

The Use of Directive Speech Act from Supervisors to Subordinates in Japanese Companies

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ABSTRACT

This paper aims to identify translation techniques of directive speech act frequently used in Japanese companies. It also aims to find out the quality of translation products by translators using translation quality assessment by Larson (1984). The research employed a qualitative descriptive method in which the data were gained from interviews of 6 translators and a questionnaire on the utterance of directive speech acts in accordance with the theory by Namatame. The results of data analysis found that directive speech acts in Japanese companies are dominated by ordering functions. The total number of the collected data was 270 utterances. The result shows that there are nine types of translation techniques with dominating techniques in addition techniques. Those techniques are as follow: addition (28%), literal (27%), borrowing (13%), reduction (11%), variation (11%), modulation (5%), substitution, (1%), description (1%), establish equivalent (1%). Translation products can be considered as good quality with 93% accuracy, 100% acceptance, and 99% readability. The findings indicated that the selection of translation techniques also depends on interlocutor status and has an impact on the quality of translation.

Keywords: *Speech, speech act, translation technique.*

1. INTRODUCTION

Communication is not just a symbol, word, or sentence, but it will be more appropriate if it is called a product or result of a symbol, word, or sentence in the form of speech act behavior (Searle, 1969). Speech acts are activities of communicating to speech partners in everyday life, resulting in an act or action of an utterance. This communication activity has a function that makes the second person able to provide answers according to what the first person expects. This is what is commonly pointed to as good communication achievement.

Austin (1962) stated that speech acts are acts that referring to the action performed by producing utterances. Yule (1996) classified speech act into 5 groups namely (1) declarative, which includes naming, proclaiming, etc.; (2) representative, which is used to express what the speaker believes in; (3) expressive, speech act to express what the speaker feels such as happiness, hatred, suffer, etc.; (4) directive that has the function to instruct the interlocutor like request and inhibition; and (5) commissive which is contained in promises, threat, etc.

The reality of living in a globalized world requires that people interact with individuals who may have different languages. This makes the communication challenging to understand what the speaker was intended. This is where the translator plays an important role. Larson (1984) stated that translation is not only transferring the language but also transferring the meaning. The statement indicated that translators have to completely understand the meaning of utterances expressed by the speaker to produce a translation that is accurate and understandable to the interlocutors.

The directive speech act is one of the subfields in pragmatics which requires the translator to deliver the message as a whole. Yule (1996) stated that directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions, and, as illustrated, they can be positive or negative. This shows that a translator must have the initiative in the work he or she is facing. Take, for example, a translator has to transfer the complete meaning from the source language into the target language despite the selected word. For example, sometimes translation of directive speech seems harsh, therefore the translator has complete control in choosing

the right word so that the result can have illocutionary power on the interlocutor. According to Namatame (Diner, 2020) directives are classified into five types *meters* (order), *irai* (request), *kinshi* (prohibition), *kyoka* (permit), and *teian* (suggestion).

To produce an accurate and understandable translation, Molina and Albir (2002) in their research suggested 18 techniques that can help a translator translate directive speech act. They are (1) adaptation, (2) amplification, (3) borrowing, (4) calque, (5) compensation, (6) description, (7) discursive creation, (8) establish equivalence, (9) generalization, (10) linguistic amplification, (11) linguistic compression, (12) literal translation, (13) modulation, (14) particularization, (15) reduction, (16) substitution, (17) transposition, (18) variation.

Many researchers analyzed the directive speech act. For instance, Fitriana (2013) researched a translated novel. Translating utterances/ speech acts are regarded as a translation with a high level of sensitivity. It needs particular attention from a translator since there is an illocutionary force or intended message implied in a speech that should be able to be revealed to the target language (TL). To do this, a translator needs to consider the context of the situation that overshadows a speech, speech topic content, social level of speakers, and hearer. By having learned speech acts we will be able to implement them in the social interaction in our daily life. Wiyatasari (2015) analyzed translated novels stated from the techniques used by translators in translating the two Japanese literary works into Indonesian, it can be seen that the translation of these two literary works is more oriented towards SL. This is reinforced by the results of data analysis which found that most of the translation techniques used were techniques other than calque, borrowing, and literal. Della and Sembiring's research on the directive speech act in *Beauty and the beast* movie (2018) found that directive represents the power and dominance of the speaker. Based on the table it also shows that the command type was more dominant than other types in directive speech acts.

Even though there are many studies analyzing directive speech acts, the translation technique mostly uses secondary data sources such as a novel, or film script which is scripted by the writer and not a natural conversation. Which can be different from the actual case on the field.

Therefore, in order to fill the gap, the study was to examine the directive speech act in a Japanese company where the five types of directive speech acts are commonly used as a command utterance by supervisors to the subordinates. This research mainly focuses on directive acts that are commonly used in a Japanese company and how the translator translates them into Indonesians.

Table 1. The classification of directive speech act

Direct Speech Act Criticism	Amount
Order	9
Request	9
Prohibition	9
Permission	9
Suggestion	9
Total	45

2. METHOD

This research is qualitative research using a descriptive approach. This study is categorized into product-oriented translation research focusing on the product of translation.

The data were collected from six translators at a Japanese company. Each translator who work in a different department, and has a different job description, and also a different Japanese supervisor. First, each translator has been interviewed separately. The interview aimed to collect information about how often the supervisor expressed the directive speech acts, what kinds of directive speech acts were expressed by the supervisor, and to who were the utterances addressed. The collected data was then summarized as a base to conduct a questionnaire with five types of directive speech utterances which are commonly used in every department with three different background interlocutors (1) older manager, (2) older operator, and (3) younger operator. The questionnaire was written in Japanese and had to be translated to Indonesian as naturally as possible.

As referred in Table 1, the collected data was then analysed based on 18 translation techniques from Molina and Albir (2002) as and three aspects of translation quality assessment from Larson (1984) as seen in Table 1, to analyse the strengths and weaknesses of the translation.

3. FINDINGS AND DISCUSSION

According to Natamane (Diner, 2020), there are 5 types of directive speech acts. Based on collected interview data the most frequently used utterances, from the highest to the lowest, are request, prohibition, suggestion, and permission. With 45 utterances translated by 6 translators, the total data were 270 data divided into 54 data for each type of directive speech act.

3.1. The 'Order' function

According to Zhang (2016) order function is the utterances used to express a command where the speaker demands the interlocutor to do something. In Japanese *-e/-ro/~yo*, *~ou/~you/~saseru/~seru*, *~nasai*, *~kudasai*,

Table 2. The use techniques on command function

Translation technique	Amount	Percentage
Addition	23	42%
Literal	21	39%
Borrowing	7	14%
Description	3	5%
Total	54	100%

~naika, ~tamae, ~goran, ~youni, ~mashou, ~Vru youni, ~Vnai youni, ~Vru beshi, etc., frequently used for these utterances commonly used by supervisors to subordinates. It is considered as an “ordering” category because the utterances must be obeyed by the hearers since the interlocutor is a subordinate. By applying the theories of translation techniques proposed by Molina and Albir (2002), the results of translation technique analysis show there are 4 techniques used of a total of 9 utterances translated by 6 translators as shown in Table 2.

Data 1: The example of the addition technique

SL: *Hayaku shiro yo !*
(Do it, quickly!)
TL: *Mohon untuk segera dikerjakan ya Pak/Bu.*
(Please do it quickly Sir/Mam.)

The context of this utterance is the Japanese supervisor demands the interlocutor who is an older manager to quickly solve the problem that was occurred in the factory. As can be observed in Data 1, even when the supervisor didn't mention the target, the translator adds a greeting form *Pak/Bu* to mention the interlocutor. Addition techniques were performed by adding the implicit information in TL. Some translators chose addition techniques when the interlocutors are older or have a higher position.

Wibowo and Retnaningsih (2015) stated the relationship influences the choice of greeting forms. The selection of a greeting is assumed to be closely related to the language attitudes and perspectives of the speaker in positioning himself against the hearer. Although the supervisor didn't use the form of the greeting, Subiyatningsih (2008) mentioned the people will instinctively try to communicate clearly in any language, so the greeting form frequently is used.

Data 2: The example of a literal technique

SL: *Hayaku shiro yo !*
(Do it, quickly!)
TL: *Cepet certain!*
(Do it, quickly!)

The context is the same as Data 1, but the interlocutor in this data is a younger operator. In this situation, the translator uses literal translation. A word-for-word translation can be used in some languages and is dependent on the sentence structure. In this data, the

translator used it mostly in the condition when the interlocutor was younger or a lower level operator since there's no need to show the social distance between the translator and interlocutor.

Data 1 and 2 using a single variant technique. Single variants technique refers to the application of one technique in translation (Fitriana, 2013). Some techniques can be used simultaneously as sample below.

Data 3: The example of addition and description technique

SL: *Hayaku shiro yo !*
(Do it, quickly!)
TL: *Bapak, punten... karena sedang giri-giri, bisa agak dipercepat?*
(I'm sorry sir... due to the time limit, can you speed it up?)

As can be seen in Data 3 some translators use description to disc acceptable to be word or expression. Before uttering the command the translator describes why the interlocutor must obey the command to make sure the interlocutor realizes what makes the command so urgent. The translator also adds *Pak* in the translation to mention the interlocutor. Based on Fitriana (2013) the combination of two techniques is called Couplet variant techniques. Couplet variant techniques mean the combination of two translation techniques in a sentence.

Data 4: The example of addition and borrowing technique

SL: *Kyou no deta o matomete yuugata, watashi ni houkoku shite.*
(Summary today's data, report to me this evening.)
TL: *Pak, tolong data ini dimatome dulu hari ini, nanti sore dilaporkan.*
(Sir, please matome this data today, and then reports it this evening)

On Data 4 can be seen that the translator borrowed the Japanese vocabulary “*Matome*” rather than using “*Merangkum*” for the sentence which combined with the addition *Pak*. The borrowing technique takes a word or expression straight from another language. It can be pure (without any change) or naturalized to fit the spelling rules in the target language. Not all foreign vocabulary can be borrowed; the translator has to make sure that the borrowed vocabulary can be understood by the interlocutor. The data is in accordance with Grassilli (2015) studies which mentioned certain terms allow people belonging to communities of similar interests to transcend linguistic boundaries. Despite using different linguistic systems, they share the same reality and the same code to decipher it.

3.2. Request

A request is a directive speech act in which the illocutionary purpose is to get the hearer to do something

Table 3. The use of command function techniques

Translation technique	Amount	Percentage
Addition	18	33%
Literal	17	31%
Reduction	15	28%
Establish equivalent	3	6%
Borrowing	1	2%
Total	52	100%

in circumstances in which it is not obvious that he/she will act in the normal course of events (Searle, 1969). Zhang (2016) mentioned *~te kudasai, ~sasete kudasai, ~naide kudasai, ~te kure, ~naide kure, ~tekuretamae, ~te kudasaru*, etc., are frequently used for this function. By initiating a request, the speaker believes that the hearer can act. As mentioned in Table 3, In this section there are five techniques for a total of 9 utterances.

Data 5: The example of the addition technique

- SL: *MOM o meeru de okutte kure.*
(Send the MOM by email!)
- TL: *Tolong kirimkan MOM lewat E-mail ya, Pak/Bu*
(Sir/Mam Please send the MOM by email.)

Same as the order function, the most frequently used technique is addition. The translator frequently adds the greeting form “*Pak/Bu/Bang*” in the translation product. The purpose is to respect the interlocutor who is older than the translator or has a higher position. The content of Data 5 below is the supervisor’s request to the interlocutor to send the MoM of the meeting by email. In the situation of this sentence, the translator must address the translation product to the older manager.

As mentioned before, the condition when the interlocutor has a higher position, the translator instinctively uses greeting form which is related to the language attitudes and perspectives of the translator in positioning himself (Wibowo & Retnaningsih, 2015).

Data 6: The example of the literal technique

- SL: *Kinou no mondai oshiete hoshii.*
(I want you to tell me about yesterday’s trouble)
- TL: *Dia ingin diberi tahu masalah yang kemarin.*
(He wants you to tell him about yesterday’s trouble)

The context of Data 6 is the supervisor wants the lower level and there’s no need to add some vocabulary to show respect, the translator chooses to translate the utterances word to word.

Data 7: The example of reduction technique

- SL: *Jya, onegaishimasu.*
(Then please.)
- TL: *Minta tolong ya, Pak.*
(Please Sir.)

The next technique is reduction. This technique is applied to partial removal. Some elements of the TL are eliminated. The information is implied, so it does not appear explicitly. As can be seen in data 7, the translator removes “*Jya*” in this translation. Even there is missing vocabulary, the whole message can be completely delivered to the interlocutor. Based on Aryanto (2015) as long as the translation product identified the important points of the source language and there is no change in the content of the message, the use of the reduction technique can be declared as an effective technique.

Data 8: The example of establishing an equivalent technique

- SL: *MoM o meeru de okutte kure.*
(Sent the MoM by email!)
- TL: *MoMnya emailin ya!*
(Sent the MoM by email ok!)

The next technique is established equivalent. It is a technique applied to recognize terms or expressions in the dictionary or language used as equivalence in TL rather than translate into “*Kirim lewat email*”, the translator used “*Email-in*” which has the same meaning as “*Kirim lewat email*” respectively but it is used typically for informal daily conversation. Since it was an informal form, this strategy was only used to the lower lever interlocutor. Translation type distinguishes between rank-bound translation and unbounded translation, depending on the grammatical or phonological rank at which equivalence is established (Catford, 1965 as cited in Panou, 2013). The unbounded translation is a type of translation that is not limited to a particular rank, and the translator may add equivalent at a sentence, clause, and other levels. Free translation belongs to this type of translation.

Data 9: The example of borrowing technique

- SL: *MoM o meeru de okutte kure.*
(Send the MoM by email.)
- TL: *Tolong kirim MoMnya by email ya, Pak.*
(Please send the MoM by email Sir.)

The least using borrowing technique which is explained before on order function, this technique takes a word or expression straight from another language. In this translation, the translator applies code-mixing by using “*by*” rather than “*ke*” or “*via*”. Aryanto (2015) stated in his research, this kind of translation is an example of interference. Interference can result as the translators want to show that they can master a language that is considered prestigious.

3.3. Prohibition

Prohibition is defined as a situation when someone was not allowed to do something. In terms of the function of speech, Prohibition means asking the interlocutor not to do something. *~V ru na, ~nai, ~te ha ikenai, ~te ha naranai, ~te ha dame, ~naikoto, ~bekarazu, ~naide*

Table 4. The use of prohibition function techniques

Translation technique	Amount	Percentage
Variation	29	54%
Addition	15	28%
Literal	6	10%
Substitution	4	8%
Total	54	100%

houshii, ~naide kudasai, ~naide itadakitai, is frequently used in this function Zhang (2016). As can see in Table 4, there are four techniques frequently used for prohibition:

Different from the request and order in the prohibition sentence mostly used technique is the variation technique. Variation refers to the change of linguistic or paralinguistic elements (intonations, gestures) which affect the linguistic variation, such as style, changes of textual tone, social and geographical dialect, etc.

Data 10: The example of variation technique

SL: *Denwa ato ni siro ! Imatte kaigi chuu darou?*
(Do the phone later! Now is the middle of a meeting, right?)

TL: *Mohon untuk tidak teleponan karena sedang meeting.*
(Please do not use the phone since we are in the middle of the meeting.)

The context of the sentence is in the middle of an important meeting some participants look at using their phones. The Japanese supervisor strictly reprimands and prohibits using their phone in the middle of a meeting. The translator chooses to change the function of the directive speech act from prohibiting to requesting by using “*Mohon*” which has meaning, please. The translator also shifts the interrogative sentence from the supervisor to a descriptive sentence. The translator opts to shift the sentence from direct into indirect speech act since the types of expressions are conveyable by using declarative or interrogative. So the hearer does not consider that he/she is being commanded (Diner, 2020).

As monitored in other functions, the addition technique is also frequently used in conditions when the interlocutor is older or has a higher position, meanwhile literal techniques in condition when the utterance is addressed to younger or lower-level operator. The context of this sentence is that in the middle of a meeting all workers need to focus, so the supervisor prohibits them to chat with each other and focus on the meeting.

Data 11: The example of the addition technique.

SL: *Syaberanaide!*
(No talking!)

TL: *Jangan ngomong dulu, Pak.*
(Sir, no talking for now.)

Table 5. The use of suggestion function techniques

Translation technique	Amount	Percentage
Borrowing	29	53%
Literal	15	29%
Addition	10	18%
Total	54	100%

Data 12: The example of the literal technique.

SL: *Syaberanaide!*
(No talking!)

TL: *Jangan ngobrol!*
(No talking!)

The substitution techniques are the least used. This technique is used to substitute a paralinguistic element (signs, gestures, etc.) into a linguistic element or vice versa. It is only used by the translator in the condition when the interlocutor is a younger or lower level operator. Nugraha (2014) stated that standalone nonverbal communication such as gestures is less effective. It has to be combined with verbal communication to make sure the interlocutor understands the whole message verbally and visually.

Data 13: The example of substitution technique.

SL: *Syaberanaide!*
(No talking!)

TL: *(telunjuk di depan bibir – memakai bahasa tubuh)*
(Put the finger in front of the lip – using body language.)

Rather than translating it using vocabulary, the translator sends the message using body language. The translator puts their fingers in front of their mouth which commonly means keep silent.

3.4. Suggestion

The suggestion is used to express suggestions, advice by speakers to the interlocutor. Speech forms included in directive sentences of suggestion are *~ta houga ii, ~Vru houga ii, ~tara houga ii, ~to ii, ~te goran, ~kotoda, ~ba ii, and ~tara ii* (Zhang, 2016). Table 5 showed, In this function, there have only 3 strategies used. The most frequently used is borrowing.

Data 14: The example of borrowing technique.

SL: *Trial wa ashita ni suru ka?*
(How if the trial is conducted tomorrow?)

TL: *Trial mau besok aja?*
(How if the trial is conducted tomorrow?)

The context of this sentence is, there is a trial production event of a new product before starting the mass production. But, since there is still a lot of work that

has to be done also, the supervisor suggests the trial event be postponed to the next day.

All translators purely borrow the “Trial” rather than translating it into “*Percobaan*”. It is because the “Trial” is used as an event name in the companies which is commonly known by all workers. This means trial production before mass production. Some translators combine it with the additional technique by adding “*Pak/Bu/Bang*”.

Data 15: The example of borrowing and addition technique.

SL: *Kore o tsuketa houga hayai jyanai?*
(Isn't it faster if it is attached?)

TL: *Bukannya lebih cepat kalo di attach ya pak?*
(Sir, isn't it faster if it is attached?)

The supervisor watching the engineering try to repair the malfunctioning machine gives suggest attaching some parts to faster the repair work. One translator uses mixing code “Attach” rather than “*Pasang*” which is considered prestigious as confirmed by Aryanto (2015). Furthermore, as also mentioned before people belonging to communities of similar interests, despite using different linguistic systems, share the same reality and the same code to decipher the message (Grassilli, 2015).

Data 16: The example of the literal technique.

SL: *Hayaku kaetta houga ii.*
(You should go home early)

TL: *Sebaiknya cepat pulang.*
(You should go home early)

In this condition when the supervisor notices that some workers look unwell since there is no urgency to overwork, the supervisor suggests the workers go home soon. Most translators use literal techniques even when the interlocutor has a higher position.

3.5. Permission

As mentioned by Zhang (2016), permission is used to express permission when going to do something or give permission by the speaker to the interlocutor. Speech forms are included in the directive sentence of the permission form in Japanese are *~te mo ii*, *~te mo yoroshii*, *~te mo kamawanai*, *~sasemashou*, and predicate sentences of *yurusu* and *kyokasuru*. There are 4 techniques used to translate the permission function. The most frequently used is modulation as mentioned in Table 6.

Data 17: The example of the literal technique.

SL: *Ii yo, saki ni katte kudasai.*
(It's ok, you can go home first.)

TL: *Iya pak tidak apa-apa, silahkan pulang duluan aja.*
(It's ok Sir, please go home first.)

The context of this sentence is, the interlocutor asks for permission to go home. Since there is no urge to

Table 6. The use permission function techniques

Translation technique	Amount	Percentage
Literal	15	30%
Reduction	15	27%
Modulation	15	27%
Addition	9	15%
Total	54	100%

overtime and all the work is done, the supervisor permits to go home when the supervisor still has some work and stays at the factory.

Data 19: The example of modulation technique

SL: *Kono pasokon wa jiyuu ni tsukattemo kamawanai*
(You can use the computer freely.)

TL: *Silahkan gunakan komputer ini.*
(Please use the computer)

In the context of Data 19, there are IT department members who have to update some security issues on the supervisor's laptop. Since it needs to directly install some data, the supervisor permits the two to use it freely.

Modulation technique is a translation technique used by changing the point of view, focus, or cognitive category concerning the source text. In Data 19 as can be observed “*Jiyuu ni tsukatte mo kamawanai*” sentence which literally can be translated into “*Tidak masalah gunakan saja sebebannya*” compressed to “*Silahkan gunakan*”.

Data 20: The example of reduction technique

SL: *Kono pasokon wa jiyuu ni tsukattemo kamawanai.*
(You can use the computer freely.)

TL: *Pakai aja komputernya ini, gapapa.*
(Just use the computer, it's ok.)

As mentioned before, the reduction technique is a technique applied to partial removal. Some elements of the TL are eliminated. As can be seen on data 20, the translator removes “*Jiyuu*” which has meant the same as freely. However even there are some elements deleted, but the messages can still be understood by the interlocutor (Aryanto, 2015).

Data 21: The example of the addition technique

SL: *Kono pasokon wa jiyuu ni tsukattemo kamawanai.*
(You can use the computer freely)

TL: *Pakai saja computer ini Pak, gapapa.*
(Just use the computer, Sir, it's ok.)

In this function, the addition technique is 100% used in couplet variation, which means it is always combined with other techniques. As can be seen in data 21 addition technique is combined with the reduction technique.

Table 7. Translation’s accuracy

Aspects	Amount	Percentage
Accurate	251	93%
Less accurate	12	4%
Not accurate	7	3%
Total	270	100%

3.6. Translation Quality of Directive Speech Acts

Larson (1984) suggests in his book that three aspects can be used to assess translation quality, namely accuracy, acceptability, and readability. According to that, Nababan (2004) created a matrix that can be used to assess the three aspects.

3.6.1 Accuracy

In terms of accuracy, Table 7 shown, from 270 data analyzed, the translation quality of directive speech in Japanese companies tends to have good quality. Accurate translation dominates this research. The example of accurate translation can be seen from Data 1 until data 18. And here are some examples of less accurate and not accurate data in the translation.

Data 22: The example of less accurate translation.

SL: *Trial wa ashita ni suru ka?*
(How if the trial is conducted tomorrow?)
TL: *Trialnya besok?*
(Is the trial tomorrow?)

What translates is less accurate is, this sentence is a suggestion function. The supervisor suggests postponing the trial to the next day. However, the modulation technique applied in this sentence makes it look like that the supervisor is asking if tomorrow’s trial will be conducted? To be more accurate, it can be translated “*Trialnya mau besok aja, Pak?*” with an addition technique.

Data 23: The example of not accurate translation.

SL: *Oiru o nurete wa dame.*
(Don’t get wet by oil.)
TL: *Oilnya jangan sampai bocor*
(Don’t let any oil leak.)

In this sentence, the translator uses “*bocor*” to translate “*nure*” which is not accurate. “*Nure*” means wet, totally different from “*bocor*” which means a leak.

Translating utterances requires special attention as there is a message or intention meaning transferred by a speaker, however, some misunderstanding may occur between speakers or hearers. Consequently, the message will not be easily well transmitted as the way it is.

Table 8. Translation’s acceptability

Aspects	Amount	Percentage
Acceptable	270	100%
Less acceptable	0	0%
Not acceptable	0	0%
Total	270	0%

Table 9. Translation’s readability

Aspects	Amount	Percentage
High Readability	267	99%
Middle Readability	3	1%
Low Readability	0	0%
Total	270	0%

3.6.2 Acceptability

As presented in Table 8, all translations are acceptable. The translations were natural; the technical terms used are commonly used terms in the related fields and are familiar to the interlocutors. Translation adjustments are identified with the cultural adjustments in Indonesian. Since the translators are experienced in their field. Vocabulary choice looks natural. Even for some sentences, they use borrowing technique by doing code-switching, and the borrowed vocabulary is familiar in companies.

3.6.3 Readability

From Table 9, in terms of readability, there are 267 data (99%) classified into high readability (easy to understand) and 3 data (10%) with middle readability. The example of middle readability is as seen below.

Data 24: The example of middle readability.

SL: *Syaberanaide!*
(No talking.)
TL: *(telunjuk di depan bibir – memakai bahasa tubuh)*
(Put the finger in front of the lip – using body language.)

The translator chose to use the substitution technique by shifting the vocabulary into body language. In the term of readability “*Jangan ngobrol*” (don’t talk) is easier to understand.

Translating directive speech act needs particular attention to make sure the interlocutor not only got the message, but also understand the force of the utterance. A translation can be accurate in terms of linguistic, but from culture aspect it may not be acceptable. For that reason, a translator is demanded to use method and special approach to increase the effect of communication, and also having knowledge about rules in target language and the background of its’ culture so he/she can produce appropriate and acceptable translation (Robinson,1997).

4. CONCLUSION

From 18 techniques suggested by Molina and Albir (2002), there are 9 techniques that found in this research namely addition (28%), literal (27%), borrowing (13%), reduction (11%), variation (11%), modulation (5%), substitution, (1%), description (1%), and establish equivalent (1%). In terms of translation quality assessment, the translation output can be considered as good quality with 93% accuracy, 100% acceptability, and 99% readability. However, there are several limitations to this study. There are a lot of aspects that can be studied further, such as the reason translators use different strategies even for the same utterance. For further research, the connection between politeness strategy and translation strategy of directive speech acts in Japanese companies can be studied since Japanese and Indonesia have different cultures.

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