REFERENTIAL AND SITUATIONAL IMPLICIT AND EXPLICIT MEANING TRANSLATION IN DIARY OF A WIMPY KID: THE UGLY TRUTH 5 BY JEFF KINNEY

A Thesis
Submitted to Faculty of Adab and Humanities
In Partial Fulfillment of the Requirements for
The Degree of Letters Scholar

YAN BASTIAN
109026000104

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
2014
ABSTRACT


The aim of this research is to find the real intention of implicit meaning in Diary of a Wimpy Kid: The Ugly Truth 5 novel by Jeff Kinney. There are two aspects that become focus of the study in this research, they are referential and situational implicit meaning, and the acceptance in the target language novel Diari Si Bocah Tengil: Kenyataan Pahit 5 by Ferri Halim.

The researcher uses the descriptive qualitative method to analyze and compare referential and situational implicit meanings in both novels. To get the valid data, the researcher reads the source language novel first and then reads the target language novel. In this step the writer does it repeatedly, he reads and compares the novels for many times until he found the implicit meanings there. After that, he categorizes and analyzes it using the Mildred L. Larson theories about referential and situational implicit meaning.

Finding of this study shows that the researcher applied two types of implicit meaning in these novels and found each category of the types. For referential implicit, they are, persona, demonstrative, and comparative reference and for situational implicit, they are, Situational Implicit meaning caused by cultural background, speech signal movement, time and place of speech, and relationship between speakers and addressee. From all those categories, the kind of persona is the most used in both novels. The implicit meaning is used to replace the explicit meaning and vice versa.

Keywords: Implicit, Explicit, Referential, Situational, Translation.
APPROVEMENT

REFERENTIAL AND SITUATIONAL IMPLICIT AND EXPLICIT MEANING TRANSLATION IN DIARY OF A WIMPY KID: THE UGLY TRUTH 5 BY JEFF KINNEY

A Thesis
Submitted to Faculty of Adab and Humanities
In Partial Fulfillment of the Requirements for
The Degree of Letters Scholar

Yan Bastian
109026000104

Approved by:
Advisor,
Drs. Saefudin, M. Pd.
19640710 199303 1 006

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
2014
LEGALIZATION

Name : Yan Bastian
NIM : 109026000104

Title : Referential and Situational Implicit and Explicit Meaning Translation in *Diary of A Wimpy Kid: The Ugly Truth 5* by Jeff Kinney

The thesis entitled above has been defended before the Letters and Humanities Faculty’s Examination Committee on June 27th, 2014. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, June 27th, 2014

Examination Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drs. Saefudin, M.Pd.</td>
<td>(Chair Person)</td>
<td>18/01/2019</td>
</tr>
<tr>
<td>19640710 199303 1 006</td>
<td></td>
<td>21/01/2019</td>
</tr>
<tr>
<td>2. Elve Oktafiyani, M.Hum.</td>
<td>(Secretary)</td>
<td>18/01/2019</td>
</tr>
<tr>
<td>19781003 200112 2 002</td>
<td></td>
<td>01/01/2019</td>
</tr>
<tr>
<td>3. Drs. Saefudin, M.Pd.</td>
<td>(Advisor)</td>
<td>09/07/2019</td>
</tr>
<tr>
<td>19640710 199303 1 006</td>
<td></td>
<td>09/01/2019</td>
</tr>
<tr>
<td>4. Umni Kultsum, M.Pd.</td>
<td>(Examiner I)</td>
<td>19/07/2019</td>
</tr>
<tr>
<td>19790811 200912 2 001</td>
<td></td>
<td>09/07/2019</td>
</tr>
<tr>
<td>5. Moh. Supardi, M.Hum.</td>
<td>(Examiner II)</td>
<td>19/07/2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09/07/2019</td>
</tr>
</tbody>
</table>
DECLARATION

I hereby declare that this submission is my own work and that, to my best knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extend has been accepted for the award of any other degree or diploma of the university or the other institute of higher learning, except where due acknowledgement has been made in the next.

Jakarta, June, 2014

Yan Bastian
ACKNOWLEDGEMENT

In the name of Allah, the Most Compassionate and the Most Merciful

All glories and thanks only for Allah SWT, the Lord of the universe. Thanks for His blessing, grace, guidance, so the researcher can complete this thesis. Peace and blessing of Allah may be upon our beloved Prophet Muhammad SAW, his family, his companions, and his followers.

On this occasion, the researcher would like to express special thanks to his beloved parents, Rizal and Neneng, for all their love and support throughout his life. Thanks for being his source of strength in the hard time. Although both of you have been divorced, however, your pray and unceasing encouragement is very helpful. Besides, the researcher also wants to say great thanks to Mr. Ted who always taught him about the importance of English and thank you for making him as your foster grandson. Without them he may not be here.

The researcher also wants to thanks to his great advisor, Drs. Saefudin, M. Pd, for his time, guidance, kindness, and advice in finishing this thesis. Thank you very much for being patient in guiding and directing the researcher until finishing this thesis. His correction and criticism give the researcher lots of knowledge.
Besides that, the researcher also would like to express his great gratitude to some people who have a role in finishing this thesis, from the beginning of outline until the outline becomes a complete work. They are:

1. Dr. H. Abdul Wahid Hasyim, MA, as the Dean of Letters and Humanities Faculty.

2. Drs. Saefudin, M.Pd. the Head of the English Letters Department.

3. Elve Oktafiyani, M.Hum. the Secretary of English Letters Department.

4. All the lecturers of English Letters Department, who have taught and give their knowledge and experience during his studies in State Islamic University Syarif Hidayatullah Jakarta.

5. The researcher friends in English Letters Student Class C of 2009 and Translation Class, thanks for giving inspiration, motivation and unconditional friendship.


7. The researcher internship friends, Sandra, Wisnu, Johan, Herlangga, Sela, Rizki, and Lidya thank you for making great moments during the internship program in PT. Infrastructure Asia.
8. And to all the people who the researcher cannot mention one by one in completing this thesis.

Finally, the researcher hopes this thesis will be useful for his and those who are interested in this field. He realized that this thesis is far from perfect, that is why the researcher welcomes critics and suggestions for this thesis to be better.

Jakarta, June, 2014

The Researcher
<table>
<thead>
<tr>
<th>Chapter/Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>APPROVEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>LEGALIZATION</td>
<td>iii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td><strong>CHAPTER I.</strong> <strong>INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Background of Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Focus of Study</td>
<td>5</td>
</tr>
<tr>
<td>C. Research Questions</td>
<td>6</td>
</tr>
<tr>
<td>D. Objective of the study</td>
<td>6</td>
</tr>
<tr>
<td>E. Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>F. Research Methodology</td>
<td>7</td>
</tr>
<tr>
<td>1. Method of the Research</td>
<td>7</td>
</tr>
<tr>
<td>2. Instrument of the Research</td>
<td>7</td>
</tr>
<tr>
<td>3. Technique of Data Analysis</td>
<td>7</td>
</tr>
<tr>
<td>4. The Unit of Analysis</td>
<td>8</td>
</tr>
<tr>
<td>5. Time and Place</td>
<td>8</td>
</tr>
</tbody>
</table>
CHAPTER II. THEORETICAL FRAMEWORK

A. The Theories of Semantic
   1. Semantic
   2. Meaning
   3. Kinds of Meaning
   4. Meaning Change

B. The Concept of Implicit Meaning
   1. Implicit Meaning
   2. Kinds of Implicit

C. The Concepts of Translation
   1. Translation
   2. Translation Method
   3. The Difficulties of Translation
   4. The Novel Translation
   5. Implicit Meaning Translation

CHAPTER III. RESEARCH FINDINGS

A. Data Description
B. Data Analysis
   1. Referential Implicit Meaning
   2. Situational Implicit Meaning
CHAPTER IV. CONCLUSION AND SUGGESTION

A. Conclusion ........................................................................ 69

B. Suggestion ........................................................................ 70

BIBLIOGRAPHY ........................................................................... 71

APPENDICES ................................................................................ 74
LIST OF TABLES

1. The Example of English to Indonesian Based on Both Novels ........ 4
2. The Difference between Semantic and Communicative Translation
                                                                                     ......................... 28
A. Background of Study

As indefatigable translators will face so much obstacle in translating a text. As Robinson explained\(^1\) that every single meaning and word in translation are completely important while words and meanings are unquestionably important. However they are really important for the translator (as for more people) in the context of someone actually using them, speaking and writing them to someone else.

Referring to the theory, obviously, the meanings and words are essential, especially, during the process of translating a text. Nevertheless, the meanings and words are more difficult than people think. In some cases, the existence are getting unrealized not merely for several readers, but even the translators themselves. It is because, basically, the meanings tend to be implied in every single text in the mean time when the translators translate the text. Thus, the whole text that is influenced by so many implied meanings named as Implicit meaning.

Pertaining to this case, every translator should know of how to find out several ways to analyze and translate it appropriately. Here are the following sample of implicit meanings:

1) “Are you getting mad of me?”

“Yes”

2) “So when you told him, you were actually face to face with him?”

“Yes”

Both questions above have the same answers, “Yes” yet have different meaning. That is indicated as Implicit meaning. In the first dialogue, the answer “yes” means that the responder is indeed angry to the speaker. What the hearer supposed to say, “Yes, I’m very mad of you!.” Thus, the intention is to express something in brief by making the answer Implicitly. Secondly, the answer “Yes” implies that the responder is indeed face to face with “him,” whilst the Explicit answer is “Yes, I was face to face with him.”

Besides, the implicit meaning has its own role in daily conversations. Unconsciously, people use it every time when talking to the hearer. In the use of implicit meaning, the intention tends to be an ambiguity, especially when applying short answers to someone who does not know the point of the conversation, as the samples above. Therefore, the responder must clarify the answer by adding a proper information in the answer or Explicit.

According to Oxford dictionary, implicit is, “Suggested without being directly, forming part of something (although perhaps not directly espessed).”\(^2\)

Literally, implicit is an indirect message delivered from the speaker to hearer (the responder). The time has also role to the language as well. Thus, the translators should get an eyeful of every phrase in implicit meaning form appropriately.

The cases above make the researcher have an interest to explore it for further, especially, in the translation field. According to Larson\(^3\) the implicit information is that for which there is no form but the information is part of the total communication intended or assumed by the researcher. To be able to understand the implicit meaning properly, it is needed the ability to recognize kinds of meanings and ways of translating. Larson also divided implicit meanings in translation into referential, organizational, and situational meaning. Implicit referential meaning refers directly to a certain things, event, attribution, or relation which a person can perceive or imagine. While implicit organizational meaning that puts the referential information together into a coherent text. Organizational meaning is signaled by deictics, repetition, groupings, and by many other features in the grammatical structure of a text. Beside that, implicit situational meaning is the message is produced in a given communication situation. the meaning can be influenced by where and when the communication takes place, the speech signal movement, the cultural background, and the relationship between speaker and addressee.\(^3\)

In this case, the researcher uses Haliday and Hasan, Robinson theories and several journals that relate to implicit translation. The knowledge of the translator is needed to find its counterparts and also take the right verdicts in determining whether it should be made in explicit or not.

Diary of a wimpy kid: The Ugly Truth 5, one of the most novel which content of implicit meaning is a main point to be researched. The novel has been

\(^4\) Ibid., pp. 38-39.
translated into Indonesian language by Ferry Halim as the title: *Diari si Bocah Tengil: Kenyataan Pahit*. Here are the examples of English to Indonesian based on both novels:

<table>
<thead>
<tr>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every time Dad sees a Peachy Breeze commercial on a TV, he writes the Peachy Breeze people an angry letter saying that the ads drive him crazy and he’ll never buy any of their products.</td>
<td>Setiap kali Dad melihat iklan Peachy Breeze di TV, dia pasti menulis surat penuh amarah pada orang-orang Peachy Breeze. Dia mengatakan iklan eskrim itu membuatnya gila dan dia tidak akan pernah membeli apa pun produk mereka.</td>
</tr>
</tbody>
</table>

The data above contains the type of implicit meaning; it is Referential Implicit meaning. The sentences contain of two referential forms, they are personal (He and him refer to dad) and demonstrative. As Halliday and Hasan argued⁵ that the definite article has no content. It merely indicates that the item is in question, specific and identifiable; that somewhere identification neccessary for identifying it is recoverable. The article *the* in *the ads* is known before and made implicit. The text is Explicitly translated by Halim into, *iklan eskrim itu*. Thus, eventually the thoroughness and attention to detail is needed when translating implicit meaning correctly.

---

However, people often miss one little thing that they think is unimportant. Whereas, it can mean a good thing to be studied. Also, people tend to ignore the presence of implicit on the pretext they already understand the purpose of the conversation. Nonetheless, that would be completely different if someone else hear the conversation. That can appear the vagueness due to he or she has no business to talk. From the following problems above encourage the researcher to make a further study, especially in English implicit forms and the way to translate it into Indonesian. Referential and situational implicit meaning translations are the main topic overall. The researcher will also examine it in more deeply and its comparison with the explicit. So, that kind of thing can clear the confused translation and predispose the readers.

The novel is very excited to be researched. Also, the author, Jeff Kinney is chosen as one of world’s most inspirational people by Time magazine and get bestseller by New York Times. The book is also added by pictures.

B. Focus of Study

In this study, the limitation of the discussion is to know referential and situational implicit types that are included in the novel. For referential implicit, they are, persona, demonstrative, and comparative reference and for situational implicit, they are, Situational Implicit meaning caused by cultural background, speech signal movement, time and place of speech, and relationship between speakers and addressee. Also, the translation of the target language.
C. Research Questions

Referring to the background above, here are the following questions that will be studied in more depth:

1. How the text is translated from the source into target language referring to Referential and Situational Implicit and Explicit?
2. How is the acceptance of both Referential and Situational Implicit and Explicit considering to the target language?

D. Objective of the Study

The purpose of the study are:

1. Finding the real intention from source language to target language using Referential and Situational Implicit and Explicit meaning.
2. Explaining the translation of target language referring to Referential and Situational Implicit and Explicit meaning translation properly.

E. Significance of the Study

This research is expected to expand the knowledge about translation studies, especially in the novel translation. In addition, this research is also expected to contribute toward referential and situational implicit meaning translation in the novel, so that a translator can learn more about the referential and situational implicit meaning and techniques in translating both implicit meanings without causing confusion to the readers.
F. Research Methodology

1. Method of the Research

The method of the study is descriptive qualitative analysis by comparing research in which the collected data are analyzed using the theories of implicit meaning translation. Research findings are, then, exposed with the result of its analysis.

2. Instrument of the Research

The instrument is the way that is used to obtain the data or information that is needed in the research. In this research, the researcher uses himself as the instrument of the research by reading *Diary of a Wimpy Kid: The Ugly Truth 5* novel and the translation *Diary si Bocah Tengil : Kenyataan Pahit*, collecting the data and then analyzing it.

3. The Technique of Data Analysis

The technique of data analysis is conveyed in following steps below:

1. Compiling and grouping the data according to both of source and target language.

2. Every datum is analyzed qualitatively by applying the theories and assessed for the types of implicit meaning that occurs in the translation process.

3. Concluding the collected data and exposing the results of their analysis.
4. **The Unit of Analysis**

The unit analysis in this research study is the *Diary of a Wimpy Kid: The Ugly Truth 5* by Jeff Kinney and the Indonesian version *Diary si Bocah Tengil: Kenyataan Pahit* which is translated by Feri Halim, where the researcher obtained the novel from a local book store.

5. **Time and Place**

This study is conducted in the 8th semester left in several Universities. They are, UKI Atmajaya and UIN Syarif Hidayatullah Jakarta.
CHAPTER II
THEORETICAL FRAMEWORK

A. THE THEORIES OF SEMANTIC

1. Semantic

Semantics is one of the branches of linguistics. Many linguists commonly describe semantics as the study of meaning. The word semantics comes from Greek word *semantikos* which has meaning ‘relating to sign.’\(^6\) Cliff Goddard (1998) explains semantics as a crucial goal of Chomskyan to describing and accounting for linguistic competence the knowledge that people must have in order to speak and understand a language.\(^7\)

Language that people use every day in conversation definitely has meaning. Hence, semantics, the study of meaning, is needed to open up and describe the meaning within every word, phrase, or sentence.

2. Meaning

Lyons defines, Meanings are ideas or concepts which can be transfered from the mind of the hearer by embodying them as they were, in the form of one language or another.\(^8\) Thus, meaning is the ideas that can be transferred from the mind of the listener to realize the meaning as appropriate in one form or another language.

While Kridalaksana is talking out about meaning is the intention of the speaker, the influence of language units in understanding human behavior, the relations of equivalence and inequivalence between language, and how to use the language symbols. On the other hand, Heasly and Hurford tend to describe that the meaning of the speakers intent poured in the words differently. For that Heasly and Hurford divide the meaning into two parts, they are speaker and sentence meaning. Keraf pointed out that meanings as vocabulary units of a language are contains two aspects, namely the content and aspects of form or expression. The first aspect is the form that can be absorbed in terms of the five senses, namely to hear or see. While in terms of content is in terms that cause reactions in the listener or reader mind because the stimulus aspects of earlier forms.

In *Semantik: Pengantar Studi Tentang Makna* Aminuddin divides the meaning into three factors:

1. Socio-cultural systems and outer reality that referred.
2. The speakers.
3. Situational social context of use.

---

3. **Kinds of Meaning**

One of many language experts have their own opinions regarding to the classification of meaning. Here are the classifications according to Soedjito by quoting from some experts:  

a. **Lexical and grammatical meaning.** Djajasudarma in his book *Semantik 2: Pemahaman Ilmu Makna* defines lexical is a meaning of language elements that considers as symbols of objects moments and so on. Most importantly, the lexical meaning is rather out of context. While the grammatical meaning, still in Djajasudarma, the meaning that appears as a result the functioning of words in a sentence. Lexical words supply meaning to a sentence, whereas grammatical words relate the lexical words to one another. Here is the following sentence that only shows the lexical words: “squirrel jumped, tree, wolf ran.” This looks like nonsense, however, here is the grammatical words re-inserted: “The squirrel jumped into the tree after the wolf ran away.” The grammatical words clarify the logical relations between the lexical words and define their function in the sentence.

b. **Denotative and connotative meaning.** In *Linguistik Suatu Pengantar*, Alwasilah states that the denotative meaning refers to a common lexical meaning simply ordinary, objective, yet overshadowed feelings,

---

values, and a certain sense. The word “Virgin” for some people may be associated with religious devotion, moral and the identity of a woman.

c. Real and figurative meaning. The real meaning is Straightforward meaning of the reference that refers to the topic of the word in question, for example, the word “Crown” in “The crown is stolen.” While the figurative meaning is the meaning that it does not conform to the referent in question, for example, the similar word “Crown” in “Hair is the crown of a woman.” is absolutely different from the previous one. In the first sentence, the topic is “Crown,” yet in the second sentence, the “Hair” is the main topic.

d. Contextual meaning is the meaning that is determined by the context of its use. This meaning will become clear if it is used in a sentence. Contextual meaning as a result of the relationship between speech and situation. For example, a mother forbids her children who play with fire. The word “Don’t!” can mean, “Don’t play with fire, it’s dangerous!”


---

16 Mildred L. Larson, op.cit., p. 38.
4. Meaning Change

Djajasudarma states that the determination of a word to represent one thing, depending on their meaning. However, as the time goes by, the words can be changed. The changes that occur because of several factors, they are:

1. Linguistic factors (linguistic causes), related to morphology, phonology and syntax.
2. Historical factors (historical causes).
3. Social factors (social causes).
4. Psychological factors (psychological causes) tangible and emotive factors ha-taboo which comes out of fear, modesty and subtlety.
5. Effect of foreign languages.
6. Because of the need for new words.

According to Ullmann, meaning of the word changes can occur due to several factors such as:¹⁷

a. Language passed down from one generation to another. Therefore, it is very possible misunderstanding in the meaning of words.

b. Fuzziness (vagueness) the meaning of a word is also one of the causes of change in the meaning of the word.

c. Said, who are too restrictive in its environment can also turn away from the true meaning.

d. The existence of polysemy adds flexibility in the language factor.

e. Ambiguity (ambiguity) the meaning of a word can also cause changes in the semantics of the word.

f. Vocabulary structure that is easier to change than the phonological and grammatical system of the language.

Thus, the theories can be concluded that the meaning can possibly change, and the changes that occur in the meaning depends on various factors.

B. THE CONCEPT OF IMPLICIT MEANING

1. Implicit Meaning

Larson describes that the implicit meaning is the meaning which is not shown but it is a part in the conversation or to convey the speaker in a different way. In the process of understanding the implicit meaning, responders must strive into a proper translation, among others, by means of shadowing or translation. Also, they should know certain things to be a reference, situation and context. Knowledge of the context will help the responders to capture the precise translation. Besides, in Semantik: Pengantar Studi Tentang Makna, Aminuddin quoting Samuel and Kiefer that the meaning can be differentiated between the implied and inferred meaning, which is read to understand the implied meaning of the phrase and reading between the lines that is read to understand the implied meaning (implicit).

---

18 Mildred L. Larson, loc. cit., p. 34
19 Aminuddin, op. cit., p. 92.
Morover, Aminuddin continues in order to the responders can approach the translation properly, every translator should aware of its association. Here are some rules regarding to implicit information according to Aminuddin.  

a. The characteristics and internal elements of language.

b. Social and cultural systems that underlie.

c. User, either as speakers or as responders.

d. Characteristics of information and variety of speech being delivered.

2. Kinds of Implicit

Related to explicit and implicit information, Larson divided implicit meaning translation into referential, organizational, and situational meaning.

1) Implicit Referential Meaning

Reference is completely important in translating the meaning. Besides, it will turn difficult to understand if its reference is unknown. Kridalaksana says that, "Referen adalah unsur luar bahasa yang ditunjuk oleh unsur bahasa." It means that the reference is outside language elements which is indicated by the language elements. The meaning of language elements here such words or sentences.

In conjunction as the statement above, Kridalaksana adds that the referential is the meaning that has a very close relationship with the outside language (objects or ideas), and that can be explained by doing an analysis of the component. In other words, it refers to the meaning of objects, events, attributes,
or a particular relationship that can be seen or imagined which the content of the information is informed.

Pertaining to the information, Halliday and Hasan classified the references into three types, they are:

a) Personal reference, that is reference by means of function in the speech situation, through the category of person. The category of personals includes the three classes of personal pronouns, possessive determiners (usually called ‘possessive adjectives’), and possessive pronouns. For example, “there was a brief note from Electra. She just said, ‘I am not coming home this year,’” there are I and she, both pronouns refer to Electra as the only one person being called in the sentence. Besides, Halliday and Hasan added that the term of persona is a bit vague because it is included not only human, but also non-human reference, ie an object reference. For example, “I would never have believed it. You named the food disgusting,” the pronoun it refers to the second sentence, You named the food disgusting.

b) Demonstrative reference, is reference by means of location, on a scale of proximity. Halliday and Hasan explained that the reference of a demonstrative is basically the speaker identifies the reference by placing it on a scale of proximity. Furthermore Haliday and Hasan also divided demonstrative reference into adverbial demonstratives (here, there, now and then), and the nominal demonstratives (this, these, that, those, and the). Here is the example:

\[24\text{ M. A. K. Halliday and Ruqaiya Hasan, op. cit., p. 37} \\
25\text{Ibid., pp. 44-45.} \\
26\text{Ibid., pp. 57-58.}\]
“How was the movie?”

“That was incredibly inspiring!”

The article “the” in “the movie” means that the movie has been known in advance. It is because the people in the conversation have watched such movie. As Hallidin and Hasan stated\(^\text{27}\) that the article “the” only states that the thing in question has a specific information and previously known.

c) Comparative reference, is indirect reference by means of identity or similarity. Likeness is a referential property. A thing cannot just be ‘like’; it must be ‘like something’. Hence comparison is a form of reference, it is called comparative reference. Here are the two examples:

1) “They have no longer a criteria to be an idol as we used to admire them so badly.”

2) “I prefer BMW than Honda.”

In the first sentence, the word as refers to (the ones that) we used to admire them. Meanwhile, Than in the secon sentence compares between BMW and Honda.

Nevertheless, a reference can be determined if the context of the speech is known with certainty. Implicit referential meaning will be left in implicit or made explicit in the translation depends on each target system language. Understanding the meaning of this implicit referents instrumental in translation especially is to prevent ambiguity.

\(^{27}\text{Ibid.}, \text{p. 71.}\)
For example, the term “kota hujan” then our minds will immediately refer to Bogor, which is notorious for rain. In the context of the sentence, “banjir melanda kota hujan,” Bogor as referent information from “kota hujan” and being made implicit. This can be done because it is little known information. For certain cases, for example, to provide information to readers who do not familiar with Bahasa. Thus, the sentence could be made explicit, “Banjir melanda Bogor yang terkenal sebagai kota hujan.”

2) Organizational Implicit Meaning

Aminuddin determines that organizational implicit is the meaning that arise because of grammatical, either affixes, word by word, phrase by phrase, it is called organizational. The sentence is formed by the organizational meaning implicitly. Meanwhile, according to Larson organizational meanings can be translated into three variations, they are, ellipsis sentences, passive sentences and the use of substitute words in a sentence. Ellipsis is the removal of the sentence element, but the structure of ellipsis sentence is fulfilled the rule of sentence pattern whis is occured. In the passive sentences the actors of those sentences are often left implicit, this is due to the actors in the passive voice is not a subject. The using of substitution word in a sentence is usually caused to avoid repetition. All three formations cause implicit organizational meaning. Although in the sentence structure is incomplete, but the meaning is still easy to be understood.

a. Ellipsis

28 Aminuddin, loc. Cit.
Halliday and Hassan\textsuperscript{30} defined that ellipsis is in fact as something understood, where understood is used in the special sense of ‘going without saying’. From this explanation it can be known that ellipsis can avoid repetition and does not cause the text difficult to be understood. In other words, to keep the integrity of a text.

**b. Passive**

In *Living English Structure*, Allen stated\textsuperscript{31} that the general principles in the use of the passive voice when the focus of the speaker is located on the activity or work done on the subject are not doing the job. The sentence, *people speak English all over the world*, giving more stress to the subject *people*. As the main focus is speaking English, then the sentence should be changed to passive sentences, *English is spoken all over the world*, information on the subject in the passive voice is not necessary to its existence is often omitted.

Kridalaksana states there are two kinds of passive sentences, namely passive with and without actors.\textsuperscript{32} The passive voice with actors have actors who do the work, as seen in the sentence, *Susu beruang itu diminum olehnya*. Secondly, having no actor in this type of passive sentences.

However, Nida dan Taber explained\textsuperscript{33} that the problems of active and passive constructions also figure largely in the problems of transfer. This is especially true in languages which may have no passive at all, or which may have

\textsuperscript{32}Harimurti Kridalaksna, *op. cit.*, h. 156.
a decided preference for the active. Indonesian language has a passive construction as English language, so in relaying meaning of passive sentences in English into Indonesian language is not difficult.

**c. Substitution Words**

According to Halliday and Hasan\(^{34}\) substitution word is the replacement of a matter relating to linguistics, such as words or phrases, with other things. Halliday and Hasan also explain that the substitution also have more connections associated with grammatical factors, for that categorizing grammatically spelled word substitution. In English, a word substitution can be used as nouns, verbs, and clauses. There are three types of word substitution, namely:

- **Nominal**: one, ones; same
- **Verbal**: do
- **Clause**: so, not

**c). Implicit Situational Meaning**

Larson described\(^{35}\) that implicit situational meaning is the message that is produced in a given communication situation. Also, the meaning can be affected by things such as: cultural background, gestures that occurs during speech, where and when the communication takes place, the relationship between speaker and addressee, and many other situational matters result in situational meaning. Elements as mentioned above is very influential in determining the meaning

---


because the things outside language also play an important role in determining the implicit situational meaning.

There are some factors that influence the emergence of implicit situational meaning, namely: the implicit situational meaning arising from the cultural background of the speaker and the addressee, gesture that occurs during speech or speech signal movement, the time and place of speech, and the existence of certain relationships between the speakers and addressee.

a. Implicit Situational Meaning Caused by Cultural Background

A text may be completely understood by people who do not know the cultural background of speakers because there is so much implied meaning. However, if they have similar cultural background, then there will be a lot of terms that relate to culture left implicit.

Implicit situational meaning that is caused by cultural factors would be a pretty big stumbling block if the hearers have different cultural backgrounds of the speakers. Therefore, the translation should be made explicitly. Thus, the message can be conveyed properly, except if the terms used are familiar to the hearers. See the following example:

“I really really love Jenifer Gardner in The Odd Life of Timothy’s Green.”

“The Odd life of Timothy’s Green,” is a famous American film and Jennifer Gardner is the female actress protagonist of the film. For those who do not know them, the sentence tends to confuse. But for most of Indonesian people
who are familiar with American films, the sentence seems clear enough, even without having to make it explicitly.

b. Implicit Situational Caused by Speech Signal Movement

Sometimes a word or sentence can only be understood if it is encouraged by a gesture that makes speakers during speech occurs. It is what lied behind the implicit meaning caused by the cue. Pay attention to the following example:

Courtney pointed to her car and said, "Get in. I'll drive you home."

From a visible example of the phrase in the first sentence there is movement with gestures by the speaker, which is pointing to her car. As the gestures, that is intended to get the word in is get in my car.

c. Implicit Situational Meaning Caused by Time and Place of Speech

Sometimes, a sentence can be understood if the meaning associated with place or time at the time of the speech. For example, the word “Masuk!” can mean various places depending on the pronunciation. In the word, “masuk,” can mean “hadir,” while if it is the same word when placed in a badminton court can be meant, “di dalam garis.”

Timing of communication can lead to implicit meaning. For example, if a child went home before midnight the parents will say why not just go home early? Even though his or her parents do not mean to, however, there is an implicit
meaning that refers to a plea for their child to come home more quickly or even quip.

d. Implicit Situational Meaning Caused by the Relationship between The Speakers and Addressee

The relationship between the speakers and hearers are greatly affected to the meaning contained in the sentence. The existence of a certain relationship between them can cause an implied meaning, for example:

George would say to his classmate, "Mr. Stanney is not here today,"

Due to the hearer may already know the objective of George’s statement question is talking about their teacher, Mr. Stanney, the Calculus teacher. However, another respond would be so different if George said another friend outside the school who do not know about Mr. Stanney. In this case, George (as the speaker) should make an Explicit statement to make it clearly, "Mr. Stanney, our Calculus teacher, is not here today."

Meaning contained in a text can be classified into different types, one of which is the implicit meaning. The nature of the implicit meaning that is not shown to make its presence is sometimes difficult to see and understand. But the implicit meaning is part of the text so that its role in maintaining the unity and integrity of the text and it is no less important than other components of meaning.
C. THE CONCEPTS OF TRANSLATION

1. Translation

The experts have their own opinion about the translation. Newmark in his book *A Textbook of Translation* defined\(^{36}\) that translation is a process of transfer message contained in the source language text with its equivalent in the target language. Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. Meanwhile, according to Nida and Taber argued\(^{37}\) that translation is shifting meanings as close as possible from the source language text into the target language text, the first concerning the meaning, and the second concerns in its style. Translation consists of 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.

Catford explained\(^{38}\) that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). It means the translation as the replacement text in one language (source language) with the equivalent text in another language (target language). While Newmark stated\(^{39}\) that Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. It means that translation is a skill that includes


efforts to change the written message or statement in a language with a message or statement in another language.

On the other hand, In The Translator as Communicator, Hatim and Mason looked\textsuperscript{40} at translation as a tool or a special form of communication. An act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication. (which may have been intended for different purposes and different readers/hearers).

Brislin delivered the opinion about translation in his book Translation & Research\textsuperscript{41} is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both is based on signs, as with sign languages of the deaf. It may be argued that the translation according to Brislin is a form and the process of moving ideas and thoughts from one language (source language) to another language (target language), either in writing, orally, arrayed orthography, yet standardized, sign or gesture intended by disabled person.

In addition, Larson argued\textsuperscript{42} that Translation is communicating the same meaning in a second language as was communicated in the first. According to him, translated means:

1. Studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text,

\textsuperscript{42}Mildred L. Larson, op.cit., p. 3.
2. Analyzing the source language text to find the meaning,

3. Relayed back the same meaning using the lexicon and grammatical structures are appropriate in the target language and its cultural context.

From the descriptions above, translation is not only looking for a synonym, but also message that is in the original text should be able to be sustained. The integrity of the text, the author's style and intent of the text should remain visible.

2. Translation Method

According to Newmark, the translation has eight methods, they are:

1) Verbatim translation (word for word translation). Wording of the source text is maintained and translated word for word one by one to the most common meaning out of context.

2) Literal translation. Grammatical arrangement of source is replaced by the nearest equivalent in the target language but the lexical elements are translated one by one out of context.

3) Faithful translation. This method produces exactly the same contextual meaning in grammatical structure of the target language.

4) Semantic translation. Almost the same as the faithful translation, except that in this translation as well as the reasonableness of the value of beauty and meaning contained in

\[\text{Peter Newmark, } \textit{op. Cit.}, \text{ p. 45-47.}\]
the source language more attention. Through this method the translator can express freely his/her skill in translating.

5) Adaptation. It is a way of drama and poetry translation. In this case, the theme, actors and stories preserved. However, the term culture in the source language is replaced equivalent in the target language.

6) Free translation. Here the content and form are preferred. Results of this method is usually longer than the original text.

7) Idiomatic translation. In the original text message sought to be conveyed, but there is a tendency to turn them into a language and expressions used everyday in the target language.

8) Communicative translation. Contextual meaning of the source text is translated in such a way that both the content and the language can be accepted and understood by the reader.

Further explained by the eight methods of translation Newmark earlier, there are only two methods that can be able to meet the main goal in translation.

Both of them method of semantic translation and communicative.

Semantic translation, which stresses the role of the original is the translation that is done as far as possible in accordance with the form of the original manuscript. Expressions and idioms that exist in the original text is maintained in accordance with the original and annotated. The form of the sentence is also maintained, furthermore, it will be retained as a compound sentence compound sentence in the translation. This method of translation as well
if viewed in terms of the shape and structure of the sentence due to the original. This method is usually used to translate literary or religious texts.

Communicative translation has properties that emphasize the convenience of readers of the target language text. Translation efforts undertaken to give a very good explanation to the reader with the goal of the mandate of the author or writer can be delivered originally. The phrases in the source language changed into expressions that exist in the target language. The sentence form is not retained if deemed cause ambiguity or vagueness of information. Meaning is emphasized in this method, so that the reader of the translation in the target language can more easily understand the intent of the original author. This method is usually used for a translation that is both informative and entertainment.

**Table Difference between Semantic and Communicative Translation**

<table>
<thead>
<tr>
<th>Semantic Translation</th>
<th>Communicative Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>More accurate</td>
<td>More economical</td>
</tr>
<tr>
<td>Priority to the original author</td>
<td>Priority to the reader</td>
</tr>
<tr>
<td>To translate with emotions and feelings</td>
<td>To translate that contains of information</td>
</tr>
<tr>
<td>Tend to be excessive</td>
<td>Simple, clear, and written in a reasonable</td>
</tr>
<tr>
<td>Translator react according to author’s</td>
<td>The translator is not to react because the various of readers</td>
</tr>
<tr>
<td>real expectation</td>
<td></td>
</tr>
</tbody>
</table>


On the contrary with the theories above, Larson divided the translation into two types, they are: 44

1) Literal translation. This type of translation is a translation that seeks to follow the form of the source language. Form of translation is very useful for the study of the source language, but unfortunately not much help target language readers who want to know the meaning of the source language text.

2) Idiomatic translation tries to convey the meaning of the source language text to the target language form a reasonable, good grammatical structure and ownership of lexical elements. This translation is absolutely not going to sound as a translation, but as the original written in the target language.

Both idiomatic and communicative provide opportunities for translators to choose the form of grammatical and lexical items are reasonable in the target language. Which in turn will produce a translation that is reasonable and acceptable without leaving a text message from the source language. This kind of translation is usually used to translate the novel.

The language experts have been varying opinions about the translation methods. Nonetheless, the various theories about translation methods are at least two general methods that can be used in practice, which translates literally and idiomatically. Literal translation often found in literary or religious texts. While in translating novel usually apply the second method for a variety of reasons both

44 Mildred L. Larson, op. cit., p. 16.
language and non-language. For example, the reasonableness of language forms, give priority to the reader, and the clarity of the message in the target language.

3. **The Difficulties of Translation**

Cultures are not equal, the function of words, sentence composition, and context of a situation can sometimes be the major barrier for the translator to translate the text. In *The Art of Translation*, Savory divided twelve principles of translation to answer all the difficulties that exist, as follows: ⁴⁵

1) A translation must give the words of the original.

2) A translation must give the ideas of the original.

3) A translation should read like an original work.

4) A translation should read like a translation.

5) A translation should reflect the style of the original.

6) A translation should possess the style of the translator.

7) A translation should read as a contemporary of the original.

8) A translation should read as a contemporary of the translator.

9) A translation may add to or omit the original.

10) A translation may never add to or omit from the original.

11) A translation of verse should be in prose.

12) A translation of prose should be in verse.

These points are highly recommended for the translators. For they can distinguish between literal and idiomatic translation.

The Novel Translation

Throughout history, many literary works such as novels have been translated from one language into another. Among popular translated well, there are many novels read by many readers throughout the world, especially in Indonesia. Unfortunately, mostly readers tend to find out the point of the one novel by reading the source language first before they read the target language.

For this reason, a translator must concern about the following things before he begins to translate the novel. Such as, “sense” of language, mastery of the source language, mastery of the target language, familiarity with the culture that surrounds the source language, familiarity with the culture surrounds the target language, a wide knowledge, and supporting reference source.\(^{46}\)

In line, there are some translation strategies that should be watched clearly if the translators would like to translate the novel. Such as, they should read the original book entirely to get a general overview of the characters, plot, setting, narrative tone, the implicit meaning, and so on. Furthermore, the translator must seek additional information regarding to the book that will be translated, it involves both content and background, including the author. After obtaining result information, it should be decided which style of speech most appropriate. Then read the chapters which will be translated while making the parts that might be a problem, just as mental preparation. Then begins the process of translation. Then finding an equivalent that cannot thought directly. It means that the writing process is often interrupted because usually the translators should open a

dictionary. Every sentence must be done the restructuring process repeatedly until obtaining the proper equivalent. Only after one part (sentence / paragraph / chapter) is accomplished, he translator should continue to the next section, and so on.\(^47\)

5. Implicit Meaning Translation

Larson argues that one of the major challenges faced by a translator is knowing when the implicit meaning should remain in explicit or implicit in the translation. In a text, there is meaning conveyed in an open (explicit) but there are also implicit. In translation, according to Larson implicit meaning can be left implicit, but can also translate into explicit when it sould be deemed necessarily or there are other considerations. A good translator must capable of anything to know when it should be implicit meaning or explicit.

However, According to Adam that considering that the explication of implicit information is likely to change the original meaning of the text, one might conclude that it is just one way of ‘murdering the original.\(^48\) It is obvious that the translator should aware of the existence of meaning implicit in the text. In addition, when a text can not be read by the readers, the translator in this case, allowed to translate less loyal. However, if they keep doing the explicit way of the implicit meaning, then it will change the true meaning of the source text.

In conjunction with Adams, Gutt in his article *On the Nature and Treatment of Implicit Information in Literary Translation: A relevance-theoretic perspective* divided

\(^47\) Ibid., p. 206
that there are some basic principles to translate the meaning implicit in the text, as follows:49

1) Any act of communication should be consistent with the principle of relevance.

2) In translating a text, the translator will anticipate whether the source text to be translated is communicable in the given context of the target audience.

3) In translating, the translator will predict the potential context of the audience. The essential part of the context should be the audience's expectation of the target language text.

4) No matter what difficulties the translator has in translating, his central concern is to maintain a successful communication.

From the statements above, they can be said that a translator must inevitably remain translate implicit meaning, no matter even if it is very difficult to translate. The readers, in this case, if they have no interest to know what the original text (source language), all they want is the result of the target language. The result that can be read clearly.

---

CHAPTER III

RESEARCH FINDINGS

A. Data Description

In this chapter, the researcher will analyze the data collected from novel series titled *Diary of a Wimpy Kid: the Ugly Truth*, by the theories the researcher has mentioned before in chapter II. After collecting the data, the researcher categorizes them into each category of Referential and Situational Implicit Meaning based on Larson and Halliday and Hasan theories. Then, the researcher will analyze the data by comparing between the source language and target language, which are used in the two novels. The next analysis determines the use of Implicit and Explicit and the acceptance translation in the target language.

Here are the data of Referential and Situational on Implicit and Explicit Meaning Translation from *Diary of A Wimpy Kid 5: The Ugly Truth* and its Translation:

I. English Version

Referential Implicit Meaning.

Datum 1. Referential Persona Implicit Meaning.

Includes the data as follows:
a. It’s been almost two and a half weeks since me and my ex-best friend, Rowley Jefferson, had our big fight.

b. Whenever I go by Rowley’s house, he’s out in his front yard throwing a football.

c. But when you get a book that ten kids had before you, it makes it kind of hard to do any actual learning.

d. They sent permission slips home, and if you don’t get yours signed, you’re not allowed to even be in the classroom for the rest of the semester.

e. Well, Dad is really serious about me taking on more responsibility. And the first thing he wants me to do is start waking myself up in the morning.

f. Tonight I was right in the middle of creating a wild New Year’s Eve party scene when I got busted by Mom.

g. Mom and Dad don’t trust me and Rodrick to be home alone, because the LAST time they left us on our own, Rodrick had a huge party.

h. Whenever Mom and Dad go away, they usually leave us with Gramma.

Datum 2. Referential Demonstrative Implicit Meaning.

Includes the data as follows:

a. If me and Rowley really ARE through, that would stink, because the two of us had a pretty good thing going.
b. I’m hoping Uncle Gary breaks off his engagement so we don’t have to go down there.

c. Then NOBODY would go to the bathroom, and everyone who actually needed to go decided to just hold it until the end of the day.

d. Most people would have stayed home from school if they had a zit like that, but here’s what Rowley said.

Datum 3. Referential Comparative Implicit Meaning.

Includes the data as follows:

a. Today I saw Rowley hanging out with a different Cool Brian, so Rowley’s regular guy must’ve had the day off.

b. He wants to teach me HOW to do the work, and that’s a lot more time-consuming.

c. The reason me and Rowley didn’t make it is because we were equal partners in our friendship, and I don’t that kind of model has a chance of working out.

d. Then each team would bring their picture to the library, and the other teams would have to guess who was in the picture.

Situational Implicit Meaning.

Datum 4. Situational Implicit Meaning Caused by Cultural Background.

Includes the data as follows:
a. Well, I did some **poking around** and found out that this Brian guy isn’t just some normal kid from neighborhood.

b. Now that our friendship is history, I’m **in the market** for a new best friend.

c. I really don’t like this permission slip thing. Mom only lets me watch **G-rated movies**, so I know there’s no WAY she’ll let me be in the class.

d. Mom said she thinks the **Cool Brian** thing is a great idea because it gives kids a ‘role model’ they can look up to.

e. I am writing to apologize for the unfortunate incident that occurred shortly after our family concluded ‘grace’ at our **Thanksgiving** celebration.

f. **“I MADE A HAM IN CASE ANYONE STOPPED BY!”**

**Datum 5. Situational Implicit Meaning Caused by Speech Signal Movement.**

Includes the data as follows:

a. **“GOOD TO HAVE YOU BACK!”**

b. **“HEY, GET THOSE CREEPY KIDS OUT OF THERE!”**

c. **“HEI! POOPY DIAPER HERE!”**

**Datum 6. Situational Implicit Meaning Caused by Time and Place of Speech.**

Includes the data as follows:
a. They’re starting a new unit in our Health class called “The Facts of Life,” and apparently it covers all the stuff they’ve been dancing around for the past couple of months.

b. Today at school they announced that they’re going to have a special fundraiser for the music program, called a “Lock-In.”

Datum 7. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee.

Includes the data as follows:

a. Mrs. Carr said we were gonna start with something called the ”Name Game,” where everyone goes around and gives themselves a nickname that starts with the same letter as their first name, like “Sporty Seth” or “Funny Fred” or something like that.”

b. “YOU HAVE TO MATCH THREE OF THE FRUITS TO WIN, GAMMIE.”

“I SEE.”

II. Indonesian Version

Referential Implicit Meaning

Datum 1. Referential Implicit Meaning.

Includes the data as follows:


b. Setiap kali aku melewati rumah Rowley, anak itu pasti ada di halaman depan rumahnya, sedang melempar-lempar bola.
c. Nah, kalau kamu mendapatkan buku bekas yang sudah dipakai oleh sepuluh anak, **maka kamu pasti akan** sulit mempelajarnya.

d. Mereka mengirimkan surat izin ke rumah, dan kalau kamu lupa meminta **orangtuamu menandatanganinya**, maka kamu bahkan tidak akan diizinkan masuk ke kelas selama satu semester penuh.

e. Yah, Dad ternyata serius soal aku perlu lebih bertanggung jawab. Dan hal pertama yang dia ingin aku lakukan adalah mulai bangun sendiri di pagi hari.

f. Malam ini, aku sedang sibuk merekayasa adegan pesta Malam Tahun Baru nan liar ketika aku tertangkap basah oleh Mom.

g. Mom dan Dad tidak percaya pada aku dan Rodrick untuk menjaga rumah karena TERAKHIR kali mereka meninggalkan kami sendiri, Rodrick mengadakan pesta besar.

h. Setiap kali Mom dan Dad pergi, mereka biasanya menitipkan kami pada Gramma.

Datum 2. Referential Demonstrative Implicit.

Includes the data as follows:

a. Sungguh payah kalau sampai aku dan Rowley memang BENAR-BENAR putus, karena hubungan kami berdua terjalin cukup baik.

b. Aku berharap Paman Gary memutuskan pertunangannya sehingga kami tidak perlu **pergi ke rumah Gammie**.
c. **Setelah itu**, TAK SEORANG ANAK pun yang pergi ke kamar mandi, dan setiap anak yang sebenarnya ingin buang air terpaksa memutuskan untuk menannya hingga pulang.

d. Sebagian besar orang pasti akan memilih tinggal dan bolos bila mereka memiliki **jerawat seperti itu**. Namun, inilah yang dikatakan Rowley.

**Datum 3. Comparative Referential**

Includes the data as follows:

a. Hari ini, aku melihat Rowley sedang bermain dengan Cool Brian yang lain. **Teman Rowley yang biasanya pasti sedang cuti.**

b. Dia ingin mengajariku BAGAIMANA cara mengerjakan PR, dan **hal itu sangat memakan waktu.**

c. Hubunganku dengan Rowley tidak mampu bertahan karena kami berdua memiliki kedudukan yang setara dalam persahabatan kami, dan kurasa hubungan semacam itu tidak akan pernah langgeng.

d. Kemudian, setiap tim akan membawa foto itu ke perpustakaan, **dan tim lain harus menebak potret siapa itu.**

**Situational Implicit Meaning**

**Datum 4. Situational Implicit Meaning Caused by Cultural Background.**

Includes the data as follows:
a. Yah, aku mencari tahu ke sana-sini dan menemukan keterangan bahwa pemuda yang bernama Brian ini ternyata bukan anak yang berasal dari daerah tempat tinggal kami.

b. Karena hubungan kami sekarang tinggal sejarah, aku harus kembali mencari seorang sahabat baik.


d. Mom merasa kalau apa yang ditawarkan Cool Brian merupakan ide yang luar biasa hebat karena mereka menyediakan ‘tokoh panutan’ yang bisa dicontoh anak-anak.

e. Aku menulis surat ini untuk meminta maaf atas peristiwa tidak menyenangkan yang terjadi tidak lama setelah keluarga kita selesai memanjatkan ‘doa syukur’ dalam pesta perayaan Thanksgiving yang lalu.

f. “AKU SUDAH MENYIAPKAN DAGING HAM INI, KARENA SIAPA TAHU SAJA AKAN ADA YANG MAMPIR!”

Datum 5. Situational Implicit Meaning Caused by Speech Signal Movement.

Includes the data as follows:

a. “SENANG SEKALI MOM SUDAH KEMBALI KE RUMAH!”
Datum 6. Situational Implicit Meaning Caused by Time and Place of Speech.

Includes the data as follows:

a. Mereka mulai memperkenalkan sebuah unit kegiatan baru dalam pelajaran kesehatan. Namanya “Mengenal Organ Reproduksi”, dan tampaknya kegiatan ini meliputi segala hal yang sudah mereka gembar-gemborkan selama beberapa bulan terakhir.

b. Hari ini di sekolah ada pengumuman. Mereka akan mengadakan sebuah acara penggalangan dana khusus untuk program musik, yang diberi nama “Lock-In”.

Datum 7. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee.

Includes the data as follows:

a. Mrs. Carr mengatakan kami akan mulai dengan sesuatu yang disebut “Permainan Nama”, di mana setiap orang akan secara bergiliran memberikan nama julukan pada diri sendiri. Namun julukan itu harus dimulai dengan huruf yang sama dengan huruf depan nama mereka, contohnya, “Sporty Seth” (Seth yang suka berolahraga) atau “Funny Fred” (Fred yang lucu), atau sesuatu yang sejenis itu.
b. “GAMBAR BUAH-BUAH INI TIGA-TIGANYA HARUS SAMA, GAMMIE.”

“Oh, BEGITU!”

III. The ways of Translation

Referential Implicit Meaning

Datum 1. Referential Persona Implicit Meaning

a. Referential Persona Implicit Meaning is Explicitly Translated
b. Referential Persona Implicit Meaning is Explicitly Translated
c. Referential Persona Implicit Meaning is Explicitly Translated
d. Referential Persona Implicit Meaning is Explicitly Translated
e. Referential Persona Implicit Meaning is Implicitly Translated
f. Referential Persona Implicit Meaning is Implicitly Translated
g. Referential Persona Implicit Meaning is Implicitly Translated
h. Referential Persona Implicit Meaning is Implicitly Translated

Datum 2. Referential Demonstrative Implicit

a. Referential Demonstrative Implicit is Explicitly Translated
b. Referential Demonstrative Implicit is Explicitly Translated
c. Referential Demonstrative Implicit is Implicitly Translated
d. Referential Demonstrative Implicit is Implicitly Translated

Datum 3. Referential Comparative Implicit

a. Referential Comparative Implicit is Explicitly Translated
b. Referential Comparative Implicit is Explicitly Translated
c. Referential Comparative Implicit is Implicitly Translated
d. Referential Comparative Implicit is **Implicitly** Translated

**Situational Implicit Meaning**

**Datum 4. Situational Implicit Meaning Caused by Cultural Background**

a. Situational Implicit Meaning Caused by Cultural Background is **Explicitly** Translated

b. Situational Implicit Meaning Caused by Cultural Background is **Explicitly** Translated

c. Situational Implicit Meaning Caused by Cultural Background is **Explicitly** Translated

d. Situational Implicit Meaning Caused by Cultural Background is **Implicitly** Translated

e. Situational Implicit Meaning Caused by Cultural Background is **Implicitly** Translated

**Datum 5. Situational Implicit Meaning Caused by Speech Signal Movement**

a. Situational Implicit Meaning Caused by Speech Signal Movement is **Explicitly** Translated

b. Situational Implicit Meaning Caused by Speech Signal Movement is **Implicitly** Translated
c. Situational Implicit Meaning Caused by Speech Signal Movement is

**Implicitly** Translated

**Datum 6. Situational Implicit Meaning Caused by Time and Place of Speech**

a. Situational Implicit Meaning Caused by Time and Place of Speech is

**Explicitly** Translated

b. Situational Implicit Meaning Caused by Time and Place of Speech is

**Implicitly** Translated

**Datum 7. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee**

a. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee is **Explicitly** Translated

b. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee is **Implicitly** Translated

**B. Data Analysis**

This chapter will also describe the research and discussion of Referential and Situational on Implicit and Explicit meaning. However, the researcher just analyzes several datum of each Referential and Situational that is picked randomly. Implicit meaning translation can be translated into implicit or explicit with various considerations.
1. Referential Implicit Meaning

1) Referential Persona Implicit Meaning

a. Referential Persona Implicit Meaning is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (1a)</th>
<th>Target Language (1b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It’s been almost two and a half weeks since me and my ex-best friend, Rowley Jefferson, had our big fight.” (p. 1)</td>
<td>“Sekarang sudah hampir dua setengah minggu sejak aku dan mantan sahabat baikku, Rowley Jefferson, bertengkar hebat.” (p. 1)</td>
</tr>
</tbody>
</table>

From the data above, there is a possessive determiner our that implies ownership between two characters. They are Greg Hefley and his ex-best friend Rowley Jefferson. Basically, in Bahasa the word our means about possessive for noun and translated as milik kita, however, Ferry Halim made it explicitly. Halim then translated it into explicit form as bertengkar hebat. Explicit form can be so important to avoid obscurity and redundancy in translating the text.

<table>
<thead>
<tr>
<th>Source Language (2a)</th>
<th>Target Language (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Whenever I go by Rowley’s house, he’s out in his front yard throwing a football...” (p. 6)</td>
<td>“Setiap kali aku melewati rumah Rowley, anak itu pasti ada di halaman depan rumahnya, sedang melempar-lempar bola...” (p. 6)</td>
</tr>
</tbody>
</table>
The words, *he’s out in his front yard throwing a football...*, in the second data contains pronoun *he* that disguise or being implicit to the character, Rowley, from the preceding parts of the text. This a good way to avoid the ambiguity because of location of the pronoun, the translator, Halim made it into explicit way, *anak itu pasti ada di halaman depan rumahnya, sedang melempar-lempar bola...* This is also to make the meaning more clear so that the readers do not become confused.

<table>
<thead>
<tr>
<th>Source Language (3a)</th>
<th>Target Language (3b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“But when you get a book that ten kids had before you, it makes it kind of hard to do any actual learning.” (p. 9)</td>
<td>“Nah, kalau kamu mendapatkan buku bekas yang sudah dipakai oleh sepuluh anak, maka kamu pasti akan sulit mempelajarinya.” (p. 9)</td>
</tr>
</tbody>
</table>

In the sample of 3rd data, *it makes it kind of hard to do any actual learning*, there is a disguised object namely referent pronoun *it* in *it makes*. Referent pronoun *it* contains singular inanimate noun and disguising the phrase *a book that ten kids had before you* of the previous sentence. Halim made it into explicit form *maka kamu pasti akan sulit mempelajarinya*. This is to make easier when reading the texts.

As Halliday and Hasan have pointed out, “The term PERSON may seem a little misleading, as the system includes not only ‘impersonal’ meanings (which are actually still personal, *i.e.* human; they are merely not
individualized) but also reference that is truly non-personal, reference to objects.\textsuperscript{50}

<table>
<thead>
<tr>
<th>Source Language (4a)</th>
<th>Target Language (4b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“They sent permission slips home, and if you don’t get yours signed, you’re not allowed to even be in the classroom for the rest of the semester.” (p. 83)</td>
<td>“Mereka mengirimkan surat izin ke rumah, dan kalau kamu lupa meminta orangtuamu menandatanganinya, maka kamu bahkan tidak akan diizinkan masuk ke kelas selama satu semester penuh.” (p. 83-84)</td>
</tr>
</tbody>
</table>

Similar to the previous ones, the fourth data is also indicated reference. The words, \textit{They sent permission slips home, and if you don’t get yours signed}... have a possessive pronoun, \textit{yours}. In general it makes the sentence less confusing because the same information is not being repeated. However, Halim made it into explicit way, \textit{Mereka mengirimkan surat izin ke rumah, dan kalau kamu lupa meminta orangtuamu menandatanganinya}.... and even clearer because if Halim continues to be made Implicit, it will actually cause a meaning confusion.

\textbf{b. Referential Persona Implicit is Implicitly Translated}

<table>
<thead>
<tr>
<th>Source Language (5a)</th>
<th>Target Language (5b)</th>
</tr>
</thead>
</table>

\textsuperscript{50}Halliday & Hasan, \textit{loc. cit.}
“Well, Dad is really serious about me taking on more responsibility. And the first thing he wants me to do is start waking myself up in the morning.” (p. 75)

“In the words, And the first thing he wants me to do is start waking myself up in the morning, there is pronoun he from the data above. The pronouns disguises someone’s name who has been stated of the previous sentence. In the target language, Dan hal pertama yang dia ingin aku lakukan adalah mulai bangun sendiri di pagi hari, Halim still translates it into implicit, dia, which is in Indonesian he means dia. However, this does not obscure the original meaning. The name of the person.

<table>
<thead>
<tr>
<th>Source Language (6a)</th>
<th>Target Language (6b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Tonight I was right in the middle of creating a wild New Year’s Eve party scene when I got busted by Mom.” (p. 15)</td>
<td>“Malam ini, aku sedang sibuk merekayasa adegan pesta Malam Tahun Baru nan liar ketika aku tertangkap basah oleh Mom.” (p. 15)</td>
</tr>
</tbody>
</table>

In the next data, there are two personal reference, I. Both I refer to the same thing. The first personal, main character, Greg Hefley. Besides, Halim translates it into implicit, so that it can make more proper to read, ...aku sedang
sibuk merekayasa adegan pesta Malam Tahun Baru nan liar ketika aku tertangkap basah oleh Mom.

Based on the novel, this is made by taking a diary theme where Greg is the only one author who writes the diary. So, that is why there will be so many pronouns in it.

<table>
<thead>
<tr>
<th>Source Language (7a)</th>
<th>Target Language (7b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Mom and Dad don’t trust me and Rodrick to be home alone, because the LAST time they left us on our own, Rodrick had a huge party.” (p. 111)</td>
<td>“Mom dan Dad tidak percaya pada aku dan Rodrick untuk menjaga rumah karena TERAKHIR kali mereka meninggalkan kami sendiri, Rodrick mengadakan pesta besar.” (p. 111)</td>
</tr>
</tbody>
</table>

There is personal reference, our, in the sentence, because the LAST time they left us on our own... The refence our disguises two actors contained in the preceding sentence, me (Greg Hefley) and Rodrick. Generally, the word, our, is still translated into, kami, due to pronoun words are also well-known in Bahasa. Aku, kamu, dia, kita, kami, mereka are the most common pronouns that Indonesian people always sound in the daily conversation.

That implicit meaning in the sentence can also be captured properly without having to make it explicit. This kind of translation is still acceptable
because the implicit meaning need not be made in explicit if the target language enabled.

<table>
<thead>
<tr>
<th>Source Language (8a)</th>
<th>Target Language (8b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Whenever Mom and Dad go away, they usually leave us with Gramma.” (p. 112)</td>
<td>“Setiap kali Mom dan Dad pergi, mereka biasanya menitipkan kami pada Gramma.” (p. 112)</td>
</tr>
</tbody>
</table>

The reference *they* in sentence “they usually leave us with Gramma.” Refers to the previous sentence, *Mom and Dad*. Halim still Implicitly translates, *mereka biasanya menitipkan kami pada Gramma*. This is good enough in translating the pronoun (referent) as long as the translation seems readable.

Moreover, Bahasa is also familiar with pronouns, so that the translator do not bother to translate it in other forms (explicit). That kind of things will only damage the meaning.

2) Referential Demonstrative Implicit

a. Referential Demonstrative Implicit is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (9a)</th>
<th>Target Language (9b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If me and Rowley really ARE</td>
<td>“Sungguh payah kalau sampai aku dan</td>
</tr>
</tbody>
</table>
As describes before in Chapter II, Demonstrative reference refers to the people, otherwise, the objects that participating in the conversation. The demonstrative reference of the data is *that*. Here, *that* in *that would stink* refers to *Getting through between me and Rowley* yet Halim dissapeared the word *that*, since the source language has no longer a readable meaning in Bahasa.

Thus, this is considered a good way to avoid the meaning hat does not match to the target language. If it still translates literally, *itu akan bau* which will sound completely strange for Indonesian.

<table>
<thead>
<tr>
<th>Source Language (10a)</th>
<th>Target Language (10b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m hoping Uncle Gary breaks off his engagement so we don’t have to go down there...” (p. 45)</td>
<td>“Aku berharap Paman Gary memutuskan pertunangannya sehingga kami tidak perlu pergi ke rumah Gammie...” (p. 45)</td>
</tr>
</tbody>
</table>

The use of Implicit Demonstrative Reference *there* in the sentence above *I’m hoping Uncle Gary breaks off his engagement so we don’t have to go down there...* means is implicit in our assumptions. That must be people would be wondering for such moment,
“what does the word there means?” or,

“which place that there means?.”

Nonetheless, Halim explicitly translates, *ke rumah Gammie*. As the data above, Halim may have been predicted if he still translates it as the source one, it may be seemed so strange. It may also makes the readers will become confused, especially to those who find themselves experts in related field. So, eventually, pertaining to this case, the translation is completely appropriate because it would make more readable.

b. Referential Demonstrative Implicit is Implicitly Translated

<table>
<thead>
<tr>
<th>Source Language (11a)</th>
<th>Target Language (11b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Then NOBODY would go to the bathroom, and everyone who actually needed to go decided to just hold it until the end of the day.” (p. 82)</td>
<td>“Setelah itu, TAK SEORANG ANAK pun yang pergi ke kamar mandi, dan setiap anak yang sebenarnya ingin buang air terpaksa memutuskan untuk menannya hingga pulang.” (p. 82)</td>
</tr>
</tbody>
</table>

Semantically, the word *then* is used to imply the subject as something that is already a past, as the data above, *Then NOBODY would go to the bathroom*, which means, *Setelah itu, TAK SEORANG ANAK pun yang pergi ke kamar mandi*. It means new at the particular time in the past which the speaker or writer has in mind. In Bahasa, the word *then* can also be translated into *Setelah itu* and it is commonly used in Indonesia translation. Despite implicitly,
the purpose of the translation has been conveyed properly to the target language.

<table>
<thead>
<tr>
<th>Source Language (12a)</th>
<th>Target Language (12b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Most people would have stayed home from school if they had a zit like that, but here’s what Rowley said—“ (p. 170)</td>
<td>“Sebagian besar orang pasti akan memilih tinggal dan bolos bila mereka memiliki jerawat seperti itu. Namun, inilah yang dikatakan Rowley—“ (p. 170)</td>
</tr>
</tbody>
</table>

*That* is demonstrative pronoun in both cases. There should be a comma after *that* in the first one, as the data above, to emphasize the fact that *that* is stressed, but it is just a fronted object in apposition with the previous clause. Referring to the data, the word *that* in *Most people would have stayed home from school if they had a zit like that*, points out about Implicit Demonstrative Reference. Besides, Halim had kept it into Implicit, *Sebagian besar orang pasti akan memilih tinggal dan bolos bila mereka memiliki jerawat seperti itu*, in this case, Halim has taken the right translation to make it properly. Literally, the word *that* in Bahasa means *itu*.

Without punctuation, the sentence not only sounds awkward, but it does not suggest the same meaning. To make *that* in Demonstrative pronoun, we must join the two independent clause with a semi-colon (or a comma and a fanboys conjunction. Using a comma before *that* would create run-on).
c. Referential Comparative Implicit

a. Referential Comparative Implicit is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (13a)</th>
<th>Target Language (13b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Today I saw Rowley hanging out with a different Cool Brian, so Rowley’s regular guy must’ve had the day off.” (p. 8)</td>
<td>“Hari ini, aku melihat Rowley sedang bermain dengan Cool Brian yang lain. Teman Rowley yang biasanya pasti sedang cuti. (p. 8)</td>
</tr>
</tbody>
</table>

In spoken English we often begin a sentence with *so*, thus making a link with what has been said before. Basically, the word *so* means *jadi* in Bahasa and traditionally classed as an adverb. In Comparative Reference, as Haliday and Hasan split out:

a) General Comparative, the reference that is defining the similarity objects.

b) Particular Comparative, the comparison between objects by taking attention to quality and quantity.\(^{51}\)

However, Halim did not translated *so* literally. Halim eliminates *so*. In this case, this a good way to avoid the redundant meaning.

<table>
<thead>
<tr>
<th>Source Language (14a)</th>
<th>Target Language (14b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“He wants to teach me HOW to do</td>
<td>“Dia ingin mengajariku</td>
</tr>
</tbody>
</table>

\(^{51}\text{Ibid.}, \ p. \ 76-80.\)
the work, and that’s a lot more time-consuming.” (p. 64)

BAGAIMANA cara mengerjakan PR, dan hal itu sangat memakan waktu.” (p. 64)

Basically, when we have a word which indicates something many or much thing, (countable or uncountable noun) we will use *more*. It is the same thing as in Bahasa usage. The word *more* means *lebih*. However, referring to the data, *and that’s a lot more time-consuming*. Halim even eliminated the word *more, dan hal itu sangat memakan waktu*. In this case, Halim has made the translation sounds completely different as the actual source.

### b. Referential Comparative Implicit is Implicitly Translated

<table>
<thead>
<tr>
<th>Source Language (15a)</th>
<th>Target Language (15b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The reason me and Rowley didn’t make it is because we were equal partners in our friendship, and I don’t that kind of model has a chance of working out.” (p. 12)</td>
<td>“Hubunganku dengan Rowley tidak mampu bertahan karena kami berdua memiliki kedudukan yang setara dalam persahabatan kami, dan kurasa hubungan semacam itu tidak akan pernah langgeng.” (p. 12)</td>
</tr>
</tbody>
</table>

In this data, the word *equal* is indicated as Comparative Reference. Also, from the data above, *because we were equal partners in our friendship,*
and I don’t that kind of model has a chance of working out, equal is classified as an adjective.

Moreover, the data can be definitively and permanently translated as the same meaning in Target language, sama or setara, ..karena kami berdua memiliki kedudukan yang setara dalam persahabatan kami, dan kurasa hubungan semacam itu tidak akan pernah langgeng. Both are grammatically correct and mean the same. Both are the natural way to translate the kind of word as well.

<table>
<thead>
<tr>
<th>Source Language (16a)</th>
<th>Target Language (16b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Then each team would bring their picture to the library, and the other teams would have to guess who was in the picture.” (p. 144)</td>
<td>“Kemudian, setiap tim akan membawa foto itu ke perpustakaan, dan tim lain harus menebak potret siapa itu.” (p. 144)</td>
</tr>
</tbody>
</table>

In this case, Gregory (the culprit of the novel) has said ‘the team’ in specific way, so that such words has been clear enough. Thus, Gregory used the other to describe the other teams and their duties, ..and the other teams would have to guess who was in the picture. The word teams is specific noun, or to be more accurate is plural noun. It is because based on the chronology of the novel, Gregory and friends have bunch of teams.

The word other, in context as in Bahasa, is translated to lain, ..dan tim lain harus menebak potret siapa itu.
2. Situational Implicit Meaning

1) Situational Implicit Meaning Caused by Cultural Background

a. Situational Implicit Meaning Caused by Cultural Background is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (17a)</th>
<th>Target Language (17b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Well, I did some poking around and found out that this Brian guy isn’t just some normal kid from neighborhood.” (p. 6)</td>
<td>“Yah, aku mencari tahu ke sana-sini dan menemukan keterangan bahwa pemuda yang bernama Brian ini ternyata bukan anak yang berasal dari daerah tempat tinggal kami.” (p. 6)</td>
</tr>
</tbody>
</table>

The term, *poking around* is surely an Idiom. As the data above, the idiom is to emphasize that Gregory was looking for something in another way of talking, (poke around) that is considered as an Idiom. Besides, this is a common thing for American or any others native English speakers to use Idiom in their conversation. However, in contrast with Indonesian, that kind of thing is incredibly difficult to translate as the same meaning to the idiom itself. So eventually, the sentence is Explicitly translated by Halim in a good way, *mencari tahu ke sana-sini*. Explicit is very good way at avoiding the vagueness in translation.
The term *I’m in the market*, it is closely related to the preceding data. The idiom indicates that Gregory was looking for someone that could substitute Rowley’s (Gregory’s best friend) presence. Halim, in this case, also translates as in Explicit way, “*aku harus kembali mencari seorang sahabat baik.*”

Basically, using Idiom in daily English conversation is highly recommended, especially for a non-native speaker. There are tons of native speakers would like to see we talk as such way. However, that can also being huge obstacle for non-native English speakers to understand Idiom in such a situation. In this case, we must get an eye to bunch of Idioms from many sources even more. So we work the process and take them as far as we can deal with Idiom.

<table>
<thead>
<tr>
<th>Source Language (18a)</th>
<th>Target Language (18b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Now that our friendship is history, I’m in the market for a new best friend.” (p. 2)</td>
<td>“Karena hubungan kami sekarang tinggal sejarah, aku harus kembali mencari seorang sahabat baik.” (p. 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source Language (19a)</th>
<th>Target Language (19b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I really don’t like this permission slip thing. Mom only lets me watch G-rated movies, so I know there’s no</td>
<td>“Aku benar-benar tidak menyukai urusan surat izin ini. Mom hanya mengizinkanku menonton film yang</td>
</tr>
</tbody>
</table>
The utterance, “G-rated” based on the data above explained that Greg was still a child. Also, Greg was not allowed to watch any film that contained pornography. According to The Motion Picture Association of America (MPAA), a G-rated motion picture contains nothing in theme, language, nudity, sex, violence or matters that, in the view of the Rating Board, would offend parents whose younger children view the motion picture.⁵²

However, the utterance is not completely familiar for Indonesian. So eventually, Halim translated it in Explicit way to make it more proper and readable, “menonton film yang dinyatakan aman untuk anak-anak.” Thus, Gregory should watch the film that contains no strong language, nudity, sex, or drug usage. Most importantly, violence is minimal.

b. Situational Implicit Meaning Caused by Cultural Background is Implicitly Translated

<table>
<thead>
<tr>
<th>Source Language (21a)</th>
<th>Target Language (21b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Mom said she thinks the Cool Brian”</td>
<td>“Mom merasa kalau apa yang”</td>
</tr>
</tbody>
</table>

⁵² http://www.mpaa.org/ratings/what-each-rating-means
thing is a great idea because it gives kids a ‘role model’ they can look up to.” (p. 7)

ditawarkan Cool Brian merupakan ide yang luar biasa hebat karena mereka menyediakan ‘tokoh panutan’ yang bisa dicontoh anak-anak.” (p. 7)

The name “Cool Brian” will be absolutely perceived when translates it as a whole. That is why Halim did not change the words overall. The aim is to avoid the vagueness between Source and Target language. In other side, Indonesian people may not be familiar as the kind of utterance. There are so many American cultures that clashed with Indonesian. The kind of things that led to a Cultural Shock. Thus, the translator should know not only from the language, but also the culture of the language itself.
From the data above, Gammie (Greg’s Grandmother) is writing an apology letter during the celebration of Thanksgiving. According to History website, “Thanksgiving, each year on the fourth Thursday in November, Americans gather for a day of feasting, football and family.” In short, Thanksgiving day is what you are thankful for (especially for Americans). However, in this case, Thanksgiving has absolutely nothing to do with Indonesian culture. So that is why Halim had made the kind of word still be made into Implicit way, “..kita selesai memanjatkan ‘doa syukur’ dalam pesta perayaan Thanksgiving yang lalu.”

<table>
<thead>
<tr>
<th>Source Language (23a)</th>
<th>Target Language (23b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I MADE A HAM IN CASE”</td>
<td>“AKU SUDAH MENYIAPKAN”</td>
</tr>
</tbody>
</table>

---

53 http://www.history.com/topics/thanksgiving
In terms of meaning, the word “Ham” does not contain elements of violence or porn especially when translating into Bahasa. However, this translation book (the target language book) is intended for Indonesian people which basically they are Muslim. The majority of the people are Muslim. Moreover, Halim still translated Implicitly. This kind of way can avoid the misunderstandings among the readers. In this case, the Muslim readers.

The fact that consumption of Pork (Ham) is prohibited in Islam is well-known. Besides, according to many scientific reasons that eating of Pork (Ham) can cause serious disease.

2) Situational Implicit Meaning Caused by Speech Signal

Movement

a. Situational Implicit Meaning Caused by Speech Signal Movement is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (24a)</th>
<th>Target Language (24a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“GOOD TO HAVE YOU BACK!” (p. 214)</td>
<td>“SENANG SEKALI MOM SUDAH KEMBALI KE RUMAH!” (p. 214)</td>
</tr>
</tbody>
</table>
The phrase, “Good to have you back!” is Implicit. The words is said when Greg got his Mom back to the home after finishing her (Mom) study in a temporary School for a semester. Halim translates the phrase, “Senang sekali Mom sudah kembali ke rumah!,” in this case, the phrase is explicitly translated by Halim. There are “Mom,” and “Rumah,” which imply that the two kind of words are intended to clarify the Implicit form in the Source Language. In the novel, the sentence was added by visual image where Greg gave his school-bag to Mom. Consequently, Mom seemed annoyed as his brat, Greg.

During the day, Greg with the family (without Mom) had so much difficult thing to do. For instance, cooking, looking after for Manny (Greg’s little brother) and many more. However, Mom eventually went back to home and lived the life as usual.

b. Situational Implicit Meaning Caused by Speech Signal Movement is Implicitly Translated

<table>
<thead>
<tr>
<th>Source Language (25a)</th>
<th>Target Language (25b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“HEY, GET THOSE CREEPY KIDS OUT OF THERE!” (p. 31)</td>
<td>“HEI, CEPAT USIR ANAK-ANAK MENERIKAN ITU DARI SINI!” (p. 31)</td>
</tr>
</tbody>
</table>

In conjunction as the previous data, the sentence is also supported by visual image where two reporters were shooting on Greg and Rowley for
the children’s program on Television. Greg and Rowley were playing in a haystack and acting like children. Unfortunately, the reporters were only looking for the real children not two Junior-High School brats that pretending like the children. Technically, the reporters did not like and threw them with a very annoyed tone, “HEY, GET THOSE CREEPY KIDS OUT OF THERE!”

However, it becomes Implicit since Halim translates the data in same way as the source language, “HEI, CEPAT USIR ANAK-ANAK MENGGERIKAN ITU DARI SINI!.” *Those* is used to make a contrast, whether Implicitly or Explicitly. In the sentences discussed above, there is no contrast. It could be, “We are only looking for the real kids, so please get those creepy kids out of there!”

Basically, in Bahasa, the word *those* can be translated *itu* and *those* indicated more than countable noun. However, Bahasa do not recognize such word. Thus, it remained translated as the word *itu*.

<table>
<thead>
<tr>
<th>Source Language (26a)</th>
<th>Target Language (26b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“HEI! POOPY DIAPER HERE!” (p. 211)</td>
<td>“HEI! POPOK PENUH PUP KEMARILAH!” (p. 211)</td>
</tr>
</tbody>
</table>

From this data, the comic illustrated there was a toddler who asked Greg to clean his diaper. The toddler was acting as if a superior boss ordered
his staff to do anything he wanted, “HEI! POOPY DIAPER HERE!”, consequently, Greg seemed so irritated about him.

If seen from the target language, Halim implicitly translates it into, “HEI! POPOK PENUH PUP KEMARILAH!.” There is no change or additonal words in the target language. Also, the translation itself being more clear without any sort of the things.

3) Situational Implicit Meaning Caused by Time and Place of Speech

a. Situational Implicit Meaning Caused by Time and Place of Speech is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (27a)</th>
<th>Target Language (27b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“They’re starting a new unit in our Health class called “The Facts of Life,” and apparently it covers all the stuff they’ve been dancing around for the past couple of months.” (p. 83)</td>
<td>“Mereka mulai memperkenalkan sebuah unit kegiatan baru dalam pelajaran kesehatan. Namanya “Mengenal Organ Reproduksi”, dan tampaknya kegiatan ini meliputi segala hal yang sudah mereka gembur-gembarkan selama beberapa bulan terakhir.” (p. 83)</td>
</tr>
</tbody>
</table>
The Facts of Life in the source language is translated Mengenal Organ Reproduksi, it is because the utterance refers to Healthy Class in Greg school. Sometimes, time and place of a conversation also took a part in the translation. It also should be considered very carefully. That is why the utterance “The Facts of Life” being translated “Mengenal Organ Reproduksi” which indicates in the day for time and in the healthy class for the place of communication.

The kind of translation is highly recommended, because it can avoid the ambiguity when comparing to the real meaning between source language.

b. Situational Implicit Meaning Caused by Time and Place of Speech is Implicitly Translated

<table>
<thead>
<tr>
<th>Source Language (28a)</th>
<th>Target Language (28b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Today at school they announced that they’re going to have a special fundraiser for the music program, called a “Lock-In.” (p. 129)</td>
<td>“Hari ini di sekolah ada pengumuman. Mereka akan mengadakan sebuah acara penggalangan dana khusus untuk program musik, yang diberi nama “Lock-In”. (p. 129)</td>
</tr>
</tbody>
</table>
The phrase *Lock-In* in the source language means a name of program which concerned on charity. Basically, related to the data, the word *Lock-In* has no special meaning or is related to phrasal verb. It is just a name. So eventually Halim did not change the meaning and the translation at all. This piece of story is taken at school, and automatically deal with Time and Place of Communication.

Regardless of objective, whatever the context, that is not a big deal if we relate some words to name something (groups or programs) as long as they are related each other. The name *Lock-In* is a reflection of how Greg’s school makes a name in a creative way.

4) Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee

a. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee is Explicitly Translated

<table>
<thead>
<tr>
<th>Source Language (29a)</th>
<th>Target Language (29b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Mrs. Carr said we were gonna start with something called the ’Name Game,’ where everyone goes around and gives themselves a nickname that</td>
<td>“Mrs. Carr mengatakan kami akan mulai dengan sesuatu yang disebut “Permainan Nama”, di mana setiap orang akan secara bergiliran</td>
</tr>
</tbody>
</table>
starts with the same letter as their first name, like “Sporty Seth” or “Funny Fred” or something like that.” (p. 137)

In American English, that might be properly understood in the context that there are particular names, “Sporty Seth,” or “Funny Fred.” American is known for the diversity of language structure, such as in giving another alternative ‘name’ for someone else. Despite strange, it is still acceptable. Turn to the target language, apparently this case will be sound so awkward, especially when dealing to the translation. Halim, in this case, though, he translates them in two different ways. Firstly, he still includes the original ones, “Sporty Seth,” and “Funny Fred,” yet he also give the description and translation by adding a parenthesis, “Sporty Seth (Seth yang suka berolahraga) or Funny Fred (Fred yang lucu).”

In this data, Greg seemed wanted to say to us (the readers) of how Mrs. Gary (his teacher) tried to give the names. In this case, Greg as a speaker and the readers as responders.
b. Situational Implicit Meaning Caused by the Relationship between the Speakers and Addressee is Implicitly Translated

<table>
<thead>
<tr>
<th>Source Language (30a)</th>
<th>Target Language (30b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“YOU HAVE TO MATCH THREE OF THE FRUITS TO WIN, GAMMIE.”</td>
<td>“GAMBAR BUAH-BUAH INI TIGA-TIGANYA HARUS SAMA, GAMMIE.”</td>
</tr>
<tr>
<td>“I SEE.” (p. 43)</td>
<td>“OH, BEGITU!” (p. 43)</td>
</tr>
</tbody>
</table>

In conjunction with the preceding data, the capitalized sentences are the conversation with visual images or comics. They are combined each other. Thus, there is a noticeable between capitalized and non-capitalized. As the data above, in this comic, it described Greg’s dad and the other members of family were talking to Gammie. They are big family with Gammie as the only one elder. If they talk about Gammie with someone else who are not related to the family, automatically he/she does not get it. In the translation, the meaning was not in explicit but rather be left as is, because their relationship is not so important in the conversation.

From all the sample data above, the writer concludes that the use of Implicit meaning in the both novels have been being readable overall. The
translator has successfully translated the Implicit meanings that implied in the source language. Halim, in this case, the translator knows well of how to translate the problems either Implicitly or Explicitly based on the use of the theories. Also, in terms of the use of culture in the language, Halim has balanced the kind of things in the target language, so that the readers feel comfort and pleasant to read as whole.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

After analyzing some sample of Implicit meanings taken from *Diary of a Wimpy Kid: The Ugly Truth* and the translation *Diary si Bocah Tengil: Kenyataan Pahit*, the researcher can conclude some points that are related to the research questions of this research. From the three types of Implicit, the researcher just analyzes two types of Implicit both of the novel. They are Referential (Personal, Demonstrative and Comparative Referential) and Situational (Cultural Factors, Speech Signal Movement, Time and Place of Speech, and Relationship between The Speaker and Addressee) Implicit and Explicit meaning.

From the translation of the original one, Ferry Halim as the translator has translated the text both ways, Implicit and Explicit. From the Referential Implicit meaning, the writer has found three the subdivisions of Referential’s data. They are, Persona, Demonstrative and Comparative. In conjunction to Referential meaning, the researcher has also found the entire of the subdivisions of the Situational Implicit. They are, Cultural Factors, Speech Signal Movement, Time and Place of Speech, and Relationship between The Speaker and Addressee. Moreover, they are all translated in Explicit, otherwise, by translating them as in Implicit.
Besides, the use of the two ways are highly recommended when translating the Implicit meaning. As long as the readers do not lead to confusion and vagueness, they are still acceptable. Thus, the acceptance of the target language that Ferry Halim has translated is already qualified for publication as a book of translation. This is proven by the book he has launched, *Diary si Bocah Tengil : Kenyataan Pahit*.

**B. SUGGESTION**

Based on the analysis described in the research finding, the researcher can give some suggestions to the translators who are interested in this study. The translators must know the background of the source language in a text first before they begin to translate it into target language. Thus, the translation that is done carelessly will only make the readers confused and have no interest again in reading the translation text. It is because not all of the implied meaning in the source one can be translated into a very clear way, in this case, Explicit meaning.

Moreover, an implicit can be explicitly translated if the structure of the target language allows it. The translators should aware of how the form of the target language happens before they start to translate it. The translators should also consider the grammatical system of the target language to make appropriate adjustments. The last, the researcher hopes this study can enlighten and boost the next researchers to examine Implicit meaning translation someday.
BIBLIOGRAPHY


____________________, 2010, Filsafat Bahasa dan Pendidikan, Bandung: Remaja Rosdakarya.


http://www.mpaa.com
APPENDICES

A. Synopsis

The novel *Diary of a Wimpy Kid: The Ugly Truth* is a series of novels written by American author and cartoonist Jeff Kinney and is the fifth book in the *Diary of a Wimpy Kid* series. The novel sold 548,000 copies in its initial week of publication, edging out decision points, which sold 437,000 copies.

Greg attempts to audition for a local ice cream advertisement for an ice cream company called "Peachy Breeze.” Greg fails his audition due to him being too old to fit the part for a 3-6 year old. Greg then explains how he is discriminated because of his age by his own family, stating he was the center of attention when he was younger and is now disliked and ignored due to Manny, his younger brother. Greg is then informed that his Uncle Gary will marry for the fourth time, and that when his wedding comes, Greg will have "The Talk" with his great-grandmother Gammie, a polite but sly and clever old woman.

However, Susan Heffley, Greg’s mother, decides that she will be going back to college in order to enlighten her mind. As a result, the Heffley men should handle all the houseworks by their own. Feeding themselves, cleaning the toilet,
waking up from bed by their own as Susan always does the chores around the house. Greg also complains that he must take more time to do his homework, since Susan often helps in in the way of giving him all the answers, and his father, Frank Heffley, makes him do the work on his own and helping very little. Greg is also given the responsibility of waking himself up. He tries a better alarm clock than his older one, which didn't work, a wind-up clock. He put it under his bed so he would have to get out of bed to find it. But with the clock ticking loudly under his bed, he feels like he is on top of a bomb and therefore gets no sleep.

Eventually, Susan quits from the college and goes back to the house. Greg is very happy about that his mother is finally in the house.
B. Biography


In 2004, FunBrain and Jeff Kinney released an online version of Diary of a Wimpy Kid. The website made daily entries until June 2005. The book became an instant hit, with the online version receiving about 20 million views as of 2007. When many online readers requested a printed version, Kinney agreed and in 2007, Diary of a Wimpy Kid was published. At the date, eleven Wimpy Kid books have been released, including a do-it-yourself book and a movie diary.

Kinney attended Bishop McNamara High School in Forestville, Maryland and lives in Plainville, Massachusetts with his wife and two sons.