IMPLICIT AND EXPLICIT MEANING OF THE ADJECTIVE CLAUSE TRANSLATION IN THE *SELECTION* NOVEL BY KIERA CASS

A PAPER

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MOTTO AND DEDICATION

MOTTO :

"Everything happens for a reason, and God always has way to help you in any conditions, never thinks your life is the most difficult one, "

DEDICATION :

This paper is dedicated to my parents

IMPLICIT AND EXPLICIT MEANING OF THE ADJECTIVE CLAUSE TRANSLATION IN THE *SELECTION* NOVEL BY KIERA CASS

MARIA RISKA PUTRI

ABSTRACT

This research aimed to know the implicit and explicit meaning translation of the adjective clause in *The Selection* novel by Kiera Cass and its Indonesian version *The Selection* novel translated by Nina Setyowati. This research was conducted in March to July 2018. This research was a descriptive qualitative study, the instrument in this study was the author himself. The research finding and classifying six categories of the implicit and explicit meanings proposed by Larson (1998) as the main theory in this research. This research only focuses in the adjective clause in the novel *The Selection*. The object data of this research are 30 adjective clauses taken from both novels. The research finding shows all of six categories of adjective clause proposed by Larson (1998) exist in the source language novel, they are implicit referential meaning was found 7 data (23,4%), explicit referential meaning 9 data (30%), implicit organizational meaning 1 datum (3,3%), explicit organizational meaning 1 datum (3,3%), implicit situational meaning 6 data (20%), and explicit situational meaning 6 data (20%). It has known that the most meaning that often appears in the *The Selection* novel by Kiera Cass is explicit referential meaning, 9 data (30%). From 30 adjective clauses, the 9 (30%) adjective clauses are translated to explicit referential meaning that explain the word, the phrase, and the clause in the specific and clearer thing.

Key Words: implicit meaning, explicit meaning, adjective clause

MAKNA IMPLISIT DAN EKSPLISIT DALAM PENERJEMAHAN KLAUSA ADJEKTIVA PADA NOVEL THE SELECTION OLEH KIERA CASS

MARIA RISKA PUTRI

ABSTRAK

Penelitian ini bertujuan untuk mengetahui makna implisit dan eksplisit dalam penerjemahan klausa adjektiva yang terdapat di dalam novel The Selection oleh Kiera Cass dan novel versi Bahasa Indonesia-nya, The Selection yang diterjemahkan oleh Nina Setyowati. Penelitian ini dilakukan pada Bulan Maret sampai Juli 2018. Penelitian ini merupakan sebuah penelitian kualitatif deskriptif, instrumen dalam penelitian ini merupakan penulis sendiri. Penelitian ini menemukan dan menggolongkan 6 kategori makna implisit dan eksplisit yang dikemukakan oleh Larson (1998) sebagai teori utama dalam penelitian ini. Penelitian ini hanya berfokus pada klausa adjekiva yang terdapat pada novel The Selection. Objek data dari penelitian ini adalah 30 klausa adjektiva yang diambill dari keuda novel. Hasil dari penelitian ini memperlihatkan enam dari keseluruhan kategori klausa adjektiva yang dikemukankan oleh Larson (1998) terdapat di dalam novel bahasa sumber, yaitu makna implisit referensial terdapat 7 data (23,4%), makna eksplisit referensial terdapat 9 data (30%), makna implisit organisasional terdapat 1 datum (3,3%), makna eksplisit organisasional terdapat 1 datum (3,3%), makna implisit situasional terdapat 6 data (20%), dan makna eksplisit situasional terdapat 6 data (20%). Dapat diketahui bahwa makna yang paling sering muncul di dalam novel The Selection oleh Kiera Cass adalah makna eksplisit referensial, 9 data (30%). Dari 30 klausa adjektiva, 9 data (30%) klausa adjektiva yang diterjemahkan ke dalam makna eksplisit referensial yang menjelaskan kata, phrasa, dan klausa ke dalam sesuatu yang spesifik dan lebih jelas.

Kata kunci : makna implisit, makna eksplisit, klausa adjektiva.

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First of all, the writer would like to thank to the Lord Jesus Christ for always blessing, giving health, strength, and loving, until the writer is able to finish this paper. It is impossible for the writer to finish this paper without the permission and opportunity that has been given by Jesus Christ. This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (SI) of English Department of School of Foreign Languages-JIA. In this paper, the writer explains and analysis about implicit and explicit meaning translation of adjective clause in the *Selection* novel by Kiera Cass.

During the process of making this paper, the writer uncounted a lot of hardship and difficulties both finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express her thankfulness to all the following people who have advised and supported data and information to finish this paper, also for them having prayed for her success, especially to:

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Finally, the writer really hopes this paper will be useful especially for her, and generally for everyone who reads it.

Bekasi, August 8th, 2018

MRP

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CHAPTER I

INTRODUCTION

A. Background of the Research

As human who live in the world, people have an important tool to communicate with others which is called language. Without language people cannot talk each other to express their feeling, emotion, desire and also their wish. It means that without language people cannot develop a relationship with others. Every human needs language to make their communication good and easy. In this era, especially for everyone who is being a worker needs international language to communicate with people from the other countries. English is the first international language which is used by majority of people from different countries.

Many factors point to the reason why learning English have seen exponential growth in recent years, but it all boils down to the English language being the "global language" of business, politics, international relations, culture, and entertainment for so many countries worldwide. And that is just an understatement as in fact, while English is not an official language in many countries worldwide, it is the language most often taught as a foreign or second language.

When talking about language, many studies will be found, and one of the science about language is called linguistics. Through linguistics language learners will discuss about the structure, mean and how a language develop.

Linguistics has five main parts of its study there are phonology, morphology, syntax, semantics and pragmatics.

People have many ways to use linguistics every day, one of it is applied linguistics. Applied linguistics is a field of linguistics that concern about linguistics and language use or well known as interdisciplinary field of linguistics. According to Davies applied linguistics began life in the 1950s as a postgraduate qualification. It largely discusses about language teaching, which always been practical in policy-oriented. The preparation at postgraduate level has been multidisciplinary as in mathematics. There is a continuing tension between general or theoretical linguistics and applied linguistics." (2007, p. 10)

Applied linguistics was extended to language translation, language information, and mastery of the second language. Applied linguistics gives us the way to solve the problems are related to language in the real world. Applied linguistics has been widespread to the range of critical study and multilingualism. The research is shifted to theoretical and empirical investigation of real-world problems in which language is a central issue.

Many universities in the world are adding translation to their curriculum, and for many years translation being an important thing in global world. It is a well-known fact that people cannot understand what others say if the translators do not translate it. Translation usually takes place at translator workplace.

Many students are studying about translation in the school with an expectation would get a good job in their career after graduation. By choosing to take a degree in translation studies students may hone their writing and

grammar skills which might help them to develop a greater ability to transfer source language to target language.

In the global era has a good communication in international language is being something which people use to have a good career in the workplace. Mostly big companies look for staff who has a good skill in translating, for helping them to understand when receive an e-mail or letter which use foreign language especially English. In this case good understanding in English will reduce a miscommunication in a companies.

As a developing country Indonesia needs many translator to help people understand foreign language from books, magazines, newspaper, novel, etc. The development of translating novel is growing so fast. There are so many English novels are translated into Indonesian. For this importance the translators are needed to fulfill the demand of translated novel.

Translation is considering as the process of translating words or text from one language into another. It deals with the source language (SL) which means the language being translated from and the target language (TL) which means a language into which another language, is to be translated. Translators discover that much of their work time was spent not only for translating source language (SL) into target language (TL) but also for other things. The most important is the messages of the text from source language (SL) to the target language (TL) are the same. It is the meaning which being transferred and it must be held constant, because meaning is a variable of greatest importance in a translation

process that is why must have a good technique to adapting a source language to target language.

Two of various meaning are implicit and explicit. Implicit and Explicit meaning are meaning that we can translate of a text, an article, a conversation, etc. In the text, there are times when the meaning is not given explicitly. 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.

According to Larson the structure of the source language make information or meaning of it is left implicit. Some causes of has already been included else where in the text, and some causes of shared information in the communication situation. "The implicit meaning is "part of the meaning which is to be communicated by the translation, because implicit meaning is the part of be meaning intended to be understood by the original writer." (1998, p. 43). Implicit is the no verbalization of meaning that the addresses might be able to infer. Explicit is the meaning that the addresses might be able to infer if it were not verbalized.

Implicit and explicit meaning is the important part in analysing translation as a communicative activity where translators are readers, interpreters, writers

and above all discourse analysts, we understand that translation is not a mere linguistic code receiving or sending activity related to exclusive lexicogrammatical aspects of language, but it is rather an identification of text genre, contextualization of facts and ideas, taking into account the author's original information and the target readers or receivers of the translated text.

Implicit and explicit meaning often found in the adjective clause, sentence which is cannot stand alone that also called relative clauses or dependent clause. Adjectives clause has a subject and a verb (or predicate). Usually adjective clause will start with a relative pronoun, like: that, who, whom, whose, or which, or a relative adverb, like why, where, or when. Adjective clause has function as an adjective and modify nouns and pronouns. The adjective clause does not express a complete thought. Sometimes translator get confuse how to translate an adjective clause in the correct way to translate it to modify nouns or pronoun. The confused of it becomes interesting the writer to analysis implicit and explicit meaning of adjective clause.

Referring to the theory above, the writer choose *The Selection* novel by Kiera Cass a best seller novel which told about a girl who join a selection to be a wife of a prince. *The Selection* is one of the most novel which content of implicit and explicit meaning to be researched. The novel has been translated into Indonesian language. Here are the example of English to Indonesian based on both novels:

SL: **When she talked about it that way**, there was nothing to smile about.

(C. 1, P. 3, L. 13)

TL: ***Saat Mom membicarakannya dengan cara seperti itu***, *tak ada hal*

yang bisa dijadikan bahan candaan. (C. 1, P. 3, L. 17)

1.1 Table of Analysis Example

Source Language	Target language
she	*Mom*

The kind of the adjective clause in the datum above is **Implicit Referential Meaning,** because the word "she" translated into "*Mom*". The noun *"She"* in source language refer to the America's mother. In this case, the implicit meaning that contained in "she" translated explicitly into "Mom". The word "she" that has general meaning and contained the meaning of women as third person singular is translating explicitly into *"Mom"* that has specific meaning for woman who has child or children. Usually, the word "she" translated into *"dia"* in Bahasa.

If the data translated implicitly, the adjective clause should be translated into "*Saat dia membicarakannya dengan cara seperti itu*". By translating like that, this implicit makes the sentence becomes unclear and more confused to understand. In the translation, referents "she" being translated explicitly into *"Mom"*. The adjective clause in this context is being clearer and gives more explanation about the person who referred by the word "she". In this datum the translator translated from source language implicitly into explicitly in the target language.

From the above explanation, the writer chooses the title of the paper: IMPLICIT AND EXPLICIT MEANING OF THE ADJECTIVE CLAUSE TRANSLATION IN *THE SELECTION* NOVEL BY KIERA CASS.

B. Questions and Scopes of the Research

1. Question of the Research

Based on the background of the research above, the problem of this research is how the meaning of adjective clause is translated. The writer has some questions to analyzed, those problems can be mentioned detail as the following questions:

a. What kind of implicit and explicit meaning does the writer find in the translation of the adjective clause in *The Selection* novel by Kiera Cass?

b. How is the adjective clause translated from the source language into target language, implicitly or explicitly?

c. What kinds of implicit and explicit meaning translation of the adjective clause does the writer find most in *The Selection* novel by Kiera Cass?

2. Scope of the Research

In this research, the analysis just focuses on implicit and explicit meaning of the adjective clause translation in *The Selection* novel by Kiera Cass. The limitation of data is taken of fifteen chapters from twenty eight chapters in the novel. From those data, the writer believes the taken data have already represented the all data.

C. Objective and Significance of the Research

1. Objective of the Research

Based on problems of the research mention above, the objectives of this research is to solve the problem which occur in this research, therefore the objectives of the research as follows:

a. The research is for finding the kinds of implicit and explicit meaning of the adjective clause translation in the *Selection* novel by Kiera Cass.

b. The research is for explaining how the adjective clause is translated from the source language into target language, implicitly or explicitly.

c. The research is for finding kinds of implicit and explicit meaning of the adjective clause translation does the writer find most in the *Selection* novel by Kiera Cass.

2. Significance of the Research

The writer hopes this research paper can be useful for a language study as a material for discussion. It can be useful not only for the writer herself but also for the readers mainly who learn English especially learn about implicit and explicit meaning in translation. The writer expected to expand the knowledge about translation studies especially in the novel translation. By writing of this research the writer more understand about implicit and explicit meaning, and make the writer is better in translation and help in reproducing an ideal translation that is accurate without causing ambiguity or sacrificing the unity of meaning.

Theoretically, This research are used to enrich knowledge in translation field, especially in theory about kind of implicit meaning. In addition, this paper discuss about the theory of adjective clause that will add our sight. Therefore, the writer will understands how to analyzed the implicit and explicit meaning of the adjective clause translation, start from filter the data and solve the problem to realize that the problem can be solved.

Practically, this research gives more knowledge in English, and increasing translation skill as well as understanding other language. For the readers, this paper gives the readers reference and inspiration to learn and get more information about implicit and explicit meaning of translation in English. The writer also hope this paper can help readers for translating a story well from source language into target language. Furthermore, the writer hopes the reader can understand what kind of implicit and explicit meaning used to find adjective clause translation in the *Selection* novel by Kiera Cass. So, this paper can give description toward the next researcher if they want to make a research about implicit and explicit meaning.

D. Operational Definition

After having read several books as the sources of the primary data and then understood so the writer can conclude same definition as the real existences of the title as the follow:

1. Translation: The interpretation of the meaning of the source text and produce it, in another language, of the target text or translation that

communicates the same message. Basically translation is a change form, the form of the source language is replaced by the form of the target language. It is the meaning which being transferred and it must be held constant, because meaning is a variable of greatest importance in a translation process.

2. Implicit: a meaning that is not shown but it is the part of the conversation or intention to convey the speaker. In the process of understanding the implicit meaning, the responders sometimes have to try hard to get the proper interpretation by the imagery or interpretation. Implicit is the non-verbalization of information that the addressee might be able to infer.

3. Explicit: The process of rendering information which is only implicit in the source text explicit in the target text. It is obligatory when the grammar of the target language forces the translator to add information which is not present in the source text, but can occur voluntarily when, for no grammatically compelling reason, translators distance themselves from the source text in a way that makes the target text easier to comprehend. Explicitness is the verbalization of information that the addressee might be able to infer if it were not verbalized.

4. Adjective clause is a dependent clause that contains a subject and a verb. An adjective clause functions as an adjective.

5. Novel: a long written story in which the characters and events are usually imaginary, novel is a fictions prose narrative of considerable length and

complexcity, partaying characters and presenting a sequential organization of action and scenes.

E. Systematization of the Research

Systematization of the research means to present in well edited composition. This research is divided into five chapters, as follow:

Chapter I is Introduction, this chapter explains about the background of the research, the scope of the research, the question of the research, the objective of the research, the significant of the research, the operational definition, and the systematization of the paper.

Chapter II is Theoretical Description, this chapter consist of the definitions of analysis: Translation definition, Semantic definition, Implicit and Explicit definition, Adjective clause definition, Benefit (personal, education, and country), Novel (SL – TL). This chapter also contains about concept Research of the relevance.

Chapter III is Methodology of the Research this chapter contains about method of the research: time and place of the research, kind of the research: Procedure of the research, Technique of the data collection, Technique of the data analysis, and Sources of the primary and secondary data.

Chapter IV is Analysis data, this chapter shows about the data description, data analysis and the interpretation of research findings and discussion.

Chapter V is Conclusion and suggestion, this chapter gives the summary of conclusion which relate to analysis discussion, suggestion which relateto significance of the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Translation

Translation is explaining the meaning of a text into another language in the way that was intended the text by the author. Commonly translator tells us that this should be simple, as one ought to be able to say something as well in source language (SL) as in target language (TL). In the other side, reader may see it as complicated, artificial and fraudulent, by using another language the reader pretending to be someone else. In many types of text (legal, administrative, dialect, local, cultural) the obsession is to transfer as many SL (Source Language) words to the TL (Target Language) as possible. The translation cannot simply reproduce, or be, the original. (Newmark, 1998, p. 5)

1. Definition of Translation

The translation term has several meaning, the first meaning is the general subject field. The second meaning refers to the product, it means the text that has been translated. The last meaning is the process or the act of producing the translation. It is also known as translating. (Munday, 2001, p. 4)

According to Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text (p. 5). Another definition is stated by Montgomery (2000, p. 4) Generally, translation is the process of replacement a specific part of one language

(commonly a text of some sort) into another language. Meanwhile Moentaha (2006) said, theory of translations also called the study of translations. There are two senses involving the word "translation" the process and the result or analysis synthesis. First, the translation as a process of human activities in the field of language (analysis), the result is a text translation (synthesis). Second, the translation is only as a result of the process of human activity. (p. 9)

The others definition stated by Bassnet (1999, p. 2) "translation is not an innocent, transparent activity but is highly charged with significance at every stage; it rarely, if ever, involves a relationship of equality between texts, authors or systems." Stewart said that:

These days, translation theorists advise us to go holistic. Translators should be culture-aware, function-aware, register-aware, frequency-aware, ever alert to context and purpose, to co-text, to source language and target language conventions, requirements and restraints. This is already a lot to think about. Perhaps less emphasised, or at least only implicitly, is the notion that the beleaguered translator should be aware of a word's habitual lexicogrammatical environment." (Stewart, 2009, p. 29)

The purpose of translation characteristically is a profession. Translation has targets and goals. The process done on behalf of sponsors, and lacks (except in rare cases) the leisure of reflective consideration about the researchable questions of why like this, why here. Translator as applied linguist do have certain obligations to the furthering of reader understanding of language and reader ability to explain the acts of communicating in which people continually engaged. Candlin (1991, p. 12)

Nida said that translation is also a science in the broad sense of the term, for it is an activity which may be systematically described and related meaningfully to various disciplines. In the strict sense of the word, however, translating is not a science but a technology, for it is built upon a number of scientific disciplines, including psychology, linguistics, communication theory, anthropology, and semiotics. (as cited in Gutt, 1999, p. 4). Nida also said that there are three principles of translation, there are faithfulness, expressiveness, and elegance. This three principles should be understood not as competitive but as additive factors: first, faithful equivalence in meaning, second, expressive clarity of form, and third, striking that makes a text a pleasure to read. Many people assumed that only literary texts deserved or needed to be translated. As a result, most present day theories of translation still focus on stylistics rather than on content. (p. 1)

Translation is change of form. When speak about the form of a language, people will refer to the actual words, phrases, clauses, sentences, paragraphs, etc. which are spoken or written. The surface structure of a language will be referred by these forms. It is the structural part of language which is actually will be seen by print or heard in speech. In translation the form of the source language is changed by the form of the receptor or target language.

Translation also a restive subject. It involves a larger array of working parts than is commonly brought to bear upon the study of other semantic activities. Translation also consists of studying of lexicon, grammatical

structure, communication situation, and cultural context of the source language text analyzing it in order to establish its meaning, and then developing the same meaning using the lexicon and grammatical structure which are appropriate in the target language and its cultural context. (Larson, 1998, p. 3)

Larson (1998) explain that there are three characteristics of language which affect translation as follow:

a. Lexical items are packaged of meaning components but the meaning components have different packaged in every language each other. The plurality meaning components are the most one in many languages.

b. In several surface structure lexical items will be occurred by the same meaning component.

c. Several alternative meanings can represent in one form, in this case several quite different meanings will be expressed by the same grammatical pattern.

Figure 2.1 Meaning of Translation

SOURCE LANGUAGE   RECEPTOR LANGUAGE

Text to be translated

Translation

Discover the meaning   Re-express the menaing
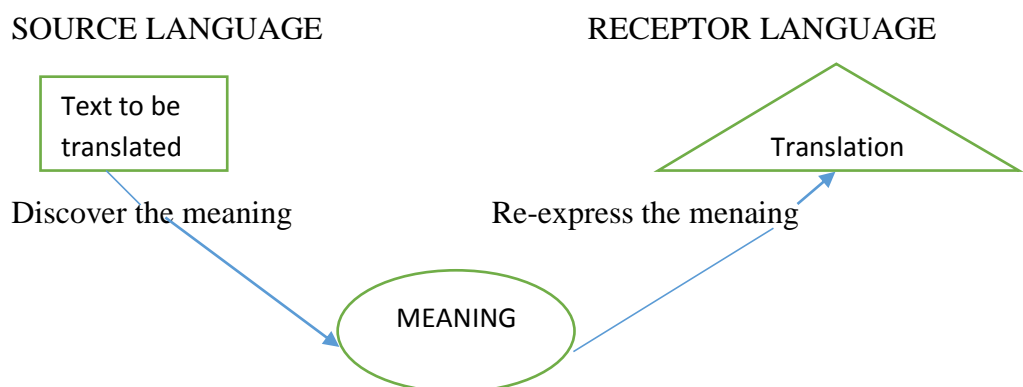
MEANING

Based on the definition of Larson, the form of the source language can be replaced by the form of the target language. It means that the form can be different between source language and target language as long as meaning is not change. Thus, it can be formulated that translation is a process of changing the text in the target language from source language without changing the content, message or meaning of source language. But, the point is between the source language and target language should have equivalence, and abide by the norms of language such as lexical meaning, grammatical meaning, stylistic nuance or expressive nuance.

2. **Kinds of Translation**

Practically, there are some kinds of translation that have their own characteristics and forms. Some kinds of translation are found because of the differences and similarities of the source structures, different kinds of text that are going to be translated and different purpose of translation. Larson classified into two main kinds, namely form-based translation and meaning-based translation. Forms-based translation attempts to follow the form of the source language (SL) and it is known as literal translation, while meaning-based translation makes every effort to communicates the meaning of the source language (SL) text in the natural forms of the target language (TL). This kind of translation called idiomatic translation. A literal translation sounds like nonsense and has little communication value (1998, p. 17). Larson also said that:

idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choice of lexical items.

A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. (1998, p. 18)**.**

In other hand, literal translation is grammatical constructions of source language (SL) which converted to their nearest target language (TL) equivalents but the lexical words are translated singly, out of context. (Newmark, 1998, p. 46). He also described that idiomatic translation is one of the kinds translation that 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.

3. **Translation Process**

Translation process is the process that doing by translator to translating text or source language into another that can be acceptable by the reader. It is a series of things that are done in order to achieve aims of translation. It can be defined as the activity of translation and usually is used by a translator as a guide in translating text from the source language into another language. Following are classified about the process of translation by some expert in translation.

Too often textbooks on translation employ technical vocabulary that most students cannot readily comprehend, and the assigned passages for translating are usually so short that students do not have the needed contexts with which to make intelligent judgments about agreement in meaning. Frequently, however, courses in translation actually turn out to be courses in language learning since university programs in foreign languages focus

much more on literature than on the skills of listening, speaking, reading, and writing.

In translation programs students learn a great deal about foreign languages, but students usually do not learn how to use such languages in communication. As a result students waste their time in courses that are poorly organized for both language learning and for translating.

In fact, relatively few students taking programs in translating have the necessary language skill to begin translating. This is not the students fault, but the fault of the educational system. For professional translators what counts is the effective transfer of the meaning because that is precisely what clients want and need. Their focus is not the formal features but the content of the text. (Nida, 2001, p. 2)

Nida's model in Bassnett (2002, p. 24) of the translation process illustrates as describe in a diagram as folow:

Source Language   Receptor Language

   Orginal Text   Text Translation

ANALYSIS   RESTRUCTURING

Figure 2.2 Translation Process
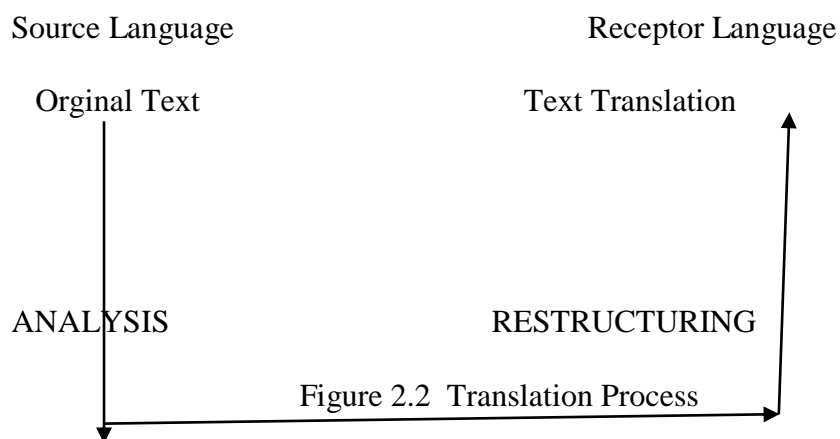
In this process there are 3 step:

1) Analysis: In this phase, translator analyzes the source text in terms of its language, linguistic aspect, meaning, both textual and contextual meaning, and other aspects dealing with the text.

2) Transfer: In transfer phase, the translator starts to transfer the content and message of source text (ST) into drafts or blue print of target text (TT).

3) Restructuring: In this phase, the translator tries to restructure the draft of translation which has been into the product of translation. He checks the grammar in target text (TT), analyzes and checks the content of the text, whether or not it is accurate, and try to restructure the target text (TT) in order to be easier when it is ready by the target readers.

Bell (1991, p. 13) describe translation process from the result, she explains that process or result of transferring information from source language (SL) to target language (TL) has purpose to reproduce all grammatical and lexical features of the source language (SL) really accurate by finding equivalents in the target language (TL) orgininally. All factual information in the source language (SL) must be retained in the target language (TL).

It is this distinction which wish to take up now. In the definition have just seen the term translation is given two meanings. In fact three distinguishable meanings for the word. It can refer to:

1) Translating: The process (to translate, the activity rather than the tangible object).

2) A translation: The product of the process of translating (i.e. the translation text).

3) Translation: The abstract concept which encompasses both the process of translating and the product of that process.

On other hand Newmark (1981), mentioned three basic translation processes. That follow:

a) Interpretation and analysis of the source language text.

b) Translation procedures that may be direct, or based on a source language (SL) and a target language (TL) in accordance with the structure of the syntactically through the basic logic of inter language.

c) The last process is the formulation of the text in relation to the writer's intention, expectations of readers, the appropriate norms of the target language (TL), etc. (p. 144)

4. Meaning in Translation

In translate something, the translator must be aware of the implicit and explicit information which is being communicated when people speak or write the amount of information included in the text will depend on the amount of shared information that already exist between the speaker (writer) and the addressee. When people talk about something, people will leave out some of the information, because the addressee already knows these facts and might even be insulted if they were included. The information may be

being uniformed to the addressee, the information which is being uninformed will leave unstated meaning that called implicit information in conversation or written.

Larson (1988, p. 43) give example about implicit information: news broadcasters in the United States will make statements like, "The Reagan tax bill passed in the Senate today." If the announcer said, "The tax bill passed by the President of the United States, Ronald Reagan, was passed in the Senate of the United States today," people would soon stop listening to this announcer. The announcer is wasting their time telling them things they know. It is shared information.

In every text that translator want to translate, there will be information or meaning which is implicit. This information or meaning did not stated form openly in the text itself. Some information or meaning that left implicit because of the structure of the source language, some because it has already been included elsewhere in the text, and some because of shared information in the communication situation. Implicit information is a 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.

a. **Implicit Meaning**

Based on Oxford dictionary (2008) the adjective implicit is implied though not plainly expressed (p. 221). Besides, in *Semantik: Pengantar Studi Tentang Makna,* Aminuddin quoting Samuel and Kiefer that the meaning can be differentiated between the implied and

inferred meaning, which is read to understand the implied meaning of the phrase and reading between the lines that is read to understand the implied meaning (implicit).

Larson describes that the implicit meaning is the meaning which is not shown but it is a part in the conversation or to convey the speaker in a different way. In the process of understanding the implicit meaning, responders must strive into a proper translation, among others, by means of translation. Also, they should know certain things to be a reference, situation and context. Knowledge of the context will help the responders to capture the precise translation. (1998, p. 47) Larson explained three kinds of meaning, that related to explicit and implicit meaning translation, they are referential, organizational, and situational meaning, and definition each of meaning explain as follow:

1) **Implicit Referential Meaning**

The first one is referential meaning, referential meaning is sentence or word that explain to things, event, attribution, or relation which people can imagine it in the actual. Reference is completely important in translating the meaning. Besides, it will turn difficult to understand it its reference is unknown. Kridalaksana says that, *"Referen adalah unsur luar bahasa yang ditunjuk oleh unsur bahasa."* (1993, p. 186) It means that the reference is outside language elements which is indicated by the language elements. The meaning of language elements here such words or sentences. Kridalaksana adds that the referential is

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

For example, if someone asks, "How many people came?" the person asked may answer, "Ten." In this context it is clear that "ten" means "Ten people came." The reference to people and came is left implicit in the answer. Which referential meaning is implicit and which is explicit will depend on the individual language. In translating such ambiguous forms, the ambiguity is often resolved since the receptor language will make explicit the implied information. For translation, the implicit information and ambiguity are sometimes related. (Larson, 1998, p. 44).

2) Organizational Implicit Meaning

The second meaning is organizational implicit meaning, in this case the explanation is been a coherent text by puts together some referential information. Aminuddin determines that organizational implicit is the meaning that arise because of grammatical, either affixes, word by word, phrase, it is called organizational. Meanwhile, according to Larson organizational meaning is a meaning that signaled by repetition, groupings, and by many others features in the grammatical structure. (1998, p. 42)

Larson stated that the characterized of organizational meaning are cohesion, continuity, grouping, and patterns of prominence that organized in some logical way. The signal of unity and various ways to indicate the topic or theme of the text are helped by redundancy, there is a flow of old and new information, but languages have differences in indicating how these matters. (1998, p. 45)

One feature used to signal organizational meaning is leaving some information implicit. Left implicit in the grammar in order to indicate old information, in order to add cohesion, and, in some cases, even to mark theme or focus is the part of information which occurs. Passive construction uses to indicate focus by some languages. Some of the meaning is left implicit by using a passive construction and the agent does not indicate. (1998, p. 45)

A completely different form may be needed to indicate focus and the passive would not occur in another language. In this case, the agent of the action would need to be made implicit. Signal organizational meaning is often to be used by less explicit forms. For example, pronouns, pro-verbs, and other substitute words are less explicit than the nouns and verbs to which they refer. (1998, p. 45)

Some languages will require that the target language translation be more explicit than the source language, at other times, the translation may need to be less explicit. It is an important thing that the translator be aware of the need to adapt these in translation. (1998, p. 46)

Example: Mary peeled an apple and Mary ate an apple.

Mary and Apple are both referred to twice, the fact that there is only one Mary and only one Apple. If there are two Marys or two Apples, if they are the same, the surface structure would be a form like "Mary peeled an apple, and then she ate it." If there are two Marys and only one apple, the grammatical form would need to indicate this with something like "Mary peeled an apple, and then the other Mary ate it."

3) Implicit Situational Meaning

Ellis (2009) said in the case of implicit learning, learners remain unaware of the learning that has taken place, although it is evident in the behavioral responses they make. Thus, learners cannot verbalize what they have learned. In the case of explicit learning, learners are aware that they have learned something and can verbalize what they have learned. (p. 3)

In other side, Larson described that implicit situational meaning is the meaning that has messages which produce in a given situation communication, the receptor will be affected the communication by it. In this case the meaning can be affected by things such as: cultural background, gestures that occurs during speech, where and when the communication takes place, the situation communication has a relationship between the writer or speaker and the receptor, and many other situational matters result in situational meaning. (1998, p. 42)

Example: A mother seeing her child about to put his hand in the fire, cries out, "No!" the child understand the message, "Don't put your hand in the fire!". All of this information is carried by one word, "No," because of the situation. In a different situation "No," might mean something very different, as when used to answer the question, "Did you go to town today?" In that case, the implied information is not found in the situation but in the question which been asked. (1998, p. 46)

Elements as mentioned above is very influential in determining the meaning because the things outside language also plays an important role in determining the implicit situational meaning. Implicit situational meaning has some factors that influence itself, there are, cultural background of the speaker and the receptor, gesture that occurs during speech or speech signal movement, the time and place of speech, and the existence of certain relationship between the speaker and receptor. (1998, p. 46) The factors that influences this meaning, as the follows:

a) Implicit Situational Meaning Caused by Cultural Background

People who do not know cultural background of speakers may be understood completely a text, because of text has so much implied meaning. If the speaker and receptor have similar culture background, then there will be a lot of terms that relate to culture is left implicit. Implicit situational meaning that is caused by cultural factors will be a big stumbling block if the listener have different

cultural backgrounds of the speaker, because of it the translation should be made explicitly. The message of the text or passages to be translated can be conveyed properly, except if the terms used are familiar to the listener.

b) Implicit Situational Caused by Speech Signal Movement

Sometimes, encouraged by a gesture being the only one that make a word or sentence can be understood.

Example

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

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

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

d) Implicit Situational Meaning Caused by the Relationship between The Speaker and The Receptor

The meaning in the sentence certainly be affected by relationship between the speaker and listener.

b. Explicit Meaning

Larson (1998) said that explicit meaning is the meaning which is the lexical and grammatical forms overtly stated, or known as a part of surface structure form (p. 44). Based on Oxford dictionary (2008) the adjective explicit is statements those stated clearly and make the readers or listeners easy to understand it. Moreover explicit is act of people saying something clearly and openly (p. 155). In the other words, according to Ellis (1994) explicit is the meaning or a known meaning that has intentional meaning. It is awareness of learning where the individual makes and tests hypotheses in a search for structure' (p.1).

The other opinion stated by Kridalaksana (2008, p. 56), he said explicit is the information that formally represented in a discourse, such as words, morphemes, the order of the elements, etc. Meanwhile Murtisari (2013, p. 318) stated explicit is a meaning which has means based on textual or explicitness is more a matter of degree than just category. It is normally associated with informativeness. Explicitation based on textual explicitness focuses on what is encoded in the target text (TT) but not in the source text (ST), regardless of whether or not this information is inferrable from the ST context. The meaning does not explain how the translator present a particular translation in terms of its relationship to the source text. Therefore in this meaning people cannot measure the extent of the shifts of meaning and the faithfulness of translator to the source text. Textual explicitness is often combined with

the encoded/inferred distinction, so that it occupies the encoded slot of the encoded/inferred distinction. This is because the encoded/inferred distinction has been traditionally accepted as the equivalent of the explicit/implicit distinction of meaning levels.

B. Adjective Clause

1. Concept of Adjective Clause in English

a. Definition of Adjective Clause

According to Azar (2009, p. 270) "a clause is a structure that has a subject and a verb." Clause has two kinds, there are independent clause and dependent clause. The definition of Azar have details as follows:

1) Independent clause or also called it as the main clause is a sentence that can stand alone because it has a complete sentence.

2) Dependent clause or we can called it the adjective clause. That is a sentence that cannot stand alone because it has incomplete sentence. The characteristic of dependents clause is the sentence written after the independent clause.

The same definition with Azar stated by Lou (2006, p. 214). Lou has opinion that clause is a group of word which has subject and verb. The clause that can stand alone called main clause or independent clause, while the clause that cannot stand alone called subordinate clause or dependent clause. This is the example of main clause and subordinate clause according to Lou:

a) main clause or independent clause

    I.   **We are relieved** that you are safe.

    II.   **She likes to go to the movie.**

b) subordinate clause or dependent clause

    I.   **That he is happy makes** me happy.

    II.   You are the woman **that I am looking for.**

    III.   He is the man **whom I admire**.

    IV.   The books **which sell well** are English books.

Meanwhile Todd (1987, p. 63) said that Clause is a group of words which contains a finite verb but which cannot occur in isolation, that is, a clause constitute only part of a sentence. In each complex sentence, at least have two clauses: a main clause (that is most like a simple sentence) and at least one subordinate or dependent clause.

An adjective clause is often called a relative clause because it usually relates back to a noun whose meaning it modifies.

Example:

    I.   The dog which won the competition is an Alsatian.

    II.   The man who taught my brother French is now the headmaster.

    III.   The girl whom we met on holiday is coming to see us next week.

When an adjective clause or relative clause begins with 'that/which/whom/' and is followed by a subject the subordinate can be omitted:

    I.   The book (that) John bought is missing.

II.   The coat (which) she wore is red.

III.   The man (whom) we met was my uncle.

Occasionally an adjective clause can begin with 'when':

I remember the day when we won the cup.

Or 'where'

The town where they met was called Scarborough.

It is usually easy to decide whether a 'when/where' clause is adjectival or adverbial. If the 'when' can be replaced by 'on which' and the 'where' by 'in which/at which' we are dealing with adjective clauses.

b. The kinds of Adjective Clause

1) Adjective Clause Pronouns Used as the Subject

The Adjective clause closely follows the noun it modifies.

Example: I thanked the woman. She helped me.

a) I thanked the woman   **who** helped me.

b) I thanked the woman   **that** helped me.

Explanation:

1) I thanked the woman = a main clause

2) Who helped me = an adjective clause

3) In (a) the adjective clause modifies **woman** (a noun) and **who** is the subject of the adjective clause.

4) In (b) **that** is the subject of the adjective clause Azar (2009, p. 270)

2) Adjective Clause Pronouns Used as the Object of a Verb

The adjective clause pronouns are placed at the beginning of the clause. Example:

a) The man was Mr. Jones. I saw him.
   I.   The man   who(m)   I saw   was Mr. Jones.
   II. The man   that   I saw   was Mr. Jones.
   III. The man   Ø   I saw   was Mr. Jones.

b) The movie wasn't very good. We saw it last night.
   I.   The movie   which   we saw last night   wasn't very good.
   II. The movie   that   we saw last night   wasn't very good.
   III. The movie   Ø   we saw last night   wasn't very good.
   IV. Incorrect: The man who(m) I saw ~~him~~ was Mr. Jones
                   The man that I saw ~~him~~ was Mr. Jones
                   The man I saw ~~him~~ was Mr. Jones

Explanation:

➤ In (a, I) who is usually used instead of whom, especially in speaking. Whom is generally used only in very formal English.
➤ In (a, III and b, III) an object pronoun is often omitted (Ø) from an adjective clause. (A subject pronoun, however, may not be omitted.)
➤ In (b, IV) the pronoun him must be removed. It is unnecessary because who(m), that, or Ø functions as the object of the verb saw.
➤ Whom(m): used for people
➤ Which: used for things
➤ That: used for both people and things Azar (2009, p. 273)

3. Adjective Clause Pronouns Used as the Object of a Preposition

The prepositions written at the beginning of adjective clause in very formal English's form. Example : She is the woman. I told you about her.

a) She is the woman about whom I told you

b) The music to which we listened last night was good.

(*) Only whom or which as prepositions that comes at the beginning. A preposition is never immediately followed by that or who. Azar (2009, p. 274)

2. Concept of Adjective Clause in Indonesian

a. Definition of Adjective Clause

Adjective clause in Indonesian is "*klausa yang berfungsi sebagai kata sifat, yaitu klausa yang menerangkan kata benda*". Adjective clause is a clause that has function as adjective, or a clause that describe noun. An adjective clause always consist of subject + verb (Lou, 2006, p.219). In other words, Adjective clause in Indonesian has meaning as a clause that give more specific description about something that stated by noun in a sentence. Adjective clause which is giving explanation about noun has function as attributes. (Alwi, 2003, p. 171) According to Kridalaksana (2008), adjective clause is "*klausa terikat yang mengisi gatra modifikator dari konstruksi modifikatif*". Adjective clause is bond clause that filling modifier phrase from the construction modification. (p. 124)

1) Main Clause

Main clause (independent clause) or in Indonesian is called "*induk kalimat adalah klausa yang dapat berdiri sendiri*". Main clause or that called independent clause is a group of words which has subject and verb and can stand alone. (Lou, 2006, p. 214)

2) Subordinate Clause

Subordinate clause (anak kalimat) adalah sekelompok kata yang memiliki subyek dan kata kerja tetapi tidak dapat berdiri sendiri. Subordinate clause or called as dependent clause is a clause that a

group of words that has subject and verb but cannot stand alone. (Lou, 2006, p. 215), moreover Lou said that a dependent clause can describe a noun as subject or object of a sentence. (Lou, 2006, p. 220) According to Alwi (2003) subordinate clause is a clause that consolidate two or more clause, proved a sentence to be a compound sentence, and one of the clause being part of another sentence. So, clauses in the compound sentence which compiled by the way of subordinate do not have an equal position. In another words, the compound sentence compiled by subordinate way that has function as constituent of other clause, and the clauses has hierarchy relation. Therefore, compound sentence that compiled by subordinate called multi-tiered sentence. (p. 388) Example:

a) Orang tua itu mengatakan (sesuatu).

b) Anak gadisnya mencintai pemuda itu sepenuh hati.

c) Orang tua itu mengatakan *bahwa* anak gadisnya mencintai pemuda itu sepenuh hati.

Explanation: The Clause (1) and (2) combined by the way subordinate so the sentence formed as multi-tiered sentence.

The subordinate clause can also be a clause of adverbial clause which means that the clause has function as adverb. (Alwi, 2003, p. 390) The sentence that consist with adverb clause can be describe as follows:

Sentence 1.a: Partisipasi masyarakat terhadap program keluarga berencana meningkat *sesudah* mereka menyadari manfaat keluarga kecil.

Diagram 2.1 Subordinate Clause
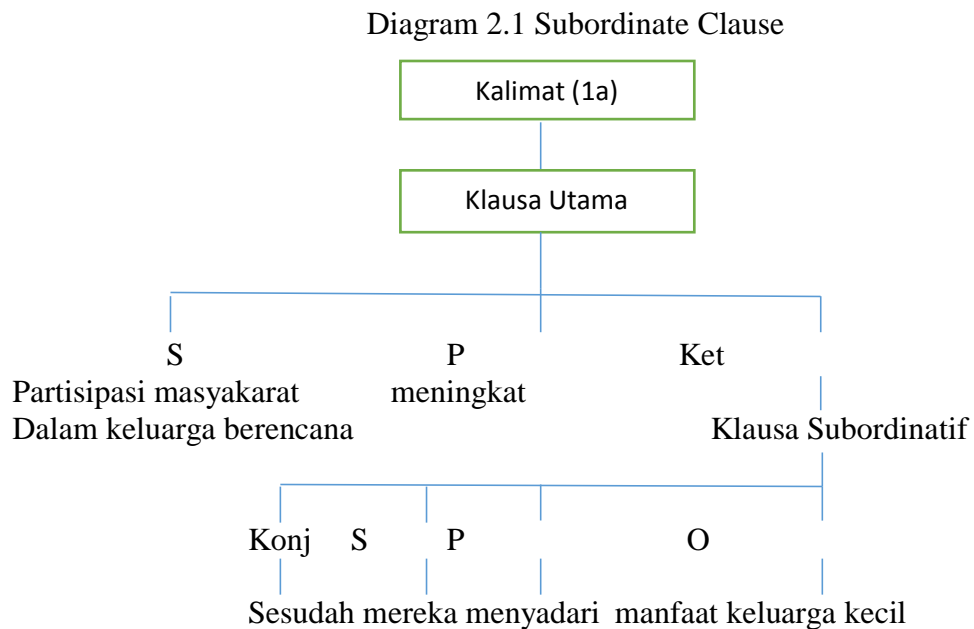
In this diagram we can read that the main clause (*Partisipasi masyarakat dalam keluarga berencana*) combined with subordinate clause (*mereka menyadari manfaat keluarga kecil)* with the conjucton *sesudah.* In the (1a) The structure sentence of subordinate clause being object (O). On other words. The subordinate clause being noun clause because the subordinate clause has function as noun.

The expansion clause with words "which" that put in the main clause called as relative clause and has function as adverb for several syntactic function. This is example of complex sentence that has relative clause with adverbial subject: Sentence 1b: Paman saya *yang* tinggal di Bogor meninggal kemarin.

Diagram 2.2 Subordinate Clause

```
                        ┌─────────────────┐
                        │   Kalimat 1b    │
                        └────────┬────────┘
                        ┌────────┴────────┐
                        │  Klausa Utama   │
                        └────────┬────────┘
        ┌──────────────┬─────────┴──────────┬──────────┐
   Paman Saya  ┌───────────────────┐   meninggal    kemarin
               │ Keterangan Subjek │
               └─────────┬─────────┘
               ┌───────────────────┐
               │  Klausa Relatif   │
               └─────────┬─────────┘
              ┌──────────┼──────────┐
              S          P         Ket
            yang      tinggal    di Bogor
```
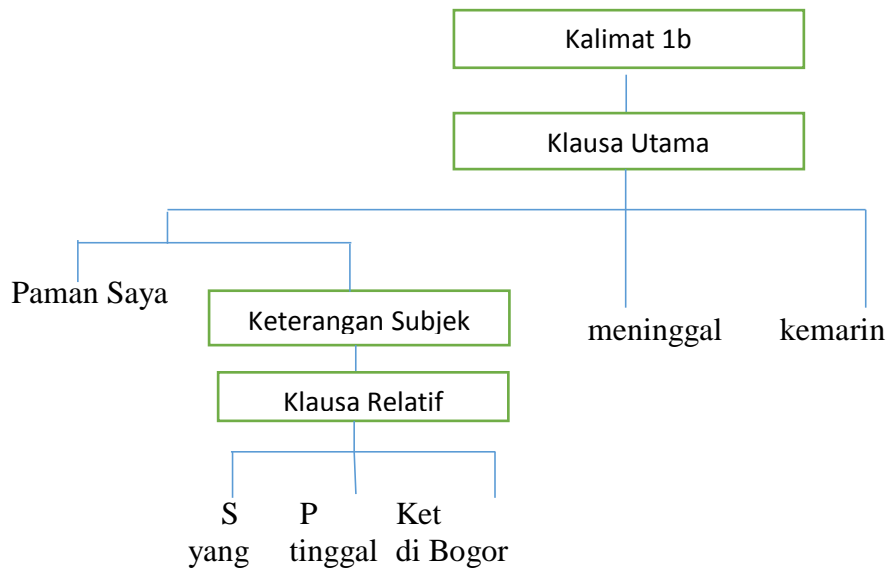
In the sentence 1b, the function of S (*Paman Saya)* is expanded by the clause (*yang tinggal di Bogor.* In this sentence the main clause has more clear meaning after its form being expanded by the relative clause (*yang tinggal di Bogor).* By added the relative clause the reader get more information about address of *Paman saya,*

C. Novel

Parrinder (2006, p. 9) said novel are stories of commonly society, not kings, queen or princes. They are written in prose not verse, and are supposed for silent reading, not for reading in public. Further, Parrinder explain that novel is a latecomer in the group of literary forms. Unlike epic poetry, myths, drama, folk tales, and ballads it was not present at the origins of recorded history or the deliver of the idea of nationhood.

Meanwhile in other side Eagleton (2005) explain that the definition of novel as below:

a genre which resists exact definition. This in itself is not particularly striking, since many things – 'game', for example, or 'hairy' – resist exact definition. It is hard to say how ape-like you have to be in order to qualify as hairy. The point about the novel, however, is not just that it eludes definitions, but that it actively undermines them. It is less a genre than an antigenre.

The other definition cited by Abram (1999), he said that as an extended narrative, the novel has differences with the short story and from the work of middle length which called the novelette; its magnitude permits a greater variety of characters, greater complication of plot (or plots), ampler development of milieu, and more sustained exploration of character and motives than do the shorter, more centralized modes. (p. 190)

D. Research of the Relevance

This Research is inseparable from the previous research result that made the comparison in the writing. The study used for comparison of research topics regarding the strategy of translation of adjectives clause. In this research, researchers use qualitative methods. Qualitative method was employed because the data of this research were in the form of words, phrases and clauses.

Based on the results of few researches, the first research been done by Yan Bastian on "referential and situational implicit and explicit meaning translation in *diary of a wimpy kid: the ugly truth 5* by Jeff Kinney". In research, the writer use descriptive qualitative analysis by comparing research in which the collected data are analyzed using the theories of implicit meaning translation.

The writer compiling and grouping the data according to both of source and target language, next every datum is analyzed qualitatively by applying the theories and assessed for the types of implicit meaning that occurs in the translation process. The last process is concluding the collected data and exposing the results of his analysis. The writer concludes that the use of implicit meaning in the both novels have been being readable overall. The translator has successfully translated the implicit meanings that implied in the source language.

The second research, was taken from a paper about translation adjective clause written by Siti Masitoh (2015, 04313151114046) in the library STBA-JIA Bekasi. The title "Translation Method Analysis of Adjective Clause in Novel The Rainbow Troops by Andrea Hirata". The sameness is in her paper she chooses the adjective clause as the data object. The difference is to use the Newmark theory as a reference for writing the translation procedure, while in this research the writer use the Larson theory as a reference for writing the implicit and explicit meaning. Second difference of this paper is, in her paper, she analyses the adjective clause to find out the translation method, while in this paper the writer analyses adjective clause to find out the implicit and explicit meaning translation.

The third research, was taken from a paper by Andi Pramono student of UIN Syarif Hidayatullah, his paper's title is "An Analysis of Translation Procedure from English into Indonesian Language in Novel *The Negotiator*". The sameness with this paper are his paper also explain some information that does

not stated overtly and stated overtly in the source language (SL) or Target Language (TL). The second sameness is the writer choose novel that has English as source language (SL) and Indonesian as target language (TL). The differences are in his paper the writer has focus in the translation procedure which are used in the translation and his objective research is to know the kinds of translation procedure which are used in the novel. The third differences is the collected data is qualitatively analyzed using relevant theories or concepts of translation, while in this paper the writer collected data is qualitatively analyzed using implicit meaning translation theory by Larson.

The last research was taken from a paper by Lia Sisvita Dinatri on "The Implicit Meaning of Rowling's *Harry Potter and the Prisoner of Azkaban* and its Translation". In research, the writer used descriptive and comparative methods. 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 difference of the research in this case is 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. While in this paper the writer not only focus on implicit meaning but also explicit meaning. The sameness both of them is the cornerstone of research, the writers take the theory of implicit meaning belonging Larson quoted from the book Meaning-Based Translation: A Guide to Cross-Language Equivalence.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

1. Time and Place of the Research

The Research was arranged for four months from March to July 2018. During the term, every necessary things related to the process of writing is committed. To collect theory of the data for this research, some references are used. The references are mostly obtained from various kinds of books and journals of translation, linguistics and other supporting books related with this research. The reference from e-books were also used in accomplishing this research. The setting of this research are library of STBA JIA, some libraries of other university, also writer's home.

2. Kind of the Research

This paper is uses qualitative research. Because, qualitative research generally not set up as experiments, the data cannot be easily quantitative and the analysis is interpretive rather than statistical. (Mackey and Gass, 2005, p.2). In 2016, Taylor and Bogdan said that qualitative methodology to refers to research that procedures descriptive data from people's own written or spoken words and also observable behavior (P.7). This research uses qualitative methodological research because it procedure descriptive data of written words.

Qualitative research is a medium to develop and understand the meaning of individuals and groups that become social or human problems. In the process, the research involves the questions and procedures that arise, then collects the member setting data, analyses the data inductively, creates the theme from general to the public, and interprets the meaning of the data. In this research, the writing of flexible structure becomes the last written report (Creswell, 2009, p. 232).

It given an impression that a good planning is necessary to help the writing run well to achieve the qualified result. In doing the research, the systematically manners are helpful to strengthen the research itself. What the writer means as the systematically ways are support the research by providing the reliable data to make the report scientifically and to arrange the description in the correct sequence.

Further, Creswell (2012), explained that in analysing, it is required understanding of how to comprehend the text and images, to find the answers of existing research questions. He mentioned six steps that must be studied in analysing and interpreting qualitative data. These include preparing and organizing data, exploring and encoding databases, explaining findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and then validating the accuracy of the findings. These six steps have an important role in the process of analysing, namely: facilitate the analysis, clarify and refine the

data, clarify data sources, and to be accountable for the authenticity of the data (p. 236).

B. Procedure of the Research

Several procedure were conducted to achieve the research result. These procedures, beside involving the researcher, were also gaining some other's perspective and suggestions from various resources to achieve an accurate data analysis and also research result. Here are the details of procedures of the research:

1. Planning

a) Identifying the problem

b) Selecting the title of the research

c) Formulating the problem

d) Determining the purpose and objective of the research

e) Conducting the consultation to the first advisor.

f) Submitted the research proposal for getting an approval from the advisors.

2. Preparation

After this research is approved by the advisors, then the writer does the next steps as follows:

a) Determining the novel which will become the objects for this research.

b) Limiting the problem.

c) Collecting the data that will become the object of the research in the novel.

d) Determining the sample of the research to restrict the object of the research

e) Preparing all of the things needed for collecting the data.

3. **Implementation**

a) Reading the novel in English and then followed the Indonesian version.

b) Giving mark each sentence which contained adjective clause.

c) Inserting the elected data into table of analysis.

d) Processing and analyzing the data by the procedures employed in the data.

e) Finding the ideological tendency through the translation procedures of proper nouns that already found.

f) Arranging the result of research in a good order.

4. **Finishing**

a) Composing the analysed data.

Before reporting the result to finish the research, the data analysis need to be composed after giving the mark, to be gathered the simple sentence and grouping into Explicit and Implicit sentence.

b) Formulating the problem and concluding the system.

c) Discussing with the advisors.

Discussing and meeting with first and second advisor has been done every time to maximize the result of the research. After discussing, the

advisors give an advice to the writer consist of the analysis so that the writer always gets the solutions to continue analysing data and arrange the best.

d) Revising the result.

During the analysis chapter, it is important to seek advices about how to analyse implicit and explicit meaning of the adjective clause translation in the *selection* novel by Kiera Cass from first advisor and second advisor. The advisors gave some corrections on mistakes in the material or technical in writing. Revising the mistakes in the research is important to make research better.

e) Concluding the result.

The final phase to make the research can be understood is concluding the result of all chapters. The result is based from all chapters in the research. The research can be concluded with implicit and explicit meaning translation of the adjective clause in *the selection* novel by Kiera Cass.

f) Typing and printing the result of the research.

C. Technique of the Data Colletion

To collect the data this research applied observation method proposed by Sudaryanto (1993, p. 133). The data collection will analyze by the qualitative process which found on the various kinds of the data source such as documents, that the writer applies documentation technique. The steps explain as follows:

1. The writer read the novels closely to gain the content and context of the text. This close reading was done firstly through the source text, *The Selection* novel by Kiera Cass followed by its Indonesian version with same title *The Selection* novel translated by Nina Setyowati as target text.

2. After read the novel, the writer collected the data from *The Selection* novel by Kiera Cass as a document analyze of data.

3. The next step is select the references which are appropriate with the research.

4. After selected the references, the writer chose the theory to analyzed used different technique.

5. The last step of collecting the data are classified the adjective clause of the source language and target language by making a list of the data on a table side by side until the sentences are ready to be analyzed.

D. Technique of the Data Analysis

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, p.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 *"The Selection"* by Kiera Cass with the

translation that has same title by Nina Setyowati. The research uses descriptive qualitative analysis by comparing research in which the collected data are analyzed using the theories of implicit and explicit meaning translation. In order to obtain accurate data which is relevant enough to the object being analyzed, the writer simply uses some references as some of the sample of paper, journals, dictionaries, books, and e-books as references and other sources regarding the kinds of translation ideology. After the data have been collected, the writer analyzed the data by several steps as follow:

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

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

3. Then, classifying the categories of adjective clause to implicit or explicit meaing. The adjective clause which exist in the source text were listed and compared to the adjective clause in the target text.

4. The next step is analyzing the translation implicit and explicit meaning of adjective clause employed to translate the adjective clause in the novel by the theories of referential, organizational and situational meaning.

5. The last step, concluding the collected data and exposing the results of their analyzed in the previous step.

6. At the end, the most frequent translation implicit and explicit meaning of adjective clause employed were seen and the implicit and explicit meaning of the text can be detected, either tend for English or Indonesian.

E. Sources of the Primary and Secondary Data

1. Sources of the Primary Data

The primary data of this research are the adjective clause which is used as the object of the research. The data are in the form of words and sentences taken from written text in the novel. The data source of this research is *The Selection* novel by Kiera Cass and than followed by its Indonesian version with same title *The Selection* novel translated by Nina Setyowati as target text.

2. Sources of the Secondary Data

The secondary data that is used in this research are based on several articles, dictionaries, journals, linguistic books, and translation books which is related to ideology of translation as the writer's main focus in this research.

F. Qualitative Validity

Depending on their philosophical perspectives, some qualitative researchers reject the framework of validity that is commonly accepted in more quantitative research in the social sciences. They reject the basic realist assumption that their is a reality external to our perception of it. Consequently, it doesn't make sense

to be concerned with the "truth" or "falsity" of an observation with respect to an external reality (which is a primary concern of validity). These qualitative researchers argue for different standards for judging the quality of research.

For instance, Guba and Lincoln proposed four criteria for judging the soundness of qualitative research and explicitly offered these as an alternative to more traditional quantitatively-oriented criteria. They felt that their four criteria better reflected the underlying assumptions involved in much qualitative research. Their proposed criteria and the "analogous" quantitative criteria are listed in the table.

3.1 Table of Criteria for Judging the Research

Traditional Criteria for Judging Quantitative Research	Alternative Criteria for Judging Qualitative Research
Internal Validity	Credibility
External Validity	Transferability
Reliability	Dependability
Objectivity	Confirmability

1. Credibility

The credibility criteria involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. Since from this perspective, the purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes, the participants are the only ones who can legitimately judge the credibility of the results.

2. Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing. The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is.

3. Dependability

The idea of dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The research is responsible for describing the changes that occur in the setting and how these changes affected the way the research approached the study.

4. Confirmability

Qualitative research tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others. There are a number of strategies for enhancing confirmability. The researcher can document the procedures for checking and rechecking the data throughout the study. Another researcher can take a "devil's advocate" role with respect to the results, and this process can be documented. The researcher can actively search for and describe and negative

instances that contradict prior observations. And, after he study, one can conduct a data audit that examines the data collection and analysis procedures and makes judgements about the potential for bias or distortion.

CHAPTER IV

DATA ANALYSIS

A. Data Description

The problem of the research will be answered in this chapter. This chapter presents the data analysis and the interpretation of the research findings. The data are taken from *The Selection* novel by Kiera Cass. The novel which are going to be analyzed consisting of sixteen chapters, they are fourteen chapters consist of two data, and two chapters consist of one data. The total of the data are thirty data.

Finding data in the *The Selection* novel by Kiera Cass are analysed according to some steps. In the beginning step, choosing the adjective clause base on the data provided novel, second step describing data base on finding the implicit and explicit meaning. The last step, analyzing the translation implicit and explicit meaning of adjective clause employed to translate the adjective clause in the novel. Those data are presented below:

4.1 Table of Data Description

No	Source Language	Location	Target Language	Location
1	I found my little bundle and brought it to Aspen, **who, to his merit nibbled it all slowly**.	(C. 2, P. 17, L. 10)	*Aku mengambil buntalan kecilku dan memberikannya kepada Aspen,* ***yang, menggigitnya dengan perlahan-lahan karena begitu menghargai makanan itu.***	(C. 2, P. 20, L. 18)

2	He passed his share of the little food they had down to his siblings and to his mom, **who was always tired from working.**	(C. 2, P. 16, L. 15)	*Dia memberikan bagian makanananya yang sedikit itu untuk saudara-saudaranya dan ibunya, **yang selalu kelelahan akibat bekerja.***	(C. 2, P. 21, L. 6)
3	"But that's not fair!" Gerad pushed the canvas to the floor, **where it stirred up dust in the light from his window**.	(C. 3, P. 32, L. 11)	*"Tapi, itu nggak adil!" Gerad mendorong kanvasnya ke lantai **sehingga membuat debu berputar-putar naik ke dalam cahaya dari jendelanya***	(C. 3, P. 37, L. 15)
4	Aspen's mother was right, and there was a clear line between those **who knew and those who didn't.**	(C. 3, P. 34, L. 17)	*Ibu Aspen benar, ada batasan yang jelas di antara **orang-orang yang tahu dan orang-orang yang tidak tahu.***	(C. 3, P. 40, L. 5)
5	Even eights-the homeless, the wandering would find a store or a church **where they could see the *Report*.**	(C. 4, P. 38, L. 3)	*Bahkan, para kasta Delapan-para tunawisma dan pengembara-akan mencari sebuah toko atau gereja **agar bisa menonton Berita itu.***	(C. 4, P. 44, L. 3)
6	No two women **who enter will be exactly the same not in looks or preferences or disposition.**	(C. 4, P. 44, L. 19)	*Tidak ada dua wanita **yang lolos, yang akan persis sama baik dalam penampilan, kesukaan ataupun watak.***	(C. 4, P. 51, L. 17)
7	Don't you know how much I hate that? That I love to hear you sing but can't really pay you **when everyone else does?"**	(C. 5, P. 50, L. 11)	*Sungguh America apa kamu nggak tahu seberapa bencinya aku soal itu? Bahwa aku senang mendengarmu menyanyi, tapi nggak bisa benar-benar membayarmu saat*	(C. 5, P. 57, L. 16)

			semua orang membayarmu?	
8	**When you are invited to do something with Prince Maxon**, you do not refuse.	(C. 6, P. 64, L. 14)	*Saat Anda diajak untuk melakukan sesuatu dengan pangeran Maxon,* Anda tidak boleh menolak.	(C. 6, P. 74, L. 3)
9	"Excuse me?" Was the same man **who made me sign form affirming my purity suggesting that I let Maxon have it if he wanted it**?	(C. 6, P. 64, L. 17)	*"Maaf?" apakah pria yang membuatku menandatangani sebuah formulir yang membuktikan tentang kesucianku ini tengah mengisyaratkan agar aku membiarkan Maxon mendapatkan apa pun yang dia inginkan?*	(C. 6, P. 74, L. 7)
10	As we walked from our house to the car we'd been provided, Kota was by far the slowest, letting the few photographers and well-wishers **who were there get a good look at him**.	(C. 7, P. 71, L. 11 – P. 72, L. 1)	*Saat kami berjalan dari rumah ke mobil yang telah disediakan untuk kami, Kota benar-benar yang bergerak paling pelan, membiarkan beberapa fotografer dan para pemberi selamat* **yang ada di sana melihatnya dengan jelas**.	(C. 7, P. 83, L. 2)
11	Was she the girl he saw every day and was I the girl **who fed him and showered him with kisses once a week**?	(C. 7, P. 73, L. 16)	*Apakah Brenna adalah gadis yang dia lihat setiap hari, sedangkan aku adalah gadis* **yang memberinya makan dan menghujaninya dengan perhatian sekali seminggu**?	(C. 7, P. 85, L. 2)

12	We talked about actors **who were unbearably attractive, which seemed strange since we were off to be Maxon's pack of girlfriends.**	(C. 8, P. 81, L. 7)	*Kami mengobrol tentang para aktor **yang sangat menarik. Ini tampak aneh karena kami adalah kumpulan kekasih Maxon***	(C. 8, P. 93, L. 20 – 21)
13	The flight, **which was really only terrifying during the takeoff and landing,** lasted a few short hours.	(C. 8, P. 82, L. 23)	*Penerbangan, **yang benar-benar hanya mengerikan selama lepas landas dan pendaratan,** berlangsung selama beberapa jam.*	(C. 8, P. 95, L. 16)
14	It was long and all one length **when I came in my mom usually cut it,** and that was the best she could do but by the time they were done, it was several inches shorter and had layers.	(C. 9, P. 92, L. 17)	***Sewaktu tiba disini,** rambutku panjang dan rata, Mom biasanya memotongnya, dan itu adalah yang terbaik yang bisa Mom lakukan tapi saat orang-orang yang mengurus rambutku selesai, rambutku jadi beberapa inci lebih pendek dan diberi beberapa efek layer.*	(C. 9, P. 106, L. 10)
15	So we'll just do a little interview here, and you do your best on the *Reports,* and then don't be shy **when you see us around the palace**.	(C. 9, P. 94, L. 5)	*Jadi, kami hanya melakukan sedikit wawancara di sini, dan kalian melakukan yang terbaik pada Berita Ibu Kota Illea kalian. Dan, jangan malu **saat kalian melihat kami di dalam istana***	(C. 9, P. 108, L. 7 – 8)

16	Someone **who will befriend my friends** and be my confidante	(C. 10, P. 115, L. 21)	*Seseorang **yang akan berteman dengan teman-temanku** dan menjadi wanita kepercayaanku.*	(C. 10, P. 134, L. 2)
17	**When he pulled away**, he gently placed my hand in my lap.	(C. 10, P. 118, L. 26)	***Setelah itu,*** *dia meletakkan tanganku ke pangkuanku dengan lembut.*	(C. 10, P. 137, L. 18)
18	I wondered what would happen to them **when I was gone.**	(C. 11, P. 120, L. 19)	*Aku penasaran apa yang akan terjadi pada mereka **saat aku pergi.***	(C. 11, P. 140, L. 2)
19	Then **when you are addressed**, you may rise and take your seat.	(C. 11, P. 132, L. 5)	*Kemudian, **saat salam hormat kalian diterima**, kalian boleh bangun dan mengambil tempat duduk.*	(C. 11, P. 153, L. 11)
20	This strawberry tart . . . well, I have a sister **who loves sweets more than I do**	(C. 12, P. 136, L. 4)	*Tar stroberi ini . . . well, saya punya adik perempuan **yang menyukai makanan manis lebih dari saya.***	(C. 12, P. 157, L. 6)
21	When I'd sought isolation the other night**,** this was **where I wanted to be**	(C. 12, P. 145, L. 9)	*Saat aku mencari pengasingan, pada malam yang dulu itu, **tempat seperti inilah yang kuinginkan**.*	(C. 12, P. 168, L. 8)
22	When they came to prep us, to get us ready to come here, there was a man **who told me that I was never to turn you down**.	(C. 13, P. 154, L. 18)	*Saat mereka datang untuk mempersiapkan kami, untuk membuat kami siap datang ke sini, ada seorang pria **yang mengatakan kepadaku bahwa aku nggak boleh menolakmu.***	(C. 13, P. 179, L. 15)

23	If you screw up, you're put in the kitchen, **where your fingers are working all day, and the clothes are baggy.**	(C. 13, P. 165, L. 18)	*Jika kami mengacau maka kami akan ditempatkan di dapur, **tempat jari-jari kami akan bekerja sepanjang hari, dan pakaian-pakaian kami sangat longgar.***	(C. 13, P. 193, L. 4)
24	We were in the middle of a game of cards **when I noticed a figure out of the corner of my eye.**	(C. 14, P. 170, L. 12)	*Kami sedang berada di tengah-tengah permainan kartu **saat aku melihat sesosok laki-laki dari sudut mataku.***	(C. 14, P. 199, L. 3)
25	And, exactly like myself, I found that I was covered in a sheen of sweat as I walked down to the room **where they recorded messages at the palace.**	(C. 14, P. 175, L. 3)	*Dan, tepat seperti diriku. Aku mendapati bahwa aku tertutupi dalam kilatan keringat saat berjalan ke ruangan **tempat mereka merekam berita-berita istana**.*	(C. 14, P. 203, L. 16 – 17)
26	And then, **when I inevitably do things in a way he wouldn't**, he goes and corrects my mistakes**.**	(C. 15, P. 187, L. 3)	*Lalu, **saat tanpa bisa dihindari lagi aku melakukan berbagai hal yang tidak akan dilakukan ayahku,** dia dating dan memperbaiki kesalahan-kesalahanku*	(C. 15, P. 217, L. 4)
27	It's getting around **who he's spent time with and who he hasn't.**	(C. 16, P. 205, L. 1)	*Berita soal **siapa saja yang sudah diajak berkencan oleh** Maxon **dan siapa saja yang belum dia ajak** sekarang sudah mulai menyebar.*	(C. 16, P. 238, L. 5)
28	It would be Anna's word against Celeste's as far as any exchange of words went, but	(C. 16, P. 207, L. 9)	*Kalaupun nanti Anna dan Celeste berdebat untuk membela diri, yang Anna punya hanya*	(C. 16, P. 240, L.

	Celeste would have a roomful of people **who could back up that she'd been hit.**		*kata-kata pembelaannya sendiri. Celeste akan punya seruangan penuh orang **yang bisa mendukung kenyataan bahwa dia telah dipukul***	18, 241, L. 1)
29	We had pages and worksheets to master for English and math, **but when it came to the stories that made up our past,** there was very little that I knew for sure was truth.	(C. 17, P. 208, L. 9)	*Kami punya buku-buku dan lembar kerja untuk belajar pelajaran Bahasa Inggris dan Matematika, **tapi saat sampai ke cerita-cerita tentang masa lalu negara kami**, aku tahu dengan pasti bahwa tingkat kebenarannya sangat rendah.*	(C. 17, P. 242, L. 8)
30	I remembered a few years ago **when I went into Mom and Dad's room**, since Mom said I could choose what I wanted to read English.	(C. 17, P. 211, L. 22)	*Aku ingat beberapa tahun lalu **saat aku masuk ke kamar Mom and Dad** karena Mom bilang aku bisa memilih apa pun yang ingin kubaca untuk pelajaran Bahasa Inggris.*	(C. 17, P. 246, L. 5)

B. **Data Analysis**

In the data of the research there are five chapters of *The Selection* novel by

Kiera Cass will be analyzed which contain adjective clause describing implicit

and explicit meaning. The descriptions are listed in the sixteen chapters of *The*

Selection novel by Kiera Cass to make the interpretation of the data analysis

easily.

Datum 1:

SL: I found my little bundle and brought it to Aspen, **who, to his merit nibbled it all slowly**. (C. 2, P. 17, L. 10)

TL: *Aku mengambil buntalan kecilku dan memberikannya kepada Aspen**, yang, menggigitnya dengan perlahan-lahan karena begitu menghargai makanan itu***. (C. 2, P. 20, L. 18)

4.2 Table Explicit of **His Merit**

Source Language	Target Language
his merit	*menghargai makanan itu.*

According to Larson's explanation, this datum is categorized as **Explicit Referential Meaning.** The translator translated the word "merit" explicitly in data 1b into "*menghargai makanan itu*". In the source language there is no explanation about meriting something. The word "his merit" in datum one is translated explicitly "*karena begitu menghargai makanan itu*" The target language gives more explanation of the reason why Aspen nibbled the snack slowly. Based on Oxford dictionary (2008, p. 277) the word "merit" has a literal meaning as deserve praise and attention to something or someone. The source language does not give a certain aim of where "his merit" refers to**.** If the datum one is translated implicitly, the target text will be **"***yang, menggigitnya dengan perlahan-lahan karena ia begitu menghargai"***. In the data 1b the translator translated source language from implicit into explicitly in the target language.**

Datum 2:

SL: He passed his share of the little food they had down to his siblings and to his

mom, **who was always tired from working.** (C. 2, P. 16, L. 15)

TL: *Dia memberikan bagian makanananya yang sedikit itu untuk saudara-*

saudaranya dan ibunya, ***yang selalu kelelahan akibat bekerja.*** (C. 2, P. 21, L.

6)

4.3 Table Explicit of **who was always tired from working.**

Source Language	Target Language
who was always tired from working.	*yang selalu kelelahan akibat bekerja.*

The adjective clause in datum two is **Explicit Situational Meaning,**
because the adjective clause "who was always tired" refers to someone who is
always feeling tired. In this datum the causes of always feeling tired is explained
explicitly. The previous sentence tells that the people whose refered in this case are
Aspen's mother and his sisters. So, the timing of the communication can lead us to
explicit meaning that the ones who referred by the author are his sisters and mother.
However, the adjective clause "who was always tired from working" in the source
language is translated into "*yang selalu kelelahan akibat bekerja*" it is showing us
explicitly a clear explanation about why Aspen's sisters and mother always feeling
tired. If in the source language there is no phrase "from working" the datum will be
implicit both in the source language and in the target language. **The translator**
translated the second datum from explicit source language into target
language both explicitly

Datum 3:

SL: "But that's not fair!" Gerad pushed the canvas to the floor, **where it stirred**

up dust in the light from his window. (C. 3, P. 32, L. 11)

TL: *"Tapi, itu nggak adil!" Gerad mendorong kanvasnya ke lantai **sehingga***

***membuat debu berputar-putar naik ke dalam cahaya dari jendelanya**. (C.*

3, P. 37, L. 15)

4.4 Table Implicit of **it stirred up**

Source Language	Target Language
it stirred up	*sehingga membuat debu berputar-putar*

The kind of the adjective clause in the third datum above is **Implicit Referential Meaning,** because the adjective clause "where it stirred up dust in the light from his window" in the source language is describing that the causes of the stirred dust is the canvas. It refers from the preceding sentence. But, in the target language the translator is not explaining the cause of the dust stirred up. From the target text **"*sehingga membuat debu berputar-putar naik ke dalam cahaya dari jendelanya"***, the phrase **"*sehingga membuat*"** shows us that the translator is translating implicitly.

If the data translated explicitly, the phrase should be translated into "*sehingga kanvas itu membuat*". The adjective clause in this context will be clearer and give explanation about the cause why the dust stirred up. In the third datum there is an implicit meaning of the object, that is on the referent pronouns "it". Referent pronouns "it" implies a single inanimate nouns and makes the implicit of

the noun "the canvas" exist in the previous sentence. In the translation, referents "it" not being translated explicitly into *"kanvas itu"*, instead translated implicitly into "***sehingga membuat***" seen in target text. This implicit makes the sentence becomes unclear and more confused to understand. **In the third datum the translator translated from source language explicitly into implicitly in the target language.**

Datum 4:

SL: Aspen's mother was right, and there was a clear line between those **who knew and those who didn't.** (C. 3, P. 34, L. 15)

TL: *Ibu Aspen benar, ada batasan yang jelas di antara **orang-orang yang tahu dan orang-orang yang tidak tahu.*** (C. 3, P. 40, L. 5)

4.5 Table Implicit of **who knew** and **those who didn't.**

Source Language	Target Language
who knew and those who didn't.	*orang-orang yang tahu dan orang-orang yang tidak tahu.*

The meaning of the adjective clause above shows us an **Implicit Organizational Meaning,** because the adjective clause "who knew and those who didn't" is putting the referential information together into a coherent text. In this datum the organizational meaning of adjective clause is signaled by repetition. The objects "who knew and who didn't" are both referred to the people who are standing in line in the dialogue. But, we must also know if the organizational meaning includes the fact that there is only one meaning that aim to "knew and didn't".

However, the phrase "who knew and who didn't" is translated into "***yang tahu dan tidak tahu***" are indicating that some people in the line know about the selection and the others do not know about it.

It will be better if the translator translated that into "who knew and didn't" to avoid repetition in this adjective clause. In bahasa, the word "who" has a meaning as "siapa". However, the word "who" that translated implicitly become "*orang-orang*", it described that those people whose are referred by author did not mention specifically. The word "who" has a general meaning both in source language and target language, "who" is a word which is for describing person that probably woman/man. In contrast, if the adjective clause is translated explicitly to "gadis-gadis" there will be clearer sentence into "*Ibu Aspen benar, ada batasan yang jelas di antara gadis-gadis yang tahu dan gadis-gadis yang tidak tahu.*" **The translator translated the fourth datum from implicit source language into target language both implicitly.**

Datum 5:

SL: Even eights-the homeless, the wandering would find a store or a church **where they could see the *Report*.** (C. 4, P. 38, L. 3)

TL: *Bahkan, para kasta Delapan-para tunawisma dan pengembara-akan mencari sebuah toko atau gereja **agar bisa menonton Berita itu.*** (C. 4, P. 44, L. 3)

4.6 Table Explicit of **the Report**

Source Language	Target Language
the Report	*Berita itu*

The data five there is **Explicit Referential Meaning**, because the phrase "the report" is translated explicitly into **"Berita itu"**. Based on Hassan Shadily's dictionary (2003, p. 478) the word **"Report"** in datum 5b has meaning as "*laporan*", but the translator translated it into **"Berita itu".** The word **"Report"** is equivalent with the translation in Indonesia **"Berita itu"**. If **"Report"** in data 5b translated implicitly in the target language into "*laporan*", it will makes the reader confused because there is word "watch" that has meaning as "menonton" in the preceding sentence. However, the word "*watch*" will become a confused context if the next sentences followed by the word *"laporan"*. It is because the word "watch" usually followed by the word "news or report", those people do not only see but also listen to it. **This datum translated from implicit source language to explicit target language.**

Datum 6:

SL: No two women **who enter will be exactly the same not in looks or preferences or disposition.** (C. 4, P. 42, L. 7)

TL: *Tidak ada dua wanita **yang lolos, yang akan persis sama baik dalam penampilan, kesukaan ataupun watak.*** (C. 4, P. 51, L. 16)

4.7 Table Explicit of **enter**

Source Language	Target Language
enter	*Lolos*

The adjective clause of datum six is **Explicit Situational Meaning,** because word "enter" translated explicitly into "*lolos*", it refers to an event which people can imagine. The word *"lolos"* has a suitability with context of this case that tell about *Selection.* Moreover, the word "enter" in this case said by prince Maxon who is asked by Master of Ceremony in the breaking news about *Selection.* Based on Hassan Shadily's dictionary (2003, p. 215) the word "enter", has meaning as "*memasuki*". There is a different meaning that the translator use in the target language "*lolos*". The word "*lolos*" in datum six refers to something which is a part that happened in the *Selection*, it gives certain meaning in this context.

Meanwhile, if the word "enter" in datum six is translated implicitly into "*memasuki*", there will be unclear meaning, because the word "*memasuki*" has no a certain meaning in explanation "what is be entered by". In other words, target language give a certain explanation about the real meaning of the word "enter". In this case, the word 'enter' means the girls who passed the selection. **In the sixth datum, the translator translated from source language implicit into explicitly in the target language.**

Datum 7:

SL: Don't you know how much I hate that? That I love to hear you sing but can't really pay you **when everyone else does?"** (C. 5, P. 50, L. 9)

TL: *Sungguh America apa kamu nggak tahu seberapa bencinya aku soal itu? Bahwa aku senang mendengarmu menyanyi, tapi nggak bisa benar-benar membayarmu **saat semua orang membayarmu?*** (C. 5, P. 57, L. 11)

4.8 Table Explicit of **when everyone else does**

Source Language	Target Language
when everyone else does	*saat semua orang membayarmu?*

As describes in Larson's book, the datum seven is **Explicit Situational Meaning,** because the adjective clause "when everyone else does" refers to the meaning that has messages which produce in a given situation communication, the receptor will be affected the communication by it. The adjective clause "when everyone else does" is translated explicitly into "*saat semua orang membayarmu"* by the translator. Actually, in the source language there is no explanation about what kind of things that everyone does. Moreover, the explanation of the activity is implicit and not contained in the source language. The translator translated it explicitly by referring the previous phrase before the data which is stated by the phrase "can't really pay you". Thus, the target language gives a clear meaning about it. In this case, the situation is referring us that the phrase "everyone else does" has meaning as "*semua orang membayarmu".* **In the seventh datum the translator translated source language from implicit into explicitly in the target language.**

Datum 8:

SL: **When you are invited to do something with Prince Maxon**, you do not refuse. (C. 6, P. 64, L. 14)

TL: *Saat Anda diajak untuk melakukan sesuatu dengan pangeran Maxon, Anda tidak boleh menolak.* (C. 6, P. 74, L. 3)

4.9 Table Implicit of **do something with Prince**

Source Language	Target Language
do something	*Melakukan sesuatu*

The sentence on the datum nine contains **Implicit Situational Meaning,** because phrase "do something" is referring to something that may happen. Unfortunately the explanation of "do something" still implicit in the source language and target language. The phrase "do something" has no specific thing that makes us get a certain thing. The phrase "do something" refers to when and where the communication takes place. In this part, phrase "do something" takes place in the America's house, when the official of palace tells her everything about the rules of the selection before she goes to palace. The "do something" in this datum refer to dinner, outings, kisses-more than kisses-anything, those stated in two sentences after the datum.

If the adjective clause of this datum is being translated explicitly in the source language, the word "something" should be replaced by a name of activity those stated in two sentences after. The source language will be "when you are invited to having dinner or outings with Prince Maxon, you do not refuse". By translating explicitly the target language will be "*Saat Anda diajak untuk makan malam atau jalan-jalan dengan pangeran Maxon, Anda tidak boleh menolak"*. By translating like that reader will know what the activity that will be invited by Prince Maxon. **The translator translated the datum nine from implicit source**

language into target language both implicitly. Both of source language and target language are not given the real meaning of the adjective clause in this case.

Datum 9:

SL: "Excuse me?" Was the same man **who made me sign form affirming my purity suggesting that I let Maxon have it if he wanted it**? (C. 6, P. 64, L. 17)

TL: *"Maaf?" apakah pria **yang membuatku menandatangani sebuah formulir yang membuktikan tentang kesucianku ini tengah mengisyaratkan agar aku membiarkan Maxon mendapatkan apa pun yang dia inginkan?*** (C. 6, P. 74, L. 7)

4.10 Table Implicit of **it**

Source Language	Target Language
It	*apa pun*

The word "it" in the adjective clause datum eight is **Implicit Situational Meaning,** because the word "it" translated implicitly into "*apa pun*". The pronoun "it" refers to when and where the communication takes place. Unfortunately, the name of the thing here is implicit here and is not contained in this datum. The word "it" in this datum refer to dinner, outings, kisses more than kisses-anything, those explained in the previous sentence. The phrase "*apa pun*" has no specific thing that can makes us understand this context easily and clearly. In Bahasa, the phrase "*apa pun*" has general meaning, it means, the phrase "*apa pun*" will make the readers

confused about the real meaning and specific things those refer to it. If the word "it" translated explicitly, the adjective clause will be *"yang membuatku menandatangani sebuah formulir yang membuktikan tentang kesucianku ini tengah mengisyaratkan agar aku membiarkan Maxon makan malam dan jalan-jalan bersamaku?*. Translated this datum explicitly makes the reader get clearer understanding about the things that referred to the word "it". **The translator translated datum eight from implicit source language into target language both implicitly.**

Datum 10:

SL: As we walked from our house to the car we'd been provided, Kota was by far the slowest, letting the few photographers and well-wishers **who were there get a good look at him**. (C. 7, P. 72, L. 1)

TL: *Saat kami berjalan dari rumah ke mobil yang telah disediakan untuk kami, Kota benar-benar yang bergerak paling pelan, membiarkan beberapa fotografer dan para pemberi selamat **yang ada di sana melihatnya dengan jelas**. (C. 7, P. 83, L. 2)

4.11 Table Implicit of **Him**

Source Language	Target Language
Him	*Nya*

In the this datum there is **Implicit Referential Meaning,** because the word "him" translated into "*nya*". In the translation, the implicit meaning that contained

in "him" translated implicitly into "nya". The word "him" that contained the meaning of men as third person singular is translated explicitly into *"nya"* that has general meaning for men or women. However, it will be obscuring the meaning of "him". The name of the subject in here is implicit, it is stated by the preceding phrase that mention the name of subject "Kota". If the source language translated explicitly, the target language will be **"yang ada di sana melihat Kota dengan jelas."** In this datum, the name of subject mentioned about two phrases before the adjective clause. The translator translated this datum from implicit source language into target language implicitly.

Datum 11:

SL: Was she the girl he saw every day and was I the girl **who fed him and showered him with kisses once a week**? (C. 7, P. 73, L. 16)

TL: *Apakah Brenna adalah gadis yang dia lihat setiap hari, sedangkan aku adalah gadis **yang memberinya makan dan menghujaninya dengan perhatian sekali seminggu**? (C. 7, P. 85, L. 1)*

4.12 Table Explicit of Kisses

Source Language	Target Language
Kisses	*Perhatian*

In the datum above there is **Implicit Referential Meaning,** because the word "kisses" translated into *"perhatian"*. In the translation, the implicit meaning that contained in "kisses" translated implicitly into "perhatian". It refers to a thing

which a person can imagine. In the oxford dictionary (2008, p. 244) the meaning of the verb "kisses" is "touch subject with your lips to show affection or as a greeting". Meanwhile in this case translator translated it generally into "*perhatian*", referring to some actions that show a care side to others. This translation makes reader imagine some action that refer to the word *"perhatian"*, because the word *"perhatian"* is more general than the word "kisses" in the source language.

If the translator translated this datum explicitly, the target language will be "*Apakah Brenna adalah gadis yang dia lihat setiap hari, sedangkan aku adalah gadis **yang memberinya makan dan menghujaninya dengan ciuman sekali seminggu**?*. By translating the word "kisses" explicitly, the "certain things" of action will be described clearly, so, the reader unnecessary thinking what the certain actions that show *"perhatian"*. **The translator translated this datum from explicit source language into implicit target language,** because the word "kisses" in the source language has more specific action than the word *"perhatian"* in the target language.

Datum 12:

SL: We talked about actors **who were unbearably attractive, which seemed strange since we were off to be Maxon's pack of girlfriends.** (C. 8, P. 81, L. 6)

TL: *Kami mengobrol tentang para aktor **yang sangat menarik. Ini tampak aneh karena kami adalah kumpulan kekasih Maxon*** (C. 8, P. 93, L. 14)

4.13 Table Explicit of **girlfriends**

Source Language	Target Language
Girlfriends	*Kekasih*

Based on the definition of Larson, the translator translated the datum above into **Explicit Referential Meaning,** because the noun "girlfriends" translated into "*Kekasih".* It refers to a thing which a person can imagine it. In the oxford dictionary (2008, p. 186) the noun "girlfriends" has two meanings, the first meaning is woman that somebody is having a romantic relationship with, the second meaning is woman's female friend. Meanwhile, in this case the translator is translated it clearer by translating into "*kekasih",* that refers to the girls in the *Selection.* It gives specific referential person of this context.

If the translator translated this datum implicitly, the target language will be "*Kami mengobrol tentang para aktor yang sangat menarik. Ini tampak aneh karena kami adalah kumpulan teman wanita Maxon.*" it means reader will get ambiguity of the absolute meaning about "girlfriends". Reader may think that the person whose aim in this context is friends of Maxon not the girls in the *Selection*. **The translator translated this datum from implicit source language into explicit target language.**

Datum 13:

SL: The flight, **which was really only terrifying during the takeoff and landing,** lasted a few short hours. (C. 8, P. 82, L. 23)

TL: *Penerbangan, **yang benar-benar hanya mengerikan selama lepas landas***

***dan pendaratan,** berlangsung selama beberapa jam.* (C. 8, P. 95, L. 14)

4.14 Table Implicit of **really only terrifying**

Source Language	Target Language
really only terrifying	*benar-benar hanya mengerikan*

The sentence of datum 13 contains of **Implicit Situational Meaning,** because the adjective clause "which was really only terrifying during the takeoff and landing" refers to the background and social status of the speaker. The phrase "really only terrifying" implicitly has meaning about the real feeling of America that caused by her background and social status. Unfortunately, neither source language nor target language explains why America was feeling really only terrifying during the takeoff and landing. The explanation why America was feeling terrified during the takeoff and landing stated in some chapters before, America is a five, her family financial is not really good, so she never go by plane because her family does not have money to pay a plane ticket.

If in this case the datum translated explicitly, the source language will be added by the clear reason why America was feeling terrified during the takeoff and landing in the end of sentence, "*Penerbangan, yang benar-benar hanya mengerikan selama lepas landas dan pendaratan, berlangsung selama beberapa jam. Penerbangan ini terasa mengerikan karena aku tidak pernah pergi menggunakan pesawat sebelumnya.*" If the translator translated this adjective clause like that, the meaning of "terrifying" will be clearer. In this case the explicit is important to do

to avoid the ambiguity of meaning. **The translator translated this datum from implicit source language into target language both implicitly.**

Datum 14:

SL: It was long and all one length **when I came in** my mom usually cut it**,** and that was the best she could do but by the time they were done, it was several inches shorter and had layers. (C. 9, P. 92, L. 13)

TL: *Sewaktu tiba disini, rambutku panjang dan rata, Mom biasanya memotongnya, dan itu adalah yang terbaik yang bisa Mom lakukan tapi saat orang-orang yang mengurus rambutku selesai, rambutku jadi beberapa inci lebih pendek dan diberi beberapa efek* layer. (C. 9, P. 106, L. 10)

4.15 Table Implicit of **when I came in**

Source Language	Target Language
when I came in	*Sewaktu tiba disini,*

The phrase "when I came in" on the datum eleventh is **Implicit Referential Meaning,** because the adjective clause "when I came in" refers to something that happened which a person can imagine it. The adjective clause "when I came in" implicitly has meaning about the location where America just arrived. Unfortunately, neither source language nor target language explains the location. The explanation about the location where America is arrived stated in the page 88 in source language, and page 101 in the target language. The adjective clause "when I came in" refers to the "palace" where America came in. If in this case the datum translated explicitly the source language will be added by the location "palace", and

the source language will be "when I came in the palace". If the source language is being like that, the target language will be "*Sewaktu tiba di istana,*" so reader will get the clear and specific place where America came in. By translating that way it will reduced the confusion about where America is in this part. **In this case the translator translated this datum from implicit source language into target language both implicitly.**

Datum 15:

SL: So we'll just do a little interview here, and you do your best on the *Reports,*
    and then don't be shy **when you see us around the palace**. (C. 9, P. 94, L. 5)

TL: *Jadi, kami hanya melakukan sedikit wawancara di sini, dan kalian melakukan*
    *yang terbaik pada Berita Ibu Kota Illea kalian. Dan, jangan malu **saat kalian***
    melihat kami di dalam istana. (C. 9, P. 108, L. 7)

4.16 Table Implicit of **you**

Source Language	Target Language
You	*Kalian*

According to Larson's book, the datum 15 above is **Implicit Referential Meaning** because the pronoun "you" as second person singular in the source language is translated into "*kalian*" that refers to the girls in the selection. The translator translated it into implicitly. The word "you" that contained the meaning of subject as second person singular is translated implicitly into *"kalian"* that has general meaning for men or women. However, it will obscuring the meaning of

"you". The name of the subject in here is implicit, it is stated by the preceding and the next sentences. Those describes that this part happened when the interviewer ask some question on the *Reports*. If the source language translated explicitly the target language will be **"***Dan, jangan malu saat para gadis yang mengikuti seleksi melihat kami di dalam istana"*. **The translator translated this datum from implicit source language into implicit target language.**

Datum 16:

SL: Someone **who will befriend my friends** and be my confidante. (C. 10, P. 115, L. 18)

TL: *Seseorang **yang akan berteman dengan teman-temanku** dan menjadi wanita kepercayaanku.* (C. 10, P. 134, L. 2)

4.17 Table Implicit of **who will befriend my friends**

Source Language	Target Language
who will befriend my friends	*yang akan berteman dengan teman-temanku*

The kind of adjective clause of "Someone who will befriend my friends and be my confidante" on the datum fifteen is **Implicit Situational Meaning,** because the adjective clause "who will befriend my friends" refers to social status of the speaker and hearer. The adjective clause "who will befriend my friends" implicitly meaning about speaker future wife's character. Unfortunately, neither source language nor target language is not explains the reason why speaker want to marry a lady who will befriend his friends. The reason about this statement refers to the

social status of speaker who is Prince Maxon. He is a Prince who will choose a lady to be his wife whose join the *Selection* which means the Prince do not know the background of his future wife. That is the reason why speaker said "who will befriend my friends".

Moreover, Prince Maxon hopefully whoever is being his wife, must be someone who adapt the situation of palace quickly and easily. However the target language did not explain clearly the meaning of "who will befriend my friends". The reader will know by understanding the plot of the story. Usually someone from other social status who marry a prince will face difficulties to adapt the role, rules and situation in a palace. By understanding the plot of story reader will understand why Prince Maxon said that statement to shown his good wish. If this datum translated explicitly, the target language will be "*yang akan berteman dengan teman-temanku yang mungkin berasal dari lingkungan yang berbeda dengan istriku kelak*". **In this case the translator translated this datum from implicit source language into target language both implicitly.**

Datum 17:

SL: **When he pulled away**, he gently placed my hand in my lap. (C. 10, P. 118, L. 27)

TL: *Setelah itu, dia meletakkan tanganku ke pangkuanku dengan lembut.* (C. 10, P. 137, L. 18)

4.18 Table Implicit of **When he pulled away**

Source Language	Target Language
When he pulled away,	*Setelah itu,*

As describe in the Larson's explanation, the data fifteen contains of **Implicit Situational Meaning,** because the adjective clause "When he pulled away," refers to where the communication takes place and when it takes place. The adjective clause "When he pulled away," the source language translated implicitly in the target language into "Setelah itu" which means the target language did not translate the adjective clause as well as source language. In the source language the adjective clause "When he pulled away," explain the process before the step in the next sentence. In this case the adjective clause of source language tell us that Maxon took America's hand as state in the one page before, Maxon took America's hand to make her feeling calm when she cried. After they talked, Maxon lowered his lips to America's hand, and then he pulled away America's hand. So, here the referent of adjective clause "When he pulled away," explains, the adjective clause refers to America's hand which is kissed by Maxon. But, in the target language there is no explanation about it. If this datum translate explicitly, the target language will be stated "setelah itu dia menarik tanganku dari bibirnya" but, the translator just said "setelah itu". **In this case the translator translated this datum from implicit source language into target language both implicitly.**

Datum 18:

SL: I wondered what would happen to them **when I was gone.** (C. 11, P. 120, L.

18)

TL: *Aku penasaran apa yang akan terjadi pada mereka saat aku pergi.* (C. 11, P.

140, L. 2)

4.19 Table Implicit of **when I was gone**

Source Language	Target Language
when I was gone.	saat aku pergi.

The meaning of adjective clause "when I was gone" on the datum 18 shows

us an **Implicit Situational Meaning,** because the adjective clause "when I was

gone." refers to the message is produced in a given communication situation. The

adjective clause "when I was gone," the source language translated implicitly in the

target language into "saat aku pergi" which means the target language translated

the adjective clause as well as source language, but the real meaning in this context

is not only about "someone go" but also about "someone who fail in a *Selection*".

Unfortunately, neither source language nor target language is not explains the real

meaning that describe about "someone who fail in a *Selection*". If this datum

translate explicitly, both of the source language and target language will be stated

"When I fail to enter the next step in this *Selection*" and "Ketika saya tidak lolos ke

tahap selanjutnya dalam kompetisi ini", the translator just said "when I was gone,"

which is makes the reader get ambiguity about the meaning of this adjective clause

and the question "Where do America go?" will be asked by the reader. **In this case**

the translator translated this datum from implicit source language into target language both implicitly.

Datum 19:

SL: Then **when you are addressed**, you may rise and take your seat. (C. 11, P. 132, L. 5)

TL: *Kemudian, **saat salam hormat kalian diterima**, kalian boleh bangun dan mengambil tempat duduk.* (C. 11, P. 153, L. 11)

4.20 Table Explicit of **when you are addressed**

Source Language	Target Language
when you are addressed,	*saat salam hormat kalian diterima,*

Based on Larson's book the datum 19 above is **Explicit Situational Meaning,** because the adjective clause "when you are addressed." refers to the message is produced in a given communication situation where the communication takes place and when it takes place. The adjective clause "when you are addressed," the source language translated explicitly in the target language into "*saat salam hormat kalian diterima*" which means the target language is not translate the adjective clause as well as source language. Based on Hassan Shadily's dictionary (2003, p. 11) the word "addressed" has meaning as "*memanggil, menyapa, menyebut*" but the translator translate it into "*saat salam hormat kalian diterima*", in the source language there is no explanation about "what is be addressed by them". Meanwhile the translator translate explicitly the word "addressed" in data in the

eighteen, the target language gives more explanation that what is be addressed by them is a best regards. **In this case the translator translated this datum from implicit source language into target language explicitly.**

Datum 20:

SL: This strawberry tart . . . well, I have a sister **who loves sweets more than I do** (C. 12, P. 136, L. 3)

TL: *Tar stroberi ini . . .* well, *saya punya adik perempuan **yang menyukai makanan manis lebih dari saya.*** (C. 12, P. 157, L. 5)

4.21 Table Implicit of **who loves sweets more than I do**

Source Language	Target Language
who loves sweets more than I do	*yang menyukai makanan manis lebih dari saya.*

In the datum twenty above there is **Implicit Referential Meaning,** because the source language "who loves sweets more than I do" translated implicitly in the target language into "*yang menyukai makanan manis lebih dari saya.*", In this case the word "sweets" translated into "*makanan manis"* that makes reader get ambiguity about "the specific name of food" which refers to "sweets". "makanan manis" has so many name of foods that refers to it, as like as candy, sugar, chocolate, etc. So, by translating it implicitly reader will be ask about "what is the specific name of sweets that ate by object". The phrase "makanan manis" gives a general context of the word "sweets". If this datum translate explicitly reader will be know what is the sweets those is liked by America's sister. In explicit translation,

the target language will be "*Tar stroberi ini . . .* well, *saya punya adik perempuan yang menyukai coklat dan permen lebih dari saya."* **In the data nineteen the translator translated them from implicit source language into implicit target language.**

Datum 21:

SL: When I'd sought isolation the other night**,** this was **where I wanted to be** (C. 12, P. 145, L. 9)

TL: *Saat aku mencari pengasingan, pada malam yang dulu itu, **tempat seperti inilah yang kuinginkan***. (C. 12, P. 168, L. 9)

4.22 Table Explicit of **where I wanted to be**

Source Language	Target Language
where I wanted to be	*tempat seperti inilah yang kuinginkan.*

The adjective clause in this datum contains of **Explicit Referential Meaning.** In this case the translator translated explicitly the sentence "where I wanted to be" into "*tempat seperti inilah yang kuinginkan*". The Translator translated this sentence by adding the phrase "seperti inilah". The phrase "seperti inilah" gives the stress of context. Moreover, translator give more explanation that the place that America want is a place that has natural atmosphere in the outdoor. If the phrase in this datum trasnlated implicitly, the target language will be *"Saat aku mencari pengasingan, pada malam yang dulu itu, tempat yang kuinginkan".* In other words, the phrase 'seperti inilah" tells reader that the palace is not the place

where America wanted to be. **In the data twenty one the translator translated them from implicit source language into explicitly target language.**

Datum 22:

SL: When they came to prep us, to get us ready to come here, there was a man

who told me that I was never to turn you down. (C. 13, P. 154, L. 23)

TL: *Saat mereka datang untuk mempersiapkan kami, untuk membuat kami siap datang ke sini, ada seorang pria **yang mengatakan kepadaku bahwa aku nggak boleh menolakmu.*** (C. 13, P. 179, L. 13)

4.23 Table Explicit of **I was never**

Source Language	Target Language
I was never to turn you down.	*aku nggak boleh menolakmu.*

In the datum above the adjective clause "who told me that I was never to turn you down" referred to **Explicit Situational Meaning,** because the adjective sentence "I was never to turn you down" refers to the background of the speaker. The background of where and when the communication take place of the speaker is leading us to explicit meaning. In this part the phrase "*aku nggak boleh menolakmu.*" same with the context of sentence when America retells what the official of palace talked before she goes to the palace. Based on Oxford dictionary (2008, p. 294), meaning of the word "never" is "not on any occasion". The translator translated it explicitly into "*aku nggak boleh menolakmu*" that describe clearer meaning that happened at the time the official told about the rules of the selection.

However, if the translator translated the sentence "I was never to turn you down" implicitly, the adjective clause will be *"yang mengatakan kepadaku bahwa aku tidak memiliki kesempatan untuk menolakmu."* By translating the sentence "I was never to turn you down" into "*aku nggak boleh menolakmu"* it will makes the reader easier to understand the meaning of the adjective clause in this sentence. This translation makes reader directly get the specific meaning in this context. **In this datum the translator translated the adjective clause from implicit source language into target language explicitly.**

Datum 23:

SL: If you screw up, you're put in the kitchen, **where your fingers are working all day, and the clothes are baggy.** (C. 13, P. 165, L. 18)

TL: *Jika kami mengacau maka kami akan ditempatkan di dapur, **tempat jari-jari kami akan bekerja sepanjang hari, dan pakaian-pakaian kami sangat longgar.*** (C. 13, P. 193, L. 4)

4.24 Table Implicit of **your fingers**

Source Language	Target Language
your fingers	*jari-jari kami*

The sentence above indicates to the **Implicit Referential Meaning,** because the phrase "your fingers" in the source language is translating into "*jari-jari kami"* that refers to the fingers of maids in the palace. Unfortunately, the target language translated it into implicitly, there is no possessive pronoun that refers who is belong

to the fngers, the name of the people to be implicit here. The people who has the fingers contained in the two sentence after the datum. The sentence "It's no small thing to be a maid" that stated two sentences after the datum refers us that the people who is belong the fingers is "maid". The word "maid" not only refers implicitly the phrase "your fingers" but also refers the phrase "the clothes". Those of implicit phrase referred to the word "maid". If the translator translated this datum explicitly, the translator should be translate into **"*tempat jari-jari pelayan akan bekerja sepanjang hari, dan pakaian-pakaian kami sangat longgar.*"** By translating like that the adjective clause in this context will be easier to understand. **In the datum 23 the translator translated source language into target language both implicitly**.

Datum 24:

SL: We were in the middle of a game of cards **when I noticed a figure out of the corner of my eye.** (C. 14, P. 170, L. 12)

TL: *Kami sedang berada di tengah-tengah permainan kartu **saat aku melihat sesosok laki-laki dari sudut mataku.*** (C. 14, P. 199, L. 3)

4.25 Table Explicit of **a figure out**

Source Language	Target Language
a figure out	*sesosok laki-laki*

The meaning of adjective clause in the datum 24 is **Explicit Referential Meaning,** because the phrase "a figure out" translated into "*sesosok laki-laki*" that

refers to a certain thing which a person can imagine. According to Oxford dictionary (2008, p. 165), the word "figure" in the datum twenty four has meaning as "human form or shape", but in the target language it was translated explicitly into "*sesosok laki-laki*". The phrase "a figure out" has general meaning for men or women, but the translator translated it into specifically phrase that stated the person who is referred by phrase "*sesosok laki-laki*" is a man. This translation is making reader get a specific meaning of a phrase, so reader will be understand easily. If the phrase "a figure out" translated explicitly, the adjective clause will be "*saat aku melihat sesosok manusia dari sudut mataku*". **In this datum translator translated them from implicit source language into explicit target language.**

Datum 25:

SL: And, exactly like myself, i found that i was covered in a sheen of sweat as i walked down to the room **where they recorded messages at the palace.** (C. 14, P. 175, L. 3)

TL: *Dan, tepat seperti diriku. Aku mendapati bahwa aku tertutupi dalam kilatan keringat saat berjalan ke ruangan* **tempat mereka merekam berita-berita istana***. (C. 14, P. 203, L. 15)

4.26 Table Implicit of **messages**

Source Language	Target Language
Messages	*berita-berita*

The meaning of adjective clause in the datum 25 is **Explicit Referential Meaning,** because the word "messages" that refers to a certain thing tarnslated into "berita-berita". According to Hassan Shadily's dictionary (2003, p. 379), the word "message" in this datum has meaning as "*pesan, warta/perintah*", but in the target language it was translated implicitly into "berita-berita". Moreover, the explanation about "messages" stated in the next paragraph after the datum. The next paragraphs tells us that there are the girls of Selection whose crowd were checking themselves in mirror and tugging at their extravagant dresses. The next paragraphs describe that the girls of Selection prepared themselves well for the "messages" of the palace. The translator did not translated the word "messages" into specific thing that refer us that "messages" in this context has a form of something that can be watch by people. If this datum translated explicitly, the adjective clause will be "***tempat mereka merekam acara berita istana***". **In this datum translator translated them from implicit source language into explicit target language.**

Datum 26:

SL: And then, **when I inevitably do things in a way he wouldn't**, he goes and corrects my mistakes**. (C. 15, P. 187, L. 3)

TL: *Lalu,* ***saat tanpa bisa dihindari lagi aku melakukan berbagai hal yang tidak akan dilakukan ayahku,*** *dia datang dan memperbaiki kesalahan-kesalahanku"* (C. 15, P. 217, L. 3)

4.27 Table Explicit of **he**

Source Language	Target Language
he	*ayahku*

From the datum 26 translator is giving us the example of **Explicit Referential Meaning,** because the word "him" translated into "*nya*". In the translation, the implicit meaning that contained in "him" made implicitly into "nya". The word "him" that contained the meaning of men as third person singular is translating explicitly into *"nya"* that has general meaning for men or women. However, it will obscure the meaning of "him".

The name of the subject to be implicit in here is stated by the preceding phrase that mention the name of subject "Kota". If the source language translated explicitly the target language will be *"yang ada di sana melihat Kota dengan jelas."* In this datum, the name of subject called about two phrases before the adjective clause. The translator translated this datum from implicit source language into target language implicit

Datum 27:

SL: It's getting around **who he's spent time with and who he hasn't**. (C. 16, P. 205, L. 1)

TL: *Berita soal **siapa saja yang sudah diajak berkencan oleh** Maxon **dan siapa saja yang belum dia ajak** sekarang sudah mulai menyebar.* (C. 16, P. 238, L. 5)

4.28 Table Explicit of **he and he**

Source Language	Target Language
he, he	Maxon, *dia*

In datum twenty seven, the adjective clause contains of **Explicit Organizational Meaning.** It find from phrases **"he's"** that has been referred to Maxon in the sentence, and then **"he hasn't"** is referred to Maxon again. The fact that it is the same **"he"** is part of organizational meaning of the text. This organizational meaning is signaled by repetition because there is only one Maxon in the Novel. In the surface structure in English if they are the same it would be a form like "*siapa saja yang sudah diajak berkencan oleh* Maxon *dan siapa saja yang belum diajak".* If this datum translated implicitly, there will be "*siapa saja yang sudah diajak berkencan oleh*nya *dan siapa saja yang belum dia diajak"* By translating explicitly it gives the certain person who referred is in this case. The second word "dia" that referred to Maxon makes the readers get ambiguity about is "dia" the same person in this context? Or is "dia" the different person that referred in this case. **In this datum the translator translated the adjective clause from implicit source language into target language explicitly.**

Datum 28:

SL: It would be Anna's word against Celeste's as far as any exchange of words went, but Celeste would have a roomful of people **who could back up that she'd been hit.** (C. 16, P. 207, L. 9)

TL: *Kalaupun nanti Anna dan Celeste berdebat untuk membela diri, yang Anna*

punya hanya kata-kata pembelaannya sendiri. Celeste akan punya seruangan

*penuh orang **yang bisa mendukung kenyataan bahwa dia telah dipukul.*** (C.

16, P. 241, L. 1)

4.29 Table Explicit of **back up**

Source Language	Target Language
back up	*mendukung kenyataan*

In this case, the part of sentence that is bold has problem to be analysis. The

translation of adjective clause in source language into target language shows us an

Explicit Situational Meaning. The translator translated the phrase "back up" into

"*mendukung kenyataan*" refers to the message that produced in a given

communication situation. The background of where and when the communication

take place of the speaker is leading us to explicit meaning. In this part the phrase

"*mendukung kenyataan*" suitable with the context of sentence that tells about a

fighting between Anna and Celeste.

In Oxford dictionary (2008, p. 27) the phrase "back up" has meaning as

extra help or support. The translator translated it explicitly into "*mendukung*

kenyataan" that describe clearer situation that happened at the time. The phrase

"*mendukung kenyataan*" shows us that context "support" in this case is about

fighting between two people, it does not "support" about someone or two group in

games, competition, contest, etc. However, if the translator translated the phrase

"back up" explicitly, the target language will be "*Kalaupun nanti Anna dan Celeste*

berdebat untuk membela diri, yang Anna punya hanya kata-kata pembelaannya

*sendiri. Celeste akan punya seruangan penuh orang **yang bisa menyokong bahwa dia telah dipukul*** as like as meaning of "back up" that stated in the Hassan Shadily's dictionary (2003, p. 49). By translating the phrase "back up" into "*mendukung kenyataan*" it will makes the reader easier to understand the meaning of the adjective clause in this sentence. **In this datum the translator translated the adjective clause from source language into target language both explicitly.**

Datum 29:

SL: We had pages and worksheets to master for English and math, **but when it came to the stories that made up our past,** there was very little that I knew for sure was truth. (C. 17, P. 208, L. 8)

TL: *Kami punya buku-buku dan lembar kerja untuk belajar pelajaran Bahasa Inggris dan Matematika, **tapi saat sampai ke cerita-cerita tentang masa lalu negara kami**, aku tahu dengan pasti bahwa tingkat kebenarannya sangat rendah.* (C. 17, P. 242, L. 8)

4.30 Table Explicit of **made up our past,**

Source Language	Target Language
made up our past	*tentang masa lalu negara kami*

Based on Larson's explanation the datum twenty nine contains an **Explicit Referential Meaning**, because the datum above refers to a certain thing which a person can imagine. The phrase "made up our past" is translated by explicitly into "*tentang masa lalu negara kami*". Based on Oxford dictionary (2008, p. 267) the

phrase *"made up"* has meaning as different thing that combine to form something". The translator translated it into word "tentang" that makes the text simpler than the real meaning. Besides the word "tentang" that stated simpler that the real meaning, the translator also added the word "Negara" in the target text. By adding the word "Negara" it makes the reader easier to get the real context in the plot of story. Based on Hassan Shadily's dictionary (2003, p. 371) the phrase "made up" has meaning as "cerita bikinan", so, if the adjective clause in data twenty nine translated implicitly, the target language will be translated into "***tapi saat sampai ke cerita-cerita bikinan masa lalu kami.***" it will makes the reader confused about the real meaning context in the plot of story. The reader will get question about "who is belong to the word "past" in this adjective clause?". In spite of the target text in this datum longer than the source text, instead the target text is making the reader easier to get the real context in the plot of story. In this case the translator translated the adjective clause from implicit source language into target language explicitly.

Datum 30:

SL: I remembered a few years ago **when I went into Mom and Dad's room**, since Mom said I could choose what I wanted to read English (C. 17, P. 211, L. 19)

TL: *Aku ingat beberapa tahun lalu **saat aku masuk ke kamar Mom and Dad** karena Mom bilang aku bisa memilih apa pun yang ingin kubaca untuk pelajaran Bahasa Inggris.* (C. 17, P. 246, L. 5)

4.31 Table Explicit of **Room**

Source Language	Target Language
Room	*Kamar*

In the sentence datum thirty, there is an **Explicit Referential Meaning**, because the word "room" refers to a certain thing which a person can imagine. The word "room" is translated by explicitly into "*kamar*". Based on Oxford dictionary (2008, p. 383) the word "room" has meaning as part of a building with its own walls, ceiling and door. It means the translator translated the word "room" into clearer and more specific meaning than the real meaning that if translated to source text will be "ruangan". If the adjective clause in data thirty translated implicitly, the target text will be translate into "***saat aku masuk ke ruangan Mom and Dad***." There is no clear meaning that refers to the word "room" .The reader will get question about "what the room where America went?" In this case the translator translated the adjective clause from implicit source language into target language explicitly.

C. **Interpretation of the Research Findings**

In finding research, it showed the result forms of implicit and explicit meaning translation of adjective clause in the *Selection* novel by Kiera Cass. Here, the frequency and percentage of the forms of implicit and explicit meaning translation will describe by detail. The aim is to make easier describing the frequency and the percentage of it. Having analyzed the data

from the *Selection* novel, the writer finds some adjective clause and the meaning of translation. Below is the findings of the research from the forms of implicit and explicit meaning translation.

4.32 Tabel of Data Interpretation

No	Kinds of Meaning		Kinds of Implicit and Explicit Meaning			Total
			Referential	Organizational	Situational	
1	Implicit	Frequency	7	1	6	14
		Percentage	23,40%	3,30%	20%	46,7
2	Explicit	Frequency	9	1	6	16
		Percentage	30%	3,30%	20%	53,3
	Total	Frequency	16	2	12	30
		Percentage	53,40%	6,60%	40%	100%

Based on the table of data interpretation, there are three meanings of translation that used for adjective clause in the *Selection* novel by Kiera Cass. Larson states that there are 3 categories meaning expression of implicit and explicit of adjective clause. The writer found 6 categories meaning of implicit and explicit of adjective clause by Larson that existed on the *The Selection* novel. Implicit Referential Meaning was found 7 data (23,4%), Explicit Referential Meaning 9 data (30%), Implicit Organizational Meaning 1 datum (3,3%), Explicit Organizational Meaning 1 datum (3,3%), Implicit Situational Meaning 6 data (20%), and Explicit Situational Meaning 6 data (20%). It has known that the most meaning that often appears in the novel is explicit referential meaning, 9 data (30%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analysis 30 data as presented on the research findings and analysis in the previous chapter, it can be concluded that implicit and explicit meaning translation of adjective clause from 16 chapters in the *The Selection* novel by Kiera Cass as follow:

1. Totally, there are 30 adjective clauses that was found in the novel.

   The writer found 3 categories of implicit and explicit meaning translation by Larson that existed on the *The Selection* novel. Implicit Referential Meaning was found 7 data (23,4%), Explicit Referential Meaning 9 data (30%), Implicit Organizational Meaning 1 datum (3,3%), Explicit Organizational Meaning 1 datum (3,3%), Implicit Situational Meaning 6 data (20%), Explicit Situational Meaning 6 data (20%). It has known that the most kind of meaning that often appears in the novel is Explicit Referential Meaning as much 9 data (30%).

2. In the implicit meaning usually translator translated the word, the phrase, and the adjective clause into general meaning in target language that as not specific as the source language. The translator often translated the meaning in implicit translation because the explanation stated before and after the datum, so by that way the translator reduced the repetition in the every sentence.

3. In the explicit meaning usually translator translated the word, the phrase, and the adjective clause into specific thing in target language that stated in general things in the source language. The translator often translated the meaning in explicit translation to refer the readers to the clearer thing, meaning and context in the plot of story.

4. In the implicit and explicit meaning translation of adjective clause, the most used implicit and explicit meaning is explicit referential meaning. Explicit referential meaning adapts the word, the phrase and the clause in that mostly has general meaning in source language to the specific thing or event in the target language.

5. Language is unique, when people talk, sometimes we can not get the real meaning what people talking about. When human being listener, human not only listens but also receives the messages of speaker's language, but speaker sometimes sends the message that not shown in the conversation. By that way, the listener will speculate some possibilities of the speaker's language meaning. After speculates and gets the real meaning of what is speaker talking about, listener will realizes that not all of meanings is sent by grammatical both verbal and nonverbal communication.

6. Language is complex, people can not determine the meaning of word only in one meaning, because when people learn two language they will find that a word has several meanings for different case. Not all of source language translated to literal meaning in the target language. A word

often translated by idiomatic technique, it means in an utterance, a sentence, or a clause probably has meaning that not stated openly in spoken or written. Grammatical of language is not a standard to get unstated meaning of the speaker's language. In other hand, there are some meaning that known by understanding the grammatical language itself.

7. Language is hard, of the process of understanding the source language is the part of conversation or intention to convey the speaker that makes the listener sometimes have to try hard to get the proper interpretation by the imagery. Some meanings of language is communicated by non-verbal information that the addressee might be able to infer. Usually the meaning that communicated by non-verbal information has messages which produce in a given situation communication, the receptor will be affected the communication by it. In this case the meaning can be affected by things such as: cultural background, gestures that occurs during speech, where and when the communication takes place, the situation communication has a relationship between the writer or speaker and the receptor, and many other situational matters result in situational meaning

B. Suggestion

Translating a novel is not an easy job. It requires precision in understanding the source language so that it can be translated into the target

language properly and precisely. Translating is not only about transfer the source language into target language but also find a translation that communicative, easily, and clearly understanding. Whereas, understands the message contained in the source language so that it can determine the translation into the target language. Therefore, the writer gives some suggestion for translator, researchers, and English students as well as bellow:

1. For translators, translator must be able to keep the translation meaning in accordance with the novel. So, it is easy-to-read translation and understand the messages contained from the source language into its target language.

2. For next researchers, for those who want to do research, translation is one of the areas that are very interesting for the perusal. Many aspects of the learning scope can be expanded. In which there is a variety of text as a source of data to be used as an analysis material. Then, it is grouped into each meaning translation based on existing theory.

3. For English student, translation is one of learning that can increase their ability in understanding the language. They will get more information from the translation of a text.

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