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2016



AUDITORIUM HARUN NASUTION, OCTOBER 18-19, 2016

PROCEEDING

Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education



THE 4TH ELITE 2016

INTERNATIONAL CONFERENCE

Department of English Education Faculty of Educational Sciences

Syarif Hidayatullah State Islamic University of Jakarta

AUDITORIUM HARUN NASUTION, OCTOBER 18-19, 2016

The 4th ELITE 2016
International Conference

Faculty of Educational Sciences
Syarif Hidayatullah State Islamic University of Jakarta

***“Strengthening the Capacity of Research and Practices on English
Linguistics, Literature and Education”***

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ISBN: 978-602-6804-08-2

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Cover Design:

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Published by:

FITK PRESS

Faculty of Educational Science (FITK)

UIN Syarif Hidayatullah Jakarta

Jl. Ir. H. Juanda no.95 Ciputat Timur, Tangerang Selatan

Telepon/fax. (021) 7443328

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@2015

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GREETINGS FROM THE RECTOR

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,

It is with pleasure that we present the full papers and abstracts of the 4th Elite International Conference. This fourth annual conference, entitled "Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education" is hosted by Faculty of Education and Teacher training, State Islamic University (UIN) Syarif Hidayatullah Jakarta at Auditorium Harun Nasution From 18-19 October 2016.

In order to make the information and ideas presented at the conference promptly and widely available, participants in the conference were invited to submit written papers based on their presentations for printed proceeding publication. Each paper submitted for consideration was peer-reviewed by team of scholars who were asked to provide a scholarly judgement on the paper's suitability for publication. Owing to the fact that published conference papers should be a direct reflection of the presentation and subsequent at the conference, papers were either accepted or rejected in the form which they were submitted; there was no process of revision in response to comments by the team. A total of approximately 100 papers were accepted for publication under these procedures. Each paper represents a substantial contribution to the advancement of education, ranging from philosophical and conceptual ideas to practical and pragmatical issues on English education.

The committee of the conference would like to especially thank to the rector and vice rectors, and the dean and vice deans for their support and also to acknowledge the contribution made by all the participants. Without all the supports and contribution, this conference would have been far too great to be successful.

Enjoy reading these proceedings and we hope that they the contributors contribute further to the advancement of ideas around work of English linguistics, literature and education.

Wassalamu'alaikum Warahmatullah Wabarakatuh

WELCOMING ADDRESS FROM THE DEAN

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,

I am pleased to welcome you all: invited speakers, presenters and participants of the 4th International ELITE conference. Welcome to this wonderful campus, and welcome to Jakarta, precisely to Ciputat, for those coming from other cities and also from abroad. I hope you enjoy your visit while presenting your papers at the conference.

The special part of this conference lies on the theme and the organization of the conference. Concerning the theme, we emphasize the importance of research and the share of best practices in English Linguistics, Literature, and Education. We expect that this conference will enable us to improve not only our teaching approaches but also our research capacity so that we can deliver research-based teaching and learning processes. Moreover, the teaching of English linguistics, literature and education, especially in the context of Islamic universities, both in majority and minority situations, has a lot of interesting issues to discuss, ranging from philosophical and conceptual ideas to practical and technical issues.

Concerning the organization, this conference is special because not only the Faculty of Educational Sciences and the Department of English Education but also ELITE Association is involved in organizing this great conference. ELITE is the Association of English Linguistics, Literature and Education lecturers of all Islamic Universities under the Ministry of Religious Affairs. ELITE is right now a four-year baby which needs support from various parties to grow healthily.

As the Dean of the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University (or better known as UIN Jakarta), I would like to thank our invited speakers: Prof. John Macalister, Prof. Adrian Rodgers, Dr. Atiq Susilo, Prof. Jamaluddin Idris, Mr. Indra Charismiadi, Dr. Agus Indarjo, Dr. Didin Wahidin, and Dr. Jillian S. Haeseler.

I would also like to thank to all presenters and participants, whom I am sure will share their invaluable thoughts, research findings, and experience and make the discussion in this conference rich. My deepest thanks also go the committee who has worked very hard to make this international conference possible.

Finally, I hope this conference will produce significant contribution to advancement of knowledge in the field of English and strengthen our collaboration. I wish all of you enjoy the conference.

Wassalamu'alaikum Warahmatullah Wabarakatuh

WELCOMING ADDRESS FROM THE CHAIR ELITE

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,

On behalf of ELITE, the association of English Linguistics, Literature and Education lecturers, I would like to devote a warm welcome to all of our distinguished guests, honourable government officials, outstanding keynote speakers, ELITE delegates all over Indonesia, great presenters around the world and noble participants to this fourth ELITE International Conference 2016.

Having this conference run smoothly, the most sincere gratitude should go to Prof. Kamarudin Amin, the Director General of Islamic Education under the Ministry of Religion Affairs, for his total support to our association, ELITE, which has achieved a tremendous success in collaborating all of English lecturers from Islamic institutions in Indonesia. Since this academic program is also closely related to the Ministry of Research, Technology and Higher Education as our mutual partner in boosting the national education quality, the incomparable gratitude will be devoted to Dr. Didin Wahidin as the Director of the Department of Education and Student Affairs and Dr. Agus Indarjo, the Secretary General of Directorate General of Higher Education, Science and Technology for their brilliant academic guidance in supporting our academic programs.

Starting on a noble goal, that is to give contribution to developing the English Education in this country and global world, I would like to express the highest level of gratitude to Mr. William S. Little on behalf of Regional English Language Office (RELO) for his enthusiasm in showering us with his tremendous help, in which one of them to make a great English language specialist, Dr. Jillian Haeseler, present in this conference. Besides, this conference becomes more eminent because of the presence of many researchers of excellent worth such as Prof. John, Adrian Rogers, Dr. Atiq Susilo, Prof. Jamalludin Idris, Dr. Indra Charismiadji and other undefeatable presenters who will share their quality academic perspectives.

Since this conference is the accumulation of enormous efforts from many people, I would also like to express my deepest gratitude to Prof. Dede Rosyada on behalf of Syarif Hidayatullah State Islamic University, Jakarta, as the host for this year conference, for the endless endeavour to make this conference run successfully.

Distinguished guests, I would like to end by expressing my sincere wishes the utmost rewarding conference and looking forward to your suggestions since I believe that the discussions being shared in this conference will greatly contribute to our global effort to develop a quality English language teaching as a password to get an important role in this global world. Thank you for making this dream come true.

Wassalamu'alaikum Warahmatullah Wabarakatuh

GREETINGS FROM THE RECTOR

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear Delegates,

It is with pleasure that we present the full papers and abstracts of the 4th Elite International Conference. This fourth annual conference, entitled "Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education" is hosted by Faculty of Education and Teacher training, State Islamic University (UIN) Syarif Hidayatullah Jakarta at Auditorium Harun Nasution From 18-19 October 2016.

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Enjoy reading these proceedings and we hope that they the contributors contribute further to the advancement of ideas around work of English linguistics, literature and education.

Wassalamu'alaikum Warahmatullah Wabarakatuh

GREETINGS FROM THE DEAN

Assalamualaikum Warahmatullahi Wabarakatuh

Dear Delegates,

It is with great pleasure and pride that The Faculty of Tarbiya and Teachers Training UIN Syarif Hidayatullah Jakarta conducts The 4th Elite International Conference. This is an annual conference where educators, researchers, and policy makers on especially English education around the world could share their works, opinions, and experiences in an open academic forum. In order to contribute to the development of quality education, we raise the issue of “Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education” as theme of this fourth conference.

As the dean of the faculty, I am delighted and honored to have international delegates in our forum. I personally expect that this conference could be an opportunity for us to exchange ideas and experiences in improving the quality of our education through innovative educational projects. I also expect that this conference could provide an invaluable opportunity for networking among international participants both individually and institutionally. Therefore, I welcome educators, researchers, policy makers of different nationalities to participate in this conference.

Finally, I look forward to welcoming you in the conference. Please bring your innovative ideas and experiences as well as inspirations to the conference and join the discussion.

Wassalamu’alaikum Warahmatullahi Wabarakatuh

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THE SHIFT OF THEME-RHEME STRUCTURE IN ENGLISH TRANSLATION OF INDONESIAN COMPLEX SENTENCES

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Abstract: Translating a text from one language into another language is not an easy work to do. There are many things to make sense about such as how the translator will convey the message in the target text and how the equivalence of the translation itself. Therefore, this paper discusses the shift of thematic structure in the English translation of Indonesian complex sentences. The data sources are Okky Madasari's novels entitled *Maryam* and its translation *The Outcast*. It uses a descriptive qualitative method and uses Systemic Functional Linguistics theory proposed by Halliday to analyze the data. The result shows that the Thematic structure shift occurs because there is a difference of grammatical structure between SL and TL. The shift of Thematic structure consists of three types. The first is the Thematic structure shift of Interpersonal Theme and Topical Theme in SL text which is translated into Topical Theme in the TL text. The second is the thematic structure shift in SL text which contains Interpersonal Theme, Textual Theme, and Topical Theme translated into Textual Theme and Topical Theme in TL. The last is the Thematic structure shift of Textual Theme, Interpersonal Theme, and Topical Theme in SL text which is translated into Textual Theme and Topical Theme in TL text. Although there is a shift in Theme structure, it does not affect the equivalence of Indonesian complex sentences which translated into English.

Keywords: *Theme structure shift; complex sentences; Systemic Functional Linguistics*

Background

In the *Concise Oxford English Dictionary*, translation is defined into two definitions, "the act or an instance of translating, and a written or spoken expression of the meaning of a word, speech, book, etc. in another language" (as cited in Hatim and Munday, 2004: 3). Here, the first definition refers to the process of translation and the second refers to the product of translation. The process of translation is the way or

procedure that is used by the translators use to translate a text. Meanwhile, the product of translation can be play scripts, novels, short stories, movie subtitles, and educational books.

Translating a text is not an easy work to do because the translators will find some problems and difficulties in translating a text such as the problem in translating a concept of culture, a complex word, and even the problem to make an equivalent translation. The equivalence of the translation is the most important thing in translation field to be considered by the translators. However, it is not easy to make an equivalent translation and sometimes some shifts will occur in the TL. Hatim and Munday explain that “the small linguistics changes that occur between ST and TT are known as translation shifts” (2004: 26). Hence, if there is a changing of structure in the TL, it means that there is a shift in TL text. Shift in a translation cannot be avoided because the translators must translate the SL text equivalently into TL text. Nida and Taber state that, translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several seemingly contradictory elements (1982: 12).

From the statement above, it can be concluded that the translators should translate the text equivalently in terms of meaning and forms. Indeed, it is not only the problem in conveying the message, but also the problem in restructuring the Source Language (SL) into a good and proper construction in the Target Language (TL). The construction relates to the structure or linguistics elements of a text.

Baker explains that “the linear arrangement of linguistic elements plays a role in organizing message at text level” (2011: 131). In Baker’s opinion, the structure of a text is also constructing the meaning of a text itself. This structure or linguistics arrangement is defined as textual equivalence because it carries the meaning in a text level (2011: 131). In ordering and conveying the information in a clause, Halliday proposes Thematic structure which contains Theme and Rheme (2004: 64). Indeed, the Thematic structure is the important part in a clause because it concerns on the structure of the text and ordering the message.

In the translation, this message or information is an important thing that the translators have to convey in the TL equivalently. In the process of translation or even in the product of translation, shift can occur in every element including morpheme, word, phrase, clause, and sentence. It means that every shift of linguistics element in a text might change the meaning and also the structure of a text. Since shift can occur in every element

in a translation text, this research focuses on the analysis of shift especially the shift of Thematic structure. Thematic structure concerns on ordering the structure of a text, so the shift can occur in the structure of the text. Thematic structure contains Theme and Rheme in which Theme is the topic of a clause, so it might be shifted when it is translated into another language.

What remains to be explored is the shift of Thematic structure in the translation of Indonesian complex sentences in the novel by Okky Madasari entitled *Maryam*, which is translated into *The Outcast*. It will be challenging to analyze how the structure of theme in complex sentences is translated into English. Complex sentence is one of the sentences which has complex structure compared to another sentence. According to Verspoor, a complex sentence is a sentence that consists of one independent clause with one or more dependent clauses (2000: 35). A complex sentence is constructed in a long sentence with two or more clauses.

Translating a complex sentence is seemed difficult than other sentences because of the long structure constructing it. Another problem in translating complex sentences is the equivalence of the translation in conveying the message into TL. To convey the message from SL into TL properly, the translators should know the Theme and Rheme in a complex sentence in order to make the TL equivalent with SL. Hence, analyzing complex sentences in a novel is more challenging because the complexity of the sentences and the clauses. It is also challenging because sometimes there is more than one theme in a complex sentence. To analyze the data, this research uses Systemic Functional Linguistics theory proposed by Halliday.

Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a theory proposed by Halliday. This theory helps to understand meaning in a text or language. Bloor and Bloor state that “[f]or SFL, a language is ‘system of meaning’. When people use language, their acts produce, or more technically, *construct meaning*” (2004: 2). According to Halliday, meaning itself is contained in any clause in all language. He states, “. . . in all language the clause has character of a message: it has some form of organization whereby it fits in with, and contributes to, the flow of discourse” (2004: 64).

In identifying message, Halliday proposed function in analyzing text which is called *Metafunction*. Metafunction itself is divided into three functions; they are *Ideational Metafunction*, *Interpersonal Metafunction*, and *Textual Metafunction*. The Textual

Metafunction concerns on thematic structure in which this structure contains a meaning in a clause. As he states before that he defines clause as a message in a language, the part in a clause itself has different status. Halliday explains that “one part of the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message” (2004: 64). Therefore, a clause as message is constituted by two parts that is the theme and rheme.

Thematic Structure: Theme and Rheme

Halliday explain that “Theme is an element which serves as point of departure of the message” (2004: 64). Bloor and Bloor also define theme as “the idea represented by the constituent at the starting point of the clause (2004: 71). Similarly, Thompson states that “the theme is the first constituent of the clause” (2004: 143). Hence, what Halliday means by theme is the first part or the starting point in the clause that becomes the idea of the clause itself.

Then, the remainder or another part constituted a message of the clause is what Halliday called as rheme. “Rheme is the remainder of the message, the part in which the theme is developed” (Halliday, 2004: 64). While Bloor and Bloor state that rheme is “the rest of the message” (2004: 71). Here, the term rheme can be known as the rest part in the clause after the theme. Halliday also suggests that the term theme and rheme should be written in the initial capital as Theme and Rheme.

Types of Theme

a. Ideational Theme

According to Bloor and Bloor, the ideational or experiential is “the Theme which usually represents *what the clause is about* or the *topic* of the clause, then it is known as topical Theme” (2004: 77). This topical Theme exists in all single clauses with a single Theme. Sofyan also explains, If the first element is a topical Theme, it is called a Theme, and all the rest of the clause is a Rheme. If other elements (interpersonal, textual) come before topical element, they are included in the Theme, up to the end of the first topical element. (2009: 37). Halliday states that “the Theme of the clause ends with the first constituent that is either participant, circumstance or process” (2004: 79). Therefore, the element that is included into topical Theme is subject, predicator, complement, and adjunct.

b. Textual Theme

Another type of Theme is textual. Halliday explains that “. . . elements which are either textual or interpersonal in function, playing no part in the experiential meaning of the clause” (2004: 79). Textual Theme is the Theme that comes before topical Theme. The elements included into textual Theme are continuative, conjunction, and conjunctive adjunct (2004: 79).

Halliday explains that continuative is a small group of words functioning as signal movement in a discourse such as the words *now, yes, no, oh, well*. Conjunction is also included into textual Theme. It is included the conjunction which links and binds a clause to another clause. Conjunction that links is called paratactic or it is known as coordinate conjunction, the words are *and, nor, or, either, but, neither, then, so, for*. Conjunction that binds a clause to another clause is called hypotactic or it is known as subordinate conjunction, such as the words *when, after, while, until, before, because, because, although, since, if, that*, etc. Conjunctive adjunct is similar with conjunction and it relates to the text that precedes the clause. Conjunctive adjunct includes the prepositional phrase or adverbial group (2004: 81).

c. Interpersonal Theme

According to Halliday, Interpersonal is the Theme in which “the speaker or the writer is projecting his or her own angle on the value of what the clause is saying” and this Theme covers vocative, modal adjunct, and finite verbal operator (2004: 79). Halliday explains that vocative is any item, typically (but not necessarily) a personal name, being used to address. Modal comment adjunct express the speaker or writer’s judgment on or attitude to the content of the message. Finite verbal operator are the smallest set of finite auxiliary verbs construing primary tense or modality; they are the unmarked Theme of yes/no interrogatives. (2004: 81).

Analysis

Research Findings

In the SL text, it is found 244 data of Indonesian complex sentences. From those data, the Thematic structure shift only occurs in eleven data. The shift of Thematic structure consist of three types. It can be seen in the table below:

No	Types of Thematic Structure Shift	Amount
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	Interpersonal + Topical -> Topical	7
	Interpersonal + Textual + Topical -> Textual + Topical	1
	Textual + Interpersonal + Topical -> Textual + Topical	3

Analysis of Thematic Structure Shift

a. Interpersonal + Topical → Topical

SL Text : *Tetap tidak baik kalau kamu lama-lama sendiri.*

Tetap	Tidak Baik	<i>kalau</i>	Kamu	lama-lama	sendiri
Inter	Top	Text	Top	Rheme	
THEME		RHEME			

TL Text : *It's not a good thing for a woman to stay single for a long time.*

It	's not	a good thing for woman to stay single	for a long time
Top	Rheme		
THEME	RHEME		

From the tables above, it can be known that the SL and TL have different form and different constituent. The SL complex sentence theme consists of interpersonal and topical. However, it is translated into sentence which has single theme's constituent. It is a topical theme. The differences of form and constituent between SL and TL also affect the Thematic structure. There is a shift of Thematic structure which occurs in TL text. In the SL, there are two clauses and there are two Theme structures. The Theme structure of the first clause *Tetap tidak baik* consists of two Themes; Interpersonal and Topical Theme. The first Theme is Interpersonal Theme which is filled by the Adjunct '*tetap*'. This adjunct belongs to modal adjunct because it shows the existence of something or something that happens continuously (Halliday, 2004: 82). The second Theme is Topical Theme which is filled by the Predicator '*tidak baik*'. Halliday states that "Theme of the clause ends with the first constituent that is either participant, circumstance or process" (2004: 79). The Predicator '*tidak baik*' is included into process, so it belongs to Topical

Theme. The Theme ends with this Topical Theme and the rest of the clause belongs to Rheme.

The second clause of SL text also has its Thematic structure. The clause *kalau kamu lama-lama sendiri* belongs to dependent clause. This clause also has multiple Theme because there are two Themes in this clause. The Themes are Textual and Topical Theme. The first Theme is the Conjunction *kalau* which is included into Textual Theme because it is a binding conjunction which connects the clauses in SL. Then, the second Theme is Topical Theme which is filled by the Subject *kamu*. The rest of the clause belongs to Rheme because the Theme ends in the Topical Theme.

However, there is only one Theme in the TL text *It's not a good thing for a woman to stay single for a long time*. The Theme is Topical theme which is filled by the Subject *It*. The TL text only has one Theme because it only has one main clause. The rest of the constituent after the Subject belongs to Rheme. The shift occurs in the TL text because the constituent between SL and TL is different and the Thematic structure in the TL text is also different from the SL text. In the SL text, there is no Subject, but the translators add a Subject in the TL text. The Thematic structure of SL is Interpersonal Theme + Topical Theme, while the TL text only has Topical Theme as its Theme Structure. Indeed, this Theme structure shift does not affect the meaning in TL text even though the translators change the form and the constituent of the sentence. The meaning in the TL text is clearly understood because of the Subject in the TL text.

b. Textual + Interpersonal + Topical → Textual + Topical

SL Text : *Meski selalu menceritakan segala hal kepada ibunya, Alam masih ragu mengenalkan Maryam ke orangtuanya.*

<i>Meski</i>	selalu	menceritakan	Segala hal kepada ibunya	Alam	masih ragu	mengenalkan Maryam ke orangtuanya
Text	Inter	Top	Rheme	Top	Rheme	
THEME			RHEME			

TL Text : *Even though he told his mother everything, he was hesitant about introducing Maryam to his parents.*

<i>Even though</i>	He	Told	his mother everything,	he	was hesitant	about introducing Maryam to his parents
Text	Top	Rheme			Rheme	

			op	
THEME			RHEME	

From the tables above, it can be seen that the TL text has different Thematic structure from the SL text. Both SL and TL also have different constituent. The SL text has constituent Textual, interpersonal, and topical, but the TL text has constituent of textual and topical theme. The TL text is also translated into complex sentence and it is also started with a dependent clause. The difference of constituent between SL and TL affects the Thematic structure because the Thematic structure shift occurs in the TL text.

In SL, there are two clauses; a dependent clause followed by a dominant clause. In this complex sentence, the dependent clause becomes the Thematic structure for the whole sentences. The Thematic structure of the dependent clause *Meski selalu menceritakan segala hal kepada ibunya* consists of three Themes; Textual, Interpersonal, and Topical Theme. The first Theme is Textual Theme which is filled by the binding Conjunction 'meski'. The second Theme is Interpersonal Theme which is filled by the Adverbial 'selalu'. The last Theme is Topical which is filled by the Predicate *menceritakan*. The rest of the clause belongs to Rheme.

In TL, there are also two clauses and the Thematic structure is also the dependent clause. There are two Themes; Textual and Topical Theme as the Thematic structure in the dependent clause *Even though he told his mother everything*. The first Theme is Textual Theme which is filled by the binding Conjunction 'even though'. The second Theme is Topical Theme which is filled by the Subject 'he', and the rest of the clause belongs to Rheme.

As stated before, a Thematic structure shift occurs in the TL. The shift occurs in the TL text because the constituent between SL and TL is different. Although the complex sentence is translated in the form of complex sentence and both SL and TL are started with a dependent clause, the Thematic structure is shifted. The Thematic structure of SL is Textual, Interpersonal and Topical Theme while the Thematic structure of TL is Textual and Topical Theme. The shift occurs because in the TL text there is no Adjunct which is filled by an Adverb in the SL text. However, this shift does not affect the meaning or the message of the sentence. Even though the translators change the form and the Thematic structure, the message is clearly understood.

c. Interpersonal + Textual + Topical → Textual + Topical

SL Text : Hanya *karena* orangtua mereka pindah ke Sumbawa saat muda, mereka *seolah* lahir sebagai orang Sumbawa.

Hanya	<i>karena</i>	orangtua mereka	pindah	ke Sumbawa saat muda,	mereka	seolah lahir	sebagai orang Sumbawa
Inter	Text	Top	Rheme		Top	Rheme	
THEME			RHEME				

TL Text : As their parents moved to Sumbawa when they were young, they were born as Sumbawanese.

As	their parents	moved	to Sumbawa when they were young,	they	were born	as Sumbawanese
Text	Top	Rheme		op	Rheme	
THEME		RHEME				

From the tables above, it can be seen that the TL text has different Thematic structure from the SL text. Both SL and TL also have different constituent. The SL text has constituent of interpersonal, textual, and topical but the TL text has constituent of textual and topical theme. The TL text is also translated into complex sentence and it is also started with a dependent clause. The difference of constituent between SL and TL affects the Thematic structure because the Thematic structure shift occurs in the TL text.

In the SL, there are two clauses; a dependent clause followed by a dominant clause. In this complex sentence, the dependent clause becomes the Thematic structure for the whole sentences. The Thematic structure of the dependent clause *Hanya karena orangtua mereka pindah ke Sumbawa saat muda* consists of three Themes; Interpersonal, Textual, and Topical Theme. The first Theme is Interpersonal Theme which is filled by the Adjunct *hanya*. The second Theme is Textual Theme which is filled by the binding Conjunction '*karena*'. The last Theme is Topical which is filled by the Subject *orangtua mereka*. The rest of the clause belongs to Rheme.

In the TL, there are also two clauses and the Thematic structure is also the dependent clause. There are two Themes; Textual and Topical Theme as the Thematic structure in the dependent clause *As their parents moved to Sumbawa when they were young*. The first Theme is Textual Theme which is filled by the binding Conjunction '*As*'.

The second Theme is Topical Theme which is filled by the Subject '*their parents*', and the rest of the clause belongs to Rheme.

As stated before, a Thematic structure shift occurs in the TL. The shift occurs in the TL text because the constituent between SL and TL is different. Although the complex sentence is translated in the form of complex sentence and both SL and TL are started with a dependent clause, the Thematic structure is shifted. The Thematic structure of SL is Interpersonal, Textual, and Topical Theme while the Thematic structure of TL is Textual and Topical Theme. The shift occurs because in the TL text there is no Adjunct in the TL text. However, this shift does not affect the meaning or the message of the sentence. Even though the translators change the form and the Thematic structure, the message is clearly understood

Conclusion

After analyzing the data, there are several things to be concluded. From 244 data of Indonesian complex sentences in the source language (SL), the shift of Thematic structure only occurs in eleven data in the Target Language (TL) text. The Thematic structure of Indonesian complex sentences is shifted when it is translated into English. The shift of Thematic structure consist of three types. The first is the structure of Interpersonal Theme and Topical Theme in SL text which is translated into Topical Theme in the TL text. The second is the thematic structure in SL text which contains Interpersonal Theme, Textual Theme, and Topical Theme translated into Textual Theme and Topical Theme in TL. The last is the structure of Textual Theme, Interpersonal Theme, and Topical Theme in SL text which is translated into Textual Theme and Topical Theme in TL text.

However, this shift is not a sign of changing the meaning but it is the way in which the translators want to convey the message clearly in the TL. In the TL text, the translators might change the constituent of the sentence from the SL because it does not have a complete constituent. In the SL text, the Subject is mostly omitted, so the translators add a Subject in the TL in order to avoid an ambiguity and to convey the message clearly

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