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EXPLICIT AND IMPLICIT MEANING POTENTIAL IN TRANSLATION PROCESS  
(ENGLISH-INDONESIAN) IN *PRINCIPLES OF LANGUAGE  
LEARNING AND TEACHING BOOK*

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**Abstract**

The Explicit meaning potential can be changed into implicit one in the process of translation and vice versa. The goal of this research was to figure out the explicit and implicit meaning potential change through the process of translation. This article examined the translation from English to Indonesian text which is found in the text book which is entitled "*The Principles of Language Learning and Teaching*" in the fifth edition written by Brown in 2005 and translated by Cholis and Pareanom in 2008. Both of books (English and Indonesian version) were used as a source data. qualitative method (library reseach) was used in this research in order to have the finding. The result of this research stated that there were a change from explicit meaning potential (SL) to implicit meaning potential (TL) in the process of translation and there were a change from implicit (SL) to explicit (TL) in translation process.

Keywords: *explicit, implicit, meaning potential*

**Introduction**

The essence of this article is the shift of cohesion based on the theory of Blum-Kulka in Venuti (2000). The writer used that theory in order to examine the changes of meaning (massage) from English (Source text, henceforth ST) to Indonesia (Target text, henceforth TT) which is found in the text book entitled "*Principles of language learning and teaching (5<sup>th</sup> Edition)*". Changes of meaning affect on the readers' perception on the issues. Changes of form can be categorized as a translators' strategies to solve the problem of translation in order to avoid the loss of meaning when rendering ST to TT. Caluses, phrases and words can be found in the ST and TT which have to be connected (unity) to each other. The unity of the text helps the readers to understand the text easily also easy to translate it. The unity of the text can be helped by cohesive components (reference, ellipses, substitution, conjunction, and lexical cohesion).

Explicit and implicit meaning potential are a translation feature which have received a lot of attention in studies of translation. Explicit and implicit meaning potential related with the shift of cohesion through translation. Discoursal and communicative approach of translation study was taken by Blum-Kulka which entails the relationship in textual and discoursal. In addition to that, she points out that shift occur in the two level, such as, cohesion and coherence. Explicit and implicit meaning which affected by cohesive marker categorized on the level of cohesion. Shift on the level of explicitness and implicitness meaning potential are related to the grammatical differences and differences in stylistic (lexical).

The network of lexical and grammatical is cohesion which tied various parts of text. Cohesion is a surface connection of actual words and expression. This characteristic (connection) constitutes in the texts. Cohesive devices to form the cohesion of the texts, on the other words the lack of reference, ellipses, substitution, conjunction, and lexical cohesion (Cohesive devices) makes the text lack of cohesion. The shift can be happened because of addition, delition, substitution and reordering. More cohesive devices used in the texts, the cohesiveness in the texts more closely related.

Shift in cohesion can be devided into two, 1). Shift in the level of explicitness; i.e. the general level of the target texts' textual explicitness is higher or lower than that of the ST, 2). Shift in text meaning(s); the explicit and implicit meaning potential of the source text changes through translations (Kulka in Venuti 2000). In addition, she stated that explicitation is a universal strategy inherent in the process of language mediation and practiced by language learner, non professional translator and professional translators as well. From these statements, the writer argues that features as a universal translation occurred in the process of translation text book entitled "*the Principle of Language Learning and Teaching*". The aims of this paper is to figure out the shift of explicitation and implicitation in the text book (Indonesia version), entitled "*Prinsip Pembelajaran dan pengajaran bahasa*" was translated by Cholis and Pareanom in 2008.

Every languages in the world are not same, so the translators be careful to conduct his/her work in order to maintain the meaning when shift occur. By studying the explicit and implicit meaning potential in the translation process (English-Indonesia) in *the Principle of Language Learning and Teaching* book create an accurate translation without changing the meaning from ST to TT. It is the writers reason to raise this topic become an article topic. This article focuses on the shift in text.

### Literature Review

#### Shift

According to Catford (1965), there are two main types of translation shift, namely level shift and category shift. Level shift means by a shift of level where SL item at one linguistic level has a TL translation equivalence at a different level ( grammar to lexis or lexis to grammar). Category shift divided into four types: 1. Structure shift, 2. Class shift, 3. Translation unit-shift, 4. Intra-system shift. Structure-shift are the most frequent category shift at all ranks in translation; they occur in phonological and graphological translation as well as in total translation.

#### Shift of Cohesion

Texture being "loose" or "dense" was affected by cohesive devices. Halliday and Hasan (1976) stated that cohesion does more provides continuity and thus creates the semantic unity of the text. Blum-Kulka in Venuti (2010) divided shift in cohesion into two level,

1. Shift in the level of explicitness; i.e. the general level of the target texts' textual explicitness is higher or lower than that of the ST.
2. Shift in text meaning(s); the explicit and implicit meaning potential of the source text changes through translations.

#### *Shift in the Level of Explicitness*

The overt cohesive relationships between parts of the texts are necessarily linked to a language's grammatical system (Halliday and Hassan 1976). Thus, grammatical differences between languages will be expressed by changes in the types of ties used to mark cohesion in source and target texts. Such transformations might carry with them a shift in the text's overall level of explicitness. Blum-Kulka in Venuti (2000: 303) stated that when the meaning of TL becomes deeper than SL, connected explicitly as lexically and grammatically, giving the text dense, close texture as shift of cohesion, it means that the explicitness occurs in TL.

Shift in the level of explicitness, namely the general level of the target text's textual explicitness is **higher** or **lower**, than that of the of the source text. in this case she gives the example from English to French:

SL (English) : halfway up he realized that a ladder was swaying.

TL (Franch) : *Il n'était pas encore en haut de l'échelle, lorsque il a senti que celle-ci était en train de basculer.*

'Halfway up' is decomposed in the translation to read "he wasn't yet on top of the ladder when". (TL) (Kulka in Venuti, 2000:301)

- a. *The general level of the target text's textual explicitness is higher than that of the source text*  
The explicit (translation) can be as result if the general level of the target text's textual explicitness is higher than that of the source text, this statement determined by Kulka in Venuti.
- b. *The general level of the target text's textual explicitness is lower than that of the source text*  
The implicit translation can be achieve if the general level of the target text's textual explicitness is lower than that of the source text.

Bell (1991:165) argued that cohesion ties much more than mutual connection of components of surface text within a sequence of clauses or sentences and accordingly create the semantic unity of the text. Meaning concept as a prerequisite to the translator in order to create the semantic unity, because there is no same word in two languages. The translator's choice on meaning components influence the translation process become implicit or explicit meaning potential.

#### *Shift in the Text Meaning*

Haliday and Hasan (1976) stated that cohesion ties do much more than than provide continuity and thus create the semantic unity of the text. The unity of meaning depends on the usage of cohesive markers in the text which affect to the texture of the text (being "loose" or "dense").



a. *The Explicit Meaning Potential in ST → Implicit TT through Translation*

The clear meaning of ST translated into blurred meaning in TT, it means that in translation process occurred implicit meaning. In another hand, when a blurred meaning in ST can change into TT becomes clearly, the explicit meaning is occurred in translation process. Larson (1988: 43) argued that, the translator may leave out some information because the reader already knows these facts and might even be insulted if they were included. For example:

ST : **His** own first language  
TT : Bahasa pertamanya sendiri  
TL Literal : **nya** laki-laki

From these phrases above, the implicit meaning in translation process was occurred, because the cultural differences. The meaning of TT becomes blurred than ST. The word *his* in ST is clearly to identify a male, while the word *nya* in TT is confusing the reader whether it is male or female.

b. *The Implicit Meaning Meaning Potential in ST → Explicit TT through Translation*

Larson (1998:494) stated that, a different of grammatical structure in ST may require TT to made explicitly. In addition to discover the lexical item which is related in meaning, it can be done by grouping and contrast as in part-whole relations and contrastive pairs. It means that the implicit meaning of ST can be changed into explicit meaning in TT. For example:

ST : **School** of thought in second language aquisition  
TT : **Mazhab** pemikiran dalam pemerolehan bahasa kedua  
TL Literal : sekolah pemikiran dalam penguasaan bahasa kedua

The word of *school* literally translated *sekolah*, but in TT, it is translated into *mazhab*. It means that school has implicit meaning for thought.

*Culture in Translation*

Different cultures have a different perceptions on worthy and unworthy values. Larson (1984: 431) defines culture as "a complex of beliefs, attitudes, values, and rules which a group of people share", the translator needs to understand these beliefs, attitudes values and rules of the source language audience in order to adequately translate it for people who have a different set of beliefs, attitudes, values and rules. In addition to that, Newmark (1988: 94) stated that, the way of life and its manifestation that are peculiar to a community that uses a particular language as its means of expression, thereby acknowledging that each language group has its own culturally specific features. Based on his statement, he devided cultural words as follow: 1) **ecology**: flora, fauna, hills, winds, plains; 2) **material culture**: food, clothes, houses and towns, transport; 3) **social culture**: work and leisure; 4) organizations, customs, activities, procedures, concepts: political and administrative, religious, artistic; and 5) gestures and habits. According to Halliday (1989:4) stated that culture is a set of semiotic system, a set of system meaning, all of which interrelate.

**Method**

This research was conducted by using qualitative descriptive method. The source of data were from text book entitled "*principles of language learning and teaching*" from English (ST) to Indonesian version (TT). The writer used several process to analyze the data, such as: 1) Data collection, 2) Data condensation, 3) Data display and 4) Conclusion, which is figured by Miles and Huberman in the following cycle.

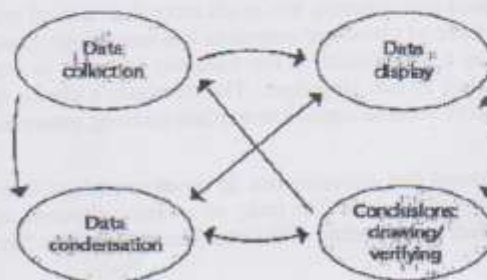


Figure 1. Miles and Huberman, 2014

The source data (data collection) in this article are words, phrases, clauses which were found in the text book entitled "principles of language learning and teaching" from English (ST) to Indonesian version (TT). The writer reduce (data condensation) the data. After reducing the data, the writer classified (tabulated) or display the data and analyzed ST and TT whether the shift determined in the meaning potential. Finally the writer got the conclusion after drawing/verifying the data in order to answer the research problem. The extension of meaning potential in the process of translation from explicit to implicit or vice versa point of view was the research problem in this research.

## Result

### Data Analysis

The writer present the data display as follow:

No.	English	Indonesia	ST→TT	Meaning Potential	
				E→I	I→E
1	Francois Gouin observed the language aquisition of <b>his</b> nephew	Francois Gouin mengamati keponakannya	His → nya	√	-
2	Francois Gouin observed the language aquisition of his <b>nephew</b>	Francois Gouin mengamati keponakannya	Nephew → keponakan	√	-
3	There are <b>dozens</b> of silent differences	Ada <b>banyak</b> perbedaan penting	Dozens → banyak	-	√
4	There are dozens of <b>silent</b> differences	Ada banyak perbedaan <b>penting</b>	Silent → penting	-	√
5	<b>Not until</b> the second half of the twentieth century	<b>Baru pada</b> paruh kedua abad kedua puluh	Not until → baru pada	-	√
6	The nature of the <b>psycholinguistic</b> process	Watak proses <b>sosiolinguistik</b>	Psycholinguistic → sosiolinguistik	√	-

Note:

E : Explicit

I: Implicit

ST : Source Text

TT: Target Text

### The Explicit Meaning Potential in ST → Implicit TT through Translation

After analyzing the data, the writer found that, there were a changes of meaning potential from explicit to implicit through translation which is shown in the table above. Based on the number one above, ST is *his* which is male, but when translating into TT is *nya* become unclear whether it is male or female. The same case happened on number 2 above, the word of *nephew* in ST is understood as a male, while when translating into TT, the changes is occured which affect on meaning become blurred. Finally, we can see on number six, the word *psycholinguistic* translated into *sosiolinguistik*. The blurred TT was occured in translation process because the meaning potential in ST was not similar with TT.

### The Implicit Meaning Meaning Potential in ST →Explicit TT through Translation

The writer found also the changes of meaning potential from implicit to explicit through translation process. The changes can be seen on the number three, four and five. ST in number three (dozens) which is literally translated into *berlusin-lusin* but in TT translated become *banyak*. The changes meaning potential occured from implicit to explicit. The same things occured on number four and five. It means that the blurred meaning change become clear in the process of translation.

## Discussion

Based on the data analysis display above, it was figured out that shift of cohesion in translating text book entitled "principles of Language Learning and Teaching" from English (ST) into Indonesian (TT) had the effect on the level of shift in the text meaning i.e., Explicit and Implicit meaning

potential of the source text change through translation. The dominant shift in text meaning were from explicit to implicit meaning while from implicit to explicit were occurred but not significant. These differences highly affected the result of the translation of the languages.

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SERTIFIKAT  


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