts needed to be translated into the Indonesian language accurately and naturally based the culture and context. In addition, Ghoreishi and Aminzadeh (2014) proved that by knowing the translation shift in children's literature, the children could improve their reading skill, and also increase students' vocabularies through audio-visual media.

Western film is a kind of audio-visual media which represents language diversity in a same time. By hearing the speakers say while reading its subtitle, we are able to identify what differences between English as source language and Indonesian as target language in the movie. It reflected in these previous studies that analysed the translation technique and shift in some movies texts. They used the scripts and the subtitles of the movies as the data for analysing such as a research had been done by Dipawangsa (2012) which the aims were to identify, describe the types of shift and the translation equivalence occurring in the translation of noun phrases in the *Sherlock Holmes: A Game of Shadows* movie's subtitle. The result of this research there were 4 types of shift identify in the data source, namely structure shift, class shift, unit shift, and intra-system shift which appeared in the form of phrases. The other study had been conducted by Yolanda and Yuliasri (2016) analysed the translation technique and assessed the quality

of English – Indonesian translation of Pun in Tolkein's *The Hobbit*. The quality assessment of the study was obtained from the respondents. The respondents were divided into two, they were expert ratters (the lecturers) and target readers (the teenagers). In conclusion, they had similarity in aim that was to find out the shift of English-Indonesian translation in movies.

The translation from the SL into the TL cannot have exact equivalence since both languages are widely different in structure and cultural background. Therefore, the translators have to make shift in this transfer process. Shift is divided into two types, they are shift or transposition where the change of grammar occurs and modulation where the change of point of view occurs. For example, some of researchers such as Aisya (2015); Putra (2015); and Setyaningsih (2013) analysed the shift of some phrases (noun, prepositional, verb phrases) in some literary texts (poem, novel, and movie). Others analysed clauses or sentences in various text such as Purnomo (2015) in tourism texts; and Yuliasri (2014) in a comic. While, the study of modulation had been done by Megawati (2014) which the research discussed the novel *Time Flies for Ms Wiz* written by Terence Blacker and translated into Indonesian by Mala Suhendra entitled *Ms Wiz Kembali ke Silam* in which to find the modulation used in translating from source language (English) to a translation in the target language (Indonesian).

A text, according to Halliday dan Hasan (1985) is a collection of meaning codified in words and structures. It is a process and product of social meaning in a situational context. It is always influenced by field, tenor, and mode, and also its situational and cultural contexts. Thus, it is possible to apply Systemic Functional Linguistic (SFL) theory to translation research since the fact that translation itself is a meaning-realization process which involves choices of different language resources. It offers a framework to catch the shift phenomena through the textual

metafunction concept (textual theme, interpersonal Theme, and ideational / experiential Theme) that will investigate the changes of the thematic structure from SL to TL. It has been applied by some researcher in various translation texts such as Andrianie et al (2014) in a movie; Damayanti (2012) in thesis abstracts; Kadhim (2013) in news texts ; Nurfadhilah (2016) in a novel; Rosa et al (2017) in history texts; Sofyan (2009) in factual texts; Suwarso (2013) in a comic; Wang (2014) in authentic translation texts; and Wangi (2014) in film texts. For example, Damayanti (2012) that analysed types of themes, theme equivalence, Theme shifts in the Indonesian-English translation of 10 thesis abstracts of Postgraduate Program of Semarang State University from the last two years (2010-2011). The result showed that topical theme dominates the entire texts at 80.16% (198 out of 247) in ST and 79.56% (222 out of 279) in TT. The theme shift occurred through three processes: (1) by changing the grammatical function within the theme (11.7%), (2) by adding more themes (14.7%) and (3) by deleting themes (3.4%). Next, a study had been done by Nurfadhilah (2016) discussed the shift of thematic structure in the English translation of Indonesian complex sentences from Okky Madasari's novels entitled *Maryam* and its translation *The Outcast*. The result showed that Indonesian complex sentences were translated into three forms of sentences (simple, compound, and complex). The shift of Thematic Structure occurred in two types of shift: the shift in type of Theme and the shift between Theme and Rheme. The shift occurred because there was difference of grammatical structure between source text (ST) and target text (TT). Although there was a shift in Theme structure, it did not affect the equivalence of Indonesian complex sentences which translated into English. While, Suwarso (2013) analysed the theme element of English version and Indonesian translation in bilingual comic *The Little Prince*. There were two categories were divided there:

Topical theme marked that usually subject as complement (adjunct, conjunction, finite, and predicator), and Topical Theme Unmarked that usually subject as pronoun (I, he, she, it, and so on). The shift of these categories generally did not have much effect on the meaning of the clause and text.

Subtitles are kind of movie texts which represent language diversity. Since subtitles have big role in transfer meaning of the movie context, so it is important to analyse the language system embedded whether in the dialogue (ST) or in the subtitle (TT). Hornby (2000, p. 721) states that language is the use, by human, of a system of sounds and words to communicate. This means that language is a kind of system used by some particular communities in order to communicate and share ideas. Meanwhile, some functional linguistics experts have their perspectives of language. In his book *Introducing to Functional Grammar*, Halliday (1994, p. xvii) defines language as a system for making meaning. Thus, it is useful for the translators or language learners to analyse language or wording system in movie texts through Systemic Functional Linguistics.

Some of previous studies that I have reviewed before only analysed types of transposition and modulation in some translation texts. While the others only make the thematic structure shifts as their final findings. But in this recent study, I will combine two of them. Therefore, after I the shifts of the thematic structure between English dialogues (ST) and Indonesian subtitles (TT) of a western movie entitled *Flipped* are found, they will be classified into shift (transposition) and modulation types.

## METHOD

This study analysed the thematic structure in English-Indonesian translation of *Flipped* subtitles in order to explain the shift and modulation occurrences from the source text to the target text. This study was a

descriptive qualitative research. The subjects of the study were the dialogues of English script and Indonesian subtitles of teen romantic movie entitled *Flipped*. While, the objects of the study were the Thematic Structure Elements (Textual, Interpersonal, and Experiential Themes) of the ST and TT which were analysed through Multiple Theme components from Halliday (1994). After collecting the data of the thematic structure shift, they were classified according to the objectives of this research, they were classifying the level shift and category shift proposed by Catford (1965, p. 73-82): (1) level shift; (2) structure shift; (3) class shift; (4) unit shift; and (5) intra-system shift. Second, free modulation proposed by Viney and Darbelnet (cited from Newmark, 1988, p. 88-89), they were (1) negated contrary; (2) abstract for concrete; (3) cause for effect; (4) a part for the whole; (5) one part for another; (6) reversal of term; (7) active for passive; (8) space for time; (9) intervals and limits; (10) change of symbols. The last, I was helped by the advisor as the expert to check whether the data analysis had been corrected or not.

**FINDINGS AND DISCUSSIONS**

This section consisted of the number occurrences relating the thematic structure shift which had been categorized into three shift types based on the research questions. But apparently, the new category came up in the result of the data analysis. Therefore, there was an addition category in this section. Consequently, this section was divided into four subsections including level shift, category shift, modulation, and double changes occurrences.

**The level shift occurrences from English to Indonesian translation of the thematic structure in *Flipped* subtitles.**

There were 3 thematic structure shift variation found for level shift occurrences. The dominant level shift occurred in Interpersonal Theme where the shift occurred

within Interpersonal Theme's components (vocative, modal, finite, and WH-interrogative). There were 25 thematic structure shifts categorized in level shift through those theme's components, for example: In Interpersonal (Finite → WH-interrogative)

Have	you	seen their yard?
Finite	Nominal	group
Interpers	Topical	onal
Theme		Rheme

Apakah	kamu	<b>sudah</b>	melihat
		halaman	mereka?
WH-	Nominal	group	
inter.			
Interpers	Topical		
onal			
Theme			Rheme

There was shift between Interpersonal Theme's components, from finite 'have' (ST) to WH-interrogative 'apakah' (TT). That was a shift from grammar (ST) to lexis (TT). In this case the finite 'have' was used to ask something with the pattern 'have+S+V3...?'. Since Indonesian had no finite, it was replaced by 'apakah' which belonged to in WH-interrogative of Indonesian language, and there was an additional adverb 'sudah' before the verb 'melihat'. Thus, it belonged to level shift occurrence.

**The category shift occurrences from English to Indonesian translation of the thematic structure in *Flipped* subtitles.**

Category shift is still divided into four shifts, they are structure shift, class shift, unit shift, and intra-system shift as below:

**The Structure Shift Occurrences**

There were 145 thematic structure variation found that were classified into three types of structure shift, they were 44 shifts for *word order re-arrangement*, 99 shifts for *omission*, and 2 shifts for *addition*. The domination occurrence happened within the Theme's

components (Textual, Interpersonal, and Topical Themes). There were 88 shifts found there, for example: Word order re-arrangement

Theme and Rheme (Theme→Rheme / Rheme→Theme)

What being up there	meant to me.
Embedded clause	
Topical	
Theme	Rheme

Betapa berartinya berada di atas bagiku	sana.
Cir. Adjunct	
Topical	
Theme	Rheme

That was the shift occurrence within the Topical Theme's components, from embedded clause "what being up there" becomes circumstantial adjunct "betapa berarti bagiku". It indicated word order re-arrangement from ST to TT. There were change places between Theme (ST) to Rheme (TT) and Rheme (ST) to Theme (TT).

*Omission*

In Theme (Textual+Topical → Topical)

Well, a girl doesn't live next like that	door to everyone.
Cont. Nominal group	
Textual Topical	
Theme	Rheme

Gadis tidak tinggal di seberang seperti itu	rumah setiap orang.
Nominal group	
Topical	
Theme	Rheme

There was change from Textual+Topical Theme to Topical Theme only. A continuative 'well' was omitted, and began with the nominal group 'a girl like that'

that was translate into 'gadis seperti itu'. It was strange for Indonesian people using continuative word like 'well'. In addition, since the translation product was for subtitle, so the translator had to minimize the sentence. Continuative did not influence the context. It was regarded as only an additional word. Therefore, a lot of continuative omission found in the findings of this study.

Addition

Theme and Rheme (Theme→Rheme)

Proud of	you.
Cir. Adjunct	
Topical	
Theme	Rheme

Ayah	bangga padamu.
Nominal group	
Topical	
Theme	Rheme

There was shift from ST to TT, the Theme 'proud of' in ST moved to Rheme in TT because an addition of nominal group 'ayah' as the subject in TT. Thus, the translator added subject 'ayah' because it would be confusing if there were no subject that refer to the speaker clearly. The addition of 'ayah' did not change the meaning, but only made the text understandable. It only changed the pattern of the sentence as Viney and Darbelnet (cited from Newmark, 1988) said that shift as transposition which involved replacing one-word class with other without changing the meaning of the message. Therefore, it was belong to structure shift type.

The Class Shift Occurrences

There were 2 thematic structure shift variation and 3 class shift variation found. The change from noun phrase (NP) into verb phrase (VP) was dominant. There was 3 shifts occurred within Topical Theme's components and 1 shift occurred from Theme into Rheme, for example: In Topical (NP→VP)

A puzzle, and a ...
Nominal group (NP)
Topical
Theme

Menyusun gambar dan ....
Nominal group (VP)
Topical
Theme

There was shift within nominal group in Topical Theme from ST to TT. The nominal group 'a puzzle' in ST was a noun phrase. It was translated into 'menyusun gambar' that was a verb phrase. It indicated a class shift occurrence. It because there was a shift from noun into verb.

The Unit shift

The unit shift or rank shift was divided into 2, they were upward rank and downward rank. Based on the result showed that the downward rank shift was more than upward rank shift. There were 10 downward rank shifts. While, there were only 1 upward rank shift. Then, the dominant downward rank shift occurred between Theme and Rheme, for example: *Upward Rank*

Theme and Rheme (Rheme → Theme Rheme)

I	have a rash.
Nominal group	
Topical	
Theme	Rheme

<b>Kulitku merah – merah.</b>	
Nominal group	
Topical	
Theme	Rheme

There was upward rank in the shift of ST to TT. It was indicated by the Rheme in ST developed into Theme Rheme. The rank of 'a rash' in the ST was a *phrase* that was translated into 'kulitku merah-merah' in TT. The rank of 'kulitku merah-merah' in the target text was a *clause*. Therefore, there was a

unit shift from a phrase (ST) into a clause (TT). The other finding was from down rank type that occurred between Theme and Rheme also, for example: *Down Rank*

Theme and Rheme (Theme Rheme → Rheme)

They	are not?
Nominal group	
Topical	
Theme	Rheme

Bukan.
Cir. Adjunct
Topical
Theme

There was downward rank in the shift of ST to TT. It was indicated by the Theme Rheme in ST minimized into Theme only. The rank of "They are not?" in the ST was a *sentence* that was translated into "Bukan?" in TT. The rank of 'Bukan' in the target text was a *word*. Therefore, there was a unit shift from a sentence (ST) into a word (TT).

Intra-System Shift

The findings showed that there were two classifications were found for intra-system shift in thematic structure. There were 2 shifts for pluralism and 1 shift for quantifier. All of their shifts occurred within Topical Theme's components (Nominal group, embedded clause, circumstantial adjunct, and predicator as theme), for example:

In Topical (Pluralism)

Have	<b>you boys</b>	ever performed in front of an audience?
Finite	Nominal group	
Interpersonal	Topical	
Theme		Rheme

Apa	<b>kalian</b>	pernah bermain di depan
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penonton?	
WH-inter.	Nominal group
Interpersonal	Topical
Theme	Rheme

In English (ST), “you” has two classifications of pronouns. First, as the second person (single) of subject pronouns which correspond with “kamu” in Indonesian (TT). Second, as the second person (plural) of subject pronouns which correspond with “kalian” in Indonesian. In this case, there was a morpheme –s in the noun phrase “you boys” that was a plural maker. While, the plural marker of Indonesian was repeating the word twice. So, the corresponding system of “boys” was “lelaki-lelaki”. It was not realized in the TT. It because intra-system shift was done to consider the acceptability of the ST in the TT. Although the ST had its corresponding system in the TT, the corresponding system was not used. Another option was done to maintain the meaning of ST in the TT. Therefore, the word “boys” was omitted. Then, the word “you” was translated into “kalian” since the ST indicated a plural noun.

**The modulation occurrences from English to Indonesian translation of the thematic structure in *Flipped* subtitles.**

The result showed that there were 6 modulation types found in some thematic structure shift variation. There were 9 *negated contrary*, 14 *abstract for concrete*, 4 *cause for effect*, 1 *a part for the whole*, 2 *space for time*, and 10 *change of symbols*. Thus, there were 40 modulations had found in the thematic structure shift variation of the texts which the domination shift occurred in Topical Theme. There were 24 changes occurred within Topical Theme’s components (Nominal group, embedded clause, circumstantial adjunct, and predicator as theme), for example: *Abstract for Concrete*

In Topical (in Predicator as Theme)

Go on.
Predicator
Topical
Theme

Makanlah.
Predicator
Topical
Theme

There was a modulation shift occurred in predicator of the Topical theme, from ST “Go on” translate into TT “Makanlah”. Actually, the literal meaning of ‘Go on’ is ‘Pergi ke atas’ or ‘Naik’. But, it is able to translate into some words base on the context such as ‘pergilah’, ‘ayo’, and ‘makanlah’ just like in the sentence above. In this case, because of the concept of “Go on” was abstract, so it was translated into “Makanlah”. It was done because the translator wanted it to be concrete. So, the readers could easily catch the context.

*Cause for Effect*

Theme and Rheme (Theme → Theme Rheme)

Not for me.
Adjunct
Topical
Theme

Aku	tidak	akan
memakannya.		
Nominal group		
Topical		
Theme	Rheme	

There was a thematic structure shift from Theme in ST became Theme Rheme in TT. This structure shift indicated a modulation. The ST sentence “Not for me.” was a cause sentence that was translated into an effect sentence in TT “Aku tidak akan memakannya.” As Vinay and Darbelnet (cited from Newmark, 1988) stated that *cause for effect* was kind of explicative modulation. It tended to make clear the implicit meaning, or,

make something explicit into implicit such as the cause for effect, and the means for the result.

**The double changes occurrences from English to Indonesian translation of the thematic structure in *Flipped* subtitles.**

Based on the table, there were 23 shifts occurred in 7 double changes categories of 2 thematic structure shift variation. The categories were (1) *structure shift + level shift*, (2) *structure shift + class shift*, (3) *structure shift + unit shift*, (4) *structure shift + negated contrary of modulation*, (5) *structure shift + abstract for concrete of modulation*, (6) *structure shift + a part for the whole of modulation*, and (7) *structure shift + change of symbols of modulation*. The domination came to the forth category (structure shift + negated contrary of modulation) where there were 8 modulations occurred between Theme and Rheme, for example: *Structure Shift + Class Shift*

Theme and Rheme (Rheme→Theme / Rheme→Theme)

A chicken	is born.
Nominal group	
Topical	
Theme	Rheme

Kelahiran	seekor ayam.
Nominal group	
Topical	
Theme	Rheme

There was *word order re-arrangement* from ST to TT where there were the change places between Theme (ST) to Rheme (TT) and Rheme (ST) to Theme (TT). It indicated that *structure shift* occurred there. Not only *structure shift*, but also *class shift* occurred there. It could be seen from the change of ST 'born' that was a verb into TT 'kelahiran' that was a noun. Thus, it was clear that there was a class shift also between ST into TT from verb into noun in this text.

*Structure Shift + Negated Contrary*

Theme and Rheme (Theme→Rheme / Rheme→Theme)

Nothing	like fresh eggs.
Nominal group	
Topical	
Theme	Rheme

Telur segar	adalah yang terbaik.
Nominal group	
Topical	
Theme	Rheme

There was *word order re-arrangement* from ST to TT where there were the change places between Theme (ST) to Rheme (TT) and Rheme (ST) to Theme (TT). It indicated that *structure shift* occurred there. Not only *structure shift*, but also modulation occurred there. It could be seen from the change of the word in ST 'nothing' into TT 'yang terbaik'. It translated negative word in the ST into positive word in the TT. Therefore, this shift was categorized in *negated contrary*.

**CONCLUSIONS AND SUGGESTIONS**

The findings showed that there were 259 shifts occurred within Textual Theme's components, Interpersonal Theme's components, Topical Theme's components, Theme's components, and between Theme-Rheme. Those indicated some shift and modulation types. There were 232 shifts found for 5 shift types. The structure shift dominated the shift occurrences from ST to TT of the thematic structure in Flipped subtitles. For modulation, there were 40 shifts found for 6 modulation types. The abstract for concrete dominated the modulation occurrences from ST to TT of the thematic structure in Flipped subtitles. Moreover, apparently there were two shift categories found in one datum (double changes). There were 23 shifts for 7 double changes categories. From this new categories, I inferred that it was possible if two types of shift or one type of shift + one type of modulation were

together transform a sentence. On the other hand, it was impossible for two types of modulation were found in a sentence. In conclusion, Theme as the beginning of a sentence can be used as the first detector of the shift occurrence from source text (ST) to target text (TT).

Unfortunately, this study only focused on the Theme's components including Textual, Interpersonal, and Topical Themes. It only analysed the movement of the Theme's structure of the sentences in the texts. Consequently, this research could not covered the Rheme's structure progression of the sentences in the texts. Whereas, there must be a lot of shift occur within the Rheme's components that was found from ST to TT.

There are some suggestions according to the conclusions. First, the translators must have a thorough understanding of the field of knowledge such as in textual, interpersonal, or experiential meaning. It will help them in transforming structure from SL to TL appropriately in transposition. In addition, in applying modulation, the translator must have broader experiences and memories both in SL and TL which will help in translating a phrase or clause or sentence naturally. Through the present analysis, the translators are able to get experiences by analysing the translation techniques used in English Indonesian translation here. Second, through this film analysis, the teacher can encourage the students to get better understanding between English-Indonesian dialogues. Moreover, from listening and watching a western film and its subtitle, the students will get more experiences in new terms. Consequently, they can see the meaning changes from ST to TT. Hopefully, they are able to produce foreign utterances naturally. Third, for the future researchers, this study was limited on the dialogues which were in short texts. Whereas, this film still has its narrations, actually. Therefore, through Thematic Structure Realization, there will be more variation of thematic structure shift

found in the narrations. It because the narration's sentence is longer and complex. With more variation, it will be easier to fill all categories of shift and modulation.

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