

The Implicit Meaning of Rowling's *Harry Potter and
the Prisoner of Azkaban*
and its Translation
(A Translation Study)

A Paper

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Chapter I

Introduction

I.1 Research Background

Translation is absolutely necessary in this era of information and communication are moving fast as it is today. The process of translation and the results can be seen scattered in all areas, ranging from education to entertainment. Books, movies and a variety of other information carrier are made not in the original language requires a translation process. The translation itself is a process of delivering information from the source language into the corresponding equivalent in the target language.

A translation results can be considered successful if the messages, thoughts, ideas, and concepts that exist in the source language can be delivered into the target language as a whole. This will be difficult because of differences in language and culture system between the source language and the target language. A good translator must not only be able to overcome the differences in language and culture systems, but it also must be able to capture the implicit message or the message in the source language and deliver it back to the target language. This is important because the integrity of the text a little more influenced by the presence or meaning implicit message contained therein.

To be able to capture the implicit message properly, it needs the ability to recognize a wide range of meanings and ways of translating it. In the text, there are times when the meaning is not given explicitly. Meanings is called the implicit meaning or implied. Here is an example of implicit meanings:

“So when you told her, you were actually face to face with her?”

“Yes”

“In a position to see her reaction to the news?”

“Yes”

The answer from the second questions sentence above is “Yes”. Both words are exactly the same, but if done further study again turns implicit meaning contained in the "Yes" was different from each other.

A good translator must be skilled at capturing a variety of implicit meanings contained in a text. This capability is absolutely necessary to avoid ambiguity so that readers who read the translation of the novel's form is not experiencing confusion in understanding the message of the novel. Submission of implicit meaning earlier in the target language also is of no less importance. These things that have motivated the author to examine more deeply about the implicit meaning in the translation problems.

Harry Potter is the most famous story in the world for the time being and people seem very enthusiastic and show a positive respond to the novel. The most interesting about Potter’s phenomenon is that almost no one has taken the time to say how good or bad these books before they finish reading it. Rowling’s Potter books have all been hugely successful and popular with both children and adults.

Harry Potter is a character in a series of books written by Rowling about a young boy who discovers he is really a wizard. Harry Potter’s magic has touched a huge audience of all ages all over the world including Indonesia. The book has million readers. In fact, not only children but also teenagers and adults.

Harry Potter had succeeded in making people curious and finally has a will to read. So, the writer became curious too to choosed Harry Potter as her research object especially in found the implicit meaning that contained in the Harry Potter book. That is why this research entitled “The Implicit Meaning of Rowling’s Harry Potter and the Prisoner of Azkaban and its Translation”.

I.2 Research Problems

The issues to be discussed in this paper is whether or not the translation of the meaning implicit in the novel Harry Potter and the Prisoner of Azkaban by JK Rowling. In the analysis will be discussed translation implicit meaning of the source language (English) translation into the target language (Indonesian). Also to be seen are the efforts made in the translator translate the various forms of implicit meaning that the integrity of the text and the meaning to be conveyed is maintained. As the cornerstone of research, the authors take the theory of implicit meaning belonging Larson quoted from the book *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. In this book Larson divide implicit meanings become implicit referential meaning, the meaning implicit organizational and situational implicit meaning.

In translating the three types of implicit meaning was needed skills to find the matching and the ability to make the right decision in determining whether the meaning had to be in the explicit-right or not. In connection with these, there are three issues that were examined in this paper:

1. How are the implicit referential meaning in Harry Potter and the Prisoner of Azkaban translated?
2. How are the implicit organizational meaning in Harry Potter and the Prisoner of Azkaban translated?
3. How are the implicit situational meaning in Harry Potter and the Prisoner of Azkaban translated?

I.3 Limitations of the Problems

It will hard to get the data if there is no limitation in the study. So, in this case, the writer give the limitation and focus about overview of the implicit referential meaning, the implicit organizational meaning and the implicit situational meanings in the novel Harry Potter and The Prisoner of Azkaban and translation.

I.4 Objectives of the Study

The objectives of the research are:

- To find out how the implicit referential meaning that contained in the novel are translated.
- To know how the implicit organizational meaning that contained in the novel are translated.
- To find out how the implicit situational meaning that contained in the novel are translated.

I.5 Significances of the Study

This study is useful for understanding the translation of the implicit meaning that an interpreter can learn more about the implicit meanings and various techniques to translate the implicit meaning well without causing ambiguity. This research is also expected to contribute to developing a better translation, especially for translation related to the implicit meaning.

Chapter II

The Theoretical Foundation

2.1 Translation

Most knowledge come from other countries. It can be something that read, heard, or seen. Something can be read as science books, magazines, newspapers, and many more. Before translating something, we must understand that the texts require both general and close reading. General reading is to get the gist; we read texts to understand the subject and the concepts that the function precedes the description. Close reading is required of the word both out and in context. In principle, everything has to be looked up that doesn't make sense in its context.

Something can be heard or seen as in television or radio on the news science programs. The information or science on television from other countries use different language, in as much as there are many languages in the world and we cannot mastered every language consequently, we must translate it into our language. The main function of translation is to understand the information which uses foreign languages.

The experts have their own opinion about the translation. Newmark, revealed 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 (1982: 7)".

Then, Nida and Taber (1969: 1) argues that “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 (1965: 20) defines “Translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language)”.

Correspondingly, Kridalaksana (1993: 162) suggests that “*penerjemahan adalah pengalihan amanat antar budaya dan / atau antar bahasa dalam tataran gramatikal dan leksikal dengan maksud, efek atau ujud yang sedapat mungkin tetap dipertahankan*”. “Translation is the transfer of the mandate of the inter-cultural and/or between languages in grammatical and lexical level with the purpose, effect or intentions as far as possible retained”. In addition, Kridalaksana also mentions that “*penerjemahan adalah bidang linguistic terapan yang mencakup metode dan teknik pengalihan amanat dari satu bahasa ke Bahasa lain*”. “The translation is a field of linguistics applied that include the methods and techniques of diversion mandate from one language to another language”.

It is apparent from the definition above that the translation is not just looking for a synonym, but a message or mandate that is in the original text should be maintained wherever possible. The integrity of the text, the author’s style and the purpose of the text should be visible constantly.

Translation is an instrument in transmitting culture, sometime under unequal conditions responsible for distortion, since countries and languages have

been in contact with each other. But, translation is not merely a transmitter of culture, but also the truth, a force for progress. Therefore, in translating a cultural text, we have to be curious in the country that makes the text, in order to choose the correct equivalent's words.

2.1.1 Categories of Translation

Translation has several categories. The categories came from several experts. Each category depends on the point of view of the experts. Newmark, (1988: 45) mentions that the translation has eight categories, that are:

1. Word for word translation

This is often demonstrated as interlinear translation, with the Target Language (TL) immediately below the Source Language (SL) words. The SL word order is preserved and the word translated singly by their most common meaning, out of context. Cultural words are translated literally. The main use of word for word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

2. Literal Translation

The source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly, out of context. As pre-translation process, this indicates the problem to be solved.

3. Faithful Translation

A faithful translation attempts to produce the precise contextual meaning of the original within the constraint of the target language grammatical structures. It “transfer” cultural words and preserves the degree of grammatical and lexical “abnormality” (deviation from source language norms) in the translation. It attempts to be completely faithful to the intention and text-realization of the source language writer.

4. Semantic Translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the source language text, compromising in ‘meaning’ where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalent. The distinction between faithful and semantic translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator’s intuitive empathy with the original.

5. Adaptation Translation

This is the “freest” form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the source language culture converted to the target language culture and

the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poets has produced many poor adaptations, but other adaptations have ‘rescued’ period play.

6. Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a para phrase much longer than the original, and so called “intralingua-translation” often prolix and pretentious, and not translation at all.

7. Idiomatic Translation

Idiomatic translation reproduces the “message” of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such away that both content and language are readily acceptable and comprehensible to the readership.

2.1.2 Translation Procedures

According to Newmark (1988: 81) that translation methods relate to whole texts, but translation procedures are used for sentences and the smaller units of language and always depend on a variety of contextual factors. He mentions that the translation procedures have nine categories, that are:

1. Transference

Transference (loan word, transcription) is the process of transferring a source language word to a target language text as a translation procedure. In the other name that transference is a source language word used by a translator for his text in target language. However, when the translator has to decide whether or not to transfer a word unfamiliar in the target language, which in principle should be a source language cultural word whose referent is peculiar to the source language culture, then he usually complements it with a second translation procedure.

2. Naturalization

This procedure succeeds transference and adapts the source language word first to the normal pronunciation, then to the normal morphology (word forms) of the target language, e.g, *performanz* (in German) and in English translated into “performance”.

3. Cultural Equivalent

This is an approximate translation where a source language cultural word is translated by a target language cultural word, e.g, *cafe* (in French) and translated into “pub” in English. However, the main purpose of the procedure is to support or supplement another translation procedure in a couplet.

4. Functional Equivalent

This common procedure, applied to cultural words, requires the use of a culture-free word, sometimes with new specific term. And, this procedure occupies the middle, sometimes the universal, area between the source language or culture and target language or culture (e.g, *degringoler* as “tumble”).

5. Descriptive Equivalent

In translation, description sometimes has to be weighed against function. For example, the function is “cutting or aggression”; description and function are combined in “knife”. Samurai is described as “the Japanese aristocracy from the eleventh to the nineteenth century”; its function was “to provide officers and administrators”. Description and function are essential elements in explanation and therefore in translation.

6. Synonym

Synonym is used in the sense of near target language equivalent to a source language word in a context, where a precise equivalent may or may not exist. This procedure is used for a source language where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality (which in principle are ‘outside’ the grammar and less important than other components of a sentence). For example, *personne gentille*, “kind” person.

7. Through-Translation

Through-translation should be used only when they are already recognized terms. The examples of the through-translations are the names of international organizations which often consist of universal words which may be transparent for English and Romance languages: e.g., EEC, *Communaute Economique Europeenne*.

8. Shifts or Transpositions

A “shift” (Catford’s term) or “transposition” (Vinay and Darbelnet) is a translation procedure involving a change in the grammar from source language to target language. According to Vinay and Darbelnet’s version, there are several transpositions:

- 1) SL verb, TL noun (*essaie*, “attempt”)
- 2) SL conjunction, TL indefinite adjective (*des que*, “any”)
- 3) SL clause, TL noun group (*des qu’on essaie*, “any attempt”)
- 4) SL verb group, TL verb (*est aux prises*, “involves”)
- 5) SL noun group, TL noun (*des contradictions*, “inconsistencies”)
- 6) SL complex sentence, TL simple sentence (etc)

Transpositions is the only translation procedure concerned with grammar, and most translators make transposition intuitively.

9. Modulation

Vinay and Darbelnet coined the term “modulation” to define “a variation through a change of viewpoint, of perspective and very often of category of thought”. Standard modulations such as *chateau d’eau*, “water-tower”,

are recorded in bilingual dictionaries. Free modulations are used by translators “when the TL rejects literal translation”, which, by Vinay and Darbelnet’s criteria, means virtually always.

2.1.3 The Translation of Implicit Meaning

Larson (1984: 42) suggests that “One of the biggest challenges that facing an interpreter is knowing when the implicit meanings should be explicit or still made implicit in the translation. In a text, there is a meaning that conveyed openly (explicit) but there is also implicit. Implicit meaning should be submitted well in translation because of the implicit meaning is part of the text so the meaning is not to be abandoned”.

In translation, according to Larson (1984: 41-42) “Implicit meaning can be left implicit but can also made explicit when deemed necessary or there are other considerations. A good translator must be able to know when implicit meaning to be translated into explicit and when should be still translated in implicit. Translating of implicit meaning can only be explicit if necessary the submission of exact meaning or to obtain the fairness in the form of translation”.

2.2 Meaning

According to Kridalaksana (1993: 132) the meaning is:

“...maksud pembicara, pengaruh satuan bahasa dalam pemahaman persepsi atau perilaku manusia atau kelompok manusia, hubungan dalam arti kesepadanan atau ketidaksepadanan antara bahasa dan alam di luar bahasa atau antara ujaran dan semua hal yang ditunjuknya, atau cara menggunakan lambang-lambang bahasa.”

“... The purpose speaker, the influence of language units in the perception or understanding of human behavior or groups of people, in terms of equivalence relations or a mismatch between the language and the language of nature outside or between speech and all things designee, or how to use the language of symbols”.

Lyons (1981: 136) argues “Meanings are ideas or concepts the which can be transferred from the mind of the hearer by embodying them as they were, in the form of one language or another”. So the meaning is the idea or ideas that can be transferred from the listener’s mind to realize the meaning properly in one form or another language.

On the other hand Hurford (1983: 3) is more likely to interpret the meaning as speaker intent manifested in a word or phrase that is different. For that Hurford define the meaning into two parts:

1. The speaker meaning, namely the meaning of the desired speaker (or is to be conveyed by the speaker).
2. The sentence meaning/word meaning is the meaning contained in the sentence (or word).

Keraf (1990: 25) states that the meaning of a unit of the vocabulary of a language contains two aspects, namely the content or meaning and aspects of form or expression. Aspect is the form that can be absorbed in terms of the senses, by hearing or seeing. While in terms of content or meaning is in terms that cause a reaction in the mind of the listener or reader as stimulus aspects of earlier forms.

In everyday use of the word “meaning” is used in many fields and contexts of use. Meaning is also aligned with the sense of understanding, ideas, concepts,

statements, messages, information, hunches, and the contents of the mind (1985: 50). Aminuddin also explained that the meaning contained in the word appears to have a close relationship with:

1. The socio-cultural system and outer reality referenced.
2. User and speakers.
3. The social context situational in use.

From the description above can be concluded that the meaning of an idea or an idea that came from the mind of speakers that can be realized in a spoken or written and the meaning of meaning itself is very closely related to the environment outside of language elements.

2.2.1 Change of Meaning

Djajasudarma (1977: 31) states that the provision of a word to represent a case, goods or people depending on its meaning. But from time to time subject to change words. The changes that occur can be caused by several factors, namely:

1. Linguistic causes. Associated with the morphology, phonology and syntax.
2. The historical causes.
3. The social causes.
4. Psychological causes tangible emotive factors and taboos that arise because of fear, modesty and refinement.
5. The influence of foreign languages.
6. Because of the need for new words.

According to Ullmann (1972: 193-195) changes the meaning of the word can occur due to several factors such as:

- a. Language is derived from one generation to the next one. Therefore, it is possible misunderstandings in interpreting the meaning of the words.
- b. The vagueness meaning of a word is also one of the causes of the change in the meaning of the word.
- c. Word that are too restrictive on the environment can also turn away from the true meaning.
- d. The existence of polysemy add flexibility in the language factor.
- e. The ambiguity meaning of a word can also lead to changes in the semantics of the word.
- f. The structure of the vocabulary is more volatile than the phonological and grammatical system of the language.

Therefore, it can be concluded that the meaning can be fickle, and the changes that occur in the meaning depends on various factors.

2.2.2 Types of Meaning

The linguists have diverse opinions concerning the classification of meaning into the types. Here we will clarify the meaning according Soedjito (1990: 52-59):

1. The meaning of lexical and grammatical meaning (based on language elements relationship with each other). Lexical meaning, according to Djajasudarma, is “*makna unsur-unsur bahasa sebagai lambang benda,*

peristiwa, dan lain-lain. Makna leksikal ini dimiliki unsur-unsur bahasa secara tersendiri, lepas dari konteks” (1993: 13). In english, “the meaning of the elements of language as a symbol of objects, events, and others. Lexical meaning is owned elements of language in isolation, out of context” (1993: 13). For example, the word “*mata*” in the sentence “*mata saya sakit*” means instrument/organ of the human body that function to see. While the grammatical meaning, also according to Djajasudarma, is “*makna yang menyangkut hubungan intra bahasa, atau makna yang muncul sebagai akibat berfungsinya sebuah kata dalam kalimat* (1993: 13)”. In english, “the meaning that concerning of the intra language relationship, or meanings that arise as a result of the functioning of a word in the sentence (1993: 13)”. For example, the word “*mata*” in a sentence “*adik ingin telur mata sapi*” which means that fry an egg that was apparently similar to a cows eye.

2. Denotative meaning and connotative meaning (by appointment). Alwasilah (1995: 147) have a notion that the denotative meaning “*mengacu kepada makna leksikal yang umum dipakai atau singkatnya makna yang biasa, objektif, belum dibayangi perasaan, nilai, dan rasa tertentu*”. In english, “denotative meaning refers to the lexical meaning that commonly used or an usual meaning in short, objective, yet overshadowed feelings, values, and a certain sense”. For example, seen in a word of “*girl*” in the sentence “*a girl standing in front of the hospital*”.

The “*girl*” here is a general word and neutral. otherwise, citing the opinion of Alwasilah (1995: 147), “*makna konotatif bersifat subjektif dalam pengertian ada pergeseran dari makna umum (denotatif) karena sudah ada penambahan rasa dan nilai tertentu*”. In english, “connotative meaning is subjective in the sense there is a shift from the general meaning (denotative) because there is the addition of flavor and a certain value”. For example look at the sentence a virgin stand in front of the hospital. The word virgin here although the same meaning, namely young girls, for some people may be associated with religious observance, moral, or modernization.

3. Straightforward meaning/actual and figurative meanings/figurative (based on the application to reference).
 - a) Straightforward meaning is the meaning that the reference is matches with the meaning of the word concerned.
 - b) Figurative meaning is the meaning that the reference not in accordance with the relevant words.
4. Contextual meaning is the meaning of which is determined by the context of use. This meaning will become clear when used in a sentence. Contextual meaning as a result of the relationship between speech and situation.

Meanwhile, Larson revealed the existence of an implicit meaning. He also divided into three groups of the implicit meaning (1984: 34-37), as follows:

1. Implicit referential meaning
2. Implicit organizational meaning
3. Implicit situational meaning

2.3 Implicit Meaning

Larson (1984: 34) states that the implicit meaning is the meaning of which is not shown but is a part of a conversation or purpose to be conveyed by the speakers. In the process of understanding the meaning of this implicit meaning, talk responders sometimes must strive to arrive at the proper interpretation among others through the imagery or interpretation. Responders need to know certain things that become a reference, situation and context. Knowledge of the context will greatly assist responders to get a proper interpretation.

Aminuddin, citing the opinion of Samuel and Kiefer, put forward their expression of reading the lines, which is read to understand the meaning of the letter and the phrase reading between the lines, that is read to understand the implicit meaning. Thus, the meaning can be distinguished between the explicit meaning and implicit meaning (1985: 92).

Still according to Aminuddin (1985: 50) in order that responders can reach a proper interpretation, in the process of interpretation, the meaning must be aware of its association with things as follows:

1. Characteristics or internal elements of language.
2. Social and cultural systems that underlie.
3. The user, either as speakers or talk responders.

4. Characteristics of information and variety of speech that delivered.

2.3.1 Implicit Referential Meaning

The existence of the referents in interpreting the meaning is very important. The meaning will be difficult to understand if the reference were unknown. “*Gambaran makna yang dihasilkan oleh elemen kebahasaan yang berupa kata, kalimat maupun elemen lainnya sehubungan dengan unsur luar bahasa baik itu berupa realitas maupun pengalaman disebut referen, demikian Aminuddin (1985: 88)*”. “Overview meanings generated by linguistic elements in the form of words, sentences and other elements with respect to the outside elements language whether it be reality or experience called reference, thus Aminuddin (1985: 88)”.

Kridalaksana (1993: 186) says that “*referen adalah unsur luar Bahasa yang ditunjuk oleh unsur Bahasa*”. “The reference is the outside elements of language designated by the language elements”. The meaning of language elements here include the word or phrase.

Referential meaning, according to Kridalaksana, is “*makna unsur bahasa yang sangat dekat hubungannya dengan dunia di luar bahasa (objek atau gagasan), dan yang dapat dijelaskan oleh analisis komponen (1993: 199)*”. “The meaning of the language elements that very close relationship with the world outside the language (object or idea), and which can be explained by the component analysis (1993: 199)”. In other words, this meaning refers directly to

the meaning of objects, events, attributes, or certain relationships that can be seen or imagined that the content of the information or something that communicated.

Halliday and Hasan (1976: 37) argues that the referents in a text can be eksoforik, which refers to things that out of context, or endoforik which is that the referents in the context itself. Endoforik divided into anaforik, which refers to the referents that have been mentioned and kataforik is referring to the context that follows. Then, Halliday and Hasan classifying the referents into three types, namely:

1. Persona referents, is a referents that contained in the category of persona.
2. Demonstrative referents, is a referents that contained in the designation of the location or place.
3. Comparative referents is not directly referent that contained in the usage of characteristics or similarity of something.

2.3.1.1 Persona Referents

That included in the category of persona of persona referents is a pronoun persona (I, you, he, she, ...), possessive determiner (my, your, ...), and the possessive pronoun (mine, yours, ...). These three things represent the same system, namely represents people (Halliday and Hasan, 1976: 43).

According to Halliday and Hasan (1976: 45) the term of persona is a bit vague because which is included in the persona referents not only human beings but also references non-persona, which is a reference to the object.

2.3.1.2 Demonstrative Referents

Halliday and Hasan (1976: 57) reveals that basically demonstrative referent is the sort of appointment orally where the narrator or speakers identifying the referents by the way of placing it in the distance scale. Further, they (Halliday and Hasan, 1976: 57-58) also split the demonstrative referents into demonstrative referents adverbial, which includes here, there, now and then, and demonstrative referents nominal (this, these, that, those and the). Demonstrative referents adverbial referring to the venue of a process in place or time, whereas the demonstrative referents nominal refers to the place of something being, person, or object, which participated in that process.

2.3.1.3 Comparative Referents

Similarities are referents. An object can not be said to be “similar”, but it must be said to be “similar with something”. So the comparison between the two things that are similar is one form of the referent. The referent like this called comparative referents. Furthermore, in the discussion about comparative referents, Halliday and Hasan (1976: 76-80) dispart the comparative referents into two part, namely:

1. The general comparative, is a referents that express the similarity between objects. Two objects can be the same, similar or different.
2. The particular comparative, is the comparison between objects by observing the differences of quality or quantity.

Whether it's general comparative referents or particular comparative referents expressed in the context of using adjectives (same, equal, identical) or adverb (identically, differently).

Determination referents, can only be determined when the context of the speech is already known certainty. Implicit referential meaning will be allowed implicit or used explicit in the translation depends on each target language system. This understanding of implicit referents meaning has an important role in the translation mainly to prevent the ambiguity.

2.3.2 Implicit Organizational Meaning

Aminuddin stated that the organizational meaning is *“makna yang timbul akibat adanya peristiwa gramatikal, baik antara imbuhan dengan kata dasar maupun antara kata dengan kata atau frase dengan frase disebut organisasional (1985: 88)”*. “The meaning that arise from grammatical events, both between affixes with the basic words and between words with a word or phrase by phrase called organizational”. A sentence is formed of those words in a sentence unity that is the organizational meaning. Sometimes the organizational meaning is left implicit, so we know the meaning of organizational (contextual) implicitly.

To clarify the definitions above, we should pay attention to the following sentences. Sentence Bogor city was founded in 1620 is used to put the city of Bogor as the subject. To do this, the information about who built it made implicit. If his subject is the founder of the city of Bogor, the last sentence can be made explicit Prabu Siliwangi founded the city of Bogor in 1620.

The implicit organizational meanings can be translated into three formations sentence, namely: *Ellipsis sentences, Passive sentences and the use of the Substitution word in the sentence* (Larson, 1984: 40-41). Ellipsis is the omission of an element of the sentence, however ellipsis sentence structure still meet the applicable rules of sentence patterns. In the passive voice is often the perpetrators of the sentence being implicit, it is because the subject in the passive voice is not the point. The use of the substitution word in a sentence is usually due to avoid the repetition or redundant. This third constituted caused of the appearance of the implicit organizational meaning. Although the structure of the sentence is not complete, but the sense of being brought constantly intact.

2.3.2.1 Ellipsis Sentences

Chalker (1984: 264) defines the ellipsis as a tool that is formal grammatically be used to help avoid the repetition, he also described the ellipsis as a substitution with an empty element. In line with Chalker, Halliday and Hasan (1976: 142) also states that the ellipsis is something that is omitted and it does not say, but it does not mean that something is omitted and did not say it causes the text become elusive. Ellipsis can be understood and that understanding is obtained in a way that is not said. From these explanations it is known that, in addition to use in order to avoid the repetition, ellipsis is also not cause a text becomes elusive. In other words, the integrity of the text remains awake.

Halliday and Hasan (1976: 146) divides the ellipsis in three types, namely:

1. *Nominal ellipsis*, e.g, four other Oysters followed them, and yet another four. Which is used as an ellipsis = (another four oysters).
2. *Verbal ellipsis*, e.g, have you been swimming? - Yes, i have. Which is used as an ellipsis = (have been swimming).
3. *Clause ellipsis*, e.g, what was the Duke going to do? - Plant a row of poplars in the park. Which is used as an ellipsis = (the Duke).

2.3.2.2 Passive Sentences

Allen (1987: 270) states that the general principle in the use of the passive sentence is when the focus of the speaker is located at the activity or work performed not on the subject that do the job. The sentence “people speak english all over the world” is give more weight to the subject of “people”. When the main focus is speaking english, so the sentence should be converted into a passive sentence and becomes “english is spoken all over the world”. Information about the subject in passive sentence frequently are not necessary so its existence was eliminated.

Nida and Taber (1969: 114) says that the delivery of the meaning of the passive sentence becomes difficult especially when the target language is not familiar with the passive construction. However, Indonesian language, like English, has a passive sentence construction, so the delivery of the meaning of passive sentences in English to Indonesian not find the significant difficulties.

2.3.2.3 Substitution Word

Substitution, according to Halliday and Hasan (1976: 88-89) is the replacement of an instance that relating to linguistics, such as words or phrases, with other things. Furthermore, Halliday and Hasan (1976: 90) also explained that the substitution also has relationships which are more concerned with grammatical factors, for that, the criteria of substitution word will be translated in grammatically.

2.3.3 Implicit Situational Meaning

According to Larson (1984: 37) implicit situational meaning is the meaning that arises because of the relationship between speech and the situation at the time of the speech was spoken. The meaning of speech situation according to Kridalakaksana (1993: 200) is elements out of the language that associated with speech or discourse till the speech or discourse became meaningful.

According to Larson (1984: 133-138) meanings can be affected by things such as: the relationship between the speaker and the responders, cultural background, the enactment of the communication process, the timing of the speech, age and gender, social situation speakers and responders, presumptions appears in the communication situation and gestures that occurred during the communication process takes place. Elements as mentioned earlier is very influential in determining the meaning, because of that the stuff outside the language also plays an important role in determining the implicit situational meaning.

Of many factors that influencing the onset of the implicit situational meaning, in this thesis the discussion about it will only be limited to four categories, namely: implicit situational meanings that arising from differences in cultural factors, the meaning of situational implicit that arising from signal movements that occur during the speech, the meaning of situational implicit that occur because of time and the place of speech take place, and the last is situational implicit meaning that arising from the existence of a certain relationship between the speaker and the responders.

2.3.3.1 Implicit Situational Meaning Because of Cultural Factors

A text may not be completely understood by people who do not know the cultural background of the speaker because in it there are so many situational meaning which is used implicit. If the speaker and responders have the same cultural background so, there will be many terms that related with a culture that is left into implicit. This is caused by the knowledge that has been shared.

Implicit situational meaning that caused by cultural factors will be stumbling block that big enough if responders have different cultural background from the speakers. Therefore, in the translation the implicit meaning should be made explicit so that speakers messages can be delivered well, unless the term that used is not odd anymore to the responders.

For example, “I really really love Jodie Foster in The Silence of The Lambs”. The Silence of the Lambs is a fairly famous American movie and Jodie Foster is a protagonist female artist of that film. For those people who are not

familiar with Jodie Foster or *The Silence of the Lambs*, the sentences above do not have any meaning even tend to be confusing. But for some people in Indonesia who are familiar with American movies, the sentence above has been quite clear, because they know that Jodie Foster is a leading female artist and *The Silence of the Lambs* is one of her film.

2.3.3.2 Implicit Situational Meaning Because of Gesture When Speech

Sometimes a word or sentence can only be understood well if supported by gestures that speakers do during the speech take place. This point that to be the background of the occurrence of implicit meaning that caused by the gesture. For more details can be seen in the example of the following sentence:

James pointed to his car and said, “Get in. I’ll drive you home”. From the example of sentence above, seen in the first sentence there is a movement performed by speakers, that is the movement pointed towards his car. Through this movement, it is clear that the word of “get in” the next sentence is “get in my car”.

2.3.3.3 Implicit Situational Meaning Caused by Time and The Place of Communication Take Place

Sometimes a sentence can only be understood its meaning if associated with other senses that brought by place or time when the speech take place. For example, the word “entry” can has a variety meaning depending on place of the pronunciation. In the classroom, “entry” can mean present, whereas the same word can mean in the line when playing badminton in the badminton court.

2.3.3.4 Implicit Situational Meaning Because of The Relationship Between The Speakers and The Responders

The relationship between the speaker and the responder greatly affect the meaning that contained in the sentence. The existence of a certain relationship between the speaker and the responders may caused the implicit meaning, for example, Budi would say to her classmates Mr. Iwan is not here today because of the responders have learned that Mr. Iwan is their science teacher. When Budi want to talk about the same person to his mother, he probably would said Mr. Iwan, our science teacher, not come today.

As another example we will see a sentence that uttered by a women. She said to her husband Peter got flu. But, when he want to convey the same information to the doctors, this woman would say my son, Peter, got flu. The information “my son” is not required to signify Peter when talking to her husband who knew who Peter was.

The meaning that contained in a text can be classified into various types, one of which is implicit meaning. The characteristic of the implicit meanings that are not displayed makes their presence sometimes difficult to be seen and understood in passing. But, the implicit meaning is part of the text so, that role in maintaining the unity and integrity of the text is no less important than other components of meaning.

2.4 Novel

In A Glossary of Literary Terms, Abrams (1971: 110) explains that:

“The term for the novel in most European languages is ‘roman’ which is a derivative from the medieval “romance”. The English name for the form, however, is derived from the Italian “*novella*” (meaning ‘a little new thing’) which was a short tale in prose”.

A clearer explanation about the definition of novel is insisted in the Concise Oxford Dictionary of English Literature, Eagle (1970: 413) “Novel is a prose narrative or tale of a fictional character of greater length than the short story. In the seventeenth and eighteenth century, novel was often considered with romance as being something shorter and having more relation to real life”.

Forster (1974: 24) in his book “Aspects of The Novel” writes that “Novel is a fiction in prose of a certain text”. Novel are meant to be enjoyed. They can be seen in paperback on every bookstall inviting us to read them, promising pleasure, excitement, escape and adventure among areas of experience hitherto close to us.

Milligan (1984: 7) states that:

“The conventional definition of a novel tells us that it is a work of fiction, of not less than fifty thousand words, written in prose; but it is also attempt to convey imaginatively some might read it. It is one of the most fluent, diverse and unpredictable of literary forms”.

2.4.1 The Types of Novel

The novel is the most widely practised and most widely read form of literature in the world today. Some different types of novels can be found. However, not every novel can be placed in a certain category. The best are impossible to categorize. It only means that there are many novels that fall into clearly defined categories.

According to Forster (1974: 30) that the types of novel are as follows:

- The Early Novel

The early novel can be distinguished as such in English are usually considered to be those of eighteenth century. Daniel Defoe's Robinson Crusoe is regarded to be the first English novel.

- Adventure Novel

In this type of novel, some central character usually goes through all sorts of unusual and dangerous adventures, often in search of hidden wealth. Often, while involved in some risky mission, the character is caught up in some mysterious plot. The examples are Robert Louis Stevenson "Treasure Island" (1883) and "Kidnapped" (1886), Rudyard Kipling "Kim" (1901).

- Horror Novel

This novel is about monsters, supernatural powers (especially those of Evil or places, buildings and castles) where strange and frightening happening occur. A horror novel shows surprising and frightening situations in order to create feelings of intense fear for the reader. Some examples are Mary Shelly "Frankenstein", Bram Stoker "Dracula", Stephen King "Misery".

- Romance Novel

This is a general heading to include these novels whose story is principally about the course of the love between a man and woman, its ups and downs and usually its final triumph in the uniting of the two

lovers. A romance novel deals with sexual love, particularly in an idealized form. The example is “Vows” by Rochelle.

- **Mystery Novel**

This type of story usually centres around some strange and intriguing mystery which is solved in the end. A mystery novel presents a puzzling crime for the main characters (and the reader) to solve. Some examples are “Gone Fishin: An Easy Rawlins Amystery” by Walter Mosley, “The Woman in White” by Wilkie Collins.

- **Crime and Detective Novel**

The detective story is usually about murder or theft. Early on in the story a crime is committed and the rest of the book is concerned with the solving of it. Some examples are “The Moonstone” by Wilkie Collins, “The Murders in The Rue Morgue” by Edgar Allan Poe.

- **Western Novel**

These books deal with the opening up of the Western part of The United States of America. The characters are ranchers, cowboys, outlaws, and lawmen. A western novel shows some aspect of frontier life in the American West. The example is “Riders of The Purple Sage” by Zane Grey.

- **Science Fiction Novel**

This type of book is a fairly modern development. It is a product of the great scientific and technological advances that have been made in

modern times. Man's imagination has leapt ahead and sees future developments. A scientific novel may deal with travel to other planets or other solar systems, with imagined galactic and empires with startling new inventions and discoveries, with contacts with alien races, with the future evolution of the human race in fact with anything within the range of the writer's imagination. The example is "The Telling" by Ursula K Lesuin.

- Fantasy Novel

A fantasy novel deals with the fantastical or imaginative world. This kind of novel tells us about unrealistic thing and impossible to be seen in the real life. This novel uses unrealistic characters, improperly setting and plot to express the idea of writing. The novel "Harry Potter and The Prisoner of Azkaban" which is used as the source material in this research included to this kind of novel.

2.4.2 The Structure of the Novel

A novel is a totality and an artistic unity. As a totality, a novel is constructed by element and structure that is correlated to each other. "In board outline, the elements or the structures of a novel can be classified into two general classifications, namely intrinsic and extrinsic elements" (Nurgiyantoro, 2002: 23).

Tarigan (1984: 124) mentions the elements of fiction into the following figure.

Elements of Fiction:

- Theme
- Suspense and foreshadowing
- Plot
- Character Delineation
- Conflict
- Immediacy and Atmosphere
- Setting
- Focus
- Unity
- Logic
- Interpretation
- Belief
- Movement
- Pattern and Design
- Character and Action
- Selectivity
- Distance
- Scale
- Pace
- Style

Based on the explanation about the structure of the novel, the writer refer to Nurgiyantoro's opinion above, because the intrinsic elements are the common and general elements that often found on the structure of the novel analysis. There are many things which make a novel is success and become bestseller. Beside the extrinsic elements, such as good promotion, interesting cover, the existence of the author, marketing strategy; there are aspects which should be considered from its story, that is intrinsic elements.

Synopsis of the Novel

Harry Potter and the Prisoner of Azkaban is the third novel in the Harry Potter series, written by J.K. Rowling. The book follows Harry Potter, a young wizard, in his third year at Hogwarts School of Witchcraft and Wizardry. Along with friends Ron Weasley and Hermione Granger, Harry investigates Sirius Black, an escaped prisoner from Azkaban whom they believe is one of Lord Voldemort's old allies.

The book was published in the United Kingdom on 8 July 1999 by Bloomsbury and in the United States on 8 September 1999 by Scholastic Inc. Rowling found the book easy to write, finishing it just a year after she had begun writing it. The book sold 68,000 copies in just three days after its release in the United Kingdom, and since has sold over three million in the country. The book won the 1999 Whitbread Children's Book Award, the Bram Stoker Award, the 2000 Locus Award for Best Fantasy Novel, and was short-listed for other awards, including the Hugo.

The film adaptation of the novel was released in 2004, grossing more than \$796 million and earned notable critical acclaim. Video games loosely based on Harry Potter and the Prisoner of Azkaban was released for several platforms, and most obtained favourable reviews.

Biography of the Author

Born in Yate, England, on July 31, 1965, J.K. Rowling came from humble economic means before writing *Harry Potter and the Sorcerer's Stone*, a

children's fantasy novel. The work was an international hit and Rowling wrote six more books in the series, which sold into the hundreds of millions and was adapted into a blockbuster film franchise. In 2012, Rowling released the non-Potter novel *The Casual Vacancy*.

As a single mother living in Edinburgh, Scotland, Rowling became an international literary sensation in 1999, when the first three installments of her Harry Potter children's book series took over the top three slots of The New York Times best-seller list after achieving similar success in her native United Kingdom. The phenomenal response to Rowling's books culminated in July 2000, when the fourth volume in the series, *Harry Potter and the Goblet of Fire*, became the fastest-selling book in history.

A graduate of Exeter University, Rowling moved to Portugal in 1990 to teach English. There, she met and married the Portuguese journalist Jorge Arantes. The couple's daughter, Jessica, was born in 1993. After her marriage ended in divorce, Rowling moved to Edinburgh with her daughter to live near her younger sister, Di. While struggling to support Jessica and herself on welfare, Rowling worked on a book, the idea for which had reportedly occurred to her while she was traveling on a train from Manchester to London in 1990. After a number of rejections, she finally sold the book, *Harry Potter and the Philosopher's Stone* (the word "Philosopher" was changed to "Sorcerer" for its publication in America), for the equivalent of about \$4,000. The book, and its subsequent series,

chronicled the life of Harry Potter, a young wizard, and his motley band of cohorts at the Hogwarts School of Witchcraft and Wizardry.

Chapter III

Research Methodology

3.1 Research Design

The method that taken in this research is descriptive and comparative methods. Descriptive analysis is the process of dividing anything complex into simple elements or components and systematic separation of a whole into parts, pieces, or sections. Furthermore, descriptive analysis, based on Isaac and Michael in Budiman (1988: 10), is a method, not only does the pure descriptive, but also find the relation, determine the meaning and make conclusion (implementation).

The writer uses the comparative analysis to compare the English book version of “Harry Potter and the Prisoner of Azkaban written by Rowling” with the translation entitled “*Harry Potter Dan Tawanan Azkaban*” by Listiana Srisanti.

The Problems that collected on the data will be classified to be discussed objectively. Then compared and analyzed based on the theories that described in Chapter II. The analysis will clarify whether the way of the translation of implicit meaning in the data does not create the ambiguity of meaning, clear enough to be understood, in accordance with the rules of the target language and also does not deviate from the prevailing theories.

In writing this essay, the writer also uses the literature review methods, by reading and learning the books that are closely related to the discussion of the

problem in order to obtain various references that support the theory and analyzing the data.

3.2 Procedures of Data Collection

The writer uses several steps in collecting and analyzing the data. Firstly, the writer finds the both of the novels that are going to be analyzed afterwards read the english version randomly to take the highlight of sentence, phrase, word that contained the implicit meaning. Secondly, she underlines the sentences and writes it down in a separate note. And the last step, the data are selected to be the final for the analysis.

3.3 Data Analysis

The objects of the analysis are sentences containing implicit meanings in the novel previously mentioned. The sentences with implicit meanings are taken as data, and analyzed using descriptive and comparative methods. The Problems that collected on the data will be clasified to be discussed objectively. Then compared and analyzed based on the theories that described in Chapter II.

Chapter IV

Data Analysis and Findings

In this chapter the writer will describe the research and discussion about the translation of implicit meaning. The translation of implicit meaning can be left implicit or can be explicit with a variety of considerations.

4.1 Data Analysis: Implicit Referential Meaning

4.1.1 Implicit Persona Referents Translated Explicitly

Data 1a	Data 1b
“So she phoned the telephone hotline. By the time the Ministry of Magic got there, he was gone”. (HPPA: 96)	“Jadi, dia menelepon nomor hotline. Waktu orang-orang dari Kementrian Sihir tiba di tempat itu, Black sudah pergi”. (HPTA: 161)

In the data 1a above there's an implicit of subject that is persona referents of “**He**” that contained the meaning of men as third person singular. Unfortunately the name of the actors that to be implicit in here are not contained in the preceding sentence. In the original book, the name of the actors called about two paragraphs before the sentence. To avoid uncertainty that caused of away of the referent from the alternate word, the translation into the target language will be explicit into “*Waktu orang-orang dari Kementrian Sihir tiba di tempat itu, **Black** sudah*”

pergi". Persona referents was replaced with the original referent that is the name of the subject. This explicit is important to do to avoid the ambiguity of meaning.

Data 2a	Data 2b
<p>Harry was used to the subjects of Hogwarts paintings moving around and leaving their frames to visit each other, but he always enjoyed watching them.</p> <p>(HPPA: 77)</p>	<p>Harry sudah terbiasa melihat tokoh-tokoh dalam lukisan Hogwarts bergerak dan meninggalkan pigura mereka untuk saling mengunjungi, tetapi dia selalu senang memandangi lukisan-lukisan itu.</p> <p>(HPTA: 129)</p>

Part of the sentence...., "but he always enjoyed watching **them**" at the data 2a has pronouns "**them**" which makes "**paintings**" into implicit in the previous section of the sentence. In contrast to data five which makes the third person plural into implicit, the word of "**them**" here makes plural object into implicit. The target language does not have a pronoun for plural object, therefore, the translation of this pronouns should be made explicit in accordance of the referents, namely "*lukisan-lukisan itu*" seen in data 2b. Translating implicit meaning should be made explicit because the pronouns for plural objects in the source language is not recognized in the target language.

Data 3a	Data 3b
<p>He led them down..., right outside the staff-room door. “Inside please”, said Professor Lupin, opening it and standing back.</p> <p>(HPPA: 100)</p>	<p>Dia membawa mereka..., tepat di depan pintu ruang guru. “Silahkan masuk”, kata Profesor Lupin, membuka pintu lalu minggir.</p> <p>(HPTA: 167)</p>

In footage sentence of data 3a above, that is “....opening it and standing back” there’s an implicit of the object, that is on the referent pronouns “**it**”. Referent pronouns “**it**” implies a single inanimate nouns and makes implicit of the phrase of “the staff-room door” that exist in the previous sentence. In the translation, referents “**it**” not being implicit into-*Nya*, but made explicit into “**Pintu**” seen in data 3b. This explicit makes the sentence becomes clearer and more easily to understand.

Data 4a	Data 4b
<p>“Not too far from here,” said Seamus, Who looked excited. “It was a Muggle who saw him. Course, she didn’t really understand....”</p> <p>(HPPA: 96)</p>	<p>“Tak jauh dari sini,” kata Seamus, yang tampak bersemangat. “Muggle perempuan yang melihatnya. Tentu saja dia tidak mengerti...”</p> <p>(HPTA: 161)</p>

Persona referents “**she**” in the sentence “**she** didn't really understand” in the data 4a contained the meaning of women as third person singular. The translation of the referents “**she**” into the target language has its own problems

because in the target language the gender distinction was unknown for the pronoun of third person singular. Persona referents “**she**” can be translated into “*dia*”, but the implicit meaning that referred is a woman will be lost. To avoid any reduction of meaning, so in the translation will be made explicit with a word of “*perempuan*” in the previous sentence.

Similar with the previous data, data four also indicate a need for certain adjustment to translate the implicit meaning in the persona referents. This is done to maintain the integrity of the text and the intent of speakers. On the other hand, adjustments are also needed to avoid an unusual pattern in the systems of target language as didn't recognize of the gender discrimination in Indonesian.

4.1.2 Implicit Persona Referents Translated Into Persona Referents

Data 5a	Data 5b
<p>It was Peeves the poltergeist, bobbing over the crowd and looking delighted, as he always did, at the sight of wreckage or worry.</p> <p>(HPPA: 121)</p>	<p>Peeves si hantu jail melayang naik turun diatas kerumunan dan tampak riang gembira seperti biasanya jika ada musibah atau ketakutan.</p> <p>(HPTA: 201)</p>

In footage sentence “..., as **he** always did, ...” on the data 5a above occur the third person singular “**he**” which made implicit the same person who had called in the previous sentence. In contrast to the first data, the location of pronouns on the fifth data that relatively close to the referents making the

translation into the target language may be left implicit. Usually, “**he**” can be translated into “*dia*”. However, in the translation, the footage sentence above shows that the pronoun “**he**” in the translation will be erased. This is done in an effort to avoid a repetition of word, as well as to establish an effective sentence.

Data 6a	Data 6b
<p>“You sold Lily and James to Voldemort,” said Black, who was shaking too. “Do you deny it?”</p> <p>(HPPA: 274)</p>	<p>“Kau menjual Lily dan James kepada Voldemort,” kata Black, yang juga gemetar. “Apakah kau menyangkalnya?”</p> <p>(HPTA: 460)</p>

In the sentence of data 6a there’s an interrogative sentence “Do you deny **it**?”. Referent pronouns “**it**” that contained in the interrogative sentence made implicit the events that described in the previous sentence, it is “selling Lily and James to Voldemort”. In the translation, the implicit meaning that contained in “**it**” always made implicitly into “*nya*”. However, this doesn’t obscure the implicit meaning that contained in the interrogative sentence of “*Apakah kau menyangkalnya?*”.

Data 7a	Data 7b
<p>“Well... your parents appointed me your guardian,” said Sirius stiffly. “If anything happened to them...”</p> <p>(HPPA: 277)</p>	<p>“Orangtuamu menunjukku sebagai walimu,” kata Sirius kaku. “Jika terjadi sesuatu pada mereka...”</p> <p>(HPTA: 466)</p>

In the sentence “If anything happened to **them**...” on data 7a there’s a persona referents “**them**” that made implicit of the phrase of “your parents” that contained in the sentence “Well.... your parents appointed me your guardian”. The word of “**them**” in here made the implicit of third person plural. In the translation, the word of “**them**” still made implicit become “*mereka*”, because the pronoun is also found in Indonesian. Implicit meaning that contained in the sentence can also be captured properly without having made into explicit. The translation like this doesn’t need to be explicit if the pattern of sentences in the target language allows it.

Data 8a	Data 8b
<p><u>This house</u>... “Lupin looked miserably around the room,” ...<u>the tunnel</u> that leads to it–they were built for my use.</p> <p>(HPPA: 259)</p>	<p><u>Rumah ini</u>...” Lupin memandang ke sekitarnya dengan muram,” ...<u>terowongan</u> yang menuju kesini–semuanya dibangun untuk digunakan.</p> <p>(HPTA: 434)</p>

Sentence “**they** were built for my use” has referents “**they**” that referring to the previous sentence. Pronouns “**they**” in this sentence contained the meaning of inanimate plural. The objects that made implicit by referents “**they**” in this sentence is “this house” and “the tunnel that leads to it”. In the target language plural noun was unknown, therefore in the translation using “*semuanya*”. Although in this case referents “**they**” still implicit in the target language, the translator do not feel necessary for made explicit the meaning that exist because it has been well represented by the word “*semuanya*”. This may be done to avoid a repetition of the words. Nevertheless this translation is quite good because it has been in accordance with the prevalence language patterns that exist in the target language and have been able to convey the speaker’s intention.

4.1.3 Implicit Demonstrative Referents Translated Explicitly

Data 9a	Data 9b
<p>“I need you to <u>sign the permission form</u>,” said Harry in a rush. “And why should I do that?” sneered uncle Vernon.</p> <p>(HPPA: 21)</p>	<p>“Formulirnya perlu ditandatangani Paman,” kata Harry buru-buru. “Kenapa aku harus tanda tangan?” cibir paman Vernon.</p> <p>(HPTA: 33)</p>

Interrogative sentence “and why should I do **that**?” on data 9a has demonstrative referents “**that**”. “**That**” here refers to the phrase “**the signing of the permission form**”, which is contained in the previous sentence. In the

translation, the referent can remain implicit or be explicit. If chosen to remain the referents made into an implicit, then the sentence would be “*kenapa aku harus melakukan (hal) itu?*”. But translators chose to make explicit the referents, so the interrogative sentence will reads “*kenapa aku harus tanda tangan?*”. This explicit makes the sentence becomes clearer. The meaning that contained also read properly without sacrificing the integrity of the text.

4.1.4 Implicit Demonstrative Referents Translated Into Demonstrative Referents

Data 10a	Data 10b
<p>They watched in astonishment as the little knight tugged his sword out its scabbard and began brandishing it violently,...</p> <p>But the sword was too long for him;...</p> <p>(HPPA: 77)</p>	<p>Mereka mengawasi dengan tercengang ketika si ksatria mencabut pedang dari sarungnya dan mengacung-acungkannya dengan garang....</p> <p>Tetapi pedang itu terlalu panjang baginya.</p> <p>(HPTA: 129)</p>

The use of the article “**the**” before the noun indicates that the noun has mentioned earlier. Therefore, “**the**” in data 10a is also a demonstrative referent with things that have been mentioned earlier as a referent. In the sentence “But **the sword** was too long for him”, the phrase “**the sword**” indicates that the object has known. In this case, “**the sword**” refers to “**a sword that he took out its scabbard and began brandishing it violently**” that exist in the previous sentence. In the translation, “**the**” usually translates into “*ini*” or “*itu*”, but not infrequently “**the**” are not translated at all. Here the translator remains to implicit

the phrase “**the sword**” into “*pedang itu*”. This translation was precise and the intent of speakers conveyed properly.

Data 11a	Data 11b
<p>..., but he was clever enough to escape from Azkaban, and that’s supposed to be impossible.</p> <p>(HPPA: 53)</p>	<p>..., tetapi dia cukup pintar untuk bisa kabur dari Azkaban, padahal itu kan diandaikan tak mungkin terjadi.</p> <p>(HPTA: 88)</p>

Sentences on the 11a contains demonstrative referents “**that**” which refers to an event that discussed before. That is “the escape from Azkaban”, as stated in the preceding sentence. In translating, the demonstrative pronoun remains used as an implicit become “**itu**”. The options to keep made implicit of the demonstrative referents is because the explicit of the referents in the target language can cause the ineffective sentence and eventually compromising the integrity of the text. If a demonstrative referent refers to an event, usually to reinforce the events that referred, often added the word “*hal*” before the demonstrative pronouns. So the demonstrative referents of “**that**” on data eleven should be translated into “*hal itu*”, so the sentence become relatively clearer.

Data 12a	Data 12b
<p>Professor Trelawney's head fell forwards onto her chest. She made a grunting sort of noise. Then, quite suddenly, her head snapped up again.</p> <p>(HPPA: 238)</p>	<p>Kepala Profesor Trelawney terkulai ke dadanya. Dia mengeluarkan suara seperti dengkur, kemudian mendadak kepalanya tegak kembali.</p> <p>(HPTA: 398)</p>

“**Then**” that contained in the sentence “**Then**, quite suddenly, her head snapped up again” in data 12a is a demonstrative referents be in the form of adverbs. The presence of referents “**then**” here to made implicit of the availability of a time that became a referents, so an incident can be known occurred after the other incident. The first occurrence that becomes a reference here are the words “**Professor Trelawney's head fell forwards onto her chest**” while the second incident that occurred thereafter listed on the phrase “**quite Suddenly, her head snapped up again**”. The interpreter translating “**then**” remains implicit becomes “*kemudian*”, thus the implicit meaning of the existence of a time that became the referent is maintained. This translation has been able to convey the meaning that contained.

4.1.5 Implicit Comparative Referents Translated Explicitly

Data 13a	Data 13b
<p>In <u>one hand</u> she held an enormous suitcase, and tucked under the other was an old and evil-tempered bulldog.</p> <p>(HPPA: 22)</p>	<p>Satu tangannya memegang koper besar, dan tangan yang lain memegang bulldog tua yang galak.</p> <p>(HPTA: 36)</p>

Data 13a above shows the translation of comparative referents which is made into explicit. Comparative referents that aim is “**the other**” that compares two things. Through the sentence on the data above it can be seen that the aim of the reference is “**one hand**”. In the translation, referents “**the other**” made explicit into “*tangan yang lain*”. The explicit like this has intends to clarify the meaning that contained in the referents. This translation is already appropriate and the meaning that contained was conveyed properly.

4.1.6 Implicit Comparative Referents Translated Into Comparative Referents

Data 14a	Data 14b
<p>Was he imagining it, or were <u>Snape’s eyes flickering towards Lupin more often than was natural</u>?</p> <p>(HPPA: 119)</p>	<p>Apakah dia cuma membayangkan atau benarkah mata Snape terarah kepada Lupin lebih sering dari sewajarnya?</p> <p>(HPTA: 200)</p>

“**More**” is one of the comparative referents and its function is to compare the two events quantitatively. Usually the word “**more**” is translated into “*lebih*”. In data 14a “**more often**” compare “**Snape’s eyes flickering towards Lupin**” with “**than was natural**”. The clause that called first is a reference. Comparative referents “**more often**” was translated into “*lebih sering*”. That translation can convey what is the intended of the speaker.

Data 15a	Data 15b
<p>For one thing, he hated the summer holidays more than any other time of the year.</p> <p>(HPPA: 7)</p>	<p>Misalnya saja, dia paling benci liburan musim panas dibanding waktu-waktu lainnya.</p> <p>(HPTA: 9)</p>

Data 15a also shows the translation of comparative referents “**more**” like data 14a, but there is a little difference in the translation. In data 15a above “**more**” compare two nouns that are “**summer holidays**” and “**any other time of the year**”. In the data before, one of the things that being compared are the reference and the other that refers to the earlier reference. On these data, the existence of the two things that being compared are equal. In the translation, comparative referents “**more**” should be also translated into “*lebih*”, but here “**more**” was translated into “*paling*”. This resulted in the distortion of meaning because the word “*paling*” it should be the results of the translation of comparative referents “**most**”. Teetotally, the sentence should be translated into

“*Misalnya saja, dia lebih membenci liburan musim panas dibanding waktu-waktu lainnya*”. The translating that less cautious like this is not very good because the meaning that conveyed in the target language is not in accordance with the meaning that contained in the source language.

Data 16a	Data 16b
Harry jumped up out of the bed; Hermione had done the same . (HPPA: 285)	Harry melompat turun dari tempat tidur. Hermione juga. (HPTA: 478)

The example of sentence in data 16a above there's a comparative referents “**same**” that shows the existence of the same two events. Both of these events is “**Harry jumped up out of the bed**” and “**Hermione jumped up out of the bed**”. Both events assessed same because each subject doing the same thing that is “*melompat turun dari tempat tidur*”, so it is used comparative referents “**same**” to avoid the repetition of words in the second sentence. The translation of the sentence “**Hermione had done the same**” should be “*Hermione melakukan hal yang sama*”. But the translator make shorten becomes “*Hermione juga*”, this maybe done with the intention of making the sentence more effective. This translation can be tolerated.

Data 17a	Data 17b
<p>“Come follow me, dear friends, and <u>we shall find our goal, or else shall perish bravely in the charge!</u>”</p> <p>(HPPA: 78)</p>	<p>“Ayo ikut aku, sahabat-sahabat, dan kita akan mencapai sasaran kita, atau kalau tidak kita tewas dengan gagah berani dalam tugas!”</p> <p>(HPTA: 130)</p>

Comparative referents “**else**” that contained in data 17a above is used for comparing the two events where there’s only one of the two events that can occur. An event is an alternative when the first event that referred did not materialize. The events that compared in here is “**we shall find our goal**” and the second is “**we shall perish bravely in the charge**”. “Else” in here translates into implicitly become “*kalau tidak*”. The translation is good and does not damage the implicit meaning that contained therein, so the meaning that speaker's wants can be conveyed in the target language.

Data 18a	Data 18b
<p>Harry looked..., at the long <u>Arithmancy essay</u> on which the ink was still glistening, at the even longer <u>Muggle studies essay</u>,...</p> <p>(HPPA: 185)</p>	<p>Harry memandang..., pada karangan Arithmancy yang tintanya masih berkilat, pada karangan Tela’ah Muggle yang lebih panjang lagi...</p> <p>(HPTA: 310)</p>

In data 18a there’s a comparative referents “**longer**” which compares the two nouns. Both noun that being compared is “**Arithmancy essay**” and “**Muggle**

studies essay". This information was made into implicit in the comparative referents "**longer**", if made into explicit so the sentence reads "**at the Muggle studies essay that even longer than Arithmancy essay**". In the translation of the comparative referents "**longer**" keep left into implicit become "*lebih panjang lagi*", it has been able to convey the meaning well.

4.2 Implicit Organizational Meaning

4.2.1 Ellipsis Sentences Translated Explicitly

Data 19a	Data 19b
<p>"Harry if you don't want to continue,..." ..."I've got to!"</p> <p>(HPPA: 177)</p>	<p>"Harry, jika kau tidak ingin meneruskan, aku paham sekali..." ..."Saya ingin meneruskan!"</p> <p>(HPTA: 297)</p>

The sentence "**I've got to!**" on data 19a made verbs into ellipsis. The verb that made into ellipsis, are "**continue**", that contained in some of the previous sentence. If written fully, so the ellipsis sentence above would read "**I've got to continue**". This is in accordance with the translation that reads "*saya ingin meneruskan*", here the translator doing the explicit meaning so the purpose of the speakers becomes clearer.

Data 20a	Data 20b
<p>“What are you doing?” Filch snarled suspiciously. “Nothing,” said Harry truthfully. (HPPA: 115)</p>	<p>“Sedang apa kau?” Gertak Filch curiga. “Tidak sedang apa-apa,” kata Harry jujur. (HPTA: 192)</p>

As in the previous data, data 20 also explores the sentence that has an ellipsis shape. Ellipsis in here is the clause ellipsis. At this time the ellipsis contained in the word “**nothing**”, which is the answer from the previous interrogative sentence. If written fully, so the answer would be “**I am doing nothing**”. In the translation, the ellipsis sentence change into explicit becomes “*tidak sedang apa-apa*”, appropriate with the full shape of the response sentence. This is done to adjust with the sentence patterns that obtained in the target language, so misinterpretation and double meanings can be avoided. And this translation was correct.

Data 21a	Data 21b
<p>“Wait a moment, Harry,” Lupin called, “I’d like a word.” (HPPA: 139)</p>	<p>“Tunggu, Harry,” panggil Lupin. “Aku mau bicara denganmu.” (HPTA: 232)</p>

The ellipsis sentence of “**I’d like a word**” on data 21a made the object become implicit. By looking at the previous sentence “**Wait a moment, Harry**” seen that the figure who said this sentence was talking to someone. Here, it can be seen that these sentence make an implicit the object of “**you**”, when written fully, then the ellipsis sentence at last will reads “**I’d like a word with you**”. In the translation, the sentence that was made explicit becomes “*Aku mau berbicara denganmu*” to clarify the meaning.

4.2.2 Ellipsis Sentences Translated Into Ellipsis Sentences

Data 22a	Data 22b
<p>“Right then,” said Professor Lupin. “Can you picture those clothes very clearly, Neville? Can you see them in your mind’s eye?” “Yes,” Neville uncertainly, plainly wondering what was coming next. (HPPA: 102)</p>	<p>“Baiklah,” kata Profesor Lupin. “Bisakah kau membayangkan dandanan itu dengan jelas, Neville?” Bisakah kau membayangkan dandanan itu dengan jelas, Neville?” Bisakah kau melihatnya dalam pikiranmu?” “Ya” kata Neville bingung. Jelas sekali dia ingin tahu apa yang akan terjadi berikutnya. (HPTA: 171)</p>

Sentence in data 22a has an ellipsis clause which lies in the word “**yes**”. This word is the answer to a question that only requires an answer “**yes**” or “**no**” exactly. By looking at the question we can know that the word “**yes**” was made an implicit something. If written fully, the answer would be “**Yes, I can see them in**

my mind’s eye”. In the translation, the component meaning of the answer sentence remains implicit in the word “*Ya*”. The translators do not need make the answer become explicit because the meaning that contained is already captured well in the target language.

4.2.3 Passive Sentences Translated Explicitly

Data 23a	Data 23b
<p>....until we are certain that it has not been tampered with.</p> <p>(HPPA: 172)</p>	<p>..., sampai kami yakin sapu itu tidak dimasuki sihir jahat.</p> <p>(HPTA: 287)</p>

Passive sentences “**it has not been tampered with**” in data 23a indicate the implicit of the subject and the objects. The subject in the passive sentences is not the focus of the talks so it does not need to be made explicit in the translation sentence. The translators chose the word “*dimasuki*” as a synonym of “**tamper with**”. This raises another problem because of the word of “*dimasuki*” in the target language requires that the object of the sentence translated into Indonesian becomes “*sapu itu tidak dimasuki sihir jahat*”. In this case the translator decided to make the object become explicit in order to occur the sentence that in accordance with the pattern and the structure of sentence that prevailing in the target language. This will not happen if the translator used the word “*dirusak*” instead of “*dimasuki*” so the sentence would be translated into “*sapu itu tidak dirusak*”.

4.2.4 Passive Sentences Translated Into Passive Sentences

Data 24a	Data 24b
The Monster Book of Monsters was listed as the set book for Care for Magical Creatures. (HPPA: 44)	Buku Monster tentang Monster terdaftar sebagai buku untuk pelajaran Pemeliharaan Satwa Gaib. (HPTA: 72)

The sentence of “The Monster Book of Monsters was listed as the set book for Care for Magical Creatures” on data 24a is also a passive sentence. In this sentence the subject does not exist so in the translation the subject in that sentence may not be explicit. The pattern of passive sentences in the source language that same as the pattern of passive sentences in the target language causes that the translation can be done directly. The translation in the target language becomes “*Buku Monster tentang Monster terdaftar sebagai buku untuk pelajaran Pemeliharaan Satwa Gaib*”. This translation is already right.

4.2.5 Substitution Word Translated Explicitly

Data 25a	Data 25b
“Arrived about five minutes after you did (HPPA: 40)	“Muncul kira-kira lima menit sesudah kau datang . (HPTA: 66)

Substitution word “**did**” that contained in the sentence “Arrived about five minutes after you **did**” on data 25a is used to replace the verb group. Verb in here is “**arrived**”. Here, the substitution word is used to prevent any repetition of the similar word. In the translated version, substitution word “**did**” made explicit into “*datang*”. The explicit in this translation must be done because this phrase is not found in the target language.

4.2.6 Substitution Word Translated Into Substitution Word

Data 26a	Data 26b
<p>“He deserves it,” he said suddenly. “You think so?” said Lupin lightly. (HPPA: 183)</p>	<p>“Dia pantas mendapat kecupan Dementor,” katanya tiba-tiba. “Menurutmu begitu?” tanya Lupin ringan. (HPTA: 306)</p>

The sentence “**You think so**?” on data 26a has the substitution word “**so**”. Substitution word “**so**” is used to replace the entire clause, while the clause in here can be known from the previous sentence, that is “**he deserves it**”. The clause that replaced by a substitution word “**so**” is usually a positive clause. The translators still make that substitution word into implicit becomes “*begitu*”. Although its meaning remains in implicit, the purpose of the speaker has been conveyed clearly.

4.3 Implicit Situational Meaning

4.3.1 Implicit Situational Meaning Because of Cultural Factors Translated Into Situational Meaning Because of Cultural Factors

Data 27a	Data 27b
..., Harry tried to make out what it was... it was bright as a unicorn . (HPPA: 282)	..., Harry berusaha menyimpulkan binatang apa itu... binatang itu bercahaya seperti <i>unicorn</i> . (HPTA: 474)

The sentence “... it was bright as a unicorn” on data 27a containing the term of “**unicorn**” culture, which is a kind of animal in the legend such as horse that has one horn on the head. In Indonesian culture, this animal wasn’t known, so in that term it’s so difficult to translated. The translator choose for not translate it and use it without any changes. To show that the word of “**unicorn**” is the term of foreign language, so in the translation that word is given a slash.

4.3.2 Implicit Situational Meaning Because of Cultural Factors Translated Explicitly

Data 28a	Data 28b
“Well, look who it is, “ said Malfoy... “ Potty and the Weasel. ” (HPPA: 63)	“Wah, lihat siapa itu,” kata Malfoy... “Potty and the Weasel.” <u>Itu ejekan tentu, sebab potty berarti pispot, sedangkan weasel adalah binatang sejenis musang.</u> (HPTA: 106)

Language, as part of culture, it is also causes an implicit meaning. In data 28a, the expression of “**Potty and the Weasel**” is a mockery. Its not easy to understand what the purpose of the expression above if not given an additional information. The translator decided to made into explicit with the way of to provide an additional information, “*Itu ejekan tentu, sebab potty berarti pispot, sedangkan weasel adalah binatang sejenis musang*” in order that the reader can understand the implied meaning that contained in the sentence earlier. That way, the purpose of the speaker can be conveyed well.

4.3.3 Implicit Situational Meaning Because of Gesture When Speech Translated Into Situational Meaning Because of Gesture When Speech

Data 29a	Data 29b
<p>“He-he sent me this,” Hermione said, holding out the letter.</p> <p>(HPPA: 215)</p>	<p>“Dia...dia mengirimkan ini padaku,” kata Hermione, menyodorkan suratnya.</p> <p>(HPTA: 359)</p>

The word “**this**” in data 29a can only be understood properly if the gesture that listed in the next sentence, namely “**holding out the letter**”, noted. With connecting the speech and the gesture that occurs when speech can be seen that the purpose of “**this**” on that speech is “**the letter**”. If not assisted with the gesture so that sentence will reads “**he sent me this letter**”. In the translation, “**this**” should be left implicit becomes “*ini*” and the readers can know what the purpose of that word from the gestures that accompany it.

4.3.4 Implicit Situational Meaning Caused by Time and The Place of Communication Take Place Translated Into Situational Meaning Caused by Time and The Place of Communication Take Place

Data 30a	Data 30b
<p>All too soon, there was a crunch of gravel outside as Uncle Vernon’s car pulled back into the driveway, then the clunk of the car doors, and footstep on the garden path. “Get the door!” Aunt Petunia hissed at Harry. (HPPA: 22)</p>	<p>Segera saja terdengar kerikil di luar ketika mobil Paman Vernon masuk kembali ke halaman, kemudian bantingan pintu mobil, dan langkah-langkah di jalan setapak menuju rumah. “Buka pintunya!” desis Bibi Petunia kepada Harry. (HPTA: 35)</p>

On data 30a there is a sentence “**get the door!**”, the word “**the door**” in here makes implicit that the door had been discussed previously. But from the preceding sentence there’s no signs that the door in question has been mentioned previously. To understand the meaning of a sentence above so the place of communication take place must be considered. At the time of the speech it can be seen that there is a car that just get into the yard, the sound of a car door closing and the steps on the path towards the house. In the translation, the meaning is be left implicit, so “**the door**” is translated into “*pintunya*”. Although implicit, the readers can find out the door in question is the door of the house with notice where the communication takes place.

4.3.5 Implicit Situational Meaning Caused by Time and The Place of Communication Take Place Translated Explicitly

Data 31a	Data 31b
It came as a relief when Wood suddenly stood up and yelled, “Team! Bed! ” (HPPA: 223)	Lega sekali rasanya ketika Wood tiba-tiba berdiri dan berteriak, “Seluruh anggota tim! Tidur! ” (HPTA: 372)

Sometimes the timing of the communication is the things that must be considered more carefully to understand the meaning that contained in a word. The word “**bed!**” on data 31a shows it. If translated directly, the word "bed" is supposed to be “*tempat tidur*”, but when we saw the storyline so it can be seen that the speech occurs in late at night and the figures in the story need the adequate rest. Therefore, the word “**bed**” in here made an implicit of the meaning of “**go to bed and sleep**”. The translators chose to made into explicit by translating the word “**bed**” into “*tidur*”. With this explicit, the meaning of the word becomes clear and the obscurity that might appear have been avoided.

4.3.6 Implicit Situational Meaning Because of The Relationship Between The Speakers and The Responders Translated Into Situational Meaning Because of The Relationship Between The Speakers and The Responders

Data 32a	Data 32b
“ Look at Snape! ” Ron hissed in Harry’s ear. (HPPA: 72)	“Lihat si Snape!” Ron mendesis di telinga Harry. (HPTA: 121)

The relations between the two speakers on data 32a also causes an implicit meanings at the sentence of “**look at Snape**”. Ron and Harry are two friends on a school while the other figures that they are talking about, namely “**Snape**” is their teacher at the school. If they communicate with the other people than the school students, they certainly would not call the teacher by his surname but “Professor Snape”, in order that the addressee can understand what was that meant. The sentence above indicates an implicit link between the two speakers, that they were both students of the school. In the translation, this meaning is not make into explicit but allowed because their relationship is not important in the topics.

4.4 Findings

After doing some steps in analyzing the data, the writer come to the finding. The title of this paper is “An Analysis of Implicit Meaning of Rowling’s Harry Potter and the Prisoner of Azkaban and the Translation”. This book is translated by Listiana Srisanti into Indonesian with the title *Harry Potter Dan*

Tawanan Azkaban. The object of this research is focused on sentences containing implicit meanings that found in the novel. The sentences are classified and analyzed based on the theory put forward by Larson.

The implicit meanings of the sentences can be translated explicitly or implicitly into the target language, in this case the Indonesian language. Larson divides implicit meanings into three categories, they are:

1. Implicit referential meaning
2. Implicit organizational meaning, and
3. Implicit situational meaning

Implicit referential meaning:

- **Persona Referents**

No	English Version	Indonesian Version
1	...his right arm covered in bandages and bound up in a sling, acting.... ... "Does it hurt much?" ... "Yeah" ... (HPPA: 94)	...lengan kanannya dibebat dan digendong.... ... "Apa Sakit Sekali?" ... "Yeah" ... (HPTA: 157)

- **Demonstrative Referents**

No	English Version	Indonesian Version
2	Professor McGonagall opened the classroom door at that moment, which... (HPPA: 112)	Profesor McGonagall membuka pintu kelas pada saat itu . (HPPA: 188)

- **Comparative Referents**

No	English Version	Indonesian Version
3	Was he imagining it, or were Snape's eyes flickering towards Lupin more often than was natural? (HPPA: 119)	Apakah dia Cuma membayangkan atau benarkah mata Snape terarah kepada Lupin lebih sering dari sewajarnya? (HPTA: 200)

Implicit organizational meaning

- **Ellipsis Sentences**

No	English Version	Indonesian Version
4	"What are you doing?" Filch snarled suspiciously. " Nothing ," said Harry truthfully. (HPPA: 115)	"Sedang apa kau?" Gertak Filch curiga. " Tidak sedang apa-apa ," kata Harry jujur. (HPTA: 192)

- **Passive Sentences**

No	English Version	Indonesian Version
5	...until we are certain that it has not been tampered with . (HPPA: 172)	...,sampai kami yakin sapu itu tidak dimasuki sihir jahat. (HPTA: 287)

- **Substitution Word**

No	English Version	Indonesian Version
6	"Did you even come to the match?" he asked her. 'Of course I did ," said Hermione,...	"Kau sempat menonton pertandingan?" tanyanya. "Tentu saja," jawab Hermione,...

Implicit situational meaning (Culture)

No	English Version	Indonesian Version
7	“Not that it matters, but that’s the first time my transformation’s not got applause from a class.” (HPPA: 84)	“Walaupun bagiku tak apa-apa, tapi ini pertama kalinya transformasiku tidak mendapat aplous .” (HPTA: 140)

Implicit situational meaning (Gesture)

No	English Version	Indonesian Version
8	“ No ,” said Hermione. She was holding a letter in her hands and her lip was trembling. (HPPA: 214)	“ Tidak ,” kata Hermione. Dia memegang sepucuk surat dan bibirnya bergetar. (HPTA: 358)

Implicit situational meaning (Time and the Place of Communication)

No	English Version	Indonesian Version
9	“ Changing rooms ,” said Wood tersely. None of them spoke as they changed into their scarlet robes. (HPPA: 224)	“ Kamar ganti ,” kata Wood tegang. Tak seorangpun dari mereka bicara ketika mereka berganti memakai jubah merah tua mereka. (HPTA: 375)

Implicit situational meaning (The Relationship Between The Speakers and The Responders)

No	English Version	Indonesian Version
10	“It’s all right, Mr. Weasley ,” said Harry, I already know.” (HPPA: 58)	“Tak apa-apa, Mr. Weasley ,” kata Harry. “Saya sudah tahu.” (HPTA: 97)

The aim of this research is to find out the way of the translator transfers the implicit meanings in the novel to the target language without sacrificing both of the cohesion of the text and the style of the original writer. The second goal in writing this paper is to see the ability of the translator in making appropriate adjustment when she has to translate implicit meaning explicitly into the Indonesian language.

In translating process, translating implicit meaning can be a demanding task due to the fact that implicit meaning is not overtly seen. Therefore, implicit meaning needs to be treated appropriately because it has the implied information which the reader may not know. To make it clear, it has to be stated by the translator. In this vein, Larson (1984: 38) states that “the implicit information is part of the meaning which is to be communicated by the translation, because it is part of the meaning intended to be understood by the original writer”.

Descriptive and comparative methods are used in analyzing the object of this paper. First, the sentences are gathered in data and then classified in accordance with the theory put forward by Larson. Second, the data are objectively analyzed by the theories found in the second chapter of this paper and then the result is compared to the Indonesian translation of the novel.

We can now draw the various threads together and try to test the hypotheses of the research. The study conducted has shown that most of the implicit meaning data are translated into Indonesian implicitly because the system of the target language allows that.

The analysis of this paper show that the translator makes adjustments in translating sentences with implicit meanings. These adjustments are applied in order to avoid misunderstanding in comprehending the story of the book and to produce as nearly as possible the same effect on Indonesian reader such as the effect produced on the reader of the original novel. The translator also considers the grammatical system of Indonesian language to make appropriate adjustments.

An implicit translation can be done if the entailments of anaphoric references are clear and understandable without causing ambiguity and without sacrificing the unity of meaning.

Chapter V

Conclusions and Suggestions

Conclusions

Translating is one of the most important activities in linguistic activities. In translating a text, translators are required to maintain the integrity of the text. The existence of different language systems between the source language and the target language led to increasing the levels of difficulty in translation, especially in the translation of the implicit meanings. Needless to say, the shrewdness and much sufficient accuracy of an interpreter to be able to grasp the implicit meaning in the source text and deliver well into the target language.

The conclusions about the translation product of “implicit meanings” that writer mentioned in the research problems are as follows:

1. an implicit meaning should be translated explicitly if the system of the target language requires it.
2. an implicit meaning can be translated explicitly if the system of the target language allows it.
3. an implicit meaning should be translated explicitly if it causes ambiguity or vagueness in the target language.

Not all of the meaning which is being communicated is stated overtly in the forms of the source language text. In this respect, Larson states that the “implicit meaning is a meaning that is not shown but it is the part of the conversation or intention to convey the speaker”.

Another thing to mention is that the meaning conveying the implicit information has the implied message. This message is a part of the whole meaning. Therefore, the translation of implicit meaning may lead to misinterpretation of the target language because of the linguistic and cultural differences between the source and target languages. Besides, it can produce ambiguity or even vagueness in the target language.

In obtaining a good translation, translators are required not only to have a good command of the source language (SL) and the target language (TL), but they must understand language, culture and implicit meaning found in the source language and the target language. A good translation is the one which conveys messages, thoughts, ideas, and concepts from the source language thoroughly and correctly.

Hence, to be able to capture the implicit message properly, the translator must have the ability to recognize and translate the various kinds of meanings and ways of translating implicit meaning. In any text, sometimes the meaning is not conveyed explicitly. On the contrary, the reference to certain things, events or relations might be left implicit. The meaning does exist but it is not expressed explicitly.

Suggestions

After five month which is very tiring in doing this research, the writer finally can finished the research entitled “An Analysis of Implicit Meaning of

Rowling's Harry Potter and The Prisoner of Azkaban and The Translation". But however, the writer realizes that this paper is still far from being perfect.

So, in this opportunity, the writer would like to give some suggestions that may be useful. The suggestions are aimed to the further researchers, the readers or anyone who's interested in conducting the same research topics.

Further researchers are suggested to conduct different topics from the same subject, to study the literary works more widely than the limitation of problems conducted by the writer. Further researchers are suggested to learn from this paper by considering the strength or the weaknesses of this paper as a reference to produce a better research.

Then, for all readers are suggested to learn more about the comparative study of literature. How to compare two novels from different style of language between English version and Indonesian, and experience in understanding not only the literary work itself but also how we understand the story before conducting a study on it, and try to translate it and compare it till we get the problems in it because it's very important for your research.

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