Strategies in Translating Conversational Implicature in *Harry Potter and The Cursed Child* Novel

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Abstract: The objective of this research is to identify the strategies of translation used by translators in translating conversational implicature. The data are conversations taken from *Harry Potter and the Cursed Child* novel written by J.K Rowling, John Tiffany, and Jack Thorne and the translated novel *Harry Potter dan Si Anak Terkutuk* by Rosi L. Simamora. This research uses a qualitative approach of comparative content analysis. All the dialogues in the source text and the target text are analyzed by using a comparative model. Molena and Albir's theory is used to analyze the strategy of translation. The results of this research show that: (1) There are 25 data of implicature dialogues, (2) There are six translation strategies used by the translator, (3) The most used translation strategy is Calque 42.3%, Transposition 29.6%, Modulation 25.9%, Generalization 3.7%, Compensation 3.7, and Linguistic amplification 3.7 %. The implications of the research findings are to provide better insights for translated novel readers to carefully choose novels they are reading and to contribute to better understanding in the production of quality translation and in the teaching of translation course.

1 INTRODUCTION

Translation is a part of the process in developing science and technology especially in Indonesia. It is because translation is one of the ways in understanding literary sources or works in foreign languages, such as Mandarin, Arabic, English, Russian, and others. Furthermore, the number of foreign language translated books continues to rise and it can be seen through the more foreign literary works, particularly references and novels in English are translated into Indonesian. By having Indonesian as its national language, Indonesian people need translation so that they can understand the reading sources well. Hasibuan, et al. (2018) stated that "In the need of global communication, the role of translation takes central stage since not all people know and speak each other's languages, thereby depending on the translation". It is similar to Sayogi (2014) who mentioned the importance of the role of translation in the development of science and technology. The translation of foreign-language scientific books into Indonesian will facilitate the flow of scientific information and accelerate the process of maturing Indonesian into a scientific language.

Translation is an inseparable process of renderring sentences from one language into another, like English into Indonesian. Translators should produce a good translation from the source language into the target language. They must transfer the messages and express the meaning from the source language into the target language by considering the range of matching and text. In other words, translation is the process of transferring messages between languages. It indicates that translation involves two different language systems, namely the source language and target language's grammatical, linguistic and cultural systems. Therefore, translation can be called a complex

phenomenon. Newmark (Irawan, 2016) stated that "... rendering the meaning of a text into another language in the way the author intended the text". The definition explains that translation is areproduction of meaning fromthe source language into the target language. As it is supported by Nurlela, Rudy Sofyan, S. & Gustianingsih. (2018) "Translation is a process of transferring the meaning expressed in a certain language, called source language (SL), into another language, called target language (TL)".

In the process of translating, the translator must have the ability and knowledge of the source language and target language to reproduce as accurately as possible all features of the source language and change them into the target language. As Dewi (2016) described "what the translator need is, therefore, the interface of knowledge in both language and culture." Gholi and Ahmadi (2017) also said that "The translator explores a text written in another time and place and brings back his or her version of that explanatory process in the form of translation. The travel writer produces a different kind of translation, a version of the journey that he or she claims to have undertaken".

The translator should be aware of translation strategies which may guide them to choose more suitable strategies in their translation so that they will produce a good translation. According to Molina dan Albir in Putrawan (2018), "Strategies are procedures (conscious or unconscious, verbal or nonverbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind."

A translation strategy is one of the factors in creating a good translation. Accordingly, to get a good quality translation, the translator should use suitable translation strategies. Zekri and Shahsavar (2016) study used translation strategy as one of the elements to assess the quality of Persian translation of English Pharmaceutical Leaflets. The result revealed that the translation may, directly and indirectly, affect the health of patients efficiently and effectively so that the translator must take suitable translation strategies to avoid the mistakes. A qualified translator should find the meaning in the source text and replace it with the target text accurately.

In the same line another study from Shi (2017) explored the translation strategy of English brand names from the perspective of culture. She mentioned that translation should follow the target-culture oriented strategy to conform to the habitual use of target language, social culture, and aesthetics. This is one of the functions of translation strategies that is supported by Molina and Albir (Putrawan, 2018). They elaborated on the functions of translation strategies, such as translators use strategies for comprehension (e.g., to distinguish main and secondary ideas, establish conceptual relationships, and search for information) and for reformulation (e.g., paraphrase, retranslate, say out loud, avoid words that are close to the original)."

In another study, Arjomandi and Kafipour (2016) believed that choosing suitable translation strategies more frequently may lead to the more fluent and understandable translated text. In this research, they investigated the most frequently used Malone translation strategies in the translation of "Little Prince" from English into Persian and identify whethertwo translators investigated in the study differ in the application of these strategies. They use sentences and phrases from the English text of the book as the materials of their research.

As in this research, the writer identified translation strategies used by the translator of *Harry Potter and the Cursed Child* novel. The writer focused on the translation strategies of implicature dialogues both in *Harry Potter and the Cursed Child* Novel and its translated novel, *Harry Potter dan Si Anak Terkutuk*. The data of this research is not only the sentences and the phrases, but also the sentence and the phrase in the conversational implicature dialogues.

In the translation process of a literary work (novel), translators not only transfer the meaning, but theyalso play a role as the medium of a cross-cultural communication. Moreover, in the translation process of conversational implicatures, they must produce the messages that are interpretable, acceptable, and also coherent in the target language and culture. The difficulties in the translation of the text are different. The translator should comprehend the message, transfer it, and recreate it in the same circumstance. In attaining this goal, they must have a good level in pragmatic competence. Yule in Harthaty (2012) stated that "Pragmatics is concerned

with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Pragmatics is the study of speaker meaning". Rather different from Arjomandi and Kafipour study, incarrying out this analysis, the writer uses the theory of translation strategy from Molina and Albir. Molina and Albir (2002) elaborated 17 translation strategies, namely:Adaptation, Amplification, Borrowing, Calque, Compensation, Description, Discursive Creation, Established Equivalent, GeneralizationLinguistic Amplification, Linguistic Compression, Modulation, Particularization, Reduction, Substitution, Transposition, and Variation.

2 RESEARCH METHODOLOGY

This research used qualitative research method of comparative content analysis. Qualitative research methods are interpreted as research that produces qualitative data in the form of written or spoken words of the people or observed behaviors (Moleong, 2002). The data are the conversational implicatures taken from *Harry Potter and the Cursed Child* novelwritten by J.K Rowling, John Tiffany, and Jack Thorne and its translated

novel,*Harry Potter dan Si Anak Terkutuk*, by Rosi L. Simamora. All the dialogues in the source text and target text are analyzed by using a comparative model. The writer explained the results through words in detail. The writer investigated the source text and the target text. *Harry Potter and the Cursed Child* novel written by J.K Rowling, John Tiffany, and Jack Thorne is the source text; while the target text is the translated novel, *Harry Potter dan Si Anak Terkutuk*, by Rosi L. Simamora. All the conversational implicature of the dialogues in the source text and target text are analyzed by using a comparative model. In carrying out the research, the writer used a theory of translation strategies from Molena and Albir. The collected data were analyzed, interpreted, and explained using the qualitative method (Mulyana, 2001; Muhadjir, 2000). The idea is supported by Fraenkel and Wallen (1993) who stated that qualitative research is considered to describe the research object completely and comprehensively.

3 RESULT AND DISCUSSION

The writer found six strategies used by the translator in translating the conversational implicature of the dialogues originated from *Harry Potter and the Cursed Child* Novel and the translated Novel, *Harry Potter dan Si Anak Terkutuk*. Below is the table of translation strategies:

Tabel 1. Translation Strategies

No	ST	TT	Strategy	Reason
1	Jame: Can we go now, please? Ginny: <u>All you have to do is walk straight at the wall between platforms nine and ten</u>.	*James" Bisakah kita pergi sekarang, ku mohon?." Ginny," <u>Kalian hanya perlu berjalan lurus menuju dinding diantara peron sembilan dan sepuluh"</u>.*	Calque	replaced by those of target language
2	Lily: Have you got my trick? Ron: <u>Are you aware of the weasly's Wizard Wheezes certified nose- stealing breath?</u>	*Lily" Apakah kau punya sulap untukku".Ron" <u>Apakah kau tahu napas pencuri-hidung milik Toko Lelucon Weasley"</u>.*	Transposition	Changing the word class or grammatical structure
3	Ron: Bing. Bang Boing. Young Lady, get ready to not being able to smell at all…. Lily: <u>where's my nose?</u>	*Ron," Sim.sala.Bim. Gadis kecil, bersiaplah untuk tidak dapat menghirup sama sekali…"Lily" <u>Mana hidungku?"</u>*	Transposition	Changing the word class or grammatical structure

4	James: Apart from the Thestrals. Watch out from the Thestrals. Albus: I thought there were invisible!	James,"Kecuali Thestral. Hati-hati terhadap Thestral". Albus," Kukira mereka tak kasatmata!"	Modulation	changing point of view
5	Ginny: they are going to be okay, right? Hermione: Hogwarts is a big place.	Ginny, "Mereka akan baik-baik saja, kan". Hermione, "Hogwarts tempat yang luas".	Modulation	changing point of view
6	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.	Ginny: "Dan bagaimana perasaanmu, Harry,kalau Al-kalau dia masuk Syltherin?. Ron, "Kau tahu Gin, kami selalu mengira ada kemungkinan kau bakal dipilih masuk Slytherin"	Calque	replaced by those of target language
7	Scorpius: Hi Rose. Would you like some of my Fizzing Whizzbees? Rose: I've just had breakfast, thanks.	Scorpius, "Hai, Ros. Apakah kamu mau sedikit permen Kumbang Berdesingku". Rose, "Aku baru saja sarapan, terimakasih"	Transposition	Changing the word class or grammatical structure
8	Scorpius: THANK YOU FORSTAYING FOR MY SWEETS, ALBUS! Albus: (laughinh) Wow	Scorpius, "TERIMAKASIH SUDAH TINGGAL DEMI PEMENKU, ALBUS". Albus,"(Tertawa)Wow"	Calque	replaced by those of target language
9	Harry; Draco, just let it blow over-they'll soon move on. Draco: My son is suffering and-Astoria hasn't been well recently-so he needs all the support he can get.	Harry," Draco, biarkan saja gosip itu berlalu-tak lama lagi mereka akan melupakannya." Draco,"Putraku menderita dan--Astoria belakangan ini sakit-sakitan--jadi dia membutuhkan semua dukungan yang bisa didapatkannya."	Transposition	Changing the word class or grammatical structure
10	Albus: Are yu clapping her too? We hate Quidditch ad she's playing for another house. Scorpius: She's your cousin, Albus.	Albus,"Apkah kau bertepuk tangan untuknya juga?Kita benci Quidditch dan dia bermain untuk asrama lai." Scorpius"Dia sepupumu,Albus".	Transposition	Changing the word class or grammatical structure
11	Albus: Do you think she'd clap for me? Scorpius: I think she's brilliant.	Albus, "Apakah pikirmu dia akan bertepuk tangan untukku". Scorpius, "Menurutku dia hebat".	Modulation	changing point of view
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.	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".	Modulation	changing point of view
13	Amos: Delphi-perhaps if you were prepared to accompany them?. Delphi: if that would make you happy, Uncle.	Amos, "Delphi--mungkin kau siap menemani mereka?". Delphi, "Kalau itu membuatmu senang, Paman".	Calque	replaced by those of target language
14	Draco: And the Trolley Witch is not able to tell us anthing usefull?. Hermione: The Trolley Witch is furious. She keeps talking about lettig down Ottaline Gambol. She prides herself on her Hogwarts	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 memastikanjn tidak	Generalization	Use the general term in the target text

	delivery record.	*ada penumang Hogwarts yang pernah meninggalkan mereka".*		
15	Deplhi: and we have a winner. Albus: <u>I've never been good at spells.</u>	*Delphi," Dan kita mempunyai pemenang". Albus,"<u>Aku tak pernah jago dalam mantra".</u>*	Compansation	explain in the target text
16	Bane: Harry Potter. Harry: Good. You still recognise me, Bane. Bane: <u>You've grown older.</u>	*Bane, "Harry Potter". Harry," Bagus. Kau masih mengenaliku, Bane".Bane, "<u>Kau bertambah tua".</u>*	modulation	changing point of view
17	Harry: Can you help me, Bane? There's a pause. Bane looks downs at Harry imperiously. Bane: <u>I can tell you what I know…</u>but I tell you not for your benefit but the benefit of my hrd. The centaurs do not need another war.	*Harry," Dapatkah kau membantuku, Bane". Hening sejenak. Dengan angkuh Bane menunduk menatap Harry. Bane," <u>Aku hanya dapat memberitahumu apa yang kuketahui..</u>tapi aku emmberitahumu bukan demi keuntunganmu melainkan demi keuntungan kawananku. Kaum sentaurus tidak membutuhkan peperangan lain."*	calque	replaced by those of target language
18	Harry: I have to protect my son. Draco: from Scorpius? Harry: <u>Bane told me he sensed a darkness around my son.</u> 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.	*Harry,"Aku harus melindungi Putraku". Draco,"Dari Scorpius?". Harry,<u>" Bane memberitahuku bahwa dia merasakan sebuah kegelapan disekeliling anakku.</u> 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".*	Linguistic Amplification	Explaining the target text
19	Draco: Flipendo! Harry is sent twriling through the air. Draco laughs. Keep up, old man. Harry: <u>We're the same age,</u> Draco. Draco: I wear it better	*Draco, "Flipindo!". Harrry berputar-putar di udara. Draco tertawa."Bertahanlah, Pak Tua". Harry," <u>Umur kita sama, Draco.</u>" Draco," Aku lebih awet muda dibandingkan kau".*	Transposition	Changing the word class or grammatical structure
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: <u>I didn't much like my life without you in either.</u>	*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" <u>Aku juga tidak terlalu menyukai hidupku tanpa kau di dalamnya".</u>*	transposition	Changing the word class or grammatical structure

21	Mc Gonagall: I just don't think I can interfere in friendships and I believe-- Harry: <u>I need to say sorry to you and sorry to Albus, will you give me that chance?</u> Draco arrives behind them with a bang of soot. Professor McGonagall: Draco. Draco: He needs to see his son, and I need to see mine. Harry: like I say-peace-not war. Professor McGonagall: Well, peace is certainly something I can be part of.	*Profesor "Aku hanya berpikir aku tidak dapat mencampuri urusan persahabatan dan aku percaya----" Harry " <u>aku perlu meminta maaf pada Anda dan meminta maaf pada Albus, maukah anda memberikanku kesempatan itu"</u> Professor: "Draco" Draco" Dia perlu menemui putranya, dan aku perlu menemui putraku" Harry " Seperti kataku tadi- damai –bukan perang, Professor "Yah, Jelas aku dapat melibatkan diri dalam damai".*	Calque	replaced by those of target language
22	Prosessor Mc Gonagall: The Ministry has a Time-Turner?I thought they were destroyed? Moaning Myrtle: <u>Isn't everyone so naughty?</u>	*Profesor McGonagal "Kementerian mempunyai Pembalik-Waktu? Kusangka benda-benda itu sudah dihancurkan" Myrtle Merana <u>"Bukankah semua orang sangat nakal?"</u>*	Calque	replaced by those of target language
23	Scorpius: I need your help. Snape: <u>I exist to serve.</u>	*Scorpius " Saya membutuhkan bantuan Anda", Snape " <u>Aku ada untuk melayani"</u>*	Calque	replaced by those of target language
24	Scorpius: What if I was to tell you there was another world-another world in which Veldemort was defeated at the Battle of Hogwarts, in which Harry Potter and Dumbledore's Army won, how would you feel then… Snape: <u>I'd say that the rumours of Hogwarts's beloved Scorpion King losing his mind are well founded.</u>	*Scorpius " Bagaimana kalau saya memberitahukan Anda ada dunia yang lain—dunia lain dimana Veldemort telah dikalahkan di Pertempuran Hogwarts, dimana Harry Potter dan Laskar Dumdledore menang, bagaimana perasaan Anda" . Snape " <u>Menurutku gossip-gossip bahwa Scorpion King kesayangan Hogwarts kehilangan akal sehatnya telah terbukti".</u>*	Modulation, Transposition,	changing the point of view and Changing the word class or grammatical structure
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 me go in-wouldn't let anyone go in-you really scared her…and me. Albus: Really scared you? Harry: Yes. Albus: <u>I thought Harry Potter wasn't afraid of anything?</u> Harry: Is that how I make you feel?	*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 " <u>Kusangka Harry Potter tidak takut apapun".</u> Harry : "Begitukah anggapanmu terhadapku?"*	Calque, modulation	replaced by those of target language, changing the point of view,

The table above shows the analysis of translation strategy. There are 25 conversational implicature of dialogues originated from *Harry Potter and the Cursed Child* Novel and the translated Novel, *Harry Potter dan Si Anak Terkutuk*. The discussion and percentage are in the following;

Table 2. The Result

No	Strategy	Number	Percentage
1	Calque	9	33,3
2	Transposition	8	29,6
3	Modulation	7	25,9
4	Generalization	1	3,7
5	Compensation	1	3,7
6	Linguistic amplification	1	3,7
		27	

Based on the table above, it can be understood that the translation strategies used by the translator to translate *Harry Potter and the Cursed Child* Novel consist of six translation strategies, namely: Calque, Transposition, Modulation, Generalization, Compensation, and Linguistic Amplification.

From the results shown above, it can be concluded that the most used strategy in translating the conversational implicature of dialogues in *Harry Potter and the Cursed Child* Novel is Calque, 42.3%, followed by transposition, 29,6%, Modulation 25.9%, Generalization 3.7%, Compensation 3.7% and Linguistic Amplification 3.7 %.

4 CONCLUSION

The research results show that there are 25 conversational implicature. The translation strategies used by the translator are Calque, Transposition, Modulation, Generalization, Compensation, and Linguistic Amplification. After conducting this research, the writer concluded that the translator used several translation strategies in the translation process. In other words, the translator chose suitable translation strategies to get a good translation result. In this case, the novel is one of the good novels which have good translation quality. It is suitable for the learners who learn English especially in translation, furthermore in pragmatic.

Through this study results, readers can learn to be more careful in choosing a novel which has good translation such as the novel used in this study. Furthermore, the representation of the research findings contributes to the better production of translations and the teaching of translation course.

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