

TRANSLATION OF EXPRESSIVE SPEECH ACTS AND THEIR ACCEPTABILITY LEVEL IN ANIMATED FILM DUBBING OF THE TOY MAKER AND HIS DAUGHTER

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Abstract

Dubbing makes the audience understand the storyline of a film more easily. The moral, cultural, and meaningful messages that the film wants to convey can be expressed and absorbed well by the audience. The study aims to observe the types of change from expressive speech acts in English to those in Indonesian. Apart from that, another aim is to assess the level of translation quality, especially regarding the acceptability of the translation of expressive speech acts in the animated film *The Toy Maker and His Daughter*. The data collection method is carried out by watching films and translations, identifying expressive speech act data, classifying them into types of speech, and assessing the quality of the level of acceptance of the meaning of the expressive speech. The research revealed eight types of expressive speech acts in this film, namely praising, thanking, insulting, complaining, congratulating, regretting, pitying, and blaming. The most data was praised namely 14 data. In terms of translation acceptability level, 89.58% of the data obtained a score of three. This means that the translation is considered to feel natural. The terms are commonly used and familiar to Indonesian viewers.

Keywords: *translation, dubbing, speech acts, film, animation*

Introduction

Fairy tales are stories created by presenting fantasy characters such as princesses, goblins, giants, or fairy. In Indonesia, we have long enjoyed fairy tales in the story books *The Sleeping Princess*, *Thumbelina*, *The Wolf and the Seven Kids*, *The Ugly Duckling*, and so on. Meanwhile, several famous fairy tale titles from abroad are *Snow White*, *The Little Mermaid*, *Beauty and The Beast*, *The Company Wolf*, *Sleeping Beauty*, and so on. In its development, fairy tale stories can be enjoyed in a more modern and stylish form, namely in animated films. Fans of animated films are dominated by children, although it is common for teenagers or adults to enjoy them and get lost in the stories that are presented. Viewers of animated films are spoiled with beautiful visual images, beautiful music, sound systems that resemble real life, and stories that are simple but have high moral values.

Currently, the popularity of Disney animated films can captivate the audience to the point that it can even make children memorize and sing and dance along with the film's soundtrack songs. Mentioning one of the soundtrack songs in the film *Frozen* (2013 and 2019) entitled *Let it Go*, viewers of the film *Frozen* know this song very well and even

memorize every line of the song's lyrics. Likewise, the jargon or expression that appears in films such as Hakuna Matata in the Lion King film (2019) means 'Don't worry about your life'. Many viewers then made the phrase Hakuna Matata their mainstay jargon and it surely raised the enthusiasm of the film viewers. Animated films have a place in the hearts of viewers for several strong reasons. Among them are that the story characters tend to be simple, they use language structures that are easy to understand, the use word games, and a unified combination of images and intonation (Kurniawan, 2015: 57).

Film is a popular entertainment medium worldwide. The world community has used films as a medium for learning and even propaganda. The proliferation of imported animated films being shown in Indonesia has given rise to several problems. The most striking is the problem of language barriers for film viewers. Not all viewers can understand the original language used in imported animated films. As the example is the animated film Pocoyo which was broadcast on Indonesian television around 2006. This animated film came from Spain which then became widely known in Europe, America, Asia, and finally entered Indonesia (<http://www.pocoyo.com>).



Picture 1

Another animated film that is currently being broadcast on the ANTV television station is the Shiva Film Series. This Nickelodeon animated film, which was released on November 5, 2015, is in Hindi because this animated action series was produced by Cosmos-Maya and Viacom18 India. Screened in various countries including Bangladesh and Indonesia, the story of this animated film is interesting with the heroic actions of a child named Shiva and his favorite bicycle ([https://id.wikipedia.org/wiki/Shiva_\(seri_TV\)](https://id.wikipedia.org/wiki/Shiva_(seri_TV))). Seeing the phenomenon of using native languages such as Spanish and Hindi in animated films, animated films in Indonesia are greatly helped by the existence of AVT or Audio Visual Translation.

Viewers of animated films in Indonesia, the majority of whom are children, will not be able to fully understand the story of an animated film when they are presented in the

film's original language such as Spanish or Hindi, or other foreign languages. Viewers of animated films are parties who have the right to receive entertainment, messages, education, or moral values contained in an animated film. However, language barriers can greatly affect the quality of the message or moral values that the film wants to convey to its audience.

In audio-visual translation, there are two strategies for translating films, namely Subtitling and Dubbing. Subtitling is translated text in several lines of text at the bottom of the screen while the film is in progress and dubbing is a translation realized with sound in the desired language or target language. So far, subtitles are mostly used in adult-category films. The consideration is because the reading ability of film viewers is considered to be adequate. However, subtitle translation has limitations in terms of space and time. The space in question is the space available for the translated text on the screen, and time is the duration limit for the speech that must be translated. While dubbing does not have these problems. Dubbing does not disturb the focus of film viewers because they have to read the subtitles at the bottom of the screen. Dubbing is usually aimed at those with low reading skills, so it is appropriate to use it to translate children's films. Apart from that, with dubbing the audience doesn't need to read because the translation is presented directly in the speech of the film characters. So the audience seems to be enjoying a domestic film. Audiences with dubbing can better understand the story and feelings of the characters in the film which are revealed through their expressions, gestures, intonation, and language.

With dubbing, a film will be easier for the audience to understand. The moral, cultural, and message values that the film wants to convey can be expressed maximally and absorbed more optimally by the audience. In connection with the choice of using these two audio-visual translation strategies, Nornes (in Al Owais 2011: 22) stated that currently large countries tend to use dubbing strategies while smaller countries choose to use subtitling in film translation efforts. Economic reasons are always the most important thing in the use of dubbing. Apart from that, the next reason is the country's government policy of encouraging the use of the mother tongue because it is felt to be more 'familiar' to the people and dubbing has the potential to bring the cultural value of the source language of the film being dubbed into the country. The dubbing method brings the audience into a closer situation because the actors in the film speak the same language as the audience.

Viewed from the field of pragmatics, the speech that appears in film dubbing is data that can be researched and analyzed. Speech is a representation of a situation that is happening. Pragmatic studies focus on the use of language in its context. Levinson (1987) stated that pragmatics is the study of the use of language as a communication tool, especially the relationship between sentences and the context and situation of the user. Speech acts are one of the sub-studies in pragmatics. Speech acts are closely related to human activities which cannot be separated from the use of language, both individually and together with groups. The speaker and speech partner in a speech event must both understand each other's language rules that apply in the local speech culture. This is important so that communication activities through speech acts can run well.

Djarmika (2016:17) said that the type of speech act in each language is influenced by several factors such as norms, rules, beliefs, traditions, and social values in a culture. Regarding the pragmatic force contained in a speech act, in general speech acts are classified into five groups, namely 1). Assertive / Representative, 2). Directive, 3).

Commissive, 4). Expressive and 5). Declarative / Performative. These five types of speech acts have different functions and different impacts in their use. Of the five types of speech acts, researchers only focus on the type of expressive speech acts. This speech act is usually used when a speaker has to express his feelings or emotional condition to a second person. Expressive speech acts include several words that contain elements of thanking, insulting, apologizing, greeting, complaining, praising, mocking, blaming, saying goodbye, and so on.

In the field of translation, translation according to Larson (1984: 17) is the process of transferring a message from a source language text to a target language text using reasonable grammatical and lexical forms of the target language. Likewise, according to Nababan (2003: 19-20) translation does not only transfer the message but also the form of the language, whether translators of literary works or translators of scientific works need to consider not only the content of the news but also the form of language in translation because essentially every field of science has a style of language in expressing it.

Paying attention to several studies on audio-visual translation that have been carried out, research by Violita and Cholsy (2022) revealed the results of speech act translation of animated films, mainly from the subtitling side. Likewise, research conducted by Lesmana et al (2022) focused on the translation of subtitles for the animated film *The Lion King*. This research used two subtitle tools, namely Professional Translator and Fansub. Research has touched on the area of translation techniques used by translators but has not linked it to translation quality. Apart from that, Dewi and Lestari's research (2023), focused on speech acts, especially on the translation of swearing words and translation techniques in the subtitles of the film *Forest Gum*. Again, this research does not examine dubbing and does not relate the research results to the quality of the translation obtained. Therefore, researchers see that there is a gap that deserves to be addressed in this research. This research focuses on classifying the types of expressive speech acts found in an animated fairy tale film or fairy tale in English entitled *The Toy Maker and His Daughter* or in the Indonesian translation version entitled '*Pembuat Mainan dan Putrinya*'. The research then dived into the level of translation quality, especially in the acceptability level of translations of expressive speech acts. Researchers also observed the types of changes from expressive speech acts in English as the source language to expressive speech acts in Indonesian as the target language.

Method

This research uses descriptive qualitative methods. Wilkinson (2000:7) suggests that Descriptive qualitative research involves the collecting of data to answer the research's question concerning the current status of the subject of the study. Researchers analyzed the types of expressive speech acts and the quality of the translation of the film *The Toy Maker and His Daughter*, especially in terms of acceptability.

The data source used in the research is the animated film entitled *The Toy Maker and His Daughter* and its translated version. The data taken is in the form of conversations/speech acts that contain expressive speech acts (06:12). Data collection was carried out by viewing the films *The Toy Maker and His Daughter* and their translations. Then the data in the form of expressive speech acts, classify the expressive speech act data into types of speech and finally research is carried out to measure the

quality of the level of acceptance of the translation of the meaning of the expressive speech.

Result and Discussion

The animated film *The Toy Maker and His Daughter* is a film that is included in Fairy tales. The main character is Caleb, a poor toy maker. Caleb had a daughter who was blind from birth named Bertha. Living alone with his father, he tries to be the greatest father to Bertha. He doesn't want his daughter to be sad because of her blindness. So Caleb always lied to his daughter and told her that Bertha was a beautiful child, their house was big and beautiful, they had the biggest toy-making workshop in town and the clothes Bertha wore were the most beautiful clothes. Even on Bertha's birthday, Caleb lied that the Young Master had given Bertha a beautiful necklace. The gifts and attention from the Young Master made Bertha feel happy because she was loved by someone. But it did not last long. One day the Young Master came and told her of his plans to marry a beautiful girl named May Fielding. That's when Bertha was devastated and felt miserable because of the disability she suffered. She feels unworthy of love because she is blind. Seeing his son's sadness, Caleb tried to be honest and admit all his mistakes in lying to Bertha. Caleb also said he did it because he wanted to please his daughter, Bertha.

The characteristics of animated film stories that are simple but full of values and moral messages are also found in the film *The Toy Maker and His Daughter*. These moral values and messages are realized in the speech act expressions uttered by the characters. The total amount of data in the form of speech acts analyzed in this research was eighty-six speech acts. Yet, this number is still general and contains various types of existing speech acts. All of the data was then classified based on the type of speech act and reduced to leave a total of forty-eight expressive speech acts. Next, the data containing expressive speech acts are sorted and the type of expressive speech act is determined. The following table will clarify this classification.

Table 1. Types of Expressive Speech Acts

NO	TYPES OF SPEECH ACTS	NUMBER OF DATA
1.	Praising	14
2.	Thanking	4
3.	Insulting	7
4.	Complaining	5
5.	Congratulating	1
6.	Sorrying	11
7.	Asking for Mercy	1
8.	Blaming	5
TOTAL		48

Table 1 explains the eight types of expressive speech acts found in the films *The Toy Maker and His Daughter*, such as praising, thanking, insulting, complaining, congratulating, regretting, pitying, and blaming. Of the eight types of expressive speech acts that appeared, the most data was obtained from data on expressive speech acts of praising, namely 14 data. This data supports the story in the film, especially the speech

act of the character Caleb who praises his daughter Bertha a lot and repeatedly as seen in the following data analysis.

Data 008/TTMnHD/Eks-Praising

Bertha: 'Is her dress prettier than mine?'

Caleb: 'Oh no! She is not as pretty as you are and nor is her dress as grand as yours.'

Bertha: 'Thank you, Papa!'

The speech act in the form of praise can be seen in Caleb's statement 'She is not as pretty as you are and nor is her dress as grand as yours' (10:49). In the film, the character Caleb always wants his child Bertha to be happy by saying that Bertha is a beautiful child and that her clothes are better than the other children's clothes. So the speech act of praising is often found in the animated film *The Toy Maker and His Daughter*.

In other data, the expressive speech act that dominates is the expressive speech act of regretting or sorry. A total of eleven data or 22.9% of expressive speech act data appeared in the film.

Data 081/TTMnHD/Eks-Sorrying

Caleb: 'In that I now realize I have hurt you even more!'

Caleb : 'Will you ever be able forgive me my dear!'

Bertha: 'Father, I thought you were my eyes but you have kept me blinder than what I am.'

The data that appears is still based on expressive speech acts spoken by the main character of the film, Caleb. At the end of the story, Caleb realizes the mistake he made and regrets his actions for repeatedly lying to Bertha. So the research revealed that eleven expressive speech act data emerged with the type of expression of regret such as 'Will you ever be able to forgive me my dear!'

The condition of the character Bertha who is blind also triggers the emergence of expressive speech acts that are insulting. The insulting remarks were spoken by the young master. There are seven data that are classified as speech acts of insulting expressions as follows.

Data 030/TTMnHD/Eks- Insulting

Caleb : 'It is Bertha's birthday in a few weeks.'

Master Son : 'Get her an other piece of trash and convince her that it is gold!'

Master Son : 'She believes anything you say!'



#IndonesianFairyTales
Pembuat Mainan Dan Putrinya
| Toymaker and his Daughter | Do...
260 rb x ditonton

Picture 2

The words 'Get her another piece of trash and convince her that it is gold!' from the Young Master showed a disdainful expression. The young master has long known that Caleb's character always lies to his daughter. So he said what was translated as 'Just give him a piece of rubbish and convince him, that rubbish is gold!' as a form of insult for Caleb's lie to his daughter. A total of seven data or 14.5% of the data contained insulting expressive speech acts.

Translation Quality – Acceptance Level

A good translation is a translation that is acceptable in the target language by target language readers. This statement means that the aspect of acceptability is always related to the aspect of the text reader. When a text reader tries to understand a text, he will understand the sentences that make up the text, then he will also connect the meaning built from the series of sentences which is definitely related to the context of the situation. If it turns out that the reader finds sentences which meaning is discontinuous and unfamiliar to the reader, then it could be that the text is not an acceptable text.

The acceptability aspect also assesses whether or not the translated sentence is logical in the target language. A simple example of an unacceptable translation sentence in the target language (Indonesian) is the sentence I cut my finger. The translation in Indonesian I cut my finger can be said to be accurate. But in Indonesian this sentence is unacceptable because it is very illogical for someone to intentionally cut his own finger. An acceptable translation for the sentence above is My finger was cut. There is an element of accident that occurred which resulted in someone's finger being cut.

In the context of the quality of the dubbing translation of the expressive speech acts of the film *The Toy Maker and His Daughter*, the acceptability aspect has a role in assessing the degree of understanding possessed by the audience of the film, especially

understanding of the expressive speech acts that appear in the film *The Toy Maker and His Daughter*. In assessing acceptability, there are three criteria that will be the basis for assessing the level of acceptability of a translation. These criteria are as follows.

Table 2. Translation Acceptance Assessment Instrument

Category	Score	Description
Acceptable	3	The translation feels natural; the terms used are commonly applied and familiar to readers; The phrases, clauses and sentences used are in accordance with Indonesian language rules
Less Acceptable	2	In general, the translation feels natural; However, there is a slight problem with the use of terms or a slight grammatical error occurs
Not Acceptable	1	The translation does not feel natural or feel like a work of translation; the terms used are not commonly used and are not familiar to readers; The phrases, clauses and sentences used are not in accordance with Indonesian language rules

The research involved three raters who had appropriate qualifications to measure the level of acceptability of expressive speech acts in the animated film *The Toy Maker and His Daughter* and its translated films. The results of the research show that 43 expressive speech act data in this film received a score of three, four data received a score of two and one data received a score of one. Viewed in percentage numbers, the data is described in the following table.

Table 3. Acceptability Level

No	Acceptability Scale	Amount of Data (Number)	Percentage
1.	Acceptable	43	89,58 %
2.	Less Acceptable	4	8,34 %
3.	Not Acceptable	1	2,08 %
	Total	48	100 %

The majority of data or 89.58% of data received a score of three. This means that the translation of the expressive speech acts in this film is considered to feel natural. The terms used in the translation are commonly used and familiar to Indonesian readers or viewers. The phrases, clauses and sentences used in the translation are in accordance with Indonesian language rules. Meanwhile, the data that was considered less acceptable were four data. These data are data numbers 41, 52, 60, and data number 69. For data that is considered unacceptable, only one data translation is available, namely data number 82.

Data 052/TTMnHD/Eks- Insulting

Master Son : 'Have your ears too stopped hearing?'

Tuan Muda : 'Apakah telingamu tidak mendengarkan apa-apa?'

Data number 52 is one of the data that received a score of two in the quality assessment for its level of acceptance. This means that the resulting translation is considered less natural in the culture of Indonesian film audiences and is felt like a translated work. The resulting translation of the question sentence 'Have your ears too stopped hearing?' is the question sentence 'Apakah telingamu tidak mendengarkan apa-apa?'. Translators in this context cannot provide translations that sound familiar. The sentence 'Do your ears hear nothing?' is not appropriate to use in Indonesian-speaking culture. Especially if the translator is aware that the context of the sentence appears to respond to Bertha's surprise when she heard the Young Master say that he would marry May Fielding. Previously Bertha said "What?" but this was not because he did not hear what the Young Master said, but rather he did not expect the Young Master to say those words. It was because of Bertha's response that the young master's sentence 'Have your ears too stopped hearing?' emerged. So to cover the shock given by Bertha, the Young Master said the sentence 'Have your ears too stopped hearing?'. So a more appropriate translation for this question sentence is "Apa telingamu tidak mendengar perkataanku?". There is an element of confirmation of Young Master's sentence that must be included in the translation.

A different case appears in data number sixty. This data gets a score of two for its translation. The word "Very" spoken by Caleb is translated as "yes". From the expressive speech acts given, the word 'very' falls into the realm of praise. However, when the translation gives the equivalent 'yes', the translator has shifted the function and meaning of the word no longer contains elements of praise.

Data 060/TTMnHD/Eks- Praising

Caleb : "Very"

Caleb : 'Iya'

Another data that is considered less acceptable is data number sixty-nine. This data is a sentence spoken by Bertha to her father. She complained about her condition as a disabled person so that she felt she did not deserve to be loved.

Data 069/TTMnHD/Eks- Complaining

Bertha: 'Maybe father, being blind I don't deserve to be loved.'

Bertha: 'Ayah benar, aku tidak pantas dicintai karena aku buta'

In the translation, the phrase 'Maybe father' is translated into "Ayah benar". For sure, in terms of meaning, this translation has experienced a shift in meaning. That is why the data gets a score of two, which means the translation is less acceptable.



Picture 3

Meanwhile, the only data that received an unacceptable score from the rater was data number eighty two. This data is declared unacceptable, meaning that the translation of the data is considered unnatural or feels like a translated work. Apart from that, the terms used are not commonly used and are not familiar to readers or film viewers; the phrases, clauses and sentences used do not comply with Indonesian language rules.

Data 082/TTMnHD/Eks- Blaming

Bertha : 'Father, I thought you were my eyes but you have kept me blinder than what I am'.

Bertha: 'Ayah, aku pikir kau adalah mataku, tapi kau membuatku tetap buta daripada aku.'

There was a fatal translation error in data sentence number eighty-two. The error appears in the last clause where the source language clause states '...but you have kept me blinder than what I am.' is translated as '....tapi kau membuatku tetap buta daripada aku.' Grammatically, the word 'blinder' with the degree of comparison marker 'er' attached to the word blind indicates the need to use 'more'. So the word blinder should be translated as 'more blind' and not 'still blind'. The second error is a translation error in meaning or semantics. The clause '....tapi kau membuatku tetap buta daripada aku.' cannot be an appropriate equivalent for the clause '...but you have kept me blinder than what I am.'. Comprehending and connecting the meaning with the context of the conversation that occurs is one of the tips for getting an equivalent translation. The speech act of blaming expressed by Bertha to her father contains the meaning of blaming her father for all the lies he created, making Bertha someone who is more blind than just blind.

The discussion shows the significance of connecting AVT translation research results especially dubbing, with the quality of the translation. The quality of translation particularly in term of acceptability inspects the various speech acts found in certain tones created in dubbing. It is then distinct the situation that will lead to mistranslated

meaning. Eventually, the dubbers, are very much assisted by what the translation made. Therefore, the quality of acceptability will equal to the level of dubbing accomplishment.

Conclusion

The emergence of audio-visual translation is a solution to the uncertainty of translation on paperless media. The strategy could provide more benefits between subtitling and dubbing in translation for the small screen and the big screen. It turns out that both have different challenges and advantages. Dubbing in children's animated feature films has a big impact on the audience's (children's) understanding of the messages, values, education and even culture in an animated film. This research proves the benefits of dubbing as a film translation strategy. At the same time, this research is useful for measuring the level of acceptance of translations, especially for the animated film *The Toy Maker and His Daughter*. In the near future, seems that other consideration of translation quality such as the accuracy and the readability are needed to measure the level of translation result both in subtitling and dubbing.

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<https://www.youtube.com/watch?v=0NjQ4SW9YeU&t=22s> *Pembuat Mainan dan Putrinya*