

# Translating Implicature in Harry Potter and Cursed Child Novel

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## Translating Implicature in Harry Potter and Cursed Child Novel

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### Abstract

The translation strategies regarding translating implicature of Harry Potter and Cursed Child novel can be enhanced as the teaching material. This study was aimed to identify the implicatures in the novel. The data are conversations taken from Harry Potter and Cursed Child novel written by J.K. Rowling, John Tiffany, and Jack Thorne and the translated novel Harry Potter and the Cursed Child. The qualitative approach of comparative content analysis was employed for the study. A comparative model analyzes all the dialogue between the source and target texts. The study focused on types of translating implicature based on Desilla's (2009) classification. The result included forty implicature dialogues, namely thirty-three preservation, three explications, and four modifications. The dominant type of translating implicature was preservation. Therefore, it implied that this novel's most implicature is translated into the same implicature as the source text. This study has provided a similar sense to the target text and source text readers and understanding in teaching translation courses.

**Keywords:** Desilla' Classification; Implicature; Literature; Novel; Translation

### Introduction

Translation strategy has an essential role in translating the target language into the source language. The primary purpose of translation is to recreate the source language message as closely as possible in terms of meaning and style in the receptor language (Eugene Albert Nida & Taber, 1982). Transferring messages between languages source language into the target language, so the readers understand the result of translating quickly. In this case, the translator transfers the messages and produces the text into the target language by choosing the equivalent and reasonable equivalent in conveying the message in the original source. However, translator does not know the translation basics in giving the word's meaning. Newmark (1981) states that good translation refers to the construction of words to replace messages in one language with the same message in another language (Newmark, 1981), (Eugene A Nida, 2019); (Emzir, 2015). It means the translator's expertise and skill will undoubtedly impact the translation process and the final product's quality.

The translation is the central stage in the development of science and technology. Machine translation is a technology in which helps translators. However, it does not adequately support the human translation process (Moorkens & O'BRIEN, 2017). This machine translation locates the vectors of words in the corpus (Singh et al., 2017). The translation result serves to strengthen learners' language knowledge (Baharudin, 2017). Therefore, the translator needs the translation of foreign-language scientific books, novels into Indonesian. It will facilitate the flow of scientific information and accelerate maturing Indonesian into a scientific language; however, vocabulary knowledge is measured in a translation (Uchihara & Saito, 2019).

The translator should be aware of knowledge and translation strategies toward the source language to the target language. Chesterman (2016) stated that a translator must have a theory of translation to translate the language target; without a theory is to translate blind. Since translation is not only the intellectual but also the creative process by which a text is written in a given to the readers (Richard, 2018). It was done to produce a quality translation of the source language into the target language accurately and of high quality. In addition, a translator must consider various cultural differences between the source text (ST) and the target text (TT) during the translation process (Bassnett, 2013). The complexity of intercultural differences must be understood by translators (Alqaryouti & Sadeq, 2016). Similarly, Alqaryouti & Sadeq (2016) states that culture is one of the problems that cause many problems, especially when both the source text and the target text have different cultures. Sometimes Translator has to manipulate two languages simultaneously (Lin & Wang, 2020).

Related to the translation strategies in a novel, one problem is finding suitable translation strategies in translating implicature associated with the sense of the author and readers. It is harder for the translator since the meaning is implicit, not explicit. Yule (2000) stated the implicature is a linguistic concept that is about how people use language to comprehend the text's translation accurately.

This research identifies translating implicature of Harry Potter and the Cursed Child novel based on classification proposed by Desilla (2009). She stated three types of translating implicature. (1) Preservation is the implicature transferred to the same implicature in the target text. (2). Explicitation is the implicature transferred to be explicit in the target text. (3). Modification is an implicature transferred to a different implicature in the target text. This research data was the sentences and phrases in the conversational implicature dialogues. This study was aimed to find out a deep understanding of the implications of conversation in the translation of Harry Potter and Cursed Child from English to Indonesian,

### **Methodology**

This study is qualitative descriptive research, and the method is comparative content analysis. The data are conversational implicatures from J.K Rowling's, John Tiffany's, and Jack Thorne's novel *Harry Potter and the Cursed Child*, as well as Rosi L. Simamora's translation, *Harry Potter dan Si Anak Terkutuk*. A comparison model examines all of the dialogues in the source and target texts. A comparison model is used to assess the conversational implicature of the conversations in the source and target texts. The author used Desilla's classification of translating implicature types in the study. The source text is *J.K Rowling's Harry Potter and the Cursed Child*. Data collection used marking reading techniques and note-taking techniques. Four steps were used in analyzing the data: (1) Identifying and selecting words or sentences in the novel. (2) Classifying the types of words or sentences based on Batistella's theory. (3) Select relevant data and (4) explain the translation strategy analysis used by the translator.

## Result and Discussion

The data were obtained from the Harry Potter and Cursed Child Novel, found that three types of translating implicature translator' used in solving the conversational implicature dialogues from Harry Potter and the Cursed Child Novel. Types of translating implicature are:

**Tabel 1: Preservation translating implicature:**

No	Source text	Target text
1.	Albus: No. Not every day. James says most people only get letters from home about once a month. I don't want to ... Harry: we wrote to your brother three times a week last year (page 5)	Albus, "Tidak. Jangan setiap hari. James bilang kebanyakan orang hanya menerima surat dari rumah kira-kira 19 bulan sekali. Aku tidak ingin.." Harry, " Kami menulis surat kepada James tiga kali seminggu tahun lalu (page 6)
2.	Jame: Can we go now, please? Ginny: All you have to do is walk straight at the wall between platforms nine and ten (page 6)	James " Bisakah kita pergi sekarang, ku mohon?." Ginny, " Kalian hanya perlu berjalan lurus menuju dinding diantara peron sembilan dan sepuluh". (Page 6)
3.	Lily: Have you got my trick? Ron: Are you aware of the Weasley's Wizard Wheezes certified nose-stealing breath?(Page 8)	Lily " Apakah kau punya sulap untukku" Ron " apakah kau tahu napas pencuri-hidung milik toko lelucon weasley". (Page 8)
4.	Ron: Bing. Bang Boing. Young Lady, get ready not to be able to smell at all....Lily: where's my nose? (Page 8)	Ron, " Sim.sala.Bim. Gadis kecil, bersiaplah untuk tidak dapat menghirup sama sekali..." Lily " Mana hidungku?" (Page 8)
5.	James: Apart from the Thestrals. Watch out from the Thestrals. Albu: I thought there were invisible! 10	James, "Kecuali Thestral. Hati-hati terhadap Thestral". Albus, " Kukira mereka tak kasatmata!" 10
6.	Ginny: they are going to be okay, right? Hermione: Hogwarts is a prominent place. (p11)	Ginny, "Mereka akan baik-baik saja, kan". Hermione, "Hogwarts tempat yang luas". Ron, "Luas, indah. Penuh makanan. Aku rela memberikan apa saja untuk bisa kembali kesana". (p11)
7.	Scorpius: Hi Rose. Would you like some of my Fizzing Whizzbees? Rose: I've just had breakfast, thanks. (p14)	Scorpius, "Hai, Ros. Apakah kamu mau sedikit permen Kumbang Berdesingku". Rose, "Aku baru saja sarapan, terimakasih" (p14)
8.	Albus: Brilliant, then that's what I'll - (Rose hit him again.) Rose, will please stop hitting me? Rose: I'm not hitting you. (p15)	Albus, "Hebat, kalau begitu itulah yang akan ku--(Rose memukulnya lagi". Rose, bisakah kau berhenti memukulku". Rose, "Aku tidak memukulmu". (p15)
9.	Scorpius: THANK YOU FOR STAYING FOR MY SWEETS, ALBUS! Albus: (laughing) Wow 19	Scorpius, "TERIMAKASIH SUDAH TINGGAL DEMI PEMENKU, ALBUS". Albus, "(Tertawa) Wow" 18

10. Albus: are you clapping her too? We hate Quidditch ad she's playing for another house. Scorpius: she's your cousin, Albus. (p 26)	6 Albus,"Apakah kau bertepuk tangan untuknya juga?Kita benci Quidditch dan dia bermain untuk asrama lai."Scorpius"Dia sepupumu,Albus".(p26)
11. Albus: do you think she'd clap for me? Scorpius: I think she's brilliant. (p26)	albus,"Apakah pikirmu dia akan bertepuk tangan untukku". Scorpius,"Menurutku dia hebat". (p26)
12. Harry: And you're sure you want to keep it? Hermione: I don't think we have a choice. Look at it. It's entirely different from the Time-Tuner I had. (p31)	Harry,"Dan kau yakin ingin menyimpannya". Hermione,"Aku tak yakin kita punya pilihan. Lihat benda itu. Benar-benar berbeda dengan Pembalik Waktu yang pernah kumiliki".(p32)
13. Harry: Albus, I want you to have the blanket. Albus: And what do I do with Fairy wins make sense, Dad. Invisibility Cloaks. They also make sense-but this? Harry is slightly heartbroken. He looks at his son, desperate to reach out (p42)	HARRY,"Albus, aku ingin kau memiliki selimut itu". Albus."Dan apa yang harus kulakukan dengannya?Sayap peri masuk akal,Dad, Jubah Gaib,itu juga masuk akal--tapi ini--kau serius?".(p43)
14. Amos: Delphi-perhaps if you were prepared to accompany them?. Delphi: if that would make you happy, Uncle. (p71)	Amos,"Delphi--mungkin kau siap menemani mereka?". Delphi,"Kalau itu membuatmu senang,Paman". (p74)
15. Draco: And the Trolley Witch is not able to tell us anything useful?. Hermione: The Trolley Witch is furious. She keeps talking about letting down Ottaline Gambol. She prides herself on her Hogwarts delivery record (p78)	Draco," Dan penyihir Troli tidak dapat memberitahu kita sesuatu yang berguna?".Hermione," Penyihir troli marah besar. Dia terus berbicara tentang mengecewakan ottaline Gambol. Dia bangga dengan rekornya dalam memastikann tidak ada penunang Hogwarts yang pernah meninggalkan mereka".(p81)
16. Delphi: and we have a winner. Albus: I've never been good at spells (p104)	Delphi," Dan kita mempunyai pemenang". Albus,"Aku tak pernah jago dalam mantra" (p108)
17. Bane: Harry Potter. Harry: Good. You still recognize me, Bane. Bane: You've grown older (p109)	Bane,"Harry Potter". Harry," Bagus. Kau masih mengenaliku, Bane".Bane,"Kau bertambah tua".(p114)
18. Harry: Can you help me, Bane? There's a pause. Bane looks downs at Harry imperiously. Bane: I can tell you what I know.... but I tell you not for your benefit but the benefit of my hard. The centaurs do not need another war. (p110)	Harry," Dapatkah kau membantuku,Bane". Hening sejenak. Dengan angkuh Bane menunduk menatap Harry. Bane," Aku hanya dapat memberitahumu apa yang kuketahui..tapi aku emmberitahumu bukan demi keuntunganmu melainkan demi keuntungan kawananku. Kaum sentaurus tidak membutuhkan peperangan lain".(p115)

- Harry: Albus didn't like me before. He might not like me again. But he will be safe. With the greatest respect, Minerva--you don't have children.
19. Ginny: Harry! Harry: --you don't understand. Professor McGonagall (Deeply hurt) I'd hope that a lifetime spent in the teaching profession would mean (p132)
- Harry: I have to protect my son. Draco: from Scorpius? Harry: Bane told me he sensed a darkness around my son. Near my son. Draco: what are you implying, Potter? Harry turns and looks Draco dead in the eye. Harry: Are you sure. are you really sure he's yours, Draco? There's a deadly silence. Draco: You take that back..right now. (p138)
20. Albus: And it's something I should have said a long time ago. You're probably the best person I know. And you don't- you couldn't -hold me back-you make me stronger-and when Dad forced us apart-without you--Scorpius: I didn't much like my life without you in either (p157)
21. Professor McGonagall: The Ministry has a Time-Turner?I thought they were destroyed? Moaning Myrtle: Isn't everyone so naughty? Draco: Can someone please explain what's going on? (p169)
22. Scorpius: what if I was to tell you there was another world-another world in which Voldemort was defeated at Battle of Hogwarts, in which Harry Potter and Dumbledore's Army won? How would you feel then...Snape: I'd say that the rumors of Hogwarts's beloved Scorpion King losing his mind are well-founded (p190)
23. Snape: I'm dead., presumably. He looks at Scorpius. Scorpius's face drops, snape smiles thinly. You were a little too surprised to see me. How? Scorpius: Bravely. Snape: Who? Scorpius: Voldemort. Snape: How very irritating (p197)
- Harry," Dulu Albus tidak menyukaiku. Dia mungkin tidak akan menyukaiku lagi. Tapi dia akan aman. Dengan penuh rasa hormat,Minerva--Anda tidak memiliki anak"..Ginny,"Harry" Profesor McGonagall,"Kuharap menjadi guru seumur hidup berarti...."(p139)
- Harry,"Aku harus melindungi Putraku". Draco,"Dari Scorpius?". Harry," Bane memberitahuku bahwa dia merasakan sebuah kegelapan disekeliling anakku. Di dekat anakku." Draco,"Apa maksud ucapanmu, Potter?" Harry berbalik dan menatap tajam mata Draco. Harry, " Apakah kau yakin...apakah kau benar-benar yakin dia putramu, Draco". Draco," Tarik kata-katamu...sekarang juga". (145b)
- Albus: " Dan seharusnya aku mengatakannya sejak dulu sekali. Dan kau tidak-kau tidak dapat-menghalangiku-kau justru membuatku semakin kuat-dan ketika Dad memaksa memisahkan kita-tanpa kau—" Scorpius" Aku juga tidak terlalu menyukai hidupku tanpa kau di dalamnya" (p163)
- Profesor McGonagal "Kementerian mempunyai Pembalik-Waktu? Kusangka benda-benda itu sudah dihancurkan" Myrtle Merana "Bukankah semua orang sangat nakal?" Draco " Bisakah seseorang menjelaskan padaku apa yang terjadi" (p177)
- Scorpius "Bagaimana kalau saya memberitahukan Anda ada dunia yang lain— dunia lain dimana Veldemort telah dikalahkan di Pertempuran Hogwarts, dimana Harry Potter dan Laskar Dumldedore menang, bagaimana perasaan Anda" . Snape " Menurutku gossip-gossip bahwa Scorpion King kesayangan Hogwarts kehilangan akal sehatnya telah terbukti" (p209)
- Snape" Sepertinya aku mati. Kau sedikit terlalu terkejut melihatku. Bagaimana caraku mati?" Scorpius "Degan gagah berani?". Snape "Siapa?". Scorpius "Voldemort". Snape "Sungguh sangat menyebalkan" (p209)

25. Harry: and I've locked away the map. You won't see it again. Your mum left your room exactly as it was when you ran away-you know that? Wouldn't let go in-wouldn't let anyone go in- you really scared her...and me. Albus: really scared you? Harry: Yes. Albus: I thought Harry Potter wasn't afraid of anything? Harry: Is that how I make you feel? (p218)
- Harry: Dan aku sudah menyimpan peta itu. Kau tidak akan melihatnya lagi, Ibumu menjaga kamarmu tepat seperti waktu sebelum kau kabur-kau tahu itu? Tidak membolehkan aku masuk-tidak mengizinkan siapa pun masuk-kau benar-benar membuatnya takut...dan membuatku takut juga. Albus " Benar-benar membuatmu takut?" Harry "Ya" Albus " Kusangka Harry Potter tidak takut apapun". Harry : "Begitukah anggapanmu terhadapku?" (p232)*
26. Scorpius: You want Voldemort's return? Delphi: The one true ruler of the wizarding world. He will return. (p244)
- Scorpius "Kau ingin veldemort kembali?" Delphi" Satu-satunya pemimpin sejati dunia sihir. Dia akan kembali".(258)*
27. Delphi: Where is he? Where is Cedric? A hedge almost dissects Albus and Scorpius. Scorpius: The hedges want to kill us too? This gets better and better. Delphi: You will keep up or face the consequences.(p250)
- Delphi " Di mana dia? Di mana Cedric?" Sebuah pagar tanaman nyaris memotong ALBUS dan SCORPIUS. Scorpius" Pagar tanaman ini ingin membunuh kita juga? Semakin lama semakin bagus aja". Delphi "Kau akan melangkah cepat, kalau tidak kau harus menghadapi konsekuensinya".(p263)*
28. Harry: Don't go!. Dumbledore: Those that we never love truly leave us, Harry. There are things that death cannot touch. Paint...and memory...and love. Harry: I loved you too, Dumbledore. Dumbledore: I know. (p 275-276)
- Harry "Jangan pergi" Dumbledore " Orang-orang yang kita cintai tidak pernah benar-benar meninggalkan kita, Harry. Ada hal yang tidak dapat disentuh oleh kematian. Lukisan... dan kenangan....dan cinta". Harry" Aku juga menyayangimu, Dumbledore". Dumbledore, "Aku tahu"". (p 219)*
29. Scorpius: There's nothing. Still, if I had to choose a companion to be at the return of eternal darkness with, I'd choose you. Albus: No offense, but I'd choose someone massive and really good at magic. (282)
- Scorpius " Tidak apa-apa. Meski begitu, kalau aku harus memilih teman yang akan menemaniku saat kegelapan abadi tiba, aku akan memilihmu". Albus "Jangan tersinggung, tapi aku kan memilih seseorang yang bertubuh besar dan benar-benar ahli melakukan sihir (299)*
30. Albus: Do you know what I'm really good at?. Harry: There's plenty you're good at, Albus. Albus: Polyjuicing. And I think Bathilda Bagshot may have all the ingredients for Polyjuice into Voldemort and bring her to us. (300)
- Albus " Tahukah kau, aku pintar dalam hal apa?" Harry " Kau pintar dalam segala hal, Albus" Albus" Membuat ramuan Polijus. Dan kurasa Bathilda Bagshot mungkin mempunyai smua bahan untuk membuat Polijus di rubanahnya. Kita bisa minum ramuan Polijus dan mengubah diri kita menjadi Voldemort dan menarik Delphi kearah kita". (317)*

<p>Albus: I liked her, Mum. Do you know that? I liked her. Delphi. And she was <b>13</b> Idemort's daughter? Ginny: That's what they're good at Albus-catching innocents in their web. Albus: This is all my fault. (305)</p>	<p>Albus "Aku menyukai dia, Mum. Kau tahu itu?aku benar-benar menyukainya. Delphi. Dan dia adalah---Putri Voldemort? Ginny " Mereka memang pandai melakukan itu, Albus--menjerat orang-orang tak berdosa dalam jarring mereka". Albus "Semua ini salahku". (322)</p>
<p>Delphi: I've watched you for a long time, Harry Potter. I know you better than my father did. Harry: You think you've learned my weakness.? Delphi: I've studied to be worthy of him! Yes, even though he is the supreme wizard of all time, he will be proud of me. Expulso! (310)</p>	<p>Delphi" Aku sudah lama sekali mengawasimu, Harry Potter. Aku mengenalmu dengan lebih baik daripada ayahku." Harry " Kau pikir kau sudah mempelajari kelemahanku?" Delphi " Aku telah belajar agar layak menjadi putrinya!Ya, meskipun dia penyihir paling berkuasa sepanjang zaman, dia akan bangga terhadapku. Expulso!" (327)</p>
<p>Albus: Dad? Why are we here? Harry: This is where I often come. Albus: But this is a graveyard... Harry: And here is Cedric's grave... Albus: Dad? Harry: The boy who was killed-Craig Bowker-how well did you know him? Albus: Not well enough. Harry: I didn't know Cedric well enough either. He could have played Quidditch for England. or be a brilliant Auror. He could have been anything. And Amos is right- he was stolen. So I come here. To say sorry. when I can. Albus: That's a good thing to do. Albus joins his dad in front of Cedric's grave. Harry smiles at his son and looks up at the sky. Harry: I think it's going to be a nice day. (330)</p>	<p>Albus, " Dad? Mengapa kita berada disini?" Harry, " Aku sering datang kemari". Albus " Tapi ini sebuah perkuburan". Harry " Dan inilah makam Cedric". Albus " Dad?". Harry, " Anak laki-laki yang terbunuh itu- Craig Bowker-seberapa baik kau mengenalnya?". Albus " Tidak cukup baik". Harry, " Aku juga tidak mengenal Cedric cukup baik. Dia mungkin saja bermain Quidditch mewakili Inggris. Atau menjadi Aurora yang brilian. Dia bisa menjadi apa saja. Dan Amos benar-di dicuri. Jadi aku datang kemari. Hanya untuk meminta maaf. Setiap kali aku bisa". Albus " Itu-sesuatu yang baik untuk dilakukan". Albus bergabung dengan ayahnya di hadapan makam Cedric. Harry tersenyum kepada putranya dan mendogak memandang langit. Harry " Kurasa ini akan menjadi hari yang menyenangkan (347)</p>

**Table 3: Translating implicature: modification**

<p>1 Ro: To use Polyjuice, you need a bit of someone. We don't have a bit of Voldemort. Hermione: But I like the concept, a pretend mouse for her cat (300).</p>	<p>Ron " Untuk menggunakan Polijus kau membutuhkan sedikit bagian dari diri seseorang. Kita tidak punya bagian dari Voldemort." Hermione" Tapi aku menyukai konsep itu, memancing si kucing dengan tikus tiruan" (317b)</p>
<p><b>8</b> Draco: Flipendo! Harry is sent twirling through the air. Draco laughs. Keep up, older man. Harry: We're the same age, Draco. Draco: I wear it better (p140)</p>	<p>Draco,"Flipindo!". Harry berputar-putar di udara. Draco tertawa."Bertahanlah, Pak Tua". Harry," Umur kita sama, Draco." Draco," Aku lebih awet muda dibandingkan kau".(p147)</p>

3	Young Harry: Aunt Prtunia. What time is it? Aunt Petunia: Time enough. You know, when we agreed to take you in, we hoped we could improve you- build you- make you a decent human being. So I suppose it's only ourselves we've got to blame that you've turned out-such a limp disappointment (p97)	<i>Harry Kecil,"Bibi Petunia. Jam berapa ini". Bibi Petunia,"Sudah cukup siang. Kau tahu, waktu kami setuju menampungmu,kami berharap dapat mengubahmu--membentukmu--menjadikanmu manusia terhormat. Jadi kurasa kamilah yang harus disalahkan karena kau menjelma menjadi--sebuah kekecewaan besar."</i> (p101)
4	Harry (Finally losing his temper) You know what?'i'm done with being made responsible for your happiness. At least you've got a dad. Because I didn't,okay? Alb <sup>12</sup> and you think that was unlucky? I don't. Harry: you wish me dead? Albus: No! I just wish you weren't my dad (p43)	<i>Harry (akhirnya tak dapat menahan diri)"Tahu tidak?aku muak harus bertanggung jawab atas ketidakbahagianmu. Setidaknya kau punya ayah.karena aku tidak punya,oke". Albus,"Dan pikirmu itu beruntung?menurutku tidak" (p44)</i>

**Table 2: Explicitation translating implicature**

1.	Albus: I thought you sent me an owl... Scorpius: I couldn't work out what to say..... <sup>9</sup>	<i>Albus,"Kupikir kau akan mengirimkan surat". Sorpius,"Aku tidak tahu harus menulis apa..". 28</i>
2.	Kael Jenkin: A potter. In our year. Yann Fredericks: he's got his hair. He's got hair just like him. 19	<i>Karl Jenkin,"Seorang Potter. Di angkatan kita". Yann FREDERICKS,"Dia memawarisi rambutnya. Rambutnya persis sperti rambut dia".19</i>
3.	Ginny: and how would you feel, Harry, if Al-if he is? Ron: You know Gin, we always thought there was a chance you could be sorted into Slytherin. (p11)	<i>Ginny: "Dan bagaimana perasaanmu,Harry,kalau Al-kalau dia masuk Syltherin?. Ron,"Kau tahu Gin, kami selalu mengira ada kemungkinan kau bakal dipilih masuk Syltherin"(p12)</i>

**Tabel 3: Categorized the translations of the implicatures**

No	Categorized the translations of the implicatures	Datum	Percentages	
			Total	
1	Preservation	1,2,3,4,5,6,8,9,10,11,12,13,15,16,17,18,19,21,22,23,24,25,27,28,29,30,31,32,33,34,35,36,38,	33	82.5
2	Explicitation	7,11,14	3	7.5
3	Modification	17,20,26,37	4	10

Based on the table above, it can be understood that there is 40 conversational implicature. There is 40 conversational implicature of dialogues in the Harry Potter and the Cursed Child Novel. Desilla (2009) categorization of implicature translation strategies. The researcher found that the first strategy was preservation and explicitation. These are most frequently used in the translation of the novels. The textual writer's analysis showed that the implicature explication has nothing to do with structural differences between the source and target language. However, It is more related to involving the interpretation and reverbalization of the translator himself.

The second strategy that was often used is modification. There are also rare translation errors and omissions added to this category. Toury (1995) initial norms to implicature translation strategy. The researcher found that preservation implicature was the most frequently used strategy in the translation of Harry Potter and the disobedient child. Translators had a greater tendency to preserve the implicatures. It is implicatures the pre-revolution era (Laharomi, 2013).

However, what should be noted is the fact that the level of translation adequacy in terms of implicatures. In other words, as the results of the study show, 82.5% of the conversational implicatures found in the original corpora were retained in translation preservation. However, 7.5% reduction in the use of this strategy was observed in explication and modification. The study findings confirm the increased frequency of explications and modifications, in turn, warranting more of a trend toward Toury's notion of acceptability. From the results shown above, it can be concluded that the most categorized translations of the implicatures are preservation. It means the implication of the novel itself has been translated into the same connotation as the source text. The study results are that translated novels or target text have a high level of trust in the source text. Therefore, it may have similar meanings to target text and source text readers. Furthermore, it contributes to a better understanding of teaching translation courses.

### **Conclusion**

The research results show that there is 40 conversational implicature. The types of translating implicature used by the translator are preservation, explication, and modification. The translator most used preservation in the translation process. In other words, the most implicature of this novel is translated into the same implicature as the source text. The research findings imply that the translated novel or target text is very faithful to the source text to provide a similar sense to the target text and source text readers. Furthermore, the representation of the research findings contributes to a better understanding of teaching translation courses.

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