CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

5.1 Conclusions

According to the data analysis in the previous chapter, this chapter consisted of conclusions and suggestions described in the clarification as follows:

1. Situational Implicit information in SL text is made explicit in TL text for the appropriate meaning related to the context in the previous text. It is intended to get the equal impression of both SL text and TL text. Thus, it is expected that the text can be readable for the reader especially of TL text.
2. Implicit information can be divided into partial implicit and implicit. Partial implicit introduces the form but there is the implied meaning included that is a part of the whole meaning. In contrast, implicit does not introduce its form but still as a part of the whole meaning.
3. The translation equivalent for the implicit situational meaning through the aspect of the relationship between the speaker and the addressee of SL text can be introduced explicitly by the specific relationship. The implied meaning or form tends to the expression representing whether a good relation or bad relation depending on the context in the previous text. Besides, there are close relationship or formal relationship.
4. The translation equivalent for the implicit situational meaning through the aspect of social status of the speaker and the addressee of SL can be shown

explicitly in TL text by adding the information of social status. As shown as in the findings and discussion, the implied meaning show to whom the words deliver to what social status.

5. The translation equivalent for the implicit situational meaning through the aspect of place and time where the communication took place of SL can be described explicitly in TL text related to the time and place causing some expression on the communication. As introduced as in the findings and discussion, for instance, the expression *two head shots* represents the time when someone's picture will be captured and the place is in photo studio. The translation equivalent will be *dua foto close-up di wajahmu* (two close-up photos of your face.
6. The translation equivalent for the implicit situational meaning through the aspect of presupposition which brings to the communication of SL text can be shown explicitly in TL text by changing the form which appropriate with the context. As described as in the findings and discussion, for example, the form *studied him* can be changed explicitly into *menatapnya.* If *studied him* is translated literally, the presupposition may be *to learn him*. In fact, based on the context, it is properly translated into *menatapnya* (look at him).
7. The translation equivalent for the implicit situational meaning through the aspect of the cultural background in SL text can be introduced explicitly by the terms commonly used in TL text. As shown as in the findings and discussion, for example, the form *myrtle and bay leaves* can be

transformed explicitly into *aneka rempah-rempah* which has the similar meaning as in SL text. The form in SL text is not appropriate with TL text culture.

8. The information load on implicit information tends to slowly deliver because there is additional information that has to be added to make the information explicit.
9. The process of managing implicit to explicit information will cause the communicative translation since it gives the same impression and appropriate meaning.

5.1 Suggestions

According to the findings of the research in the previous text, the writer will give several suggestions related to the topic, as follows:

1. Some implicit information does not only translated literally, but also has to be conducted according to the context, Therefore, the translator has to comprehend the whole meaning of the context.
2. Since there are several aspects impressing the situation communication on the implicit information, the translator has to master those aspects in order to get the appropriate meaning. Besides, the translator has to know the different culture of SL text and TL text.
3. The translator has to know when he translates the implicit information into explicit information.

4. The translating skill is not only represented by reading many theories, but also by practicing every time. Thus, for the students who are interested in translating, they have to master how to translate any types of information involving implicit information.
5. For those who are interested in researching this topic, the writer expects that they can know the describes the other data related to this topic
6. In this research, especially on the aspect of sex, age and social status between the speaker and the hearer, the researcher only focused on the analysis of social status between the speaker and the hearer. The next researchers can analyze the rest involving the aspect of sex and age between the speaker and the hearer.