

The Translation of Implicit Situational Meaning in Jacqueline Wilson's *The Suitcase Kid* and Its Translation *Anak Tanpa Rumah*

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Abstrak

Artikel ini berjudul "Terjemahan Makna Situasional Implisit pada Jacqueline Wilson *The Suitcase Kid* dan terjemahannya *Anak Tanpa Rumah*". Penelitian ini difokuskan pada pengklasifikasian jenis makna situasional implisit, jenis istilah budaya dalam makna situasional implisit yang disebabkan oleh latar belakang budaya pembicara dan penanggap, dan prinsip-prinsip dasar penerjemahan yang terdapat dalam terjemahan makna situasional implisit.

Data diambil dari sebuah novel (buku anak-anak) yang dikarang oleh Jacqueline Wilson berjudul *The Suitcase Kid* dan terjemahannya dalam versi Bahasa Indonesia *Anak Tanpa Rumah* yang diterjemahkan oleh Novia Stephani. Penelitian ini menerapkan metode penelitian perpustakaan dan dianalisis menggunakan metode deskriptif kualitatif. Penelitian ini menggunakan teori yang diusulkan oleh Larson (1998) tentang jenis makna situasional implisit, didukung oleh teori Peter Newmark (1988) tentang klasifikasi istilah budaya, dan prinsip-prinsip dasar terjemahan oleh Eugene Nida (1975).

Semua jenis makna situasional implisit ditemukan dalam novel, yaitu makna situasional implisit karena hubungan pembicara dan penanggap, tempat dan waktu di mana komunikasi terjadi, latar belakang budaya pembicara dan penerima, dan anggapan yang membawa ke komunikasi. Selanjutnya, empat dari lima jenis istilah budaya ditemukan dalam novel, seperti ekologi, budaya material, sosial budaya, dan organisasi sosial. Sedangkan, sikap dan kebiasaan tidak ditemukan dalam novel. Terkait dengan jenis prinsip dasar terjemahan, kehilangan informasi, penambahan informasi, dan perubahan bentuk informasi ditemukan di sumber data.

Kata kunci: makna situasional implisit, istilah budaya, prinsip-prinsip dasar penerjemahan

1. Background of the Study

Translation process is not only transferring the form of the Source Language (SL) into the Target Language (TL), but the message itself has to be equivalent. On the other hand, not all the meaning is shown or written in the sentence. In addition, situational and cultural contexts have fundamental impact on translation process as

communication situation deals with who the speaker (the writer) is, who the audience is, and the traditions of the culture. Nida (1975:27) stated that the basic principles of translation means that an exact equivalence is impossible to achieve, as a consequence, translation involves loss, gain, and skewing of information. In this study, the data source is an English novel by Jacqueline Wilson and its translation in Indonesian. It is interesting to identify how the implicit situational meaning is transferred from the Source Language Text (SLT) into Target Language Text (TLT), when both English and Indonesia have different cultures and the readers are mostly children.

2. Problems of the Study

- a. What types of implicit situational meaning are found in the translation of *The Suitcase Kid* and its translation *Anak Tanpa Rumah*?
- b. What types of basic principles of translation occur in the translation of implicit situational meaning in *The Suitcase Kid* and in *Anak Tanpa Rumah*?

3. Aims of the Study

- a. To describe the types of implicit situational meaning found in the translation of *The Suitcase Kid* and in *Anak Tanpa Rumah*
- b. To explain the types of basic principles of translation occurring in the translation of implicit situational meaning in *The Suitcase Kid* and in *Anak Tanpa Rumah*.

4. Research Method

The data of this study were taken from a novel (children book) by Jacqueline Wilson entitled *The Suitcase Kid* (1992) and its translation *Anak Tanpa Rumah* by Novia Stephani (2003). This study used library research method which was supported by the note-taking technique. Collecting the data was done by reading the novel carefully in order to get the implicit situational meaning, and then all the data were underlined and noted down and then taken as data for the analysis. The data of this study were analyzed using the qualitative descriptive method. Analyzing the data were done by classifying the types of the implicit situational meaning based on the theory by Larson (1998), types of cultural terms by using the theory proposed by Newmark (1988), and the types of basic principles of translation based on the theory by Nida (1975) and was supported

by the theory proposed by Bell (1991) about about word-meaning in three approaches. The result of the analysis were presented in the form of descriptive text and table.

5. Findings and Discussions

5.1 The types of implicit situational meaning

a. Due to speaker-addressee relationship

The relationship between the speaker and the addressee determines the choice of words or vocabulary used by the speaker or the author. Below is one representation of implicit situational meaning found in data source:

No.	SLT	TLT
1.	The very first time I went into his shop with Graham and Katie he looked me up and down and then he whispered to Katie, 'Who's the Jolly Green Giant then?' (Wilson, 1992:95)	Pertama kali aku datang ke tokonya dengan Graham dan Katie, ia menatapku dari atas ke bawah dan berbisik pada Katie, "Siapa Raksasa Hijau ini?" (Stephani, 2003:100)

The speaker in this conversation was Mr. Roberts, who owned a candy shop and the addressee was Katie who had a close relationship with him. It was the first time for Andy to come to his shop and they did not know each other. Unintentionally, Andy wore her green school raincoat and as she was tall and big, Mr. Roberts made a joke by asking Katie who was *the Jolly Green Giant*. Because of the close relationship, Mr. Roberts and Katie used to make a joke and acted playfully. If Mr. Roberts talked to somebody else who was not close to him, he would use another term to address Andy. Therefore, the phrase *the Jolly Green Giant* in this text implied the meaning of a cheerful big girl who wore a green raincoat.

b. Due to place and time where the communication takes place

The time and place of communication situation influences how to communicate some information. Below is one representation of implicit situational meaning found in data source:

No.	SLT	TLT
2.	I go to the bus station and then, when I'm staying with Mum, I get a 29 as far as The Cricketers pub and then I have a ten-minute walk. (Wilson, 1992:45)	Aku berhenti di terminal bus, lalu, kalau sedang tinggal dengan Mum, naik bus nomor 29 sampai pub The Cricketers, kemudian jalan kaki sepuluh menit. (Stephani, 2003:47)

Phrase *a 29* has different meaning if the phrase is spoken at different places, for example if the phrase *a 29* was spoken at a school in a class after having an exam, *a 29* may have different meaning, it might be the result of the exam or something else. While in the data above the speech was spoken by Andy, she described that when she lived with her mother she had to go to the bus station and get *a 29* when she walked home from her school. Because phrase *a 29* in this sentence is related to the bus station, it would be the bus with number 29 which she meant.

c. Due to the cultural background of the speaker and of the addressee

Larson (1998:470) stated that for the different cultural aspect, the translator has to be aware of the sets of beliefs, attitudes, values, and rules which they share in some groups of people. Below is one representation of implicit situational meaning found in data source:

No.	SLT	TLT
3.	She gives her children Zen and Crystal carrot sticks to eat instead of sweets. (They cheat though. They're always swiping Smarties from the other kids in their Infants class). (Wilson, 1992:32)	Anak-anaknya, Zen dan Crystal, diberi makan wortel, bukan permen. (Biar begitu anak-anak itu sering curang. Mereka selalu menukar wortel mereka dengan permen Smarties di kelas taman bermain mereka.) (Stephani, 2003:33)

The word *Smarties* is a cultural term which is categorized as material culture because *Smarties* is a kind of food (candy). *Smarties* are a type of tablet candy produced by Smarties Candy Company, and this kind of candy is absolutely popular in the SLT. In the TLT, this kind of candy is known but it is not popular to call it *Smarties*, people in TL prefer to call it candy without noticing the name or the brand.

d. Due to presupposition which brings to the communication

Presupposition is what is taken by the speaker to be the common ground of the participants in the conversation, Brown and Yule (1983:29). Below is one representation of implicit situational meaning found in data source:

No.	SLT	TLT
4.	' Come here , sweetheart,' said Dad, slowing down so he could give me a hug. (Wilson, 1992:31)	" Sini , Sayang," kata Dad sambil menurunkan kecepatan supaya bisa merangkulku. (Stephani, 2003:33)

Her father than said *Come here* which implied the meaning as it did not describe where was exactly her father wanted Andy to come. The phrase *Come here* then becomes clear after the next sentence described an action done by her father that he was *slowing down* which means slowing down the car, so her father can hug her. Through the action it was clear that Andy's father wanted Andy to come close to his chest so he could hug her.

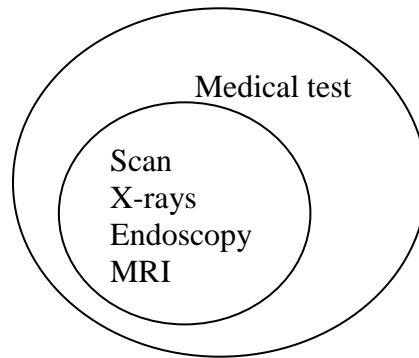
5.2 Types of basic principles of translation

a. Loss of information

Different vocabularies of the two languages and cultures have made more specific words have additional components of meaning as well as the meaning of the generic terms, Larson (1998:72). Below is one representation of loss of information found in data source:

No.	SLT	TLT
1.	'No. I had a scan . In case it was twins again. And it's just one baby. A little girl.' (Wilson, 1992:40)	"Tidak. Aku sudah diperiksa . Takut kembar lagi. Tapi hanya ada satu bayi. Perempuan." (Stephani, 2003:43)

Meaning postulates showing the relationship among meaning components of the phrase in SLT and TLT can be seen below:



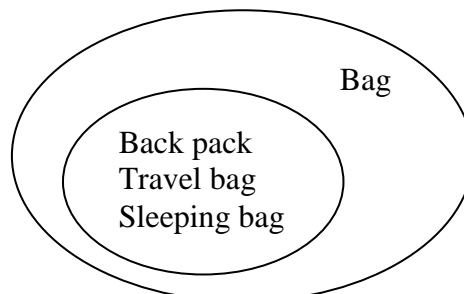
In the TLT, the phrase *a scan* is translated into *diperiksa* which has the same meaning as *checked* of having *medical test*. The phrase *a scan* is inclusive in medical test because medical test can be done by doing a scan, x-rays, endoscopy, MRI, etc. Each of them has its different characteristics. The word *diperiksa* in TLT has more general meaning than the phrase in SLT, as the result there is loss of information occurring in this translation. The semantic features that the medical test is done for pregnant women and is done with a machine is lost in the TLT.

b. Gain of information

The translation from the implicit to explicit information resulted in gain of information. Below is one representation of gain of information found in data source:

No.	SLT	TLT
2.	I made a great fuss about my back hurting and my neck hurting and my everything else hurting after a night trussed up in the bag . (Wilson, 1992:37)	Aku mengeluh punggungku sakit, leherku sakit, dan seluruh badanku sakit setelah semalaman dibungkus kantong tidur . (Stephani, 2003:39)

Meaning postulates showing the relationship among meaning components of the phrase in SLT and TLT can be seen below:



In the translation, the phrase *the bag* is translated into *kantong tidur* which has the same meaning as *sleeping bag*. *Sleeping bag* is inclusive in the phrase *the bag*, because bag can be a handbag, a back pack, a travel bag, a sleeping bag, etc. The implicit

information was translated explicitly, therefore related to the basic principles of translation, there is gain of information occurring because the direct reference of the word *tidur* which brings an explanation that the bag is used for sleeping.

c. Skewing of information

Since no two languages having an absolute meaningful expression in translation, the translator has to change the TLT form which is intended for the closest natural equivalence to its reader. Below is one representation of skewing of information found in data source:

No.	SLT	TLT
3.	'Hey hey! No need to take that tone. Look, your poor mum's been worried sick. You're two hours late home, young lady . It's just not good enough.' (Wilson, 1992:112)	“Hei, hei! Tidak perlu membentak begitu. Ibumu sudah khawatir setengah mati. Kau terlambat pulang dua jam, Nak . Itu tidak baik.” (Stephani, 2003:119)

Componential analysis showing the meaning components of the phrase in SLT and TLT can be seen below:

SEMANTIC FEATURES	SLT	TLT
Human	[+]	[+]
Young	[+]	[+]
Female	[+]	[-]
Used to show someone who is annoyed or being serious	[+]	[+]

In the TLT, the phrase *Young lady* is translated into *Nak* which is a term of address used to refer to a child. The word *nak* in the TL also has the same effect, it is said by someone to emphasize that he/she is serious in what he/she is saying. According to Hornby in *Oxford Advanced Learner’s Dictionary* (2010:1729), the phrase *Young lady* is used to show that someone is annoyed with a particular young girl. The phrase *Young lady* in TLT has lost the meaning of the word *lady* which cannot be found in the TLT. Therefore, loss of information occurred in this translation.

6. Conclusion

The result showed that implicit situational meaning due to the cultural background of the speaker and of the addressee was the most found in the novel, followed by the place and time where the communication takes place, the speaker-addressee relationship

and the presupposition which brings to the communication. Because of the different cultures, the data were mostly found in the idiom or some products that were familiar in the SLT but were unknown in the TLT. While the types of cultural terms found in the data source were material culture, social culture, ecology, and social organization, while gesture and habits were not found. In regard to the basic principles of translation, the translation was mostly having gain of information caused by translating implicit meaning in the SLT into explicit in the TLT, followed by loss of information because the information in the SLT is not transferred as the whole to the TLT, and skewing of information occurred because of the change of linguistic form from SLT to the TLT.

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