

EXPLICITATION AND IMPLICITATION IN THE LITERATURE TRANSLATION FOR CHILDREN

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ABSTRACT

This paper aims at investigating the occurrence of explicitation and implicitation in literary translation especially for children. The analysis focuses on determining the criteria, comparing the degree of the two concepts, and finding the types of explicitation. The object to be investigated is a unidirectional parallel corpora of literature translation namely English Fairy Tale *Vivia's Undersea Adventure* with its Indonesian translation *Petualangan Vivia di Bawah Laut*. The result of the analysis shows that in terms of criteria, literature translation for children shows slightly higher degree in explicitation compared with implicitation. The insignificant degree of differentiation between the two concepts indicates that they occur as a "twin concept" that cannot be separated one another. It also deals with the feature of translation situation which tends to explicate implicit messages in translation processes in order to make it easier to comprehend. In terms of type of explicitation, the analysis reveals that there are three types of explicitation occur in the literary translation for children namely obligatory, optional, and pragmatic types of explicitation.

Keywords: explicitation, implicitation, twin concept, children literature

ABSTRAK

Tulisan ini bertujuan untuk menyelidiki kemunculan konsep eksplisitasi dan implisitasi pada terjemahan sastra terutama untuk anak-anak. Analisis berfokus pada penentuan kriteria, perbandingan tingkat kemunculan kedua konsep, serta penentuan tipe eksplisitasi karya terjemahan. Obyek yang diteliti adalah korpora paralel searah karya sastra dalam bahasa Inggris yaitu dongeng yang berjudul Vivia's Undersea Adventure yang diterjemahkan ke dalam bahasa Indonesia Petualangan Vivia di Bawah Laut. Hasil analisis menunjukkan bahwa dalam hal kriteria, hanya terdapat sedikit perbedaan antara tingkat kemunculan eksplisitasi dan implisitasi dalam terjemahan karya sastra anak-anak. Perbedaan yang tidak signifikan menunjukkan bahwa eksplisitasi dan implisitasi merupakan "konsep kembar" yang tidak dapat dipisahkan satu dengan lainnya. Hal ini terkait pula dengan fitur terjemahan yang cenderung menunjukkan upaya untuk menjelaskan pesan yang masih implisit sehingga teks lebih mudah untuk dipahami. Dalam hal tipe, hasil analisis menunjukkan bahwa terdapat tiga tipe eksplisitasi dalam terjemahan sastra anak-anak yaitu obligatori, opsional, dan pragmatik.

Kata kunci: eksplisitasi, implisitasi, konsep kembar

I. INTRODUCTION

The concept of explication was first introduced by Vinay and Darbelnet in 1958 who defined this term as the process of introducing information into the target language which is present only implicit in the source language, but which can be derived from the context or the situation. In other words, as quoted in Klaudy (1998) this is a process of introducing information into the target language which is present only implicitly in the source language, but which [could] be derived from the context of situation. But as a concept coined for the first time this is often seen as unclear. Becher (2011) for instance, attempted to put forward a new concept which is seen more clearly for the term. He states that explication is the verbalization of information that the addressee might be able to infer if it were not verbalized. In line with this, Pym (2005) points out that the place of explication is marked out as 'the process of interpretation performed by the translator'.

The object of this paper, namely literature translation for children has a very close relationship with the concept of explication. It happens because the translators of children's literatures urged by the factor of readability. As Shih (2008) pointed out translated books for children must have an overall higher level of explication than those for adults because children require translation to be more easily comprehend than adults do. Further, she stresses that one of the reasons for this is that the translated books for children emphasize easy-to-understand lexical presentation with effective linguistic input while the translated books for adults seek more complex lexical presentation for aesthetic appreciation.

Another issue dealing with explication is that it cannot be separated with implicitation. This is known as an "explication phenomena" which describes the two, ie explication and implicitation as a twin concept in translation study which cannot be separated one another. In relation with this, Kamenická (2008) states that implicitations are studied along with occurrence of explication, and have turned out to represent an important part of the data, even a crucial one. In this case, for the sake of brevity, the term "explication profile" will be used in reference to what should, strictly speaking, be termed "explication/implicitation profile".

Based on the above, this paper aims at explaining the twin concept of explication and implicitation in translation study and also to show how the literature translation especially for children shows a higher percentage of explication rather than implicitation. In this sense, this paper will clearly describe the analysis of the two concept by using some criteria proposed by Klaudy and Karloy (2003). Besides that types of explication are also explored by implementing the theory proposed by Klaudy (1998) who classifies the concept into four kinds.

II. REVIEW OF LITERATURE

Blum Kulka (2000) conducted a systematic discourse analysis of English-French translations and English-Hebrew translations and found a noticeable rise in the level of cohesive explicitness from source text to translated text. In line with this, Olohan and Baker (2000) conducted a comparable study on the addition of the word *that* after the verb *say* and *tell* with the aid of two corpora, Translational English Corpus (TEC) and British National

Corpus (BNC). The analytical result showed that the use of *that* with *say* and *tell* in translational English corpus was more frequent than in non-translational English corpus.

Kamenická (2008) conducted a research on the explicitation profile and translation style. Her analysis of 5,000 word samples taken from Czech translations of *Small World* by David Lodge and *Falconer* by John Cheever respectively reveal that as far as translation-inherent explicitation was concern, the two translators did not differ in their approach to explicitation so much as by their use of implicitation. Similarly, Chung-lin (2008) conducted a research on the differences in explicitation between literature translation for children and for adult. From the research she proved that the explicitation variation has close relevance to the target audience, the reading purpose and the translation function.

III. CONCEPT

Explicit means fully revealed or expressed without vagueness, implicitation or ambiguity: leaving no question as to meaning or intent. Explicit also means perfectly clear in meaning (Merriam-Webster's Collegiate Dictionary). On the other hand, implicit means capable of being understood from something else though unexpressed. It also means involved in the nature of essence of something though not revealed, expressed or developed (Merriam-Webster's Collegiate Dictionary). Explicitation is the technique of making explicit in the target text information that is implicit in the source text. Explicitation (implicitation) strategies are generally discussed together with addition (omission) strategies (Vinay and Darbelnet, 1958).

Regarding children's literature it can be defined as anything that children read or

more specifically defined as fiction, non-fiction, poetry, or drama intended for and used by children and young people. It is also defined as material written and produced for the information or entertainment for children and young adults. It includes all non-fiction, literary and artistic genres and physical formats. In line with this, Lukens (2007) explains it as a significant truth expressed in appropriate elements and memorable language. Another concept that needs to be understood is related with parallel corpora, which is also known as "translation corpus" is a corpus consisting of a set of text in one language and their translation in another language. There are two kinds of parallel corpora that is unidirectional corpora in which source text in language A and target text in language B and bidirectional corpora in which source text in language A and translation text in language B, and source text in language B and their translation in language A.

IV. THEORETICAL FRAMEWORK

Klaudi and Károly (2003) identify explicitation and implicitation are as two very wide processes. They describe the idea through a recent formulation which gives contrastive comparison between criteria of explicitation and implicitation as bellow:

Explicitation Criteria:

1. Takes place, for example when a SL (Source Language) unit of a more general meaning is replaced by a TL (Target Language) unit of a more special meaning.
2. The complex meaning of a SL word is distributed over several words in the TL
3. A new meaningful elements appear in the TL text
4. One sentence in the SL is divided into two or several sentences in the TL

5. SL phrases are extended or “elevated” into clauses in the TL

Implication Criteria:

1. An SL unit of a more specific meaning is replaced by a TL unit of a more general meaning.
2. Translators draw together in the meaning of several words, and thus SL units consisting from two or more words are replaced by a TL unit consisting of one word
3. Meaningful lexical element in the SL are dropped
4. Two or more sentences in the SL are conjoined into one sentences in the TL
5. SL clauses are reduced to phrases in the TL

Klaudy (1998) mentions four types of explication namely obligatory, optional, pragmatic, and translation inherent. In the following lines these kinds are discussed briefly:

1. Obligatory explication: those explications in parts of language that without them we have ungrammatical sentences in TL, say, syntactic and semantic structures are considered as obligatory explication. As an example, Klaudy mentioned that “there is no definite article in Russian, so translation from Russian into English, which uses its definite article prolifically, will involve numerous additions.
2. Optional explication: text-building strategies and stylistic preferences between languages are considered as optional explication. It means that in the lack of them correct sentences can be constructed in accordance with grammar; however, text as a whole will be clumsy and unnatural. Examples of

this kind include “sentence or clause initial addition of connective elements to strengthen cohesive links, the use of relative clauses instead of long, left branching nominal construction, and the addition of emphaziers for the clarification of sentence perspective, among others.

3. Pragmatic explication: differences between cultures lead to this kind of explication. When the members of TL and SL do not share the same cultural knowledge, translator has to use explication to render the message comprehensibly.
4. Translation-inherent explication: this kind attributes to the nature of translation process. In explanation of this one she says: “Séguinot draws a distinction between choices that can be accounted for in the language system, and choices that come about because of the nature of the translation process”. The latter type of explication is explained by one of the most pervasive, language-independent features of all translational activity, namely the necessity to formulate ideas in the target language that were originally conceived in the source language.

V. METHODOLOGY

In this study, one unidirectional parallel corpora of literature translation is used as analytical data. It is composed of the whole story of an English fairy tale with its Indonesian translation. The bellow table shows the internal structure of the bilingual fairy tale:

Table 1. The internal structure of Bilingual Fairy Tale
Vivia's Undersea Adventure – Petualangan Vivia di Bawah Laut

English Fairy Tale	Author	Translation Title	Translator
<i>Vivia's undersea adventure</i>	Amelia Kurniawati	Petualangan Vivia di bawah laut	P. Francis Rhien

The data was collected by using qualitative method which in this case is observation method by observing thoroughly the SL words, phrases, or clauses and their translation, i.e. the target language words, phrases or clauses. This method was implemented by note-taking technique to collect the relevant data. This technique was of use to identify as well as classify the data. The search criteria is based on the formulation of explication and

implication proposed by Klaudy and Kárloy (2003).

VI. DATA ANALYSIS AND FINDINGS

The data is analyzed based on the contrastive criteria of explication and implication proposed by Klaudy and Kárloy (2003). The following is sample of the analysis process:

Table 2. Sample Data of Explication and Implication Occur in the Bilingual Fairy Tale
Vivia's Undersea Adventure – Petualangan Vivia di Bawah Laut

No.	Explication	Implication
1.	<p>(SL) Vivia's mother touched <u>his</u> face in disbelief (TL) Ibu Vivia menyentuh wajah <u>Adrian</u> seakan tak percaya</p> <p>(SL) She wasn't talking about the dolphin, for <u>she</u> had seen it many times already.. (TL) Yang ia maksud bukan si lumba-lumba, karena <u>Vivia</u> sudah sering melihatnya..</p>	<p>(SL) She was the <u>daughter</u> of a fisherman and lived by the sea shore (TL) Ia <u>anak</u> seorang nelayan dan tinggal di tepi pantai</p> <p>(SL) but about the creature that was sitting on <u>the dolphin's back</u>. (TL) namun makhluk yang duduk di <u>punggungnya</u>.</p>
2.	<p>(SL) As their journey took a long time, Vivia <u>fell asleep</u> (TL) Karena perjalanan yang begitu panjang Vivia <u>sempat tertidur di punggung penyu</u></p> <p>(SL) <u>The villagers</u> have searched for</p>	<p>(SL) Vivia <u>sat on the tortoise's back</u> and the turtle swam away. (TL) Vivia segera <u>duduk</u> dan penyupun berenang pergi</p> <p>(SL) One afternoon, <u>on the rocks by</u></p>

	<p>them to the middle of the sea but they were not found (TL) <u>Orang-orang desa nelayan</u> sudah mencari mereka ke tengah laut, namun mereka tidak ditemukan.</p>	<p><u>the shore</u>, Vivia was painting... (TL) Suatu sore, <u>di atas batu karang</u>, Vivi melukis...</p>
3.	<p>(SL) Vivia was painting with <u>her tiny hands</u> (TL) Vivia melukis dengan <u>tangan mungilnya yang cekatan</u></p> <p>(SL) I live under the sea. (TL) <u>Aku manusia</u> yang tinggal di bawah laut.</p>	<p>(SL) Vivia had <u>a handsome brother</u> named Adrian (TL) Vivia memiliki <u>seorang kakak laki-laki</u> yang bernama Adrian</p>
4.	<p>(SL) <u>I thought she was only a legend but she really exists.</u> (TL) <u>Semula kukira ia hanya legenda. Ternyata ia sungguh ada.</u></p>	<p>(SL) <u>"Vivia, I will bring you your favorite lobsters." That's what Adrian said to Vivia before he left.</u> (TL) <u>"Vivia, nanti aku akan membawakanmu udang-udang besar kesukaanmu," begitu kata Adrian pada Vivia sebelum berangkat.</u></p>

The first sample is applicable to be analyzed by using the first criteria. The SL possessive pronoun *his* which is translated into *Adrian* counted as explicitation because SL of a more general meaning is replaced by a TL unit of a more special meaning. On the other hand, SL word *daughter*, which means female child is counted to undergo implicitation process because the SL unit is replaced by a TL unit *anak* of a more general meaning refers to the second descent but of indeterminate sex. The same also happens on the pronoun *she* which is translated into Vivia is the process of explicitation and vice versa the phrase *the dolphin's back* which is made implicit by translating it into *punggungnya*.

The second sample is analyzed by using the second criteria. The complex meaning of SL words *fell asleep* are distributed over several words *sempat tertidur di punggung penyu* in TL. Whereas the implicitation process occurs because several words in SL

sat on the tortoise back are replaced by a TL unit *duduk*. The case is also similar with the translation of SL phrase *the villagers* which is translated by implementing the concept of explicitation into *orang-orang desa nelayan* and also the translation of SL unit *on the rocks by the shore* into TL *di atas batu karang* by implementing the concept of implicitation. The third example is analyzed by using the third criteria. The explicitation process occurs because new meaningful element namely *cekatan* in the first example and *manusia* in the second example appear in the TL text. On the other hand, implicitation processes occur because meaningful element *handsome* the SL is dropped in the TL. The last example follows the fourth criteria namely one sentence in the SL is divided into two sentences in the TL to make the information explicit and vice versa two sentences in the SL are conjoined into one sentence in the TL.

The result of the qualitative analysis shows that from total of 56 samples of the parallel corpora shows that there are 32 explicitation processes and 24 implicitation

processes occur in the chosen literature translation of *Petualangan Vivia di Bawah Laut*. A summary of the result is shown in the following table:

Table 3. A Summary of Data Analysis

Petualangan Vivia di Bawah Laut		
	Sample	Percentage
Explicitation	32	57%
Implicitation	24	43%
Total shift	56	100%

It shows from the above table that there is no significant difference in degree between explicitation and implicitation in the bilingual fairy tale.

In terms of types, obligatory explicitation occurs because of syntactic differences between SL and TL. For example, the past verb *fell asleep* in SL is rendered into *sempat tertidur* in TL. It happens because Indonesian has no complex tenses. In order to express idea in different time frame, the speaker need to attach time signals, such as ‘yesterday’, ‘tomorrow’, ‘this morning’, etc. In this case, the word *sempat* is added to express that the action of sleeping has already happened. Similar case also happens to the verb *thought* in the above example of SL which is translated into *semula kukira* in TL to express that the action of thinking happened in the past.

Some optional explicitation dictated by differences in text-building strategies and stylistic preferences between English as the SL and Indonesian as TL. An example of this is the translation of possessive pronoun *his* into *Adrian* in

sentence one. It is called optional in the sense that grammatically correct sentences can be constructed without the application of this type of explicitation since the context of situation has explained that the pronoun refers to *Adrian*. Another similar case on this type of explicitation is the rendering of pronoun *she* in *for she had seen it many times already* into *Vivia* in *karena Vivia sudah sudah sering melihatnya*. This type of explicitation closely relates to the naturalness of the target text.

Pragmatic explicitation occurs in the following example:

(SL) “Oh...My children...Thank God you are home...Thank God...I wouldn’t know what to do without you too...”she cried while holding them both.

(TL) “Oh, anak-anakku...Untunglah kalian pulang, syukurlah...Ibu tak tahu apa yang harus Ibu lakukan tanpa kalian...”ujarnya sambil menangis dan memeluk keduanya.

The renderings of SL phrase *thank God* into TL *untunglah* and *syukurlah* are

dictated by differences in culture. In this case, the TL readers are considered not to share aspects of what is considered general knowledge within the SL culture and

therefore translator need to render the expressions into words which are more common in the TL community.

VII. DISCUSSION

The analysis of the data which is in the form of words, phrases, or clauses found in the bilingual fairy tale shows that in addition to the process of explicitation they also undergo a process of implicitation. An interesting point about this fact is that both showed no significant difference in term of degree that is 57% of the data undergo a process of explicitation and 43% experienced implicitation process. This proves that both are twin concept which cannot be separated from one another. This is in accordance with statement proposed by Kamenická (2008) that explicitation phenomena is used to refer to implicitation too since it is studied along with the occurrence of implicitation. She also emphasizes that the term explicitation profile will be used in reference to what should strictly speaking, be termed explicitation/implicitation profile.

Even though the degree of differentiation between explicitation and implicitation is not significant but the result of the investigation which is based on the contrastive criteria analysis indicates that explicitation is more frequent in the literary translation compared with implicitation. This is in line with Pym's (2005) statement that all researches agree on the argument that explicitation is consistently more frequent in translation than is implicitation. Moreover, it has close relevance to the target audience which in this case is children in order for them easier to understand the translated text. Regarding this fact, Chung-lin (2008) also proved from her research that the explicitation variation has close relevance to the target

audience, the reading purpose, and the translation function. Besides that, this also is connecting with a rich explanation of Vinay and Darbelnet (1995) who claims that translators "lengthen" their text out of prudence but also out of ignorance. It might suppose that translators are exceptional because they are both readers and writers at the same time which make them especially aware of the difficulties of constructing meaning (because they are trying to make sense of the source text). In relation with the types of explicitation, three types can be found within the process of rendering from SL to TL namely obligatory explicitation, optional explicitation, and pragmatic explicitation.

On the other hand, implicitation is also proceed by translator as long as the meaning of the text could still be understood from something else though unexpressed. This concept is also stressed by Rasaeipoor (2009) that during translation, the translator has to make choices for difficult parts of text and at the same time take the reader into consideration. S/he tries to produce one that is as relevant as possible. In this case the translator prefers to make implicit information explicit, but in others prefers to leave them implicit. The reason for using literal translation supposing that it is possible for the reader to understand the implicit information and reach the optimal relevance, in others, however, tries to use free translation because s/he think that leaving information implicit cause the reader to feel lost. Xiumei (2006) says that it depends on 'the translator's different

assumptions about the reader's cognitive abilities and contextual resources'.

VIII. CONCLUSION AND SUGGESTION

Since this paper aims at giving explanation on the occurrence of explicitation and implicitation in literature translation, it can prove that those two translation phenomena occur as a twin concept that cannot be separated one another. The differentiation of the twin concept in term of degree is strongly determined by translation purposes for different types of readers either for children or adult. Literature translation especially

for children shows higher percentage of explicitation rather than implicitation as it deals with the feature of translation situation which tends to explicate implicit messages in translation processes in order to make it easier to comprehend. In relation with this, there three types of explicitation occurs in the literary translation for children namely obligatory, optional, and pragmatic types of explicitation. It is suggested through this research to further investigate the occurrence of the two concepts in different types of genres in writing. Also it should be interesting to explore how each type of writing demonstrates different degree of comparison between the occurrence of the two concepts in target language.

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