

Translation Shifts in The Indonesian Subtitle of *The Revenant* Film: A Systemic Functional Linguistics Approach

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ABSTRACT

This research aims to analyse translation shifts of nominal and verbal groups found in the Indonesian subtitle of *The Revenant* film, and observe how translation shifts affect the meanings. This study employs a descriptive qualitative method. The data are taken from the transcription and subtitle of *The Revenant* film. This study follows Halliday and Matthiessen's (2004) concept of nominal group and verbal group (transitivity) and Catford's (1965) theory of translation shifts which includes level shift, structure shift, unit shift, class shift, and intra-system shift. The analysis shows that the process of translating involves single and double translation shifts. In nominal groups, the shifts were dominated by unit + intra-system shifts (40.87%). While in verbal groups, the shifts were dominated by intra-system shift (71.70%). Both shifts slightly affect the meanings of the translated text. This study suggests that linguistic analysis could provide research-based samples of how the experts conducted translation.

Keywords: *translation shift, nominal group, verbal group, the revenant, film subtitle.*

INTRODUCTION

Subtitle is part of audiovisual translation that produces written translation of the dialogue which is positioned at the bottom of the screen (Luyken et al, 1991 as cited in Georgakopoulou, 2009). Subtitles with the transcribed dialogues help the audience to understand the situation of the event by providing the non-linguistic aspect of the film. In addition, subtitles with the translated dialogues are meant for those whose first language is not the language of the film.

However, in translating the dialogue to another language which has different language structure and cultural level, some shifts will inevitably occur. Translation shift according to Catford (1965) is the departures from formal correspondence in the process of going from the source language (SL) to the target language (TL). Catford divided translation shift into two major types, they are level and category shifts. Furthermore, Catford divided the category shift into four kinds of shifts. There are structure

shift, unit shift, class shift, and intra-system shift.

Following some studies of translation shifts, Arif (2015) analysed the translation shifts of compound noun in the subtitle of “The Great Gatsby” film and the factors caused it. In his analysis, he indicated that from 92 compound nouns, 73 of them shifted and mostly the compound nouns shifted to single noun. In addition, he found three factors that caused the translation shift. First, the meaning components are ‘packaged’ into lexical items. The second one is the same meaning components that occur in several surface structures of lexical items (form). And the last factor is one form used to represent several alternative meanings.

Another study that analysed translation shifts that occurred in verbal groups or phrases in “The Avengers” movie subtitle is the one that was conducted by Setyaningsih (2013). In her study, she found that from total 455 translation shifts, the most frequent shifts is level shift, and then followed by structure shift, and the last is class shift. From the study,

the researcher stated that 89.21% of the translation shifts in the study are considered equivalent.

Those studies above used Catford's (1965) theory of translation shift in analysing the shifts that occurred from the source language (English) to the target language (Indonesian). To contribute to the existence study of translation, another mean is necessary in analysing translation shifts in a more detailed analysis. Thus, this recent study attempts to analyse translation shifts with the aid of Systemic Functional Linguistics (SFL) approach. The SFL approach in this study is used to explore more meanings of how translation shifts take place. This study offers a more in-depths analysis regarding meaning makings in translation. The SFL approach that is applied in this study is the theory of nominal and verbal groups. This study attempts to analyse the translation shifts that occur in nominal and verbal groups from English to Indonesian in *The Revenant* film subtitles.

LITERATURE REVIEW

Translation

Translation can be defined as a process of rendering the meaning of one text into another language as intended (Newmark, 1988). Newmark defines translation as above, but he also explains that translation is not merely being able to express something in one language as in another. Translation can also be complicated when one has to render a text in another language as if one pretends to be someone else.

Another definition of translation, according to Crystal (1987 as cited in Bell, 1993), is the expression in target language of what has been expressed in source language, preserving semantic and stylistic equivalents. In this definition of translation, Bell emphasised equivalent as the main characteristic of translation. In which how translator preserve the original features of the text. A translator can choose between preserving the semantic aspect or the stylistic aspect of the text in translating.

In addition, Catford also provides a definition of translation as

a process of substituting a text in one language for a text in another language (1965). Different from Bell who emphasises equivalent between texts in translation, Catford emphasises another characteristic in translation. The most important characteristic that Catford emphasises in his definition of translation is the relation between translation and linguistic. As translation embodies language in translating text, it is inevitable to involve a theory of language, which is general theory of linguistics-according to Catford. Furthermore, Catford explains briefly the general theory of linguistics which is developed from M. A. K. Halliday and J. R. Firth's work.

Translation shift

Shifts according to Catford (1965) are the departure from formal correspondence in the process of going from the source language (SL) to the target language (TL). Catford also explains the definition of formal correspondence as any TL category that may occupy the 'same' place as the given SL categories occupy in the

SL. Catford then divided the shift into two major shifts: level shifts and category shifts. The shifts are based on the level at which the abstraction from language events are taken and the fundamental categories of linguistics theory.

Level shift

The levels at which we make the abstraction from language events as Catford (1965) explained are grammatical/lexical form, medium form, medium substance, and situation substance. Level shift can be defined as a SL item at one linguistics level has a different level of equivalent at TL. However, in translation shift, the only possible pair at level shift is between grammar and lexis. For example, Alzuhdy (2015) provide an example of an English expression "John has stopped smoking" translated in to TL as "John sudah berhenti merokok". Level shift occurred in this translation. From the example, the grammatical pattern of 'to be + V past participle' *has stopped* shifted into a word in TL as *sudah*.

However, the level shift between English and Indonesia is quite tricky. Alzuhdy (2015) explained that if the researcher only focuses on the shift between the bound morpheme ‘-ed’ into ‘sudah’, then it is qualified as unit shift, instead of level shift. This happened because if the focus is between bound morpheme and a free morpheme (a word) it is considered as unit shift, while if we focus on the shift between grammatical pattern ‘to be + V past participle’ into a word, then it is considered as level shift.

Category shift

The next shift is the category shift. Category shift is divided into four kinds of shifts. It was mentioned before that the category shift are based on the fundamental categories in linguistic theory. There are unit shift (rank shift), structure shift, class shift, and intra-system shift.

The first type of category shift is unit shift. Unit is defined as a stretch of language activity which is the carrier of a pattern of a particular kind. English grammar has several units, such as sentence, clause,

group, word, and morpheme. Machali (2000, as cited in Alzuhdy, 2015) explains that there are two kinds of unit shift or rank shift: there are upward rank shift and downward rank shift.

Upward rank shift happens when a lower unit shifts in to an upper unit. For example, the expression “Loték” translated into English became “Vegetables salad with peanut sauce”. This case is considered as an upward rank shift for the shift occurred from lower unit, a word, into an upper unit, a nominal group. On the other hand, downward rank shift occurs when an upper unit shifts into a lower unit. For example, the expression from *The Revenant* film, “Tell me you got *some kind of plan*” translated in to TL and became “Semoga kau punya *rencana*”. The nominal group *some kind of plan* shifts in to a word, *rencana*. This case is considered as downward unit shift.

The second type is the structure-shifts. Structure is defined as an arrangement of elements (Catford, 1965). Catford also explained the relation between unit

and structure. Unit is the stretch of language-activity that carries afoot meaningful pattern, and that pattern is called structures (1965). Structure shift occurs when the element structures in a unit from SL shifts into different sequence of elements in TL. Structure shifts can occur at any rank or unit. For example, the expression of “The red book” translated in to Indonesia and became “Buku merah”. The SL nominal group has the elements structure as deictic – epithet – thing, while the element structure of TL is thing and epithet. In this case, this kind of shift considered as structure shifts as the elements structure from SL shifts when it is translated in to TL.

The next type of shifts is class-shifts. Class can be defined as a grouping of members of a unit which they operate in the structure of the unit next above in the rank scale (Catford, 1965). Catford also provides an explanation of class. In a clause the element structure is S, P, C, A. In addition, the units which operate as exponents of these elements are groups. Thus, in

English there are verbal groups which operate at P, and nominal groups which operate at S or C in a clause structure (1965).

Meanwhile, class shift occurs when the translation equivalent of the SL item is at different class from the original item. Catford (1965) later added that due to the logical dependence of class and structure shift, it common to find class shift within structure shift. For example, the nominal group “Mechanical engineering” translated in to TL and became “Teknik mesin”. This case is considered as class shift because the word *mechanical*, which belongs to classifier, is translated to Indonesia and became *mesin* which belongs to qualifier.

The last kind of shift is intra-system-shift. System can be defined as a finite set of elements, among which a choice must be made (Catford, 1965). It is common that the terms in a system are members of a class. Catford (1965) provides an example of system called number system. Number system in English is a system of nominal group which is a class. Intra-system shift occurs

internally, within a system. Intra-system shift occurs when TL and SL possess system corresponds formally, however in practice includes selection of a non-corresponding term in the TL system (Catford, 1965).

Following the explanation of intra-system above, it is no surprise that intra-system shift entails class and unit shifts. For example, when a nominal group is translated into a noun- it is considered as unit + intra-system shift. The reason that phenomenon considered to be a unit + intra-system shift, is both languages acknowledge the system of nominal group. However, in some cases the translators choose to transfer the nominal group into a noun. This shift is then considered as unit + intra-system shift.

Nominal group

In clause, participant is usually realised by nominal group. Nominal group has its own elements that function to realise terms within the different systems of the system network of the nominal group (Halliday and Matthiessen, 2004). In

this part we are going to explain the Premodifier and Postmodifier of a Head.

Premodifier of the Head has several elements that function to identify the Head. There are Deictic, Post-Deictic, Numerative, Epithet, Classifier, and Thing (Halliday and Matthiessen, 2004).

The first element of Premodifier is Deictic. It functions to indicate whether or not some specific subset of the Thing is intended (Halliday and Matthiessen, 2004). There are two types of Deictic based on determination system: Specific, Non-specific Deictic. Specific Deictic has two features: possessive and demonstrative. Possessive deictic refers to person from the standpoint of the speaker (my, your, his, her, Jane's, my brother's, etc.). The demonstrative deictic refers to the proximity to the speaker. There are several words or determiners that commonly function as demonstrative deictic: *this, these, that, those*.

Non-specific deictic also has two features, they are total or partial. This kind of deictic has function to

convey the sense of all, or none, or some of the sub-set. The example of total in non-specific deictic occurs in the expression “*Each* product has been tested by experts”. Meanwhile, for the partial non-specific deictic is “You can help those children by donating *a* book to us”.

The second element of Premodifier of Nominal Group is Post-Deictic. Sometimes, there can be a second deictic that provides further identification to the subset, which is called Post-Deictic or Deictic₂ (Halliday and Matthiessen, 2004). “Post-Deictic identifies a subset of the class of ‘Thing’ by referring to its fame/familiarity, its status, or its similarity/dissimilarity to some other designated subset” (Halliday and Matthiessen, 2004). There are two categories of Post-Deictic: Expansion and Projection. The words that commonly function as Post-Deictic are from adjective- and sometimes they also function as Epithet.

The third element is Numerative. This element functions to indicate some numerical feature of the particular subset of the Thing

(Halliday and Matthiessen, 2004). This feature can be exact or inexact number, or quantity or order. Quantifying numeratives specifies an exact or inexact number, for example “They were each *a quarter* of a mile high”. Meanwhile, ordering numeratives specifies an exact place in order or inexact place, for example “A woman coming from the subway might have been *the first* to see him”.

The fourth element is Epithet. This element functions to indicate some quality of the subset. It can be either an objective (experiential) property of the thing itself, or an expression of the speakers’ subjective (interpersonal) attitude towards the thing (Halliday and Matthiessen, 2004). An example of experiential epithet occur in the expression “I called to his *new* number, but I still couldn’t reach him”. Meanwhile, an example of interpersonal epithet can be found in the expression “She got a really *cute* son, and I couldn’t stop playing with him”.

The fifth element is Classifier. This element indicates a particular subclass of the Thing in question

(Halliday and Matthiessen, 2004). Some words that function as Classifier can also operate as Epithet. However, Halliday and Matthiessen mention that there is a difference between Classifier and Epithet. The difference is that Classifiers do not accept degrees of comparison or intensity. For example, the nominal group of “fast train” can have two possible forms. It is either Epithet – Thing (train that goes really fast), or Classifier – Thing (a category of train, an express train). However, as Classifiers do not accept degrees of comparison or intensity, we cannot have “A very diesel train”.

The next element is the Thing. Thing, according to Halliday and Matthiessen can be defined as the semantic core of the nominal group (2004). It can be common noun, proper noun, or personal noun. The first one is common noun. Common noun is a noun that is common to a class of referent (Halliday and Matthiessen, 2004).

Thing is the semantic core of the nominal group. However, in a nominal group, there is always a Head in it- and the Head may not be

the Thing. There are several examples which show that other elements of Premodifier of the Thing can be the Head. Other elements of Premodifier that can be the Head are Numerative and Deictic. For example, “Look at those *two*”. The numerative *two* in the nominal group functions as the Head. However, according to Halliday and Matthiessen, it is also possible to have Head and Thing in a nominal group, but both of them are disassociated one from the other (2004). The phenomenon can happen because one of the premodifier elements is taken as the Head and the Thing is embedded in a prepositional phrase using the preposition ‘of’.

The last element that follows Thing is called Qualifier. Unlike the pre-modifier elements of Thing that are realised only by words, Qualifier is usually in forms of phrase or clause (Halliday and Matthiessen, 2004). Halliday and Matthiessen also explained that almost all of qualifiers are rank-shifted (2004). It means that even though the qualifier may have the same or higher rank than the nominal group, they are still

expected to be part of nominal group. In formal grammar, it is called as embedded. For example, 'I had a fine brain in beautiful working order'. That nominal group is comprised of deictic 'a', epithet 'fine', head 'brain', and qualifier 'in beautiful working order'. In this example, the qualifier that follows the nominal group is in form of prepositional phrase.

Transitivity

A grammatical system in which clauses are described as representation is known as transitivity. According to Halliday and Matthiessen (2004), the transitivity system construes the world of experience into a manageable set of process types, and each process type has its own model in construing the experience. The models of experience are provided by three semantic categories: processes, participant, and circumstances.

Processes, which are realised by verbal groups, are the focus of the analysis of transitivity. There are seven types of processes that can be

analysed: material, mental, behavioural, verbal, relational, existential, and meteorological (Halliday and Matthiessen, 2004; Gerot and Wegnell, 1995).

The first is material process, it is a process of doing that expresses the notion of some entity physically does something that can be done to some other entity (Gerot and Wegnell, 1995). The participant who does the action in material processes is called an actor. One example of a material process is the expression "Tom fell after he chased the cat". The words fell and chased are the example of material process where the actor physically did something.

The second process is mental process. It is a process that deals with sensing or construing the inner experience of an emotion (Halliday and Matthiessen, 2004). Halliday and Matthiessen then divide the mental process into four categories: perceptive, cognitive, desiderative, and emotive. Perceptive mental process usually deals with perceiving through the five senses, for example "I *heard* the party was awful". The second type is cognitive mental

process. This kind of mental process usually deals with what one is thinking about something, for example “I *believe* that laughter is one of the best medicines in life”. The third one is desiderative mental process. It usually deals with the desire that one has, for example “She *decided* to open the box even though the letter instructed the opposite”. The last type of mental process is emotive or affective. It usually deals with the feeling that one has toward something. For example, “I *enjoy* the season finale last night, it was unpredictable”.

The third process is relational process. It is a process that usually serves to characterise and identify and to relate one fragment of experience to another (Halliday and Matthiessen, 2004). There are also two modes of relational process: attributive and identity. Relational process also has three main types of relation: intensive, possessive, and circumstantial.

The fourth is behavioural process. It is a process of physiological and psychological behaviour (Gerot and Wegnell,

1995). Halliday and Matthiessen define behavioural process as a process that has the characteristics of material and mental process (2004). The participant of this process, the conscious being, is called the behavior. An example of behavioural process can be found in the expression “I met him, I thought I *was dreaming*”.

The next process is verbal process. It is a process of saying or symbolically signalling (Gerot and Wegnell, 1995). This kind of process as the projected clause can be a proposition or a proposal (Halliday and Matthiessen, 2004). Proposition usually realised by a finite clause, for example “She wore that black dress to mock her mother-in-law”. On the other hand, the proposal usually realised by a perfective non-finite clause, for example “He smiled after *reading the text from her*”. The participants that involved in this process are sayer (a signal source), receiver (the one to whom the saying is addressed), target (person acted upon verbally), and range/verbiage (the name of the verbalisation) (Gerot and Wegnell, 1995).

The next type of process in transitivity system is existential process. It can be defined as a process of existence (Gerot and Wegnell, 1995). This kind of process resembles the relational process (Halliday and Matthiessen, 2004). However, according to Halliday and Matthiessen, the main difference between existential process and relational process is that existential process has a circumstantial element of time or place. For example, “*There was a lady wishing to meet you*”. In addition, Existent is the only participant involved in this process.

Lastly, the meteorological process, is a process that has no representational function, but provides a subject that can be analysed as a process that deals with the weather (Gerot and Wegnell, 1995; Halliday and Matthiessen, 2004). This process is quite unique for it does not have any participant that accompany the process. For example, the meteorological process can be found in the expression “*It’s raining*”. There is an *it* that accompanied the meteorological

process, however it does not have function in transitivity. The word it has role the interpersonal function as subject in grammar (Halliday and Matthiessen, 2004).

Audiovisual translation (AVT)

Many people get pleasure from watching audiovisual programs on screen such as films, television series, documentaries, and so on. Following the phenomenon, the industry of films and TV broadcasting set a target for more widely audience. In order to reach the target, audiovisual translation is needed. Audiovisual translation (AVT) can be defined as the translation of products in which the recorded verbal component is supplemented by element in other media, in this case is the video (Matkivska, 2014; Karamitroglou, 2000 as cited in UKessays, 2013; and Cintas & Remael, 2007).

There are two kinds of audiovisual translations that are acknowledged by scholars. The first one is intralingual translation, which is an audiovisual translation that both the source and target languages are

the same language (Cintas & Remael, 2007; Mujagic, 2013). However, the language is shifted from oral to written language. There are four kinds of intralingual translations. The first one is translation for the deaf and the hearing-loss. The next one is audio description for blind. The third one is live subtitling- and the last one is surtitling for opera and theatre.

The next audiovisual translation is called interlingual translation. Interlingual translation can be defined as the replacement of an element in one language, by the equivalent element in another language (Cintas & Remael, 2007; Mujagic, 2013). Same as intralingual translation, interlingual translation also has two kinds of translation: revoicing and subtitling. Revoicing consists of dubbing, voice-over, and narration. The next type of interlingual translation is the object of this study, subtitling.

Subtitling can be defined as part of audiovisual translation that produces written translation of the dialogue, which is positioned at the bottom of the screen (Luyken et al., 1991 as

cited in Georgakopoulou, 2009). Hurt and Widler (1998, as cited in Matkivska, 2014) define subtitling as a presentation of the translated dialogue translation of a film in the form of titles and usually is placed in the bottom of the screen or image.

METHODOLOGY

This study employed a descriptive qualitative method. This method is used to uncover and explain the phenomenon of translation shift that occur in nominal and verbal group from English to Indonesian subtitle of *The Revenant* film. Descriptive qualitative method is also used to analyse the data later on. The method was chosen for the method mainly deals with forming the words.

The qualitative method is defined as a research design that focuses on linguistic rather than numerical data as the basis of the research and this method also apply meaning-based data analysis rather than the statistical one, according to Elliot & Timulak (2005). Similarly, Bricki (2007) stated that qualitative research is characterised by its aims that relate to understanding aspects

of social life and its method that deals with generating words than number. From these definitions, qualitative method is suitable for answering the research question of this study. The method is practical for the data that will be used in this paper which are the transcription and its Indonesian translation of *The Revenant* film.

FINDINGS AND DISCUSSION

From the analysis of the data, according to Catford's (1965) theory of translation shift, there are two kinds of translation shifts that occur in nominal and verbal groups in this research study. There are single and double translation shift. Single translation shift only occurs in several nominal and verbal groups. However, double translation shift is the most dominant translation shift that can be found in the research study. Double translation shift is comprised of varied combination of translation shift types.

The translation shift that occurs in 145 nominal groups is comprised of 8 single translation shift and 137 double translation shift.

The only single translation shift that occurs in this research study is intra-system shift. On the other hand, the double translation shift in nominal group has three different combinations of translation shift types. There are unit and intra-system shift with 56 occurrences (40.87%), structure and class shift with 50 occurrences (36.50%), and structure and intra-system shift with 31 occurrences (22.63%).

In addition, translation shift that occurs in 99 verbal groups in this study is comprised of 46 single translation shifts and 53 double translation shift. In single translation shift, there are two types of translation shift that occur. The first one which is the most frequent single translation shift in verbal group is intra-system shift with 42 occurrences (91.30%). The next translation shift is level shift with 4 occurrences (8.70%). Similarly, in double translation shift there are two combinations of translation shift types. The first one is unit and intra-system shift with 38 occurrences (71.70%). And the next combination

is class and intra-system shift with 15 occurrences (28.30%).

CONCLUSION

The analysis shows that the process of translating involves single and double translation shifts. In nominal groups, the shifts were dominated by unit + intra-system shifts (40.87%). While in verbal groups, the shifts were dominated by intra-system shift (71.70%).

The findings in the current study are quite significant than the previous studies. In the previous studies, the focus of the studies is either noun phrase or verbal phrase. However, the focus of the current study is quite broad by analysing both nominal and verbal groups. Thus, the addition of the theory is expected to give contribution to the analysis of translation shifts.

This study also explores how translation shifts affect the meaning. Meaning shifts occurred in several nominal and verbal groups due to the nature of the source text. The meaning shifts occurred in this study is varied. For example, in nominal groups the changes of the meaning

are to become more general or specific. However, in verbal groups the changes involve different words that still belong to the same class of the process in the source text.

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