



## **THEME SHIFTS FOUND IN ENGLISH-INDONESIAN TRANSLATION OF NEWSPAPER ARTICLE BY THE TRANSLATION STUDENTS OF ENGLISH DEPARTMENT UNP**

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### **Abstract**

This study analyzed type of themes in source text (ST) and target text (TT), also theme shifts in students' translation product which are under Systemic Functional Linguistics (SFL) proposed by Halliday and Matthiessen (2004). The participants of this research were translation students of English education program of UNP that registered in academic year 2015. They were asked to translate newspaper article which published by The Jakarta Post from English into Bahasa Indonesia. Furthermore, descriptive qualitative research is applied. Based on the research findings, the researcher found that: (i) *simple un-marked theme* (SUT) was the theme most frequently used in both the ST and the TT; (ii) Students mostly did the theme shifts in the same-level of clause.

**Key words:** Translation, Theme Shifts, Systemic Functional Linguistics, Newspaper Article

### **INTRODUCTION**

Based on the *KKNI (Kerangka Kualifikasi Nasional Indonesia) Perguruan Tinggi* and English Department of UNP curricula 2014, translation becomes one of elective courses for students. This course aims to enrich students' translation knowledge and skills. Besides learning about theories of translation, students are also conducting translation activities and producing translation products. Those activities have important roles in helping them understand and explore the similarities and differences between English and Indonesian languages. Ross (2000) in Fern & Jaume (2015) believes sometimes the translation is considered as the main *fifth skill* because it can be a beneficial tool to promote communicative purpose. Generally, Foster (1958) in Osman (2017) explains translation known as a process to deliver text from the source language (SL) into the target language (TL) which involves the translator. Meanwhile, according to Fern & Jaume (2015) translators' tasks are more than transferring SL into TL, but also reflecting on how to achieve equivalence semantically, functionally and pragmatically. Otherwise, translators should more concern about '*the sameness*' of meaning and function

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between source text (ST) and target text (TT). Relating to the students' activities in the translation class, students usually are given some texts with different genres to be translated. Newspaper article is one of the texts which are encountered by the students to be translated.

Through translating newspaper article, students were given opportunities for gaining new information about current issue. Stover (2019) believes newspaper is a source of information for projects and reports which can be used by the students. In translating newspaper article, it is important for students to organize the messages and enhance connectivity between ideas in the target text. It is because newspaper article is kind of factual text, and it aims to create such a translation will be true to the original authors' intent. As Spencer (2009:11) reveals in Kurnia, Hamzah, & Saun (2016) news are facts and ideas which are read by people and preferred to be accurate.

Structurally, clauses in the newspaper article are a combination of theme and rheme, where the theme can be identified as elements that come first in a clause, then the rest of the clause is called the rheme. In order to maintain authentic message and the equivalence of meaning, students as a translator are allowed to keep, add or omit some elements in the theme of TT. Those changes are known as *theme shifts*. The phenomenon of *theme shifts* are undeniable in translation, due to English and Indonesian can be different at the linguistic level, particularly in grammar structure. According to Damayanti (2012), theme shifts occur when the theme in ST is translated into different theme types and grammar functions in TT. Maintaining the same themes between ST and TT are acceptable as long as the aim is to avoid mistranslation. It is because, when the translators tend to keep the same themes between ST and TT, it will lead to 'rigid' product of translation. On the other hand, adding or omitting the number of words, in order to achieve the equality of meaning and non-rigid translation are good efforts. Furthermore, these theme shifts also beneficial to maintain the flow of ideas in a text, so it helps readers in understanding the text. This assumption is supported by Farrokh (2011:79), he explains shifts could help minimize the loss of meaning when translating from one language into another language. Meanwhile, translation students mostly concern about the 'form' of clause or sentence rather than focus on 'meaning'. Based on research which also involved English department translation students of UNP, Rosa (2019) found students as translator still concerned with the equivalence of structure in their translation work rather than meaning. It sometimes makes their translation work unnatural and hard to understand.

Then, discussing the phenomenon of theme shifts in translation, the presence of *Systemic Functional Linguistics* brings immense effects. SFL may help the translators to come with a proper product which is systematically. One SFL technique commonly involved by researchers is textual analysis. It is used as a tool to analyze and explain how the texts are constructed based on theme and rheme. Halliday (2004) in Astuti, Husein, & Lubis (2018) believes "textual analysis (theme/rheme) in SFL takes care of theme-rheme in a text". Meanwhile, translation students mostly concern about the 'form' of clause or sentence rather than focus on 'meaning'.

Thus, the researcher is interested to conduct this research. Even though, one of the previous research also involved the same participants with this research, but he only took some students as representatives. Meanwhile, in this research, the researcher involved all of the participants without any exception. In addition, the type of text that has been analyzed was different, and it might bring different results. Furthermore, the researcher chose a newspaper article from the Jakarta Post because it is relevant material for college studies to issue everyday life.

## RESEARCH METHOD

This research was a *descriptive qualitative research*. As stated by Nassaji (2015) descriptive qualitative research often involves identifying themes, patterns, or concepts and then describe those categories. Moreover, the participants of this research were 23 English education students. Since *purposive sampling* was applied as a technique of sampling in this research, there were some special requirements. The participants should be (i) Indonesian native speaker (ii) registered in the academic year 2015 and (iii) chose translation as an elective course. According to Battaglia (2008) *purposive sampling* most suitable for the selection of a small sample, where inference to the population is not the highest priority. Furthermore, a newspaper article from The Jakarta Post entitled “Education institutions told to develop human resources for industry 4.0” that translated by students became the source of data. It was downloaded from <https://bit.ly/2VvKb6z>. To verify the readability of source text (ST), the ST was measured through the SMOG readability formula. Based on the formula, the ST had the following scores: (i) Flesch-Reading Ease Score: 32,2 (difficult to read) (ii) The SMOG Index: 12,8. (iii) Automated Readability Index: 14.2 with grade level 21-22 years old (college level). Translation of newspaper articles which acted as the target text (TT) and the data of this research were collected through e-mail. The data were analyzed using interactive model analysis which proposed by Miles, Huberman & Saldana (2014, 31-33) in order to find out the types of themes and the theme shifts were applied in the TT which made by the students.

## RESULT AND DISCUSSION

### Type of Themes that Found in the Students' Target Text

Before came up to the findings, the researcher found, the source text (ST) of a newspaper article consists of 47 clauses which are formed with four types of themes, 28 (SUT) *single un-marked themes*, 9 (MUT) *multiple un-marked themes*, 9 (SMT) *single-marked theme* and 1 textual theme. Meanwhile, none of the clauses in the ST used the *multiple marked-theme* (MMT) and interpersonal theme. The type of theme used in the ST was dominated by SUT which was 60% of the total clause. The MUT and the SMT only were 20%, then the textual theme only 2% from the total of clauses.

The number of clauses and distribution theme types in the target text (TT) which done by students are different from the source text (ST). This can be seen in Table 1.a and Table 1.b below.

Table 1.a Distribution of the theme types which found in TT by the students

No	Themes	Frequency												
		ST	TT											
			S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12
1.	SUT	27	23	18	23	25	23	24	23	25	24	23	28	24
2.	MUT	10	11	10	8	9	8	9	8	9	10	8	8	8
3.	SMT	9	11	15	14	11	14	13	14	12	11	14	9	13
4.	MMT	0	0	2	0	0	0	0	0	0	0	0	0	0
<b>ΣTopical</b>		<b>46</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>46</b>	<b>45</b>	<b>46</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>
5.	Interpersonal	0	0	0	0	0	0	0	0	0	0	0	0	0
6.	Textual	1	2	2	2	2	2	2	2	2	2	2	2	2
<b>Total</b>		<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>

Table 1.b Distribution of the theme types which found in TT by the students

No	Themes	Frequency												
		ST	TT											
			S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23	
1.	SUT	27	21	24	26	26	26	24	24	26	25	28	21	
2.	MUT	10	10	7	7	7	7	10	8	7	7	10	10	
3.	SMT	9	14	14	12	12	12	12	13	12	13	7	13	
4.	MMT	0	0	0	0	0	0	0	0	0	0	0	0	
<b>ΣTopical</b>		<b>46</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>46</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>44</b>	
5.	Interpersonal	0	0	0	0	0	0	0	0	0	0	0	0	
6.	Textual	1	3	2	2	2	2	1	2	2	2	2	3	
<b>Total</b>		<b>47</b>	<b>48</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>47</b>	

As it is shown in table 1.a and 1.b above, it can be seen the topical themes were still the dominant theme found in students' translation works. The total numbers of topical started from 47 to 48. The highest frequencies of the themes are found in student number 6, number 8 and number 13. It indicated there were additional themes in the translation, but generally the amount of clauses between ST and TT are not really different. Since the topical theme consists of four types, the researcher described the topical themes which found in translation of newspaper article which done by the students.

ST:

In supporting the development of the fourth industrial revolution, also known as Industry 4.0,	the government urged education institutions to cooperate in improving the quality of Indonesian's human resources.
<b>Circ: Top</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT:

Dalam mendukung pengembangan revolusi industri keempat, atau dikenal dengan Industri 4.0,	pemerintah mendorong lembaga-lembaga pendidikan untuk bekerja sama dalam meningkatkan kualitas sumber daya manusia Indonesia.
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<b>Circ: Topical</b>	<b>Rheme</b>
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In general, students translated clause 1 like the example above. The theme above can be categorized as *simple marked-theme*. The theme “*dalam mendukung...*” and “*dalam upaya mendukung...*” can be considered as the circumstance of **cause**. It can be a **purpose** or a **reason**.

ST:

According to a 2018 research by global consulting firm McKinsey,	800 million jobs will be lost automation by 2030.
<b>Circ: Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT1:

Berdasarkan penelitian yang digarap tahun 2018 oleh perusahaan konsultan global Mc Kinsey	800 juta pekerjaan akan hilang akibat otomatisasi pada tahun 2030.
<b>Circ: Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT2:

Menurut penelitian 2018 oleh perusahaan konsultan global McKinsey,	800 juta pekerjaan akan hilang akibat otomatisasi pada tahun 2030.
<b>Circ: Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

Generally, students translated the ST clause 25 like TT1 and TT2 above. The themes in the TT’s above are also categorized as *simple-marked theme* because they were composed of the circumstance of **angle** with sub-type **source**.

ST:

She	said
<b>Pr:Topical</b>	<b>Rheme</b>
<b>SU Theme</b>	

TT1:

kata	nya
<b>Proc:Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT2:

imbuh	nya
<b>Proc:Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT3:

ujar	nya
<b>Proc:Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

The main shift in the ST is *single unmarked theme*, because ‘she’ is noun and it acted as an actor. Meanwhile in the TT, the researcher found most of students translated clause 9 into *verbal process*. The themes ‘kata’, ‘imbuh’, ‘ujar’ are equivalent with the verbal words like ‘say’, ‘tell’, etc. The use of the *process* as a theme is characteristic of *marked-theme*, because in the normal case the *process* usually locates after the *participant*.

Besides *single marked-theme*, the researcher also found *single un-marked theme* in the TT of students. The further explanation, will be described below.

ST:

She	said
<b>Pr:Topical</b>	<b>Rheme</b>
<b>SU Theme</b>	

TT1:

Dia	mengatakan
<b>Pr:Topical</b>	<b>Rheme</b>
<b>SU Theme</b>	

TT2:

Beliau	mengatakan
<b>Pr:Topical</b>	<b>Rheme</b>
<b>SU Theme</b>	

Generally, students translated clause 3 with pronoun, 'dia'. Meanwhile, some students (S22 and S23) used 'beliau' as the theme. Obviously, both ST and TT above are *single un-marked theme*. After the data is segmented into clauses, the researcher also found a textual theme in the ST.

Besides *single theme*, several themes that found in students' translation are *multiple themes*. Here the example of multiple themes.

ST:

that	everyone	including the 9,8 percent of the total population who are still categorized as impoverished, has access to education,"
<b>Conj: Textual</b>	<b>Pr: Topical</b>	<b>Rheme</b>
<b>MU Theme</b>		

TT:

bahwa	setiap orang	termasuk 9,8 persen dari total populasi yang masih dikategorikan miskin, memiliki akses ke pendidikan,"
<b>Conj: Textual</b>	<b>Pr: Topical</b>	<b>Rheme</b>
<b>MU Theme</b>		

Both ST and TT are *multiple un-marked themes*. This clause consisted of *textual theme* and *topical theme*. In this clause, theme 'that' acted as the conjunction.

In the ST *multiple marked-theme* are not found. Meanwhile, in the TT the reseracher obtained the theme.

ST:

With the changes that come with technological development	the country should take an advantage of Indonesia's demographic bonus in 2030.
<b>Circ: Topical</b>	<b>Rheme</b>
<b>SMT</b>	

TT:

bahwa	dengan dinamika perubahan yang juga menyertai perkembangan teknologi,	the country should take an advantage of Indonesia's demographic bonus in 2030.
<b>Conj.</b>	<b>Circ: Top</b>	<b>Rheme</b>
<b>MUT</b>		

Themes in the ST and TT are the circumstance of **contingency** with sub-type **condition**. Meanwhile, in the TT the students make *textual theme* and *marked theme*.

### Theme Shifts Found in Students' TT

Data from table 1.a and table 1.b in the previous sub-chapter showed most the distribution and frequency of themes in the TT which done by the students have the same amounts with ST. However, the researcher found some theme shifts are done by the translation students. Here, several theme shifts which occurred in the TT of students.

ST:

Experts worldwide	have also predicted
<b>Pr: Topical</b>	<b>Rheme</b>
<b>SU Theme</b>	

TT:

Tidak hanya itu	para ahli dunia	meramalkan
<b>Conj: Textual</b>	<b>Pr: Topical</b>	<b>Rheme</b>
<b>MU Theme</b>		

ST in the clause 22 is *single un-marked theme* and it belongs to the participant. Meanwhile, in the TT student added conjunction before the participants, so that obtained *multiple un-marked theme*. Thus, in this clause the theme shifts occurred from **SUT to MUT**.

ST:

schools	should adjust their approach to teaching soft skills, training new research and simplifying their curriculum.
<b>Pr: Topical</b>	<b>Rheme</b>
<b>SUT</b>	

TT:

bahwa	sekolah	should adjust their approach to teaching soft skills, training new research and simplifying their curriculum.
<b>Conj.</b>	<b>Pr: Topical</b>	<b>Rheme</b>
<b>MUT</b>		

ST in the clause 4 is also belonged to *single un-marked*. Meanwhile, in the TT some students added conjunction before the participants, so that obtained *multiple un-marked theme*. Thus, in this clause the theme shifts occurred from **SUT to MUT**.

ST:

as	it	set to replace humans in workplaces.
<b>Conj.</b>	<b>Pr: Topical</b>	<b>Rheme</b>
<b>MU Theme</b>		

TT:

karena	akan menggantikan manusia di tempat kerja
<b>Conj.</b>	<b>Rheme</b>
<b>Textual Theme</b>	

Different with clause number 22, ST in the clause 24 are *multiple un-marked theme*. Meanwhile, in the TT student made conjunction as the theme. Thus, in this clause the theme shifts occurred from **MUT to Textual theme**.

ST:

She	said
<b>Pr:Topical</b>	<b>Rheme</b>
<b>SU Theme</b>	

TT1:

kata	nya
<b>Proc:Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT2:

imbuh	nya
<b>Proc:Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

TT3:

ujar	nya
<b>Proc:Topical</b>	<b>Rheme</b>
<b>SM Theme</b>	

The next type of theme shifts occurred in the same level. Both of ST and TT are *single topical theme*, which ST is *single un-marked theme* whereas TT is *single marked-theme*. The theme 'kata' is equivalent with 'said' in ST. The used of *process* as a characteristic of *marked theme*, because in a clause even sentence *process* is usually put after *participant*. Therefore, in this clause there was a theme shift from SUT to SMT.

As shown in Table 2a below, all of the students' TTs contained a process as the element of marked themes. The most frequency of the process are occurred in the TT student number 2. On the other hand, none of the ST theme elements was composed of a process. The changes are presented in Table 2a and 2b.

Table 2.a Distribution and frequency in ST and TT

No	Elements of the Themes	ST	Frequency											
			TT											
			S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12
1.	Participant	37	30	26	31	34	31	33	31	33	34	33	33	32
2.	Process	0	4	6	5	2	5	5	5	4	3	4	3	4
3.	Circumstance	9	7	13	9	9	9	8	9	9	8	9	9	9
<b>Total</b>		46	41	45	45	45	45	46	45	46	45	46	45	45

Table 2.b Distribution and frequency in ST and TT

No	Elements of the Theme	ST	Frequency										
			TT										
			S 13	S 14	S 15	S 16	S 17	S 18	S 19	S 20	S 21	S 22	S 23
1.	Participant	37	31	31	34	31	31	32	30	31	31	29	31
2.	Process	0	5	5	4	4	4	3	4	4	4	5	4
3.	Circumstance	9	9	9	7	10	10	9	9	10	10	8	9
<b>Total</b>		46	45	45	45	45	45	44	43	45	45	42	44

Based on the data analysis, the researcher found all the type of themes occurred in the target text (TT), except, *interpersonal theme*. It was supported by the previous research that conducted by McCabe & Heilman (2007), they argued since news articles emphasized on objectivity, the authors frequently uses *un-marked* theme



and avoid the use of interpersonal theme. Therefore, topical themes are the most theme appeared themes, both in ST and TT. Furthermore, the amount of clauses between ST and TT are not really different. Most of students frequently did the theme shifts at a clause level. In other words, while translating, the students focus on how the clauses are rewritten in the form corresponding to the acceptable TT theme structure realized in shifts from *simple theme* into *multiple theme*, *multiple theme* into *simple theme*, *topical* into *textual theme*, *topical marked* into *topical unmarked*.

## CONCLUSION AND SUGGESTIONS

Based on this analysis result, it can be concluded that the translation of newspaper article which done by translator students were still following the ST's structure. Even though, their efforts for shifting the themes are realized. In general, while translating the text students are still concerned in 'form' rather than the equivalence of meaning. The theme shifts which occurred in the TT, commonly still in the same level of clause.

The model of this research was coming from previous researches and studies that related to theme shifts and translation shifts, theories of functional grammar and systemic functional linguistics and textual analysis which concerned in reproducing the source text into the target texts.

Based on this research, the researchers wanted to give some suggestions, translation students should consider the theory of functional grammar or systemic functional linguistics, in order to produce 'non-rigid' translation. In addition, the model of research which used functional grammar theory to observe translation studies can be developed by further researcher.

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