TRANSLATION TECHNIQUES AND QUALITY OF SPEECH ACTS FOUND IN A WRINKLE IN TIME MOVIE

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ABSTRACT

This research examined the classification of speech acts, the classification of translation techniques used by the translator in transferring speech acts, and the translation quality found in A Wrinkle in Time movie. Descriptive qualitative method used in this research. The source data was taken from English script and Indonesian subtitles of *A Wrinkle in Time* (2018) movie using Yule, Molina and Albir, and Nababan et al.'s theories. Based on the results, there were five classifications of speech acts that found in 108 data; representative 46 data (42.6%), expressive 27 data (25.0%), directive 24 data (22.3%), commissive 6 data (5.5%), and declaration 5 data (4.6%). Then, there were twelve classifications of translation techniques that found in 150 data; literal translation 70 data (47.0%), reduction 24 data (16.0%), linguistic compression 14 data (9.3%), generalization 8 data (5.3%), amplification 8 data (5.3%), established equivalent 8 data (5.3%), borrowing 5 data (3.3%), modulation 5 data (3.3%), compensation 4 (2.7%), discursive creation 2 data (1.3%), adaptation 1 (0.6%), and adaptation 1 (0.6%). The results of the data have translation quality in three aspects; accuracy, acceptability, and readability.

Keywords: speech acts, translation techniques, translation quality

1. INTRODUCTION

Movies are something that is loved by many people almost all over the world. One of the most famous English movies from Walt Disney Pictures is A Wrinkle in Time, produced in 2018 in the fantasy and adventure genre. In the

movie, there are conversations that are spoken by the actors. The conversations will lead to speech acts in which every spoken word and speech act itself is an utterance that also contains the action. According to (Yule, 1996) stated that, "the actions that are expressed through an utterance can be called a speech act." In addition, Yule also explained that speech acts are classified into five types, declaration, representative, expressive, directive, and commissive.

Translation can be found in the subtitles of the movie. As we know, a subtitle is the translated text that appears underneath in the movie. According to (Larson, 1998), "translation is the process of transferring the meaning of the source language into the target language." People who do not use English as their daily language can use the translation of the subtitles to understand every speech act spoken by the actors in A Wrinkle in Time movie. In carrying out translations, such as in subtitles, sometimes a translator finds obstacles to translating text in the source language toqc the target language, as in the translation of every word or even in a sentence. As a result, translation techniques are required to help translators translate a micro textual unit from the source language to the target language.

The translation technique can assist translators in identifying equivalence in micro textual units from the source language to the target language. The translation technique seeks to achieve the results of transferring meaning from the source language to the target language in order to make people understand more

easily. According to (Molina & Albir, 2002), translation techniques are classified into eighteen. The translation quality assessment has the goal of producing a model for assessing the quality of translation from English into Indonesian. Furthermore, the translation quality assessment results must be considered to determine whether the translation is suitable for delivery into the target language or not. According to (Nababan et al., 2012), translation quality assessment has three aspects and they are accuracy, acceptability and readability.

This research aimed to analyze translation techniques and translation quality of speech acts found in A Wrinkle in Time movie. Therefore, this research is needed to help understand the meaning contained in speech acts from the source language and how it can be translated into the target language appropriately and naturally.

2. LITERATURE REVIEW
2.1 Speech Act theory

Speech act is a branch of pragmatics. Speech act itself is an utterance that also contains the action. According to (Yule, 1996) stated that, "the actions that are expressed through an utterance can be called a speech act." Five classifications of speech act based on Yule's theory: 1) **Declarations** are those kinds of speech acts that can change the world via utterance. 2) **Representatives** are those kinds of speech acts that state what the speaker believes to be a case or not. 3) **Expressives** are those kinds of speech acts that state what the speaker feels. 4) **Directives** are those kinds of speech acts that speakers use to get someone else to do something.

5) **Commissives** are those kinds of speech acts that speakers use to commit themselves to some future actions. (p.53-54)

2.2 Translation Technique

According to (Molina & Albir, 2002) translation techniques, "we define translation techniques as procedures to analyse and classify how translation equivalence works." Based on Molina and Albir's theory, they describe eighteen classifications of translation techniques, but this research focused on twelve translation techniques, 1) **Adaptation**, to replace a ST cultural element with one from the target culture. 2) **Amplification**, to introduce details that are not formulated in the ST: information, explicative paraphrasing. 3) **Borrowing**, to take a word or expression straight from another language. Two types of borrowing techniques: pure borrowing (without any change) and naturalized borrowing (to fit the spelling rules in the TL). 4) **Compensation**, to introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST. 5) **Discursive creation**, to establish a temporary equivalence that is totally unpredictable out of context. 6) **Established equivalent**, to use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL. 7) **Generalization**, to use a more general or neutral term. 8) **Linguistic compression** to synthesize linguistic elements in the TT. This often used in simultaneous interpreting and subtitling. 9) **Literal translation**, to translate a word or an expression word for word. 10) **Modulation**, to change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural. 11) **Reduction**, to suppress a ST information item in the TT. 12) **Substitution**, to change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa. (p.509-511)

2.3 Translation Quality Assessment

The translation quality assessment has three aspects based on Nababan et al., and the three aspects are accuracy, acceptability, and readability.

Accuracy. Accurate has 3 scores, the words, technical terms, phrases, clauses, sentences in SL are translated into TL in accurately and no distortion meaning. Less accurate has 2 scores, part of SL words, technical terms, phrases, clauses and sentences are accurately translated into TL, however there are double, distortion or deleted of the meaning. Not accurate has 1 score, the words, phrases, clauses and sentence in the SL are inaccurately in TL or deleted.

Acceptability. Acceptable has 3 scores, translation is natural; the technical terms used are commonly and intimate to the reader such as phrases, clauses and sentences used are appropriate with Indonesian grammar. Less acceptable has 2 scores, in general translation is natural but has a slight problem the use of technical terms or a few grammatical errors. Not acceptable has 1 score, translation is unnatural, the technical terms used are not familiar to the reader in phrases, clauses and sentences used are not appropriate with the rules of the Indonesian grammar.

Readability. High readable has 3 scores, the words, technical terms, phrases, clauses, sentences or

translated texts can be easily understood by readers. Less readable has 2 scores, translation can be understood by reader, but there are several parts that must be read over to understand the translation. Low readable has 1 score, translation is difficult for readers to understand. (p.50-51)

2.4 Previous studies

The previous studies have looked into the same objectives to be analyzed and they are speech acts and translation techniques. The first previous study is by (Tambunan, 2020). Five kinds of illocutionary acts are found in this research and eight translation techniques are also found in it. The second previous study is by (Mardiana, 2017). Five kinds of illocutionary acts are found in this research, several translation techniques are obtained in this research, and the translation technique that appears the most is literal translation. The third previous study is by (Hastuti et al., 2021). This research focused to analyze the illocutionary acts and found four types of illocutionary acts. The fourth previous study is by (Halid, 2021). This research only focused on expressive speech acts.

3. RESEARCH METHOD

This research used the descriptive qualitative method. According to (Bogdan & Biklen, 2007) "qualitative is descriptive, the data collected take the form of words or pictures rather than numbers." The data for this research was taken from the English movie script and Indonesian subtitles of A Wrinkle in Time movie.

Before analyzing the data, there are several steps in collecting data:

watching A Wrinkle in Time movie, reading the English movie script and Indonesian subtitles, and finding the utterance containing the speech acts. After the data collection has been carried out, the researcher analyzes the classification of speech acts in A Wrinkle in Time based on Yule's theory. Then, analyzing translation techniques are contained in the speech act based on Molina and Albir's theory, and analyzing translation techniques using some supporting theory (Chesterman, Baker, Newmark, Vinay and Darbelnet, Suryawinata and Hariyanto). The last step is qualifying the data to the translation quality assessment in terms of accuracy, acceptability, and readability based on Nababan et al.'s theory. Focus group discussions (FGD) are used to find out the qualitative parameters for analyzing the translation quality assessment.

4. RESULT AND DISCUSSION
4.1 Result

There are five classifications of speech acts found in the movie, with a total of 108 data, including representative with 46 data (42.6%), expressive with 27 data (25.0%), directive with 24 data (22.3%), commissive with 6 data (5.5%), and declaration with 5 data (4.6%).

The twelve translation techniques found in the text of speech acts in the movie with a total of 150 data, including literal translation with 70 data (47.0%) reduction with 24 data (16.0%), linguistic compression with 14 (9.3%), generalization with 8 data (5.3%), amplification with 8 data (5.3%), established equivalent with 8 data (5.3%), borrowing with 5 data (3.3%), modulation with 5 data (3.3%),

compensation with 4 data (2.7%), discursive creation with 2 data (1.3%), adaptation with 1 data (0.6%), and substitution with 1 data (0.6%).

In order to do the translation quality assessment, there are three aspects. At the accuracy level, 93 data were accurate, 10 data were less accurate, and 5 data were not accurate. At the acceptability level, 94 data were acceptable, 8 data were less acceptable, and 6 data were unacceptable. At the readability level, 95 of the data were readable, 5 data were less readable, and 8 data were less readable.

4.2 Discussion
Commissive
Data 01: AWIT/00:26:58 - 00:27:01

Source Language	Target Language
Mrs.Whatsit: We'll get your mother later.	*Kita jemput ibumu nanti.*

The text "**We'll get your mother later**." explicit with 'will' is translated into *"Kita jemput ibumu nanti."* with no future tense in the TL. Here is the anaphorically refers to Meg said to Mrs. Whatsit, "Mom. Wait. We gotta get Mom." According to (Cerban, 2009) "anaphoric reference which is points backwards to the unfolding text, to a referent that has already been introduced and, as a result, becomes part of the text's system of meanings." (p.14) From the text above, the translation technique uses **literal translation**. According to (Molina & Albir, 2002) literal translation "to translate a word or an expression word for word". (p.510) In addition (Chesterman, 2016) literal translation, stated that "I define this rather loosely, as meaning 'maximally close to the SL form, but nevertheless grammatical."

(p.91) A verb '**get**' is translated into *jemput* by translator. In KII (2000), a verb **get** means *'memperoleh, menerima, membeli, mengambil…'* (p.266) According to *Tesaurus Bahasa Indonesia* (2008) *mengambil* (v) that is synonymous with *menjemput*. (p.17) According to KBBI (2018), *menjemput* is derivate of verb *jemput.* (p.692) From the explanation above, the commissive text "**We'll get your mother later**." in the SL is translated into *"Kita jemput ibumu nanti."* in the TL. The contractions of *we'll* that is we will and will is not translated in the TL. The translation technique uses **reduction**. According to (Molina & Albir, 2002) reduction "to suppress a ST information item in the TT." (p.510) The supporting theory by (Baker, 1992) omission "If the meaning conveyed by a particular item or expression is not vital enough to development of the text justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question." (p.40)

The speech act classification from the text "**We'll get your mother later**." in the SL is translated into "*Kita jemput ibumu nanti.*" in the TL is a **commissive speech act**. The text is a promise for an action in the future. According to (Yule, 1996) "commissives are those kinds of speech acts that speakers use to commit themselves to some future action." (p.54). They come in the form of promises, threats, refusals, pledges.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in an accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Declaration

Data 02: AWIT/01:08:17 - 01:08:19

Source Language	Target Language
Red: You passed the test.	*Kau lulus ujian.*

The text "**You passed the test**." in the SL is translated into "*Kau lulus ujian.*" in the TL. Here the anaphorically refers to Red said, "Everything's taken care of." According to (Cerban, 2009) "anaphoric reference which points backwards to the unfolding text, to a referent that has already been introduced and, as a result, becomes part of the text's system of meanings." (p.14) The translation technique uses **literal translation**. According to (Molina & Albir, 2002) literal translation "to translate a word or an expression word for word". (p.510) In addition to (Chesterman, 2016) literal translation, he stated that "I define this rather loosely, as meaning 'maximally close to the SL form, but nevertheless grammatical." (p.91) The declaration text above is simple past tense. According to (Azar, 1989) "the simple past indicates that an activity or situation began and ended at a particular time in the past." (p.24) The sentence form of simple past tense is: S + V2 + O. Besides that, from the explanation above the declaration text "**You passed the test**." in the SL is translated into "*Kau lulus ujian.*" in the TL. The article '**the**' is not translated in the TL. The translation technique uses **reduction**. According to (Molina & Albir, 2002) reduction is "to suppress a ST information item in the TT." (p.510) The supporting theory (Baker, 1992) omission "If the meaning conveyed by a particular item or expression is not vital enough to development of the text

justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question." (p.40)

The speech act classification from the text "**You passed the test**." in the SL is translated into "*Kau lulus ujian.*" in the TL is a **declaration speech act**. This text contains an announce word. According to (Yule, 1996) "declarations are those kinds of speech acts that change the world via their utterance." (p.53). The functions of declarative speech acts are to allow, cancel, announce.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Data 03: AWIT/00:21:10 - 00:21:12

Source Language	Target Language
Mr. Murry: You crazy, brilliant scientist.	*Kau ilmuwan yang gila dan brilian.*

The implicit text "**You crazy, brilliant scientist**." phrasein the SL is translated explicitly into "*Kau ilmuwan yang gila dan brilian.*" clause in the TL. Here is anaphorically refers to Mrs. Murry said, "It isn't enough just to be right. You have to actually be great. And we are." According to (Cerban, 2009) "anaphoric reference which is points backwards to the unfolding text, to a referent that has already been introduced and, as a result, becomes part of the text's system of meanings." (p.14) The translation technique uses **amplification**. According to (Molina & Albir, 2002) amplification is "to

introduce details that are not formulated in the ST: information, explicative paraphrasing." (p.510) In addition, paraphrase by (Newmark, 1988) "This is an amplification or explanation of the meaning of a segment of the text." (p.90) The translator added the particle **yang** and conjunction **dan** in the TL. The particle *'yang'* in the TL refers to *'kau'* as Mrs. Murry. According to KBBI (2018), *'yang'* is particle, *"kata yang menyatakan bahwa bagian kalimat yang berikutnya menjelaskan kata yang didepan."* (p.1866) Besides that, the translator added conjunction *'dan'* in the TL. According to (Chaer, 2019) conjunction *'dan'* means "*kata penghubung 'dan' yaitu kalau kedua sifat yang digabungkan dengan kata penghubung 'dan' itu sifatnya bertentangan,…"* (p.104) The adjective word '**brilliant**' in the SL is translated into *'brilian'* in the TL. The translation technique uses **borrowing**. According to (Molina & Albir, 2002) borrowing is "to take a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the TL)." (p.510) The borrowing technique use in this data is **naturalized borrowing**, that is "it can be naturalized (to fit the spelling rules in the TL)." In addition to Vinay and Darbelnet (1958) borrowing is, "a word taken directly from another language." (as cited in Molina & Albir, 2002)

The speech act classification from the text "**You crazy**, **brilliant scientist**." in the SL is translated into "***Kau ilmuwan yang gila dan brilian***." in the TL is a **declaration speech act**. The text contains an announce words. According to (Yule, 1996) "declarations are those

kinds of speech acts that change the world via their utterance." (p.53). The functions of declarative speech acts are to allow, cancel, announce.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Directive
Data 04: AWIT/00:15:13 - 00:15:17

Source Language	Target Language
Meg: No, Charles Wallace! Charles Wallace, do not go in there.	Meg: *Jangan*, Charles Wallace! Charles Wallace, *jangan masuk kesana*.

The text of "**No**…. Charles Wallace, **do not go in** there." in the SL is translated into *"Jangan…* Charles Wallace, *jangan masuk kesana."* in the TL. Here is cataphorically refers to the point forwards that Meg said, "That house is falling apart, it's off-limits." According to (Cerban, 2009) "Cataphoric reference which is points forwards to the unfolding text." (p.14). The translation technique uses **literal translation**. According to (Molina & Albir, 2002) literal translation "to translate a word or an expression word for word". (p.510). In addition to (Chesterman, 2016) literal translation, he stated that "I define this rather loosely, as meaning 'maximally close to the SL form, but nevertheless grammatical." (p.91) In KII (2000) '**do not**' is the same as 'don't' means *'jangan'*. (p.194) According to *Tesaurus Bahasa Indonesia* (2008) *'jangan'* (adv) *non, tanpa, tiada, tidak.* (p.194) A verb

'**go in**' is translated into *masuk* in the TL.

The speech act classification from the text, "**No**... Charles Wallace, **do not go in** there." in the SL is translated into *"Jangan…. Charles Wallace, jangan masuk kesana."* in the TL is a **directive speech act**. This text contains a command. According to (Yule, 1996), "directives are those kinds of speech acts that speakers use to get someone else to do something." (p.54). They express what the speaker wants, and they are commands, orders, requests, suggestions, so on.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Data 05: AWIT/00:09:24 - 00:09:27

Source Language	Target Language
Mr. Jenkins: I did not excuse you, young lady, Meg.	*Ku tak mengizinkanmu pergi, Nyoya. Meg.*

The implicit text "**I did not excuse you**, young lady, Meg." in the SL is translated into explicitly "***Ku tak mengizinkanmu pergi***, Nyonya. Meg." The translation technique uses **literal translation**. According to (Molina & Albir, 2002) literal translation "to translate a word or an expression word for word". (p.510). In addition, (Chesterman, 2016) literal translation, he stated that "I define this rather loosely, as meaning 'maximally close to the SL form, but nevertheless grammatical." (p.91) From the text above there is a verb '*pergi*' in the TL.

The translation technique uses **amplification**. According to (Molina & Albir, 2002) amplification "to introduce details that are not formulated in the ST: information, explicative paraphrasing." (p.510) In addition, (Newmark, 1988) paraphrase "This is an amplification or explanation of the meaning of a segment of the text." (p.90) In KII (2000), **did not** same with **didn't** (p.181) **did not** is translated into *tak* in the TL. In KII (2000), an intransitive verb of 'excuse' means '*memaafkan, membebaskan, minta maaf/permisi*." (p.22) According to *Tesaurus Bahasa Indonesia* (2008) a verb *membebaskan* means *melepaskan, meluluskan, meliburkan,…*(p.53) A verb *meluluskan* that is synonymous with *mengizinkan*. (p.300)

The speech act classification from the text "**I did not excuse you**, young lady. Meg." in the SL is translated into *"Ku tak mengizinkanmu pergi, Nyonya. Meg."* in the TL is a **directive speech act**. This text contains a prohibition. According to (Yule, 1996) "directives are those kinds of speech acts that speakers use to get someone else to do something." (p.54). They express what the speaker wants, and they are commands, orders, requests, suggestions, so on.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Expressive
Data 06: AWIT/00:04:02- 00:04:03

Source Language	Target Language

Meg: Love it, Biscuits.	Meg: *Aku menyukainya, Biskuit.*

The implicit expression "**Love it,**…" in the SL is translated explicitly into "***Aku menyukainya***,…" in the TL by adding the subject pronoun *'Aku'* meaning '**I**'. According to KBBI (2018), *'Aku'* (pronoun)means *"kata ganti orang pertama yang berbicara atau yang menulis (dalam ragam akrab); diri sendiri; saya."* (p.40). Here the pronoun '**it**' anaphorically refers to "…**Exclusive. Do you like it?**" According to (Cerban, 2009) "anaphoric reference which is points backwards to the unfolding text, to a referent that has already been introduced and, as a result, becomes part of the text's system of meanings." (p.14). The suffix *-nya* in the TL, according to KBBI (2018), suffix *–nya* means *"varian pronomina persona ia/dia dan pronominal benda yang menyatakan milik, pelaku, atau penerima."* (p.1157). The translation technique uses **literal translation**. According to (Molina & Albir, 2002) stating that "to translate a word or an expression word for word". (p.510).In addition, (Chesterman, 2016) literal translation, he stated that "I define this rather loosely, as meaning 'maximally close to the SL form, but nevertheless grammatical." (p.91). In KII (2000), the word 'love' means *'cinta'* (n) (p.366)*.* According to *Tesaurus Bahasa Indonesia* (2008), the word *'cinta'* (n) has a derivative word *'mencintai'* (v) that is synonymous with '*menyukai'*. (p.108)

The speech act classification from the text "**Love it**,…" in the SL is translated into *"Aku menyukainya,…"*in the TL is an **expressive speech act**. This text contains love word. According to

(Yule, 1996) "expressive are those kinds of speech acts that state what the speaker feels." (p.53). They express physiological states and can be statements of pleasure, pain, likes, dislikes, joy, sorrow, so on.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Data 07: AWIT/00:25:08 - 00:25:10

Source Language	Target Language
Mrs. Whatsit: I don't know about her, Charles Wallace.	*Aku ragu dengannya,*Charles Wallace.

The text of "**I don't know about her**,…" in the SL is translated "***Aku ragu dengannya,…"*** in the TL. Here cataphorically refers to Mrs. Whatsit said, "But I have a very good vibe from this Calvin kid." According to (Cerban, 2009) "Cataphoric reference which points forwards to the unfolding text." (p.14). From the text above, the translation technique uses **modulation**. According to (Molina & Albir, 2002) modulation "to change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural," (p.510). In addition to Vinay and Darbelnet (1958), modulation is "a shift in point of view." (as cited in Molina & Albir, 2002) The translator translated '**not sure'** into *'ragu'* in the TL. If translated literally, it becomes '*tidak yakin'* in the TL. But the translator changed the point of view into *"Aku ragu dengannya,…".* In the TL suffix *–nya* in *dengannya* refers to Meg.

According to KBBI (2018), suffix **–nya** *"varian pronomina persona ia/dia…"* (p.1157) According to KBBI (2018) the word **ragu** means *"dalam keadaan tidak tetap hati; bimbang."* (p.1356)

The speech act classification from the text above, "**I don't know about her**, Charles Wallace." in the SL is translated into "**Aku ragu dengannya**, Charles Wallace." in the TL is an **expressive speech act**. This text contains the doubt words. According to (Yule, 1996) "expressives are those kinds of speech acts that state what the speaker feels." (p.53). They express physiological states and can be statements of pleasure, pain, likes, dislikes, joy, sorrow, so on.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

Representative

Data 08: AWIT/00:15:20-00:15:22

Source Language	Target Language
Calvin: He's a fearless little guy.	Calvin: *Anak yang pemberani.*

The text "**He's a fearless little guy.**" sentence in the SL is translated into "**Anak yang pemberani**." clause in the TL. Subject *he's* and article *a* are omitted in the TL. The translation technique uses **linguistic compression**. According to (Molina & Albir, 2002) linguistic compression is "to synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling," In addition (Suryawinata & Hariyanto, 2016) the same as *terjemahan parsial* (**Partial translation**): the translation is produced by summarizing the words or sentences, but the information conveyed remains unchanged in the TL. (p.76) In KII (2000) **fearless** (adj) means *'tidak takut/gentar, tak kenal takut'* (p.236) but in the data the translator translated into *'yang pemberani'*. The particle *'yang'* in the TL is used refers to *'anak'*. In KBBI (2018), *'yang'* is particle, *"kata yang menyatakan bahwa bagian kalimat yang berikutnya menjelaskan kata yang di depan."* (p.1866). According to *Tesaurus Bahasa Indonesia* (2008) *Pemberani* (n) is derivate word from *berani* (a). (p.64). According to KBBI (2018) *pemberani* means *'orang yang sangat berani, yg mempunyai sifat berani.'* (p.217) A phrase 'little guy' in the SL is translated into *'anak'* in the TL. A phrase 'little guy' if translated literally means *'pria kecil'*, and it refers to Charles Wallace as Meg's little brother. The translation technique uses **generalization**. According to (Molina & Albir, 2002) generalization is "to use a more general or neutral term." Supporting theory is Naturalisation by (Newmark, 1988) "This procedure succeeds transference and adapts the SL word first to the normal pronunciation,…" (p.82)

The speech act classification from the text "**He's a fearless little guy.**" in the SL is translated into "**Anak yang pemberani.**" in the TL is a **representative speech act**. This text contains statements of fact. According to (Yule, 1996) "representatives are those kinds of speech acts that state the speaker believes to be the case or not." (p.53). This is a statement of fact, assertions, conclusions, description.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect

has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability level has 2 scores in less readable.

Data 09: AWIT/00:09:48-00:09:51

Source Language	Target Language
Meg: Well, Dad always told me *to stand up* for what I believe in.	Meg: Ayah bilang aku *harus pertahankan* apa yang harus kupercaya.

The text "…**to stand up**…" in the SL is translated into "…***harus pertahankan***…" in the TL. Here the phrase anaphorically refers to what Meg has seen Veronica's act: "Their daughter (Veronica) is mean." According to (Cerban, 2009) "anaphoric reference, which points backwards to the unfolding text, to a referent that has already been introduced and, as a result, becomes part of the text's system of meanings." (p.14). The translation technique uses **compensation**. According to (Molina & Albir, 2002) compensation is "to introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST." (p.510) Supporting theory by (Newmark, 1988) compensation "this is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence." (p.90) The translator translated '**to stand up'** in the SL into *'harus pertahankan'* in the TL and added adverb *'harus'*, where there are combined affixes *per-* and *-kan* in the TL. According to (Chaer, 2019) "*imbuhan kata gabung per- dan –kan*

berfungsi membentuk kata kerja,…" (p.221) In KII (2000), '**to stand up'** means *'berdiri, tahan.'* (p.552)

The speech act classification from the text above, "…***to stand up*** for what I believe in." in the SL is translated into "…***harus pertahankan*** apa yang harus kupercaya." in the TL is a **representative speech act.** This text is a statement. According to (Yule, 1996) "representatives are those kinds of speech acts that state the speaker believes to be the case or not." (p.53). This is a statement of fact, assertions, conclusions, description.

According to (Nababan et al., 2012) in three aspects of translation quality assessment: in accuracy aspect has 3 scores in accurate level. The acceptability aspect has 3 scores in acceptable level. The readability aspect has 3 scores in the readable level.

5. CONCLUSION

This research analyzes the translation technique and translation quality used in the speech acts of A Wrinkle in Time movie by Disney Pictures. Five classifications of speech acts are found in this research with 108 data. The dominant data obtained in speech act is representative with 46 data (42.6%). Besides that, this research found twelve translation techniques classifications with a total of 150 data. The dominant data obtained in the translation technique is a literal translation with 70 data (47.0%). Then, in order to do the translation quality assessment, there are three aspects, and all the data collected has three aspects of the translation quality assessment. Most of the data shows that it is contained at an accurate level,

an acceptable level, and a readable level.

The results of this research that have been presented that provide a relation between the three objects of research, and there are speech acts, translation techniques, and translation quality assessment. Then, from what has been explained in this research, suggestions to further researchers are to expand the analysis of translation in speech acts. They can find speech acts in other literary works such as novels. Further researchers are also expected to provide different theories for further research, including the speech acts theory, translation techniques theory, and the translation quality theory.

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