CHAPTER II

THEORETICAL REVIEW

This research is conducted through some theories including the theories of translation and of problems in translation. Those are following description for the reviews of theories.

2.1 The Definition of Translation

When the translator is going to translate the text, he has to master the knowledge of the translation. Besides, the competency in mastering Source Language (SL) and Target Language (TL) is also important to employ. It is intended to make an translation equivalent. It is also meant to deliver the same information in the TL as well as in SL though in the different forms. According to the aspects above, there are some theories based on the viewpoint of the experts.

According to Larson (1984: 3), translation is defined as the process of delivering the meaning of SL to TL. In this process, the study of lexicon, grammatical structure, communication situation, and the cultural context is important in determining how to translate some text in an acceptable way. In other words, the translator has to master more knowledge to make the translation appropriately.

In addition, Newmark (1988: 5) stated that translation is the process of transferring the meaning from SL to TL considering the author's intention of the SL text. It means that the author's intention is important because the translator has

to learn what message that the author deliver to the audience. Thus, the message is expected to be understood appropriately by the reader.

Another opinion comes from Cartford (1965: 20) which defines translation as the substitution of the textual material in SL into the equivalent textual material in TL. The textual material is defined as what text that is expected to be translated. It reflects the SL text that may not be translated entirely because there is the replacement signed by the TL equivalents.

To sum up, the three theories above argue that translation is the process of transferring the meaning. Besides, they also put the other aspects that have to be considered in this process. Those are contemplating the study of lexicon, grammatical structure, communication situation, and the cultural context; considering the author's intention; and studying the textual material of the text.

2.2 Communicative Translation

The translator must make a communicative translation in TL. It means that its aim is to be understood properly by the reader of the TL. It can be achieved by adapting the natural style related to the form of the language of TL text. On *A Textbook of Translation,* Newmark said that, "*communicative translation is social, concentrates the message and the main force of the text, tends to under-translate, to be simple, clear and brief, and is always written in a natural and a resourceful style."* (1988: 48). This statement means that the communicative translation concerns with the natural result by transferring the messages simply, clearly and briefly.

On the basis of Larson (1984: 15), communicative translation is called idiomatic translation which delivers the meaning naturally from SL text to TL text. It expects that the translation can have the same impression as well as the original text.

Summing up the two theories above, we can conclude that communicative translation or idiomatic translation is the method used to deliver the meaning accurately based on the forms of TL text. This method will give the same impression on the meaning both SL and TL as the representation of the natural style of the adaptation in the process of translating.

2.3 Problems in Translation

2.3.1 Information Load

The goal of the translator in translating the text is to gain the translation equivalent when delivering the information of SL text to TL text. Information load needs to be maintained in order to get the readability of the text by the reader. However, to obtain that aspect, translator has to consider the information load.

The information load shown in new information of the translation reflects the speed of the information that may cause some problems. The speed of information is related to the addition or reduction of the information in SL text when the SL text is translated into TL text. If the information is added, the speed will be introduced slowly. On the other hand, if the information is reduced, the speed will be introduced faster. As stated by Larson, *The information load is*

related to the speed at which new information is introduced, and to the amount of new information that the language normally incorporates in particular constructions. (Larson 1924: 438). Thus, the aspect of information load in this research is focused on managing situational implicit to explicit information that has to be handled by concerning the speed of new information (the information introduced in TL text).

2.3.2 Explicit and Implicit Information

The explicit and implicit information in the text is the information that has to be translated properly. Both information have different ways when delivering its message. Explicit information introduces the stated information while implicit information is implied information. Each of them also influences the readability of the text.

2.3.2.1 Explicit Information

Translation also notices the information that can be introduced by the existence of its surface structure. It is called by explicit information. On Meaning Based Translation - A Guide to Cross Language Equivalence, Explicit information is the information which is overtly stated by the lexical items and grammatical forms. It is a part of surface structure forms (Larson, 1984: 38).

On the statement above, the information that is left explicit is the surface information shown by grammatical forms and lexical items. The information is easy to understand since it is clearly stated in the text.

2.3.2.2 Implicit Information

One of the meanings that translator has to be aware is implicit meaning. It needs to be treated appropriately because it has the implied information which the reader may not know. To make it clear, it has to be stated by the translator. As the statements of Larson, *The implicit information is part of the meaning which is to be communicated by the translation, because it is part of the meaning intended to be understood by the original writer* (Larson, 1984: 38).

The meaning conveying the implicit information has the implied message that is a part of a whole meaning. It has to be understood when it is communicated to the target text. This meaning is defined as the implicit meaning that is introduced entirely. There is a term that is not included entirely but the meaning still as a part of a whole meaning. Thus, it is called implicit information.

On the same book Larson also stated the implicit information as follows:

> *"However, it is information which the author and readers of the text have in common, or it is old information already mentioned in the text. Since it clearly understood by both the author and the readers, it is implicit*" (Larson, 1984:452).

The statement above indicates that implicit information is also introduced partly because there are the terms known only by the author and the readers of the SL text. The information is called an old information because it has already introduced in the previous text (SL text). There is a term that is not included partly but the meaning still as a part of a whole meaning. Thus, it is called partial implicit information.

The two theories above describe the implicit information that is introduced entirely and is introduced partly. Firstly, there is the implied message that is the part of the whole meaning. It is only known by the author of SL text. Secondly, the implied message refers to the old information that have already introduced in previous, so there is a part of the message which is shown partly.

A. Implicit Situational Information

In producing the translation, the translator has to know some kinds of meaning that need to manage. For instance, the translation of implicit information based on the situational meaning. It deals with several aspects related to the communication situation. If the text is introduced to someone who does not know the situation in SL, so it will be hard for the reader of TL to understand the information. Due to this fact, this information has to be made explicit in TL text.

According to Larson (1984: 37), implicit situational meaning is pointed to meaning that is made in a given communication situation. He divided it into several aspects including the relationship between the speaker and the addressee; the age, sex, and social status of the speaker and the hearer; the relationship between them; time and place where the communication took place; presupposition which brings to the communication; and the cultural background of the speaker and of the addressee.

2.3.3 Managing Implicit to Explicit Information

Implicit information of source language is made explicit for the correct meaning and then it is improved by adding information. It is called managing implicit to explicit information.

Some information for the reader of target text will be unnatural if it is translated literally without considering the context. In order to deliver the message accurately, it needs additional information (Martaya, 1989: 30). Additional information will reduce the speed of information. However, it is produced in order to get more natural result because there is some implied information that has to be stated clearly. However, a specific guideline may be useful to cover that case especially in managing implicit information of the SL text to be explicit on TL text (Larson, 1984: 455). Those are:

a) *When required of the grammar of the target language;*
b) *When necessary for correct and clear expression of the source text meaning;*
c) *When needed for naturalness of style or to create some emotive effect as the source text;*
d) *Only if truly implied in the source text.*

Making a text to be understood by the reader is very complicated. Translator could not be left to add or to reduce some information in order to make it readable (See also Nababan, 2003: 62).

Since the managing implicit to explicit information can not be separated with the old and new information, it is important to know the differentiation both them.

Given (old) and new information in every language has the different ways to deliver. In order to perceive the natural style, the form of language have to considered properly. Larson stated that: "*Old information is that which had already been introduced in the text. New information is that not previously referred to in the text"* (Larson, 1984: 442). Another statement comes from O'Grady, Dobrovolsky, and Aronoff on *Contemporary Linguistic* who stated the definition of both information as follows:

> "*Old (Given information) consists of the knowledge that the speaker assumes is available to the addressee at the time of the utterance, either because it is shared by both or because it has already been introduced into the discourse. In contrast, new information involves knowledge that is introduced into the discourse for the first time"* (O'Grady, 1997: 273).

Based on definitions above, old information can be defined as the information that had been introduced in the previous text (source text) while the new information is introduced in the target text.

Since the research conducts the managing implicit to explicit information, the implicit of the source text deals with old information while the explicit one of target text deals with new information.

Considering to this research that will be focused on managing situational implicit situational information which is pointed to the several aspects as it has

already explained in the preceding text, those are the ways that have to be considered.

2.3.3.1 The Relationship between the Speaker and the Addressee

This aspect describes that the writer or the speaker is the communicator while the addressee is the audience in the communication situation. For example, when William Smith is called Professor Smith by his student in the college, it means that the relationship between them deals with the teacher and student. In other situation, Professor Smith is called by William by his relative. According to the statements above, the relationships between the speaker and the addressee emphasized by how the addressee calls the speaker based on their relationships.

However, the factors of speaker-addressee relationship in the implicit situational information can be managed by determining the chosen vocabulary. The selection of vocabulary will be conducted concerning to whom the speaker talks about and to what situation is held (see also Larson, 1984: 133). The information above defines as the implicit information that is introduced partly because some term is reduced but still a part of a whole meaning.

2.3.3.2 The Age, Sex, and Social Status of the Speaker and the Hearer and the Relationship between them

This aspect explains that the age, sex, and social status of the speaker and the hearer perform how to manage the communication situation in the different level. The relationship between the three aspects above deals with the politeness.

They agree with something that has to be covered for some appreciation when conducting communication with someone who has the different age, sex, and social status. It will make the speaker and the hearer interested in communication situation. For example, when the speaker is the boss and the hearer is the employee so the communication situation is held between two persons with different social status. Based on the example above, the employee must call his boss politely. The information above defines as the implicit information that is introduced partly because some term is reduced but still a part of a whole meaning.

To sum up, the factors of sex, age and social status might be managed by several ways. The translator can conduct the process of this management through the certain pronunciation, words, and grammar in the formal speech, informal speech, and casual speech. Formal speech may be used, for example, in the classroom, in parliament, when the elders of the village speak to the people, and in radio broadcasts. The usage of Informal speech may be in the outside of the classroom, around the fires of the village, when eating together, and in most conversations. For the casual speech, it is used, for instance, in the home and with the close friends (See also Larson, 1984: 136).

2.3.3.3 Time and Place where the Communication Took Place

In this part, the case will tell about the place of communication situation which influences how to communicate some information. It can be illustrated the

time and place that influence some communication. It notices the speaker in how to communicate the information based on the certain time and place.

e.g :

SL (English version) : It comes as relief when Wood suddenly stood up and yelled, Team! *Bed*! (J.K.R: 343)
TL (Indonesia version) : Lega sekali ketika Wood tiba-tiba berdiri dan berteriak, "seluruh anggota tim! *Tidur*! (L.S: 372)

(Rosadi: 2007)

Concerning to the example above, the word *bed* has the implied message. It signifies the place that Team have to go to sleep. In the TL text, the word *bed* is replaced by *tidur* that is clearly introduced the time for sleep. Due to this fact, the place and time that communication took place reflects the certain place and time of the communication situation. The implied information may introduce through the indicator related to the place and time. The information *bed* above defines as the implicit information because this term does not show the intention to offer to sleep. The information *tidur* has the intention for that by considering the place-bed- , thus *tidur* can represent the whole meaning.

2.3.3.4 The Presuppositions which Brings to the Communication

This part stated about the presuppositions which each brings to the communication. Based on Brown and Yule (1983: 29), *presuppositions are what is taken by the speaker to be the common ground of the participants in the conversation*. On the base of the statement above, presupposition defines as something brought by the speaker to be the notion of assumed of the audience.

The phrase ‘common ground’ signifies the notion of assumed as stated by Stalnaker (1978: 321) on Brown and Yule, *The notion of assumed ‘common ground’ is also involved in such a characterisation of presupposition and can be found in this definition*. Those aspects may make whether a right or a wrong assumption of the audience since what is taken by the speaker is implied. Related to this research, the aspect brought by the speaker related to situational implicit information. Thus, it needs to be made explicitly. For example:

a. My uncle is coming home from Canada
b. My uncle isn’t coming home from Canada
c. I have an uncle

Keenan on Brown and Yule stated that “*(2a) logically presupposes (2c) because of constancy under negation*” Keenan (1978:45). However, it may not need to show the negative sentence (2b) through the consideration of relationship between (2a) and (2c). It means that because of the speaker prefer to say *my uncle* rather than *I have an uncle and he….*, we have to consider that she may not need to emphasize the information. The important thing is that there is a person coming home from Canada.

The managing of situational implicit to explicit information towards the presupposition which brings to the communication may also be conducted with the gesture that the speaker or audience signify their utterance. There is some assumption that has to be treated properly. Thus, the translator can be considered what utterance that has to be introduced explicitly in TL text.

2.3.3.5 The Cultural Background of the Speaker and of the Addressee

The sixth aspect notices about the different cultural aspect, the communication that will obviously hard to do. It illustrates in the communication situation bellow:

SL (English version) : "Excellent, Harry," Lupin Muttered, as Harry climbing out of the trunk, grinning, "**Full Marks**." (J.K.R: 364)

TL (Indonesia version) : "Bagus sekali, Harry," gumam Lupin ketika Harry memanjat turun dari dalam peti, nyengir. "**sepuluh**." (L.S: 391)

(Rosadi: 2007)

Due to the example above, the cultural background between SL and TL text towards the italic words were introduced differently. The phrase *Full Marks* that represents a perfect mark is replaced by the equivalent translation *sepuluh*. The message of *full marks* and *sepuluh* has the same impression. However, by making the communication as natural as the other's culture, the adaptation will be produced accurately. Thus, the cultural background may indicate the different utterance both SL and TL. The information above defines as partial implicit information because it has a form but has the different meaning if it is translated literally. In fact, the intention has the similarity that means a perfect mark signed by a ten.

For the different cultural aspect, the translator has to be aware of the sets of beliefs, attitudes, values, and rules which they are shared in some group of people (see also Larson, 1984: 431). To manage the implicit situational information towards this aspect, the translator must understand the four sets above

both of SL text and TL text. Those are called a person's pattern which impresses the naturalness of each culture.

2.4 Research Context

In this part, previous research on managing implicit and explicit information will be described. The description in this part will employ both managing of implicit and explicit information semantically and syntactically, and the analysis of implicit meaning on translation. Both cases are important to discuss because they have relevance with this research.

2.4.1 The Analysis of Syntactic and Semantic on Implicit and Explicit Information

In the first previous study by Sari (2006), entitled *"Analisis Sintaksis dan Semantis Beban Informasi Pada Beberapa Cerita Anak-anak dan Terjemahannya (Tinjauan Terhadap Terjemahan Komunikatif)"*, the research was left to analyzing information load by comparing the source and target text. The findings are: Communicative translation will be achieved by determining some information that has the high readability of text since the information load is light; another result is that the finding of the problem of old and new information, and implicit and explicit information. Based on the old and new information, the light information is gained by giving equivalent translation included in "itu", "sang", and "si" for the article "the". According to pronominal, the light information is introduced by implicating the sex. Due to the problem of managing implicit and explicit information that was analyzed by passive construction, genitive

construction and abstract nouns, the equivalent translation is employed by giving these three aspects in target text. Besides, Ellipsis and substitution, the result is left to the managing of grammatical structure of target text.

2.4.2 The Analysis of Implicit Meaning on Translation

In the previous study conducted by Rosadi (2007), entitled *"Analisis Makna Implisit pada Penerjemahan Novel Harry Potter and The Prisoner of Azkaban karya J.K Rowling"*, was focused on finding the type of implicit information and its translation equivalence. The result are: firstly, the type of implicit information were 13 data of referential implicit, 81 data of organizational and 32 data of situational implicit; the second result is faced to the implicit information that have to be translated by several aspects as follows: implicit information of source text can be transferred to implicit information of target text without grammatical form; implicit information could be easily translated by clitic organizational implicit of target text; and the translation equivalence of source text could be introduced on demonstrative pronoun form of organizational implicit of target text.