

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the answers of the problem statements of the research. It is divided into two main parts. They are research findings and discussion. The research findings show the types of the directive speech acts containing in the dialogues, the analysis of translation technique used by translator, and the impact of the technique use in translating sentences accommodating directive speech acts in the film entitled *The Lorax*. The discussion deals with the explanation of the research findings.

A. Research Findings

1. The Type of the Directive Speech Acts

There are 82 sentences accommodating directive speech acts contained in the dialogues of the film entitled *The Lorax* which are used as the data of this research. The data are classified according to the types of the directive speech acts. There are eight types of directive speech acts found in the dialogues of the film entitled *The Lorax*. They are; questioning, commanding, requesting, prohibiting, inviting, warning, suggesting, and challenging. The classification of directive speech acts found in the dialogues of film entitled *The Lorax* can be seen in the table below:

Table.4.1: *Types of Directive Speech Acts*
commit to user

No.	Types of Directive Speech Acts	Number of Datum	Total	Percentage
1.	Questioning	01, 03, 04, 05, 06, 07, 09, 10, 11, 12, 14, 16, 17, 21, 23, 28, 29, 30, 32, 34, 35, 36, 38, 39, 40, 41, 43, 52, 54, 55, 57, 67, 70, 71, 72, 73, 79	37	45.1%
2.	Commanding	15, 18, 22, 25, 37, 46, 53, 56, 58, 59, 63, 64, 68, 69, 75, 76, 78, 81, 82	19	23.3%
3.	Requesting	13, 20, 24, 47, 50, 60	6	7.3%
4.	Warning	19, 26, 31, 51, 74	5	6.1%
5.	Inviting	44, 45, 49, 62, 80	5	6.1%
6.	Prohibiting	08, 27, 48, 65, 66	5	6.1%
7.	Challenging	42, 77	2	2.4%
8.	Offering	02, 61	2	2.4%
9.	Suggesting	33	1	1.2%
Total			82	100%

1. Questioning

Questioning is the directive speech act type which is found the most in this research. It is type of directive speech act which is easy to identify. The structure of the sentence is interrogative sentence which is usually ended by a question mark. In verbal communication the interrogative can be identified from the rising intonation for yes/no question or can be seen from the use of who, what, why, where, when, and how-word for information question. Rhetorical question is not categorized in directive speech act because the purpose of questioning directive speech act is to make the hearer give information which is needed by the speaker in verbal or non-verbal action, while a rhetorical question does not need an answer.

There are 37 data (45.1%) which are classified into questioning directive speech act. These are the examples of questioning found in the dialogues of the film entitled *The Lorax*:

Example 1:

“Who are you and what are you doing here?”

ST/16/00:15:18

The example above is classified into questioning directive speech act. The context of situation in here is a lonely old man called the Once-ler as the speaker. He asks a boy who is visiting his house after some years there is no somebody visiting him.

The illocutionary function of the directive speech act above is categorized into questioning. The question mark shows that the sentence is an interrogative sentence. The speaker utters his utterance to get information from the hearer. The Once-ler wants to know who the boy is and what his purpose visiting his house. The speaker makes the hearer give explanation for him, which is why this utterance is considered into questioning directive speech act.

Example 2:

“Did you chop down this tree?”

ST/21/00:24:37

Example 2 is a dialogue between the Lorax, the guardian of the forest and the stranger who comes into his forest. The stranger calls the Lorax accidentally after he chops down a Truffula tree in the forest. The Lorax asks him when this man is occupied in picking the Truffula's leaves.

Example above is categorized into questioning directive speech act because the utterance above is not a rhetorical question. Moreover, the speaker makes the hearer say something to gain information from the hearer. In here, the speaker wants the hearer explain about who has chopped down the trees in the forest which is guarded by him.

Example 3:

“Why are you so interested in trees anyway?”

ST/34/00:33:17

Example 3 is a dialogue between the Once-ler and Ted. Ted visits the Once-ler every day with a purpose to hear the story about trees from the Once-ler. In their second meeting, the Once-ler feels so curious about Ted's aim find out about the trees.

The why-word in the beginning of sentence shows that the sentence is an interrogative sentence and this word also shows that the sentence is information question. The speaker utters his utterance to get information from the hearer. The Once-ler asks Ted, because he is amazed why there is a boy who is still care about the trees and he is curious about what Ted's reason is. The speaker wants the hearer explain his reason for him, that's why this utterance is considered into questioning directive speech act.

Example 4:

"What is going on here?"

ST/67/01:05:45

The speaker is Mom and the hearers are her Son and their guests. The speaker asked to the hearers after hearing uproar in her Son's room. Mom is astounding seeing the guests make her son's room messy. She asked anyone in her son's room to give her explanation about what happening is.

Example 4 is categorized in questioning directive speech act because the purpose of the utterance is to make the hearer give information for her by asking information from the hearers. In here, mom asked their guests and her son to explain

the messiness in her son's room. The structure of the sentence starts with a What-word. Therefore, the sentence is categorized into information question.

2. Commanding

This is the type of directive speech act to get the hearer/the addressee to perform an action for the benefit of the speaker himself. Moreover, command is usually used by people who have higher status than their hearer to make their hearer do something for them. The commanding directive speech acts usually can be seen from the structure of the sentence. A command usually is an imperative sentence which usually starts with verb/verb be.

There are 19 data (23.3%) categorized in the commanding directive speech act. These are the examples of questioning directive speech acts which are found in the dialogues of the film entitled *The Lorax*:

Example 5:

“Get out of here and leave me alone!”

ST/18/00:15:30

Example 5 is a dialogue between the Once-ler to Ted. It is the first time Ted visits the Once-ler's house. The Once-ler, a lonely old man is annoyed with Ted's coming. He did not like there is somebody visit him. He orders Ted to leave his house.

Seen from the structure, there is no object and starts with a verb, this sentence is imperative sentence. With his utterance, the speaker makes the hearer take an action. In here, the speaker wants the hearer get out from his house and leaves him alone. Moreover, as the house owner, the Once-ler has more power than Ted, that's why this sentence is categorized into commanding directive speech.

Example 6:

“Brett, Chet, set up the RV!”

ST/46/00:49:32

It is a dialogue between the Once-ler's mom to Brett and Chet. The Once-ler's family come to the forest to support the Once-ler found his Tneed factory. She orders her sons to set their recreational vehicle to be a tent.

The illocutionary function of the directive speech act above is categorized into commanding. The utterance starts with an address form and it is followed by a verb. The speaker mentions the hearer's nick name in her order. It is shows that the speaker and the hearer have close relationship. Mom as the speaker has more power since her status as the hearer's mom. The speaker makes the hearer do an action for her. In here, Mom makes Brett and Chet set their car become a tent. Therefore, this sentence belongs to commanding directive speech act.

Example 7:

“Morty, McGurk, find the seed!”

ST/64/01:05:25

Example 7 is a dialogue between Mr. Aloysius O'Hare and his body guards. They visit Ted's house in aim to grab the Truffula seed from Ted. At the first time, they try to grab the seed in a good way, but Ted does not give it. It makes O'Hare orders his body guards to find the seed in Ted's room.

Seen from the structure, the sentence starts with an address form and it is followed by a verb. The speaker mentions the hearers' name. It shows that the speaker and the hearers have close relationship. As a boss of a big company the speaker has higher status than the hearer. That's why this sentence belongs to commanding directive speech act. Moreover, the speaker utters commanding directive speech acts in order to make the hearer do an action for the speaker's benefit. In here, Mr. O'Hare makes his body guards find the seed in Ted's room.

Example 8:

"Get out of my house now!"

ST/69/01:05:54

It is a dialogue between Ted's mom and Mr. O'Hare and his body guards. She looks her guests much up Ted's room. She is very angry and orders Mr. O'Hare and his body guards get out from her house.

The illocutionary function of the directive speech act above is categorized into commanding seen from the structure. The sentence starts with a verb 'get', it marks that the sentence is imperative. The function of the command is to make the hearer take an action. Mom makes the guests get out from her house. Moreover, the sentence

can be categorized as commanding seen from the status of the speaker and the hearer. Mom's status is higher than Mr. O'Hare's status, although he is a boss of a big company. It is because mom is the owner of her house and the messiness happens in her house. That's why the sentence belongs to commanding directive speech act.

3. Requesting

Requesting is rather similar with commanding directive speech. It is also has function to make the hearer do something for the speaker's benefit but in a polite way. In requesting people usually use the word please and sometime they utter it in interrogative sentence to make a polite request.

There are 6 (7.3%) data which are classified into requesting directive speech act. These are the examples of requesting found in the dialogues of the film entitled *The Lorax*:

Example 9:

"Would you be a dear and go get them for me?"

ST/13/00:08:05

It is a dialogue between Grammy and Mom. The speaker is Grammy and the hearer is her daughter. They have close relationship as family member. The speaker has higher status than the hearer due to her status as the hearer's mom. In the middle of lunchtime, Grammy asks her daughter to take her denture because she forget it and cannot eat her meals without her teeth.

The illocutionary function of the directive speech act above is categorized into requesting. The request is conveyed in interrogative form. The speaker uses indirectness to make a polite request. The function of the utterance is to make the hearer do something by her utterance. In here, Grammy makes Mom get her teeth by her request utterance.

Example 10:

“Will you stop that?”

ST/24/00:25:50

Example 10 is a dialogue between the Once-ler and the Lorax. The speaker is Once-ler and the hearer is the Lorax. The Lorax tries to bring down the Once-ler's tent because he feels that the Once-ler will unsettle the forest, and then the Once-ler tries to stop him.

The hearer has higher status than the speaker. Therefore, the Once-ler uses indirectness strategy to make a polite request. He utters his request in interrogative form. He tries to use a gentle way to make the Lorax stop bringing down his tent because his hearer is the guardian of the forest where he will stay for a long time. The request above has function to make the hearer do something. The Once-ler tries to make the Lorax stop bringing down his tent by his utterance. Example 10 belongs to requesting directive speech act because the speaker utters his order in polite way.

4. Warning

Warning is another illocutionary function of directive speech act. The function of warning is to make the hearer think twice or rethink when s/he will take an action which can hurt himself, the speaker or the others.

There are 5 (6.1%) data which are classified in warning directive speech act. These are the examples of warning which are found in the dialogues of the film entitled *The Lorax*:

Example 11:

“If you're not gone by the time the sun sets on this valley, all the forces of nature will be unleashed upon you and curse you until the end of your days!”

ST/26/00:26:52

It is a dialogue between the Lorax and the Once-ler. The Lorax asks the Once-ler to leave the forest but in fact he pitches a tent in the forest. Because the Once-ler does not hear his command, the Lorax give a warning to him. After giving a warning, the Lorax hopes that the Once-ler will leave the forest soon.

Example 11 has illocutionary function of warning directive speech act. The function of the utterance above is to make the hearer rethink when he will take an action which can hurt himself. In here, the Lorax gives a warning to the Once-ler as the last effort in order to make him leaves forest soon or something bad will be happen to him.

Example 12:

“Be careful which way you lean.”

ST/51/00:51:13

The speaker and the hearer of example 12 are the Lorax and the Once-ler. After arriving of the Once-ler's family in the forest, the Lorax becomes afraid if the Once-ler does not keep his promise to not chop down the trees in the forest. The Lorax does not want the Once-ler breaks his promise although he gets a pressing from his family. Therefore, he warns the Once-ler about what step that he will take.

The function of this utterance is to make the hearer rethink about what he will do. The Lorax warns the Once-ler to be aware about his next step that he takes, that's why this utterance is categorized as warning directive speech act.

5. Inviting

Inviting is another kind of directive speech acts which are found in this research. It has function to make the hearer do something, but the speaker also takes part in the action. In other words, the speaker invites the hearer do something together. Inviting directive speech act is usually marked by the words let us (let's).

There are 5 data (6.1%) which are classified into inviting directive speech act. These are the examples of inviting directive speech acts found in the dialogues of the film entitled *The Lorax*:

Example 13:

“So, let's get to work.”

ST/45/00:49:30

Example 13 is a dialogue between the Once-ler and his family. His family comes to the forest after hearing the successful of their son by the Once-ler phone. After his family come to the forest the Once-ler invites them to work together.

It is categorized as inviting directive speech act because the speaker invites the hearer do something together. In here, the Once-ler invites his family to work together. In here, the speaker has lower status than the hearers. The Once-ler uses inviting directive speech act rather than commanding directive speech act because he respects his family although he is the boss of his company.

Example 14:

“So, let's put an end to this nonsense, shall we?”

ST/62/01:05:10

Example 14 is a dialogue between Mr. Aloysius O'Hare and Ted. Mr. O'Hare wants Ted's Trufulla seed and he knows that Ted has it. He invites Ted to stop talk too much and wants to speak to the point. It is categorized as inviting directive speech act because Mr. O'Hare does not want to speak nonsense to Ted, so he invites Ted to stop talking too much and goes to the point.

6. Prohibiting

Directive speech act of prohibiting has function for the speaker to make the hearer not to do something or stop what the hearer are doing by the speaker's utterance. This utterance is usually marked by works 'No' or 'Do not'.

There are 5 data (6.1%) which are classified into prohibiting directive speech act. These are the examples of prohibiting found in the dialogues of the film entitled *The Lorax*:

Example 15:

“Ted, honey, don't play with your food.”

ST/08/00:06:45

Example 15 is a dialogue between Mom to Ted. In the middle of lunch time, Ted is thinking about how to get a real tree. He plays his meals intuitively and his Mom looks that. Therefore, Mom prohibits what Ted is doing.

It is categorized into prohibiting directive speech act because the function of Mom's utterance is to make Ted stop playing his food. The word 'don't' also marks that it is prohibiting directive speech act. The structure of this prohibition sentence is phrase 'don't + V1. Mom uses addressing form by mentioning Ted's name and honey to show the closeness relationship between Mom and her Son.

Example 16:

“No, you can't come in my room!”

ST/66/01:05:33

It is a dialogue between Ted to Mr. O'Hare and his body guards. Mr. O'Hare asks his body guards to find Truffulla seed in Ted's room. The body guards enter Ted's room forcibly. Ted tries to stop and forbids them entering his room by his utterance.

Example 17 is categorized into prohibiting directive speech act. The speaker uses his utterance to make the hearer do not doing something. In here, Ted makes Mr. O'Hare and his body guard do not entering his room.

7. Challenging

Challenging is another directive speech act found in this research. It is used by the speaker to make the hearer do something, where the braveness is needed by the hearer in accepting the challenge.

There are 2 data (2.4%) which are classified into prohibiting directive speech act. These are the example of prohibiting found in the dialogues of the film entitled *The Lorax*:

Example 18:

“Bring it on, Teddy!”

ST/77/01:11:22

Example 18 is a dialogue between Mr. O'Hare and Ted. Both of them try to get the Truffulla seed which is flown away. After getting the Truffulla seed, Mr. O'Hare asks Ted to get the seed from the air gallon in his hand when they are riding their motorcycle.

It is categorized as challenging directive speech act because Mr. O'hare as the speaker asks Ted to take the seed from his hand but in challenging situation. Mr. O'Hare wants to see Ted's braveness by his utterance.

8. Offering

Offering directive speech act is used by the speaker to make the hearer take an action for the benefit of the hearer from the speaker's offer. Offering is usually in interrogative form.

There are 2 data (2.4%) which are classified into offering directive speech act. These are the example of offering found in the dialogues of the film entitled *The Lorax*:

Example 19:

"Hey, do you want to see something cool?"

ST/02/00:05:19

Example 19 is a dialogue between Audrey to Ted. Ted visits Audrey's home to take his model airplane which land in Audrey's backyard and then Audrey asks Ted to see her painting by offering Ted.

This sentence is categorized into directive speech act of offering. The speaker makes the hearer take an action by her offer. By uttering an offer, Audrey makes Ted to see her painting.

9. Suggesting

The last kind of directive speech acts which is found in this research is suggesting. It is used by the speaker to make the hearer to do some action based on the speaker's suggestion.

There is 1 datum (1.2%) which is classified into suggesting directive speech act. Here is the suggesting directive speech act which is found in the dialogues of the film entitled *The Lorax*:

Example 20:

“You need to change that door bell.”

ST/33/00:33:06

Example 20 is a dialogue between Ted and the Once-ler. Ted visited the Once-ler house in the second time. He is almost hit by a huge hammer after pressing the Once-ler's door bell. He thinks that it will be better if the Once-ler changes his door bell.

Example 20 is categorized into suggesting directive speech act because the speaker makes the hearer to do something based on the speaker's suggestion. By his utterance Ted wants to make the Once-ler change his door bell.

2. Translation Techniques Analysis

The translation techniques are identified in the level of words, phrases, clauses, and sentences. So, Molina and Albir's theory (2002) is applied in analyzing translation techniques in this research. They compared many theories from others experts then propose 18 techniques which are can be applied in the level of micro-unit. The translation techniques are analyzed in each data of directive speech act. There are four types of techniques which are found in this research. First are the

directive speech acts which are translated using one translation technique (single technique). Second are the directive speech acts which are translated using two techniques of translation (couplet technique). Third are the directive speech acts translated using three techniques of translation (triplet techniques). The last are directive speech acts are translated using four techniques of translation (quatrain techniques).

2.1. Directive Speech Acts Translated Using Single Technique

There are 60 data (73.2%) of directive speech acts which are translated using single technique. Those translation techniques are literal translation, linguistic compression, transposition, linguistic amplification, generalization, reduction, borrowing, and particularization. The number of data that use single technique can be seen in the table below:

Table.4.2: *Single Techniques Used in Translating the Directive Speech Acts*

No.	Translation Techniques	Number of Datum	Total	Percentage
1.	Literal Translation	04, 05, 07, 08, 10, 16, 17, 23, 24, 30, 39, 41, 47, 54, 57, 58, 64, 67, 72, 75	20	33.3%
2.	Transposition	11, 12, 19, 21, 26, 28, 31, 38, 45, 56, 59, 60,	15	25%

		65, 66, 80		
3.	Linguistic Compression	02, 09, 14, 20, 25, 29, 33, 34, 37, 44, 52, 55, 73, 79	14	23.3%
4.	Linguistic Amplification	03, 06, 32, 40, 42, 76	6	10%
5.	Reduction	48, 70	2	3.3%
6.	Generalization	01	1	1.7%
7.	Borrowing	81	1	1.7%
8.	Particularization	71	1	1.7%
Total			60	100%

1. Literal Translation

Literal translation technique means that the translator translates an expression word for word (Molina and Albir, 2002). There are 20 data (33.3%) of directive speech acts translated using literal translation technique. Those data consist of 14 data of questioning directive speech act, 3 data of commanding directive speech act, 2 data of requesting directive speech act, and 1 datum of prohibiting directive speech act. These are some data which are translated using literal translation technique:

Example 1:

“Are you the Once-ler?”

ST/17/00:15:24

“Apa kau Once-ler?”

TT/17/00:15:23

Example 2:

“What are you doing here?”

ST/39/00:40:13

“*Apa yang kalian lakukan disini?*”

TT/39/00:40:13

Example 1 and example 2 are questioning directive speech acts which are translated using literal translation technique. The ST and TT have same structure. The questioning directive speech acts above are translated word for word. In example 1 the word *are* is translated into *apa*, *you* is translated into *kau*, and the word *the Once-ler* is translated into *Once-ler*. Meanwhile, in example 2 the utterance *what are you doing here* is translated into *apa yang kalian lakukan disini*.

Example 3:

“Will you stop that?”

ST/24/00:25:50

“*Bisa kau hentikan itu?*”

TT/24/00:25:50

Example 4:

“Meet me at my house.”

ST/58/01:04:01

“*Temui aku di rumahku.*”

TT/58/01:04:00

Similar to example 1 and 2, example 3 and 4 are translated using literal translation technique. The requesting directive speech act and commanding directive speech act above are translated word for word. In example 3, the translator translated literally the utterance *will you stop that?* into *bisa kau hentikan itu?*. Literally, the word *will* is translated into *bisa*, *you* into *kamu*, *stop* into *hentikan*, and the word *that* is translated into *itu*. While in the example 4, the translator translated the commanding directive speech act literally. The word *meet* is translated into *temui*, *me* into *aku*, and *my house* into *rumahku*. There is a structure changing in the words *my house*. In English the structure is M-D, while in Bahasa the structure usually used is D-M. So, the translation of *my house* is *rumahku*.

2. Transposition

Transposition technique is done by changing grammatical category. It is often called as translation shift (Molina and Albir, 2002). There are 15 data (25%) which are translated using transposition technique. They consist of: 5 data of questioning directive speech act, 3 data of warning directive speech act, 2 data of prohibiting directive speech act, 2 data of inviting directive speech act, 2 data of commanding directive speech act, and 1 datum of requesting directive speech act. These are some data which are translated using transposition technique:

Example 5:

“So, let's get to work.”

ST/45/00:49:30

“Jadi, mari kita mulai bekerja.”

TT/46/00:49:30

Example 6:

“You need to plant it, Ted.”

ST/56/01:02:34

“Kau harus menanamnya, Ted.”

TT/56/01:02:34

Example 5 and 6 are inviting and commanding directive speech act which are translated using transposition technique. In example 5, the phrase *get to* from ST is translated into the word *mulai* in TT. While in example 6, the phrase *need to* from ST is translated into the word *harus* in TT.

Both of them are directive speech act which are translated using transposition technique. The translator changes grammatical category in all the examples from phrase in ST into word in TT.

Example 7:

“Where would I go?”

ST/11/00:07:42

“Aku harus pergi kemana?”

TT/11/00:07:42

Example 8:

“What do I do?”

ST/12/00:07:43

“*Aku harus melakukan apa?*”

TT/12/00:07:42

Example 7 and 8 are questioning directive speech acts which are translated using transposition technique. The translator changes the structure of the sentence. In the Source text, the structure of questioning directive speech acts is question word + modal/do + S + V. Then, in TT the structure of questioning directive speech acts above become S + modal + V + question word.

3. Linguistic Compression

This technique means to synthesize linguistic elements in the target text. Linguistic compression technique is usually applied in simultaneous interpreting and subtitling (Molina and Albir 2002). There are 14 data (23.3%) of directive speech act translated using linguistic compression. They consist of 8 data of questioning directive speech act, 2 data of commanding directive speech act, 1 datum of offering directive speech act, 1 datum of requesting directive speech act, 1 datum of suggesting directive speech act, and 1 datum of inviting directive speech act.

These are some data which are translated using linguistic compression technique:

Example 9:

“Well, where can I find him?”

ST/14/00:08:31

“Dimana aku bisa menemukannya?”

TT/14/00:08:31

Example 10:

“Why are you so interested in trees anyway?”

ST/34/00:33:17

“Mengapa kau tertarik pada pepohonan?”

TT/34/00:33:17

Example 9 and 10 are questioning directive speech act which are translated using linguistic compression technique. In example 9, the translator synthesizes linguistic element from ST by removing the word *well*. While in example 10, the translator synthesizes linguistic elements from ST by removing the words *so* and *anyway*.

Example 11:

“Okay, Pipsqueak, give me your hand.”

ST/37/00:36:28

“Baik, Pipsqueak, ulurkan tanganmu.”

TT/37/00:36:28

Example 12:

“Okay, Grammy, let's get you home!”

ST/44/00:46:22

“Baik, Nenek, mari kita pulang!”

TT/45/00:46:22

Example 11 and 12 are commanding directive speech act and inviting directive speech act which are translated using linguistic compression technique. In example 11, the translator translated the words *give me* into *ulurkan*. It means that the removing of word *me* is done to synthesize linguistic element in the TT. While in example 12, the synthesizing element in TT is done by removing the word *you*. The translator makes this word become implicit in TT.

4. Linguistic Amplification

This technique is done by adding linguistic elements in the target text. This technique is usually applied in consecutive interpreting and dubbing (Molina and Albir, 2002). There are 6 data (10%) which are translated using this technique. They consist of: 4 data of questioning directive speech acts, 1 datum of commanding directive speech act, and 1 datum of challenging directive speech act. These are some data which are translated using linguistic amplification technique:

Example 13:

“How did you know?”

ST/32/00:31:56

“Bagaimana kau bisa tahu?”

TT/32/00:31:56

Example 14:

“Did you sell it?”

ST/40/00:43:35

“Kau berhasil menjualnya?”

TT/40/00:43:35

Example 13 and 14 are questioning directive speech acts which are translated using linguistic amplification technique. Both examples above, the translator adds linguistic element in TT. In example 13, the word *bisa* is added in TT. While in example 14, the translator adds the word *berhasil* in TT.

Example 15:

“Who is up for *ninths*?”

ST/42/00:44:09

“Siapa yang siap untuk porsi *kesembilan*?”

TT/42/00:44:09

Example 15 is directive speech act of challenging which is translated using linguistic amplification. The translator adds linguistic element in TT. He adds the word *porsti* to explain the word *ninths*. Therefore, the translator translates *ninths* into *porsti kesembilan*.

5. Reduction

This technique focuses in suppressing the source text information items in the target text (Molina and Albir, 2002). There are 2 data (3.3%) of directive speech acts which are translated using reduction technique. The data consist of: 1 datum of

commanding directive speech acts, and 1 datum of questioning directive speech act.

These are the data which are translated using transposition technique:

Example 16:

“Don't move an inch.”

ST/48/ 00:50:07

“*Jangan bergerak.*”

TT/48/ 00:50:07

Example 16 is a commanding directive speech act which is translated using reduction technique. In example 16, the translator translates *Don't move an inch* into *Jangan bergerak*, it shows that he reduces a phrase *an inch*. The translator does not translate the modifier in the Source text by reducing a phrase *an inch*.

Example 17:

“Mind telling me, what's going on here?”

ST/70/01:06:13

“*Apa yang terjadi disini?*”

TT/70/01:06:13

Example 17 is a questioning directive speech act which is translated using reduction technique. The translator suppresses information items from the ST by does not translating a phrase *Mind telling me* in the target text.

6. Generalization

This technique is done by translating the words into general or neutral term in the target text (Molina and Albir, 2002). There is 1 datum (1.7%) only which is translated using generalization technique. It is questioning directive speech act. Here is the datum of directive speech acts which is translated using this technique:

Example 18:

“Did your ball land in my backyard again?”

ST/01/00:05:12

“*Apa bolamu jatuh di halamanku lagi?*”

TT/1/00:05:12

Example 18 is a directive speech act of questioning translated using generalization technique. The translator translates the word *backyard* from ST into *halaman* in TT. In the Source text the word *backyard* has more specific meaning than the word *halaman* in the target text.

7. Borrowing

This technique is done by taking words or expression from the ST. Borrowing technique is divided into two types, pure borrowing and naturalized borrowing (Molina and Albir, 2002). There is 1 datum (1.7%) of directive speech act which is translated using this technique. Here is the datum:

Example 19:

“Stop that maniac!”

ST/80/01:14:22

“Hentikan maniak itu!”

TT/80/01:14:22

Example 19 is a commanding directive speech act which is translated using borrowing technique. The translator translates the word *maniac* from the ST into *maniak* in the TT. He naturalizes the word *maniac* in the TT into *maniak*, it means that naturalized borrowing is applied in translating the word *maniac*.

8. Particularization

This technique is opposite of generalization technique. The translator changes super ordinate terms in the ST into subordinate terms in the TT (Molina and Albir, 2002). There is 1 datum (1.7%) which is translated using this technique. It is directive speech act of questioning. Here is the datum:

Example 20:

“Where is it?”

ST/71/01:06:14

“Dimana benihnya?”

TT/71/01:06:14

Example 20 shows that the translator translates the word *it* from source text into *benih*. The word *it* in the ST refers to a seed owned by the speaker. The translator decides to particularize the word *it* into *benih* in the TT. It means that there is particularization in translating this questioning directive speech act.

2.2. Directive Speech Acts Translated Using Couplet Techniques

There are 17 data of directive speech acts which are translated using couplet techniques. Those translation techniques are transposition + variation, transposition + generalization, transposition + linguistic compression, transposition + linguistic amplification, compensation + modulation. The number of data that use couplet techniques can be seen in the table below:

Table.4.3: *Couplet Techniques Used in Translating the Directive Speech Acts*

No.	Translation Techniques	Number of Datum	Total	Percentage
1.	Transposition + Variation	15, 18, 22, 36, 50, 51, 63, 78, 69, 77	10	58.8%
2.	Transposition + Generalization	46, 53, 74	3	17.6%
3.	Transposition + Linguistic Compression	43, 62	2	11.8%
4.	Transposition + Linguistic Amplification	27	1	5.9%
6.	Compensation + Modulation	49	1	5.9%
Total			17	100%

1. Transposition + Variation

This technique is combination between transposition technique and variation technique. Transposition + variation technique is done by changing the grammatical category and also changing the linguistic and paralinguistic elements. There are 10 data (58.8%) of directive speech acts which are translated using this technique. They consist of; 6 data of commanding directive speech acts, 1 datum of questioning directive speech act, 1 datum of requesting directive speech act, 1 datum of warning directive speech act, 1 datum of challenging directive speech act.

There are some data which are translated using transposition + variation technique:

Example 21:

“Check out this commercial.”

ST/15/00:10:36

“Lihatlah iklan ini.”

TT/15/00:10:36

Example 22:

“Take your axe and get out!”

ST/22/00:24:52

“Bawa kapakmu dan pergilah!”

TT/22/00:24:52

Example 21 and 22 are commanding directive speech acts which are translated using transposition variation technique. In two examples above, the transposition + variation technique are applied in translating verb. In example 21, the phrase *check out* in the ST is translated into the word *lihatlah* in the TT. While in example 22, the phrase *get out* in the ST is translated into the word *pergilah* in the TT. This changing of grammatical category marks the use of transposition technique in translating directive speech acts.

The variation technique is also applied in translating verb in two examples commanding directive speech acts above. This technique is marked by adding of suffix *-lah* in the translation of the words *check out* and *get out* into *lihatlah-lah* and *pergi-lah* in the TT. This addition of suffix *-lah* changes the linguistic elements of ST in TT.

Example 23:

“Will you just be nice?”

ST/50/0:50:43

“Bisakah kau tenang?”

TT/50/0:50:43

Example 23 is a requesting directive speech act which is translated using transposition + variation technique. The translator translates a modal *will* from the ST into *bisakah* in the TT. The adding of suffix *-kah* in the translation marks the use of

variation technique. The use of transposition technique is shown in translation of the phrase *just be nice* from the ST into the word *tenang* in the TT.

2. Transposition + Generalization

This technique is combination between transposition technique and generalization technique. Transposition + generalization technique is done by changing the grammatical category and also using more general or neutral term in the target text. There are 3 data (17.6%) of directive speech acts which are translated using this technique. They are 2 data of commanding directive speech acts and 1 datum of warning directive speech act. They are the examples of the directive speech acts which are translated using transposition + generalization technique:

Example 24:

“Brett, Chet, set up the RV!”

ST/46/00:49:32

“*Brett, Chet, persiapkan kendaraannya!*”

TT/47/00:49:32

Example 24 is a commanding directive speech act which is translated using transposition + generalization technique. The transposition is done when the translator translates the phrase *set up* from the ST into the word *persiapkan* in the TT. It means there is grammatical changing from a phrase into a word. Then, the translator translates the word *RV* from the ST into *kendaraanya* in the TT. *RV* is

abbreviation from Recreation Vehicles. It means that *RV* has specific meaning in the ST than *kendaraan* in the TT. The translator uses general term in the TT to translate specific term from the ST. It means that generalization technique is also applied by the translator.

Example 25:

“Hey, keep your paws off me!”

ST/53/00:53:03

“Hei, jauhkan tanganmu dariku!”

TT/53/00:53:03

Example 25 is a directive speech act of commanding which is translated using generalization technique. The translator translates the word *paws* from ST into *tangan* in TT. The word *paws* has more specific meaning in ST than the word *tangan* in TT. The transposition is done in this sentence since the translator changes the word *paws* from plural in ST into *singular* in TT. So, the translator applies generalization and transposition techniques in translating the word *paws*.

3. Transposition + Linguistic Compression

This technique means that the translator applies transposition and linguistic compression techniques in his translation. In other words, transposition + linguistic compression technique is done by changing the grammatical category and synthesizing linguistic elements in the TT. There are 2 data (11.8%) of directive speech acts which are translated using this technique. They are 1 datum of

questioning directive speech act and 1 datum of inviting directive speech act. Here is the example of directive speech act which is translated using transposition + linguistic compression:

Example 26:

“So, let's put an end to this nonsense, shall we?”

ST/62/01:05:10

“*Jadi mari kita akhiri omong koSong ini.*”

TT/62/01:05:10

Example 26 is a commanding directive speech act translated using transposition and linguistic compression technique. The translator translates the phrase *put and end* from ST into the word *akhiri* in TT. The transposition is done when there is grammatical changing from a phrase in the ST become a word in the TT. While, the linguistic compression technique is done when the translator synthesizes linguistic elements form the ST by removing a phrase *shall we*.

4. Transposition + Linguistic Amplification

This technique is combination between transposition and linguistic amplification technique. In other words, transposition + linguistic amplification technique is done by changing the grammatical category and adding linguistic elements in the TT. There is 1 datum (5.9%) of directive speech acts which is translated using this technique. It is a datum of prohibiting directive speech act. Here

the datum of directive speech act translated using transposition + linguistic amplification technique:

Example 27:

“Don't make me come back!”

ST/27/00:27:39

“*Jangan buat aku kembali lagi kemari!*”

TT/27/00:27:39

Example 27 is a prohibiting directive speech act translated using transposition and linguistic amplification technique. The translator translates the phrase *come back* from ST into the word *kembali* in TT. The transposition is done when there is grammatical changing from a phrase in the ST become a word in the TT. The application of linguistic amplification technique is done when the translator added linguistic elements in the TT by adding a phrase *lagi kemari*.

5. Compensation + Modulation

This technique is combination between compensation and modulation technique. In other words, compensation + modulation technique is done by replacing information elements or stylistic effect from the ST in the TT and also changing point of view, focus, or cognitive category in relation to the ST. There is 1 datum (5.9%) of directive speech acts which is translated using this technique. It is a datum of inviting directive speech act. Here is the datum of directive speech act translated using compensation + modulation technique:

Example 28:

“Let's not get off on the wrong foot here.”

ST/49/00:50:27

“*Jangan kita berkelahi disini*”

TT/49/00:50:27

The translator translates an inviting directive speech act into prohibiting directive speech act. It means there is changing in the point of view in the translation. The translator also translates a phrase *get off on the wrong foot* into *berkelahi*, where he replaces stylistic effect from the ST. It means that compensation technique is applied by the translator.

2.3. Directive Speech Acts Translated Using Triplet Technique

There are 4 data of directive speech acts which are translated using triplet techniques. Those translation techniques are transposition + borrowing + linguistic compression, transposition + reduction + variation, transposition + reduction + linguistic amplification, transposition + linguistic amplification + variation. The number of data that use triplet techniques can be seen in the table below:

Table.4.4: *Triplet Techniques used in Translating the Directive Speech Acts*

No.	Translation Techniques	Number of Datum	Total	Percentage
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1.	Transposition + Linguistic Amplification + Variation	68, 82	2	50%
2.	Transposition + Variation + Reduction	13	1	25%
3.	Transposition + Linguistic Compression + Borrowing	61	1	25%
Total			4	100%

1. **Transposition + Linguistic Amplification + Variation**

This technique is combination between transposition, reduction and linguistic amplification technique. It is done by changing the grammatical category, changing the linguistic and paralinguistic elements, and also adding linguistic elements in the TT. There are 2 data (50%) of directive speech act which are translated using this technique. They are commanding directive speech acts. This is the example of directive speech act which is translated using transposition + variation + linguistic amplification technique:

Example 32:

“Get back downstairs!”

ST/68/01:05:47

“Turunlah kembali ke bawah!”

TT/68/01:05:46

Example 32 is a directive speech act of commanding translated using transposition + variation + linguistic amplification technique. There is changing of grammatical category from the ST into the TT. The translator uses transposition technique to translate the phrase *Get back* from the ST into the word *Turunlah*. The adding of suffix *-lah* in the translation marks that the variation technique is also applied. Moreover, the translator also applies linguistic amplification by adding the phrase *ke bawah* in the TT.

2. Transposition + Variation + Reduction

This technique is combination between transposition, variation and reduction technique. It is done by changing the grammatical category, changing linguistic and paralinguistic elements and also suppressing the ST information items in the TT. There is 1 datum (25%) of directive speech act which is translated using this technique. It is requesting directive speech act. This is the datum which is translated using transposition + variation + reduction technique:

Example 30:

“Would you be a dear and go get them for me?”

ST/13/00:08:05

“Maukah kau mengambilkannya untukku?”

TT/13/00:08:05

The source text is compound sentence while the target text is simple sentence. It means there is transposition technique applied by the translator. Moreover, the

transposition also occurs in translation a phrase *go get them* into a word *mengambilkannya*. It means there is grammatical changing in the translation. The translator also applies reduction technique by suppressing a phrase *be a dear* from the ST. Then, the suffix *-kah* in translation of the word *Would* into *Maukah* marks the variation technique is also applied by the translator.

3. Transposition + Linguistic Compression + Borrowing

This technique is combination between transposition, linguistic compression, and borrowing technique. In other words, transposition + linguistic compression + borrowing technique is done by changing the grammatical category, synthetizing linguistic elements in the TT and also taking words or expression straight from the ST. There is 1 datum (25%) of directive speech acts which is translated using this technique. It is a datum of requesting directive speech act. Here is the datum of directive speech act translated using transposition + linguistic compression + borrowing technique:

Example 29:

“Sure, why don't you go ahead and adopt him?”

ST/61/01:04:57

“Tentu, mengapa tak sekalian kau adopsi saja dia?”

TT/61/01:04:57

The translator translates a phrase *go ahead* into a word *sekalian*. It means that there is changing of the grammatical categorize from a phrase in the ST to be a word in the TT. The translator also synthetizes linguistic element by removing a word *and* from the ST that makes the compound sentence in the ST become simple sentence in the TT. Moreover, there is naturalized borrowing applied in the translation when the translator translates the word *adopt* from the ST into *adopsi* in the TT.

2.4. Directive Speech Acts Translated Using Quatrain Technique

There is 1 data of directive speech acts which is translated using quatrain technique. It is combination of four techniques in translating one text. This technique is combination between transposition, linguistic amplification, generalization and borrowing technique. In other words, transposition + linguistic amplification + generalization + borrowing technique is done by changing grammatical category, adding linguistic elements in the TT, using general or neutral terms in the TT and also taking words or expression straight from the ST. There is 1 datum of directive speech acts translated using this technique. It is a datum of questioning directive speech act. Here is the datum of directive speech act translated using transposition + linguistic amplification + generalization + borrowing technique:

Example 28:

“Why aren't you like other kids, break dancing and wearing bell-bottoms, and playing the Donkey Kongs?”

ST/35/00:33:19

“Mengapa kau tak seperti anak lainnya yang suka berdansa dengan celana panjang mereka dan bermain Donkey Kongs?”

TT/35/00:33:19

The transposition technique is applied by the translator in translating the word *kids* from the ST into *anak* in the TT. The word ‘*kids*’ in the ST has plural meaning, while the word ‘*anak*’ in the TT has singular meaning. It means there is grammatical changing applied by the translator. Moreover, this technique is also applied by the translator in translating the phrase *break dancing* from the ST into the *berdansa* in the TT. The translator also applies linguistic amplification by adding a phrase *yang suka* in the TT. Generalization technique is also applied in the translation in translating the phrase *bell-bottoms* from the ST into *celana panjang* in the TT. The *bell-bottoms* is kind of trousers, it means that the translator changes subordinate terms in the ST into super ordinate terms in the TT. The translator also takes the words *donkey kongs* from the ST in the TT without naturalizes it. It means that the translator also applies pure borrowing technique in the translation.

3. Translation Quality Analysis

The quality of translation is assessed from three important aspects. They are accuracy, acceptability, and readability aspect. In assessing the accuracy and the acceptability of translation, three raters are involved in this research. To assess the

readability of translation, three respondents are also involved. In assessing the translation quality, the questionnaire is given to the raters and respondents. The raters and respondents give their assessments toward the quality of translation base on the parameters given. If there are differences in the assessments, interview is hold to discuss about the data.

3.1. The Accuracy of Translation

Accuracy is one of the important aspects that have to assess by the raters. The assessment of accuracy is done in order to know whether the translation is transferred the messages from the ST to the TT accurately or not. The accuracy measurement is done by following the scale of accuracy adapted from Nababan, 2010. The raters give 3 score for accurate translation, 2 score for less accurate translation, and 1 score for inaccurate translation. In scoring the data, the raters refer to the parameter of accuracy measurement given to them in the questionnaire.

There are 73 data of directive speech acts categorized as accurate translation, 8 data of directive speech acts categorized as less accurate translation, and 1 datum of directive speech act categorized as inaccurate translation. The table below explains the result of the accuracy assessment of the translation:

Table.4.5: *The Accuracy Level of Translation*

No.	Accuracy Level	Number of Datum	Total	Percentage
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1.	Accurate	02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81	74	90.2%
2.	Less Accurate	01, 13, 19, 26, 41, 43, 82	7	8.6%
3.	Inaccurate	20	1	1.2%
Total			82	100%

A. Accurate Translation

The translations are categorized as accurate translation if the whole meaning of words, phrases, clauses, or sentences in the Source text is conveyed in the target text. There are no distortions meaning (Nababan, 2010). Most of directive speech acts in the dialogues of the film entitled: *The Lorax* are translated accurately by the translator. There are 74 data (90.2%) of directive speech acts are categorized as

accurate translation. They are the example of data categorized as accurate translations:

Example 1:

“Do you like it?”

ST/04/00:05:41

“*Apa kau menyukainya?*”

TT/04/00:05:41

Example 1 is a directive speech act of questioning. It is a dialogue between Audrey and Ted. Ted visits Audrey’s house to take his modal airplane which is landed in Audrey’s backyard, Audrey shows her painting in the wall to Ted. She asks Ted’s opinion about her painting.

This datum is categorized as accurate translation. The whole meaning is transferred well in the translation. There are no distortions meaning and there are no words which are not translated in the translation. The translator translates the questioning directive speech act above accurately.

Example 2:

“Get out of here and leave me alone!”

ST/18/00:15:30

“*Pergilah dari sini dan biarkan aku sendiri!*”

TT/18/00:15:30

It is a dialogue between the Once-ler and Ted. Ted visits the Once-ler's house for the first time, the Once-ler tries to repel him. The Once-ler does not like if there is someone visits him.

This commanding directive speech act is categorized as accurate translation. The whole meaning of words, phrases, clauses, and sentence are translated accurately by the translator. There are no words which are not translated by the translator. There are no distortions meaning also in the translation.

Example 3:

“No, you can't come in my room!”

ST/66/01:05:33

“*Tidak, kalian tak boleh masuk ke kamarku!*”

TT/66/01:05:33

Mr. Aloysius O'Hare and his body guards visits Ted's house. Mr. O'Hare intends to grab the Truffula seed from Ted. Mr. O'Hare and his bodyguards try to enter Ted's room to get that seed. Then, Ted tried to prohibit them entering his room.

The word *you* in the ST are refers to Mr. O'Hare and his bodyguards. Therefore, the translation belongs to accurate translation. The translator translates the word *you* from the ST into *kalian* in the TT. Moreover, the whole message in the ST is conveyed fully in the TT without any distortion meaning. The source text and target text has same meaning as a prohibition delivered by Ted to Mr. Aloysius

O'Hare and his body guards. It means that translator is successful in delivering the meaning from the ST to the TT.

B. Less Accurate Translation

The translation is categorized as less accurate translation if most of the meaning of words, phrases, clauses, or sentences in the ST is conveyed accurately in the target text although there are still distortions in the meaning (Nababan, 2010). There are 7 data (8.6%) of directive speech act which are categorized as less accurate translation. The examples of the less accurate data will be delivered as follows:

Example 1:

“Did your ball land in my backyard again?”

ST/01/00:05:12

“*Apa bolamu jatuh di halamanku lagi?*”

TT/1/00:05:12

It is a dialogue between Audrey and Ted. Ted visits Audrey's house for the umpteenth time to take his model airplane which is always dropped by him purposely. Audrey asks to Ted whether he visits her home to pick up the ball which lands again in Audrey's backyard or not.

This datum is categorized as less accurate translation. The most of the meaning of words, phrases, or sentence are conveyed accurately in the TT. The translation of the phrase *back yard* in the TT is *halaman*. It makes the meaning is not transferred fully and clearly in the TT.

Example 2:

“Don't let the boot hit you on the way out.”

ST/19/00:15:32

“*Jangan sampai ditendang sepatu saat keluar.*”

TT/19/00:15:32

Example 2 is a dialogue of the Once-ler and Ted. The Once-ler warns Ted, after Ted says goodbye to him. After walking a few steps, there is a boot kicks Ted suddenly.

This warning directive speech act is categorized as less accurate translation. There is ambiguity in the translation of the word *boot* into *sepatu*. The meaning of the translation is not so clearly conveyed in the TT.

Example 3:

“So, has he told you how to get a tree yet?”

ST/43/00:45:45

“*Jadi, apa dia memberitahumu cara menumbuhkan pohon?*”

TT/43/00:45:45

Example 3 is a dialogue between Grammy and Ted. She asks Ted in the way home after hearing Ted's story. She asks whether the Once-ler has told him how to get the tree or not yet. This datum is categorized as less accurate translation because there is misleading translation in translating the phrase *how to get* into *cara menumbuhkan*. The translator should translate it into *cara mendapatkan* in the TT.

C. Inaccurate Translation

The datum is categorized as inaccurate translation if the meaning of words, phrases, clauses, or sentences in the ST is not conveyed accurately in the target text (Nababan, 2010). there is only 1 datum which is categorized as inaccurate translation.

Here is the datum:

“Can we start not So long ago, maybe?”

ST/20/00:16:46

“*Bisa tak kita mulai dari dahulu kala?*”

TT/20/00:16:46

The datum above is a dialogue between Ted and the Once-ler. Ted visits the Once-ler’s house to find out about the trees. Ted requested the Once-ler to start the story not so long ago when the Once-ler starts to tell him about the beginning of the loss of trees.

This translation is categorized as inaccurate translation because the meaning of the words, phrases, and sentence is not transferred accurately by the translator. This translation has opposite meaning from the ST. It is better, if the translator translate this utterance into *Bisakah kita tak memulainya dari dahulu kala?*.

3.2. The Acceptability of Translation

The assessment of acceptability is done in order to know whether the translation is transferred naturally to the TT or not. The accuracy measurement is

done by following the scale of acceptability adapted from Nababan, 2010. The raters give 3 score for acceptable translation, 2 score for less acceptable translation, and 1 score for unacceptable translation. In scoring the data, the raters refer to the parameter of acceptability measurement given to them in the questionnaire.

There are 65 data of directive speech acts categorized as acceptable translation and 17 data of directive speech acts categorized as less acceptable translation. The table below is the result of the acceptability assessment of the translation:

Table.4.6: *The Acceptability Level of Translation*

No.	Acceptability Level	Number of Datum	Total	Percentage
1.	Acceptable	01, 02, 03, 04, 07, 08, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 34, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80	66	80.5%
2.	Less Acceptable	05, 06, 09, 15, 17, 20, 28, 30, 31, 32, 33, 35, 38, 53, 81, 82	16	19.5%
Total			82	100%

A. Acceptable

The translations are categorized as acceptable translation if the translation sounds natural; the using of technical term is familiar to the reader. The using of the phrase or the sentences has been accomplished to the Indonesian grammar (Nababan, 2010). In other words, the translations are acceptable if the reader do not feel like reading a text of translation version. Most of directive speech acts in the dialogues of the film entitled: *The Lorax* are translated accurately by the translator. There are 65 data (90.2%) of directive speech acts which are categorized as acceptable translation. They are the examples of the data categorized as acceptable translations:

Example 1:

“Get out of here and leave me alone!”

ST/18/00:15:30

“*Pergilah dari sini dan biarkan aku sendiri!*”

TT/18/00:15:30

Example 1 is a dialogue between the Once-ler and Ted. Ted visits the Once-ler's house to find out about the trees. The Once-ler feels uncomfortable when Ted visits him, so he tries to expel Ted from his home.

It is categorized as acceptable translation because the using of the words, phrase and the sentence has been accomplished to the Indonesian grammar. The translation feels natural in the TT.

Example 2:

“Don't move an inch.”

ST/48/ 00:50:07

“*Jangan bergerak.*”

TT/48/ 00:50:07

It is a dialogue between the Lorax and the Once-ler and his family. The Lorax feels that the forest safety can be damaged by the arrival of the Once-ler with his family. They will build a factory in the forest that he guarded. The Lorax tries to stop them.

Example 2 is categorized as acceptable translation. Although there is a phrase *an inch* that is not translated by the translator, it does not make the acceptability of this translation is reduced. The using of the distance unit *inch* is not appropriate in the TT.

Example 3:

“Let's not get off on the wrong foot here.”

ST/49/00:50:27

“*Jangan kita berkelahi disini.*”

TT/49/00:50:27

Example 3 is a dialogue between the Once-ler and the Lorax. The Lorax that feels uncomfortable with the coming of the Once-ler's family tries to stop them.

Then, there is a dispute between them. The Once-ler tries to stop the fight between the Lorax and his family.

The translation of this utterance is categorized as acceptable translation. The translator uses the words, phrases, and sentence which are appropriate in the target text. There is no unfamiliar words, phrase, or terms that is used by the translator.

B. Less Acceptable

The translation is categorized as less accurate translation if the translation sounds natural generally. However, there are some problems regarding with the using of technical term or some grammatical mistakes. Most of the meaning of words, phrases, clauses, or sentences in the ST is conveyed accurately in the target text although there are still distortions in the meaning (Nababan, 2010). There are 16 data (8.6%) of directive speech act which are categorized as less acceptable translation. The examples of the less acceptable data will be delivered as follows:

Example 1:

“Are you the Once-ler?”

ST/17/00:15:24

“*Apa kau Once-ler?*”

TT/17/00:15:23

Example 1 is a dialogue between Ted to the Once-ler. Ted visits the Once-ler's house to find out about the trees. After seeing the nameplate on the door of the house, Ted tries to ring the doorbell. Then, a big hammer hit the board that he stepped

on and makes him bounce into the air. Before he falls to the ground, a strap pulls him up right in front of the window of the Once-ler's room. In the middle of Ted's fear and shock, he asks the Once-ler.

This translation is categorized as less acceptable translation because the using of the word *kau* in the TT language and culture is not accepted since the interlocutor is older than the speaker. It is better if the translator uses the word *anda* to translate the word *you* from the ST.

Example 2:

"You need to change that door bell."

ST/33/00:33:06

"*Kau perlu merubah bel pintumu.*"

TT/33/00:33:06

It is a dialogue between Ted and the Once-ler. Ted visits the Once-ler's house for the second time. Before a hammer makes him bounce again into the air, Ted jumps into the front yard of the house after rang the doorbell. The Once-ler's bell is a unique door bell. The doorbell can make a hammer hit the wood floor and make everyone who press it bounce into the air.

This translation is categorized into less accurate translation. The translation feels less natural and stiff. The using of the word *merubah* does not quite suitable in this sentence. The word *change* from the ST is more suitable if it is translated into

mengganti rather than translated into *merubah* in the TT. In here, Ted wants the Once-ler changes his odd doorbell be a normal bell that cannot hurt him.

Example 3:

“How did my bed get in the river?”

ST/38/00:38:52

“*Bagaimana bisa kasurku di sungai?*”

TT/38/00:38:52

It is a dialogue between the Once-ler and The Lorax. The Once-ler wakes up and shocks when realizing that his bed is floating in the river. Before the Once-ler and his bed fall into the waterfall the Lorax helps him. The Once-ler is thrown to the ground. After awakening from his unconscious, he wonders how the mattress can be washed away in the river.

The translation is categorized as less acceptable translation. The structure of this questioning sentence is less natural and stiff. It makes this translation become less acceptable in the TT.

3.3. The Readability of Translation

The last important aspect that has to be assessed is the readability of translation. The readability of translation related to the readers understanding. The assessment of the readability is done in order to know whether the translation is easy to understand by the readers or not. The accuracy measurement is done by following

the scale of readability adapted from Nababan, 2010. The respondents are given questionnaire to assess the readability of the translation. The respondents are the elementary school students.

There are 70 data of directive speech acts categorized as readable translation, 10 data of directive speech acts are categorized as less readable translation, and 2 data of directive speech acts are categorized as unreadable translation. The table below is the result of the readability assessment of the translation:

Table.4.7: *The Readability Level of Translation*

No.	Readability Level	Number of Datum	Total	Percentage
1.	Readable	01, 02, 03, 04, 05, 07, 08, 09, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 66, 67, 68, 69, 70, 71, 72, 73, 75, 76, 77, 78, 79, 80	70	85.4%
2.	Less Readable	06, 10, 19, 30, 31, 36, 62, 65, 74, 81, 82	11	13.4%
3.	Unreadable	51	1	1.2%

Total	82	100%
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A. Readable

The translations are categorized as readable translation if the readers are easy to understand the translation without have to reread it. Most of the translation of directive speech acts in the dialogues of the film entitled: *The Lorax* are categorized as readable translation. There are 70 data (90.2%) of directive speech acts are categorized as readable translation. They are the examples of the data categorized as readable translations:

Example 1:

“Who are you and what are you doing here?”

ST/16/00:15:18

“*Siapa kau dan apa yang kau lakukan disini?*”

TT/16/00:15:18

Example 1 is a dialogue between the Once-ler and Ted. Ted visits the Once-ler's house to find out about the trees. The Once-ler is used to being alone, so he feels disturbed when Ted visited him.

The translation of this directive speech act is categorized as readable translation. The respondents are easy to understand the sentence without need to reread the text. There are no difficult words used by the translator in the TT.

Example 2:

“Okay, Pipsqueak, give me your hand.”

ST/37/00:36:28

“Baik, Pipsqueak, ulurkan tanganmu.”

TT/37/00:36:28

It is a dialogue between the Lorax and Pipsqueak. Pipsqueak floats in the river with the Once-ler and the Lorax tries to help him. The Lorax asks Pipsqueak to grab his hands.

The translation of this directive speech act is categorized as readable translation. The choice of words in the TT is easy to understand. The respondents can capture the messages of the translation without have to read it twice.

Example 3:

“Brett, Chet, set up the RV!”

ST/46/00:49:32

“Brett, Chet, persiapkan kendaraannya!”

TT/47/00:49:32

Example 3 is a commanding directive speech act of the Once-ler’s mom to her sons. After the Once-ler’s family arrives in the forest, the Once-ler’s mom asks her sons to set their RV because the Once-ler invites them to work.

The translation of this directive speech act is categorized as readable translation. The translator decides to use the word *kendaraan* to translate the word *RV*. So, the respondents can be easy in understanding the message of the utterance.

B. Less Readable

The translation is categorized as less accurate translation if the readers are quiet easy to understand the text. They still need to reread the text to get the messages. There are 11 data (8.6%) of directive speech act which are categorized as less acceptable translation. The examples of the less acceptable data will be delivered as follows:

Example 1:

“What's its purpose?”

ST/10/00:07:17

“*Apa tujuannya?*”

TT/10/00:07:17

Example 1 is a dialogue between Mom and Ted. Ted asks his mom in their lunch time about how to find a tree. The translation of this questioning directive speech act is categorized as less readable translation. To get the message, the respondents need to replay the previous scene. They are little bit confused in the word *tujuan* is refers to. After replaying the previous scene, they can understand the message of the text.

Example 2:

“No, you can't go up there!”

ST/65/01:05:27

“Tidak, kau tak boleh naik ke atas!”

TT/65/01:05:27

It is a dialogue between Ted and Mr. O'Hare and his body guards. Mr. O'Hare and his body guards try to enter Ted's room forcibly. Ted tried to stop them because he will not let them get his seed.

The translation of this directive speech act is categorized as less readable translation. The respondents get confused toward the word *kau* in the translation. They are confused by the word *kamu* is actually refers to whom. After seeing the scene for the second time, finally they get the message.

Example 3:

“You won't get away with this, boy!”

ST/74/01:08:42

“Kau tak akan bisa kabur dengan itu, nak!”

TT/74/01:08:42

It is a dialogue between Mr. Aloysius O'Hare to Ted, Grammy, and Audrey. Mr. O'Hare and his body guards try to stop them and grab the seed when they want to plant the seed in the city park by riding a motorcycle.

The translation of this directive speech act is categorized as less readable translation. The respondents are not so easy in understanding the translation. They get confused in the word *itu* is refers to.

C. Unreadable

The translation is categorized as unreadable translation if the readers are hardly understand in reading the translation. There is only one datum which is categorized as unreadable translation. Here is the datum:

“Be careful which way you lean.”

ST/50/00:51:13

“Berhati - hatilah kau condong ke arah mana.”

TT/51/00:51:13

After a debate between the Lorax and the Once-ler’s family, the Lorax choose to give in and leave them. Before leaving, he gives a warning to the Once-ler by his utterance.

The translation of this directive speech act is categorized as unreadable translation. The respondents are difficult to get the point of the text after reading and replying the scene more than two times. The choice of words which are used by the translator is difficult to be understood by the respondents.

B. Discussion

The aims of this part are discussing and explaining the research findings in order to answer the problem statements. In this research, there are three problem statements that have to be answered. First, this research analyses the types of directive speech acts which are found in the dialogues of the film entitled: *The Lorax*. Second, this research analyses the translation techniques applied by translator in translating sentences which are accommodating directive speech acts in the film entitled: *The Lorax*. Third, this research also analyses the impact of the techniques used in the translating the sentences which are accommodating directive speech acts in the film entitled: *The Lorax* to the quality of translation in terms of accuracy, acceptability, and readability.

1. Types of Directive Speech Acts Found in the Dialogues of the Film Entitled: *The Lorax*

In this research, there are nine types of directive speech acts found in the dialogues of the film entitled: *The Lorax*. They are questioning, commanding, requesting, inviting, warning, prohibiting, offering, challenging, and suggesting. The first is questioning directive speech act. The questioning directive speech acts found in the dialogues of the film entitled: *The Lorax* consist of yes/no question and question-word question. Almost all the characters in this film utter this type of

directive speech act. There are 37 data (45.1%) of directive speech acts classified as questioning directive speech acts. The second is commanding directive speech act. The commanding directive speech acts in this film are uttered by people who have more power than the hearer. The speakers are people who have a position or have a major influence in the community. In other words, the commanding directive speech acts in this film are uttered by the characters that have higher social status than the hearer. There are 19 data (23.3%) of directive speech acts categorized as commanding. The third is requesting directive speech acts. The request is usually uttered indirectly in form of interrogative sentence. In, this film, this type of directive speech act is usually used for the young characters to ask the older characters do something respectfully. Moreover, requesting directive speech act is also uttered by the speaker that has close relationship with the hearer. The close relationship between them can be seen when the speaker states the hearer's name in his request. There are 6 data (7.3%) of directive speech acts categorized as requesting. The fourth is warning directive speech acts. There are three conditions which make the speaker utters warning in the film entitled: *The Lorax*. First, the speaker utters a warning when he feels threatened by the hearer's action. Second, the speaker utters a warning when he thinks that the hearer is doing can hurt himself. The last, the speaker utters it when he thinks the hearer is doing can hurt the others. There are 5 data (6.1%) of directive speech acts categorized as warning.

The next directive speech act found in the dialogues of the film entitled: *The Lorax* is inviting. In uttering an inviting directive speech act in the dialogues of this film, the characters use the words 'let's' in their speech. There are 5 data (6.1%) of directive speech acts categorized as inviting. The sixth type is prohibiting directive speech acts. In this film, the characters use prohibiting directive speech acts to make the hearer not to do something or stop what the hearer is doing by their utterance. They use the words 'No' or 'Don't' in their sentence in uttering a prohibiting directive speech act. There are 5 data (6.1%) of directive speech act categorized as prohibiting. The challenging is the seventh type of directive speech act found in the dialogues of the film entitled: *The Lorax*. In the dialogues of this film, the challenging directive speech acts are uttered in form of interrogative and imperative sentences. There are 2 data (2.4%) of directive speech act categorized as challenging. The next type is offering directive speech acts. In the dialogues of this film, the offering directive speech acts are uttered by the speaker in interrogative form. There are 2 data (2.4%) of directive speech acts which are classified as offering. The last type of directive speech acts found in the film entitled: *The Lorax* is suggesting. In the dialogues of the film, there is 1 data (1.2%) of directive speech act categorized as suggesting and it is a dialogue of Ted to the Once-ler.

2. The Techniques Used in Translating the Directive Speech Acts

Translation techniques proposed by Molina and Albir are used to analyze the technique used in translating the directive speech acts found in the dialogues of the film entitled: *The Lorax*. There are four variants of translation techniques used by the translator in translating directive speech acts in the dialogues of this film. They are: directive speech acts translated using one translation technique (single technique), directive speech acts translated using two translation techniques (couplet technique), directive speech acts translated using three techniques of translation (triplet technique), and directive speech act translated using four techniques of translation (quatrain techniques).

A. Single Technique

There are 60 data (73.2%) of directive speech acts translated using one translation technique. They are divided into 8 techniques of translation. Those translation techniques are:

a. Literal Translation

Literal technique is used to translate 20 data of directive speech acts. Those data are comprised of 14 data of questioning directive speech act, 3 data of commanding directive speech act, and 2 data of requesting directive speech act, and 1 datum of prohibiting directive speech act.

b. Transposition

Transposition technique is used to translate 15 data of directive speech acts.

They consist of: 5 data of questioning directive speech act, 3 data of warning directive speech act, 2 data of prohibiting directive speech act, 2 data of inviting directive speech act, 2 data of commanding directive speech act, and 1 datum of requesting directive speech act.

c. Linguistic Compression

This technique is used to translate 14 data of directive speech acts. They consist of 8 data of questioning directive speech act, 2 data of commanding directive speech act, 1 datum of offering directive speech act, 1 datum of requesting directive speech act, 1 datum of suggesting directive speech act, and 1 datum of inviting directive speech act.

d. Linguistic Amplification

Linguistic amplification is used to translate 6 data of directive speech acts. They consist of: 4 data of questioning directive speech acts, 1 datum of commanding directive speech act, and 1 datum of challenging directive speech act.

e. Reduction

Reduction technique is used to translate 2 data of directive speech acts. The data consist of: 1 datum of commanding directive speech acts, and 1 datum of questioning directive speech act.

f. Generalization

Generalization technique is used to translate 1 datum of directive speech act.

It is questioning directive speech act.

g. Borrowing

This technique is used to translate 1 datum of directive speech act. It is a commanding directive speech act.

h. Particularization

This technique is used to translate 1 datum of directive speech act. It is directive speech act of questioning.

B. Couplet Techniques

There are 17 data (20.7%) of directive speech acts translated using couplet techniques. Those are the variations of couplet techniques used by the translator:

a. Transposition + Variation

This technique is used to translate 10 data of directive speech acts. They consist of; 6 data of commanding directive speech acts, 1 datum of questioning directive speech act, 1 datum of requesting directive speech act, 1 datum of warning directive speech act, 1 datum of challenging directive speech act.

b. Transposition + Generalization

This technique is used to translate 3 data of directive speech acts. They are 2 data of commanding directive speech acts and 1 datum of warning directive speech act.

c. Transposition + Linguistic Compression

This technique is used to translate 2 data of directive speech acts. They are 1 datum of questioning directive speech act and 1 datum of inviting directive speech act.

d. Transposition + Linguistic Amplification

This technique is used to translate 1 datum of directive speech act. It is a datum of prohibiting directive speech act.

e. Compensation + Modulation

This technique is used to translate 1 datum of directive speech act. It is a datum of inviting directive speech act.

C. Triplet Techniques

There are 4 data (4.9%) of directive speech acts translated using triplet techniques. Those are the variations of triplet techniques used by the translator:

a. Transposition + Linguistic Amplification + Variation

This technique is used to translate 2 data of directive speech acts. They are commanding directive speech acts.

b. Transposition + Variation + Reduction

This technique is used to translate 1 datum of directive speech act. It is a requesting directive speech act.

c. Transposition + Linguistic Compression + Borrowing

This technique is used to translate 1 datum of directive speech act. It is a datum of requesting directive speech act.

D. Quatrain Technique

There is only one datum (1.2%) which is translated using this technique. Here is the variation of quatrain technique:

- Transposition + Linguistic Amplification + Generalization + Borrowing technique:

This technique is used to translate 1 datum of directive speech ac. It is a datum of questioning directive speech act.

3. The Impact of the Techniques Used to the Quality of Translation

The table below shows the correlation between types of directive speech act, the technique used by the translator, and the impact of the technique used to the quality of the translation in terms of accuracy, acceptability, and readability:

Table.4.8: *The Correlation between Types of Directive Speech Acts, Translation Techniques Used, and Translation Quality*

No ·	Types of Directive Speech Acts	Translation Technique	Accuracy			Acceptability			Readability		
			Accurate	Less Accurate	Inaccurate	Acceptable	Less Acceptable	Unacceptable	Readable	Less Readable	Unreadable
1.	Questioning	Literal	13 (16%)	1 (1.2%)		11 (13%)	3 (3.6%)		12 (15%)	2 (2.4%)	
		Linguistic Compression	8 (9.8%)			7 (8.5%)	1 (1.2%)		8 (9.8%)		
		Transposition	5 (6%)			3 (3.6%)	2 (2.4%)		5 (6%)		
		Linguistic Amplification	4 (4.8%)			2 (2.4%)	2 (2.4%)		3 (3.6%)	1 (1.2%)	
		Reduction	1 (1.2%)			1 (1.2%)			1 (1.2%)		
		Generalization		1 (1.2%)		1 (1.2%)			1 (1.2%)		
		Particularization	1 (1.2%)			1 (1.2%)			1 (1.2%)		
		Transposition + Variation	1 (1.2%)			1 (1.2%)				1 (1.2%)	
		Transposition + Linguistic Compression		1 (1.2%)		1 (1.2%)			1 (1.2%)		
		Transposition + Linguistic Amplification + Generalization + Borrowing	1 (1.2%)				1 (1.2%)		1 (1.2%)		
Total Questioning Directives			34	3		28 (34%)	9 (11%)		33 (40%)	4 (4.8%)	

			(41%)	(3.6%)			
2.	Commanding	Literal	3 (3.6%)		3 (3.6%)		3 (3.6%)
		Transposition	2 (2.4%)		2 (2.4%)		2 (2.4%)
		Linguistic Compression	2 (2.4%)		2 (2.4%)		2 (2.4%)
		Linguistic Amplification	1 (1.2%)		1 (1.2%)		1 (1.2%)
		Borrowing	1 (1.2%)		1 (1.2%)		1 (1.2%)
		Transposition + Variation	7 (8.5%)		6 (7.3%)	1 (1.2%)	7 (8.5%)
		Transposition + Generalization	2 (2.4%)		1 (1.2%)	1 (1.2%)	2 (2.4%)
		Transposition + Linguistic Amplification + Variation	1 (1.2%)		1 (1.2%)		1 (1.2%)
Total Commanding			18 (22%)	1 (1.2%)	15 (18%)	4 (4.8%)	17 (21%) 2 (2.4%)
3.	Requesting	Literal	2 (2.4%)		2 (2.4%)		2 (2.4%)
		Linguistic Compression		1 (1.2%)		1 (1.2%)	1 (1.2%)
		Transposition	1 (1.2%)		1 (1.2%)		1 (1.2%)
		Transposition + Variation	1		1 (1.2%)		1 (1.2%)

		(1.2%)					
		Transposition + Variation + Reduction	1 (1.2%)	1 (1.2%)	1 (1.2%)		
Total Requesting		4 (4.8%)	1 (1.2%)	1 (1.2%)	5 (6%)	1 (1.2%)	6 (7.3%)
4.	Warning	Transposition	1 (1.2%)	2 (2.4%)	2 (2.4%)	1 (1.2%)	1 (1.2%) 2 (2.4%)
		Transposition + Variation	2 (2.4%)	2 (2.4%)			1 (1.2%) 1 (1.2%)
Total Warning		3 (3.6%)	2 (2.4%)	4 (4.8%)	1 (1.2%)	1 (1.2%)	3 (3.6%) 1 (1.2%)
5.	Inviting	Transposition	2 (2.4%)	2 (2.4%)			2 (2.4%)
		Linguistic Compression	1 (1.2%)	1 (1.2%)			1 (1.2%)
		Compensation + Modulation	1 (1.2%)	1 (1.2%)			1 (1.2%)
		Transposition + Linguistic Compression	1 (1.2%)	1 (1.2%)			1 (1.2%)
Total Inviting		5 (6%)			5 (6%)	4 (4.8%)	1 (1.2%)
6.	Prohibiting	Literal	1 (1.2%)	1 (1.2%)			1 (1.2%)
		Transposition	2 (2.4%)	2 (2.4%)			1 (1.2%) 1 (1.2%)
		Reduction	1 (1.2%)	1 (1.2%)			1 (1.2%)
		Transposition	1	1 (1.2%)			1 (1.2%)

		+ Linguistic Amplification	(1.2%)							
			(1.2%)							
	Total Prohibiting		5 (6%)		5 (6%)			4 (4.8%)	1 (1.2%)	
7.	Challenging	Linguistic Amplification	1 (1.2%)		1 (1.2%)			1 (1.2%)		
		Transposition + Variation	1 (1.2%)		1 (1.2%)			1 (1.2%)		
	Total Challenging		2 (2.4%)		2 (2.4%)			2 (2.4%)		
8.	Offering	Linguistic Compression	1 (1.2%)		1 (1.2%)			1 (1.2%)		
		Transposition + Linguistic Compression + Borrowing	1 (1.2%)		1 (1.2%)			1 (1.2%)		
	Total Offering		2 (2.4%)		2 (2.4%)			2 (2.4%)		
9.	Suggesting	Linguistic Compression	1 (1.2%)			1 (1.2%)		1 (1.2%)		
	Total Suggesting		1 (1.2%)			1 (1.2%)		1 (1.2%)		
	TOTAL		74 (90%)	7 (8.5%)	1 (1.2%)	66 (80%)	16 (23%)	-	70 (85%)	11 (13%)
										1 (1.2%)

1. Questioning Directive Speech Acts

In translating 37 data (45%) of questioning directive speech acts, the translator uses many kinds of translation techniques. There are literal translation, linguistic compression, transposition, linguistic amplification, reduction, generalization, particularization, transposition + variation, transposition + linguistic compression, transposition + linguistic amplification + generalization + borrowing. They are the techniques and the impact to the quality of translation:

- a. The literal translation technique is used to translate 14 data (17%) of questioning directive speech acts. The 13 data (16%) of them are accurate and 1 datum (1.2%) is less accurate. The 11 data (13%) of them belong to acceptable translation and 3 data (3.6%) belong to less acceptable translation. The 12 data (15%) of them belong to readable translation and 2 (2.4%) of them belong to less readable translation.
- b. The linguistic compression technique is used to translate 8 data (9.8%) of questioning directive speech acts which all of the data are accurate and readable. However, the 7 (8.5%) data of them belong to acceptable translation and one of them (1.2%) belongs to less acceptable translation.
- c. The transposition technique is used to translate 5 data (6%) of questioning directive speech acts which all of the data are accurate and readable. However, there are 2 data (2.4%) of them belong to less acceptable and the rest are acceptable translation.

- d. The linguistic amplification technique is used to translate 4 data (4.8%) of questioning directive speech act which all the data are accurate. However, there are 2 data (2.4%) of them belong to acceptable and 2 data (2.4%) belong to less acceptable. Moreover, there are 3 data (3.6%) categorized as readable translation and the rest is less readable translation.
- e. The reduction technique is used to translate 1 datum (1.2%) of questioning directive speech act and it is accurate, acceptable, and readable.
- f. The generalization technique is used to translate 1 datum (1.2%) of questioning directive speech act and it is less accurate, acceptable, and readable translation.
- g. The particularization technique is used to translate 1 datum (1.2%) of questioning directive speech act and it is accurate, acceptable, and readable translation.
- h. The transposition + variation technique is used to translate 1 datum (1.2%) of questioning directive speech act and it is accurate, acceptable, and less readable translation.
- i. The transposition + linguistic compression technique is used to translate 1 datum (1.2%) of questioning directive speech act and it is less accurate, acceptable, and readable translation.
- j. The transposition + linguistic amplification + generalization + borrowing technique is used to translate 1 datum (1.2%) of questioning directive speech act and it is accurate, less acceptable, and readable translation.

2. Commanding Directive Speech Acts

There are 19 data (23%) of commanding directive speech acts found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 8 variations of translation techniques. They are the technique used and the impact to the quality of commanding directive speech acts translation:

- a. The literal translation technique is used to translate 3 data (3.6%) of commanding directive speech acts which all of the translations are accurate, acceptable, and readable.
- b. The transposition technique is used to translate 2 data (2.4%) of commanding directive speech acts which all of the translations are accurate, acceptable, and readable.
- c. The linguistic compression technique is used to translate 2 data (2.4%) of commanding directive speech acts which all of the translations are accurate, acceptable, and readable.
- d. The linguistic amplification technique is used to translate 1 datum (1.2%) of commanding directive speech act and it is accurate, acceptable, and readable translation.
- e. The borrowing technique is used to translate 1 datum (1.2%) of commanding directive speech act and it is accurate, less acceptable, and less readable.
- f. The transposition + variation technique is used to translate 7 data (8.5%) of commanding directive speech acts which all of the translations are accurate and readable. However, there is one datum categorized as less acceptable

translation and the 7 data (8.5%) of them categorized as acceptable translation.

- g. The transposition + generalization technique is used to translate 2 data (2.4%) of commanding directive speech acts which all of the translation are accurate and acceptable. There is one datum categorized as acceptable translation and one datum categorized as less acceptable translation.
- h. The transposition + linguistic amplification + variation technique is used to translate 1 datum (1.2%) of commanding directive speech act and it is less accurate, less acceptable, and less readable.

3. Requesting Directive Speech Acts

There are 6 data (7.3%) of requesting directive speech acts found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 5 variations of translation techniques. They are the technique used and the impact to the quality of the requesting directive speech acts translation:

- a. The literal translation technique is used to translate 2 data (2.45) of requesting directive speech acts which all of the translations are accurate, acceptable, and readable.
- b. The linguistic compression technique is used to translate 1 datum (1.2%) of requesting directive speech act and it is categorized as inaccurate, less acceptable, and readable translation.
- c. The transposition technique is used to translate 1 datum (1.2%) of requesting directive speech act and it is accurate, acceptable, and readable translation.

- d. The transposition + variation technique is used to translate 1 datum (1.2%) of requesting directive speech act and it is accurate, acceptable, and readable translation.
- e. The transposition + variation + reduction technique is used to translate 1 datum (1.2%) of requesting directive speech act and it is categorized as less accurate, acceptable, and readable translation.

4. Warning Directive Speech Acts

There are 5 data (6%) of warning directive speech acts found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 2 variations of translation techniques. They are the technique used and the impact to the accuracy of warning directive speech acts translation:

- a. The transposition technique is used to translate 3 data (3.6%) of warning directive speech acts. Where 1 datum (1.2%) is accurate and 2 data (2.4%) are less accurate. The 2 data (2.4%) of them are acceptable, and the rest is less acceptable. The 2 data (2.4%) of them are less readable, and the rest is readable.
- b. The transposition + variation technique is used to translate 2 data (2.4%) of warning directive speech acts. All of the translations are accurate and acceptable. However, one of the data is categorized as less readable and the rest datum is categorized as unreadable.

5. Inviting Directive Speech acts

There are 5 data (6%) of inviting directive speech acts found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 4 variations of translation techniques. They are the technique used and the impact to the quality of inviting directive speech acts translation:

- a. The transposition technique is used to translate 2 data (2.4%) of inviting directive speech acts which all of the translations are accurate, acceptable, and readable.
- b. The linguistic compression technique is used to translate 1 datum (1.2%) of inviting directive speech act and it is accurate, acceptable, and readable.
- c. The compensation + modulation technique is used to translate 1 datum (1.2%) of inviting directive speech act and it is accurate, acceptable, and readable.
- d. The transposition + linguistic compression technique is used to translate 1 datum (1.2%) of inviting directive speech act and it is accurate, acceptable, and less readable.

6. Prohibiting Directive Speech Acts

There are 5 data (6%) of prohibiting directive speech acts found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 4 variations of translation techniques. They are the technique used and the impact to the quality of prohibiting directive speech acts translation:

- a. The transposition technique is used to translate 2 data of prohibiting directive speech acts which all of the translations are accurate and acceptable.

However, there is one datum categorized as less readable and the rest datum is categorized as readable translation.

- b. The literal translation technique is used to translate 1 datum (1.2%) of prohibiting directive speech act and it is accurate, acceptable, and readable.
- c. The reduction technique is used to translate 1 datum (1.2%) of prohibiting directive speech act and it is accurate, acceptable, and readable translation.
- d. The transposition + linguistic amplification technique is used to translate 1 datum (1.2%) of prohibiting directive speech act and it is accurate, acceptable, and readable translation.

7. Challenging Directive Speech Acts

There are 2 data (2.4%) of challenging directive speech acts found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 2 variations of translation techniques. They are the technique used and the impact to the quality of challenging directive speech acts translation:

- a. The linguistic amplification technique is used to translate 1 datum (1.2%) of challenging directive speech act and it is accurate, acceptable, and readable translation.
- b. The transposition + variation technique is used to translate 1 datum (1.2%) of challenging directive speech act and it is accurate, acceptable, and readable translation.

8. Offering Directive Speech Acts

There are 2 data (2.4%) of offering directive speech acts which are found in the dialogues of the film entitled: *The Lorax*. The translator translates them into 2 variations of translation techniques. They are the technique used and the impact to the quality of offering directive speech acts translation:

- a. The linguistic compression technique is used to translate 1 datum (1.2%) of offering directive speech act and it is accurate, acceptable, and readable.
- b. The transposition + linguistic compression + borrowing technique is used to translate 1 datum (1.2%) of offering directive speech act and it is accurate, acceptable, and readable translation.

9. Suggesting Directive Speech Act

There is only 1 datum (1.2%) of directive speech act which is found in the dialogues of the film entitled: *The Lorax* categorized as suggesting. The translator translates it using linguistic compression technique and it is categorized as accurate, less acceptable, and readable translation.

Comparing to the previous study, the result of this research is also different to the research done by Kustanto (2014). As the data of his research, Kustanto uses directive speech acts found in *The Old Man and The sea* novel. In the result of his research, he finds 68 data of directive speech acts which are categorized into 5 types of directive speech acts. They are: commanding 39.7%, requesting 26.5%, prohibiting 13.2%, suggesting 13.2%, and begging 7.4%. Moreover, in the result, he finds two variations of translation techniques used by the translator in translating the directive speech acts; single techniques and couplet techniques. In the result shows the

variation technique is the most used translation technique applied by the translator to translate directive speech acts. There are 54.3% data which are translated using variation technique and most of them are categorized as accurate, acceptable, and readable translation.

Comparing to another previous study, the result of this research is different from the research done by Wahyuni (2014). As the result of her research she finds 6 types of directive speech acts in the transcript of the dialogues of the film entitled: *Alice and Wonderland*. They are: requestive 13.99%, question 13.99%, requirement 53.89%, prohibitive 3.63%, advice 5.70%, and warning 8.81%. Moreover in her research, she finds one variation of translation technique used by the translator in translating the directive speech acts. This is single techniques consist of 12 types of translation techniques proposed by Molina and Albir (2002). Besides the differences above, the result of this research also has similarity to the research done by Wahyuni entitled: *Analisis Teknik Penerjemahan Tindak Tutur Direktif dalam Film Alice in Wonderland dan Pengaruhnya Terhadap Kualitas Terjemahan* (2014). The literal translation is the most frequently technique in translating directive speech acts applied by the translator. There are 39.62% of directive speech acts translated by translator with literal technique and most of them are categorized as accurate, acceptable, and readable translation.

Generally, the similarity of this research and two previous researches above is the main goal. All of them have similar problem statements which have to be answered in the research findings. However, all of the researchers take different

source as the data, so that the result is also different. As the data of the research, this research and the previous research done by Wahyuni (2014) take directive speech acts from the film with different source and title. In this research the film which is used as the data is taken from www.ganool.com and it is subtitled by Pein Akatsuki. Seeing Pein's background, he has been produced many films subtitle and most of his translation gets five star. He also has a blog where is he uploads his films subtitle. It can be concluded that he is one of a famous subtitle maker in this website. In his translations, he uses literal technique to translate 33.3% of directive speech acts. It is shows that his translation is source text oriented. He tends to keep original form of the ST in his translation. While in Wahyuni's research, she uses DVD as the source of her data. Nevertheless, both of research shows some similarity in quality assessment of translation. Most of the data are categorized as accurate, acceptable, and readable translation. It is shows that translator quality in the website is not bad.