

SPEECH ACTS EQUIVALENCE OF AUDIOVISUAL TRANSLATION ON ENOLA HOLMES NETFLIX MOVIE SUBTITLE

Violita

Master's Program of Linguistics, Faculty of Cultural Science, Gadjah Mada University, Yogyakarta, Indonesia.

violitaa98@gmail.com

Hayatul Cholsy

Languages and Linguistics Department, Faculty of Cultural Science, Gadjah Mada University, Yogyakarta, Indonesia.

cholsy-h@ugm.ac.id

Corresponding Author:

Hayatul Cholsy

cholsy-h@ugm.ac.id

Abstract: this research discusses the speech act equivalence involving translation of English-Indonesian subtitle of Enola Holmes Netflix movie. Since pragmatic equivalence is considered as to be the suitable one to be analyzed in Audiovisual Translation (AVT), this research looks closely in case of translating the subtitle especially the movie with genre of adventure and mystery. This audiovisual translation research employs qualitative descriptive with the research design of content analysis. The data is taken from the subtitle Netflix movie of Enola Holmes. According to the result of this research, it shows some circumstances firstly the ST that is translated equivalent in its speech act can present the message equivalent with the context of the story. Secondly, the translation that cannot reach the speech act equivalency is less able to bring the context of the story into the TT translation. In addition, the implication exists in utterances present in ST can be conveyed in the TT if the speech act equivalency is achieved. Otherwise, the implication that exists in utterances present in ST cannot be portrayed in TT if the speech act equivalency cannot be achieved.

Keywords: *Audiovisual Translation, Pragmatic Equivalence, Speech Acts, Subtitle.*

INTRODUCTION

The development of translation has successfully shows its rapid progress in this era which is translation not only can be found in the form of a book but there is also an Audiovisual Translation (AVT). According to Delabastita (1989) cited in Bogucki & Deckert (2020), Audiovisual Translation refers to a form of transposition in which only a certain part of the source text is changed and transferred into a new form on the same complex of audiovisual (AV). Unconsciously, people are using and enjoying the outcome of Audiovisual Translation nowadays which make AVT grow wider in human life. AVT divided into two as subtitling and dubbing that involves in the screenplay production such as film, TV show, movie, etc. Furthermore, subtitle is carrying verbal information for the audiences, and the process of delivering message brings up the presence of a communication. De Saussure & Rocci (2016) one of major area in language research field which is translation becomes the central important major that is related with verbal communication across language and culture at least in three decades.

In the process of translation the target language (TL) text should be represented the original meaning and message of the source language (SL) text. The equivalence becomes important to reach the goal of translation. As Catford (1965) explain that constructing the TL translation

equivalent is the main problem in translation practice. Also, determining the nature and conditions of translation equivalence is a central task of translation theory. Therefore, the final product of subtitle can be acceptable by the audience of the text subtitle. Strengthened by Chaume (2013) explanation, the complexity in AVT for the translator is that create the dialogues that imitate the pre-assembled spontaneous mode of discourse that are developed through written and spoken languages, but through the meaning also as the other non-verbal codes. However, due to the time limitation in subtitle translation, it makes the translator has to produce the text subtitle as proper as possible in the screenplay.

In producing the final result of subtitle, the translator definitely aims to present the translation with the highest equivalence of TL which represents the SL, so that the audience of the movie can understand the storyline. The used of any strategies by the translator in translating subtitle considered as the successful one within a condition between the SL and TL is equivalent. According to Gottlieb (1994) speech acts in focus of verbal intentions and visual effects are more important in subtitling than atomized lexical elements. It means that minding some aspects of equivalence in AVT should be done to be able to produce the decent subtitles in movie, it just not simply transfer the source language to the target language as the usual translation should be done. Baker (1992) come up with the idea of the needed of pragmatic equivalence in translation that is part of the equivalence principles involving the linguistics disciplines. It start with equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and the last is pragmatic equivalence.

Meanwhile, there are many platforms provide foreign movies that already have the Indonesian subtitle with all kinds of services they have. The expansion of Netflix as a legal platform is growing rapidly that many youngsters and adults are captivated, and Indonesia also become one of the countries in the world that the users cannot be considered as a small numbers. As Jenner (2018) explain that Netflix audience could be presumed to be limited in national boarder only but aiming to address that is fragmented across borders, which it significantly different from television audiences.

In the case of adventure and mystery genre based movie, there are some situations where this genre based movie has its own ability to present and bring the storyline. Indirectly, the audiences are blending together not only to feel the rollercoaster with the storyline but also solve the problem or mystery in the movie. Those happen in Enola Holmes movie since the genre of this movie is adventure and mystery with the storyline presents Enola's adventure in solving the case of her missing mother. It makes the translator have to avoid the inaccurate information of the original storyline in composing the subtitle text particularly. The pragmatic equivalence as the bridge to interpret the meaning of a text based on the context exists in the adventure mystery genre based movie due to the information in the utterances of this kind of movie genre involves a secret language system or code implicitly in order to build the atmosphere of the adventure solving case. Generally speaking, according to Parker & Riley (2014) pragmatics deals with context occur in language, and text subtitle become the component which can be analyzed in pragmatics view since it is an immediately prior utterances in a text.

Although the study of pragmatic equivalence on translation still has not become a hot topic that widely discussed among the researchers on translation field, but there are already some previous study which discussed it. Firstly, a research by Wisudawanto (2021) examine on pragmatic equivalence on satire translation on novel of animal farm. In detail, the researcher also classified the illocution according to theory of Searle (1969) and sees the pragmatic equivalence by classified the implicature using Grice (1975). Secondly, Kusuma (2019) conduct a research on meaning equivalence and translation strategy of news text on the Indonesian Cabinet Secretariat Official Website. Baker's theory on translation equivalence is applied in her research. It shows that the contextual meaning equivalence and situational meaning equivalence is the most used in the news text translation, also both equivalences are related with the translation strategy in transfer culture.

Thirdly, Almunawaroh (2019) analyze the negative face threatening acts on TV series '13 Reasons Why' to know the translation strategies and pragmatic equivalence applied using descriptive and comparative methods. It shows 150 utterances containing negative FTA found and the indirect translation strategy is the mostly used. Furthermore, the research use KPI and LSF rules to know the limitation of the subtitle translation since it concern on utterance containing FTA. Meanwhile, in this present study investigates on how pragmatic equivalence involves Audiovisual Translation of subtitle on Netflix adventure mystery movie Enola Holmes. This present study uses different object of research with the first and second previous studies which is movie subtitle. Even though in the third previous study using Netflix movie which in this present study also using a movie from Netflix, but it is using different movie also different genre. While, the third previous study focuses on the FTA for the utterances different with this present study that use all the utterances occurs in the adventure and mystery genre based movie to know the speech act equivalence.

Along with explanation before, pragmatic equivalence idea is the suitable one in concerning the AVT due to the time limitation in the movie has to be able to reach translation equivalent. Moreover, this research examines on the speech act equivalence involving the translation of English-Indonesian subtitle on Enola Holmes Netflix movie. The researchers use the official platform Netflix since it is a legal platform in the certain way the translation output of the subtitle is different from the illegal platform.

Audiovisual Translation of Subtitle

Audiovisual translation according to Orero (2009) explains that concentration in dubbing and subtitling are the most used in audiovisual translation research in a movie, fiction, and other objects. There is an important parameter when assessing the subtitling quality present by Massida (2015) that are the readability, followed by reduction, subtitles conciseness, and faithfulness to the source text. Another explanation about subtitling by Cintas & Remeil (2014), clarity, readability, and transparent references are the elements which correlate in subtitling. Circumstantially, audiences must be served with the clear subtitles which they can rely to perceive any information. It makes any misleading information are forbidden to be exist in the subtitles. Furthermore, subtitling also needs to omits some words in the target text due to the limitation time space and if there is some condition which requires reduction of the text.

Pragmatic Equivalence in Subtitling

There must be a problem that the translator faced in the process of translation in achieving the equivalence between the SL and TL. The reason is because translation practice cannot be said as an easy and simple task. Then, translator is expected to give final translation result as equivalent as possible. Emery (2004) explain equivalence as a function of intended meaning of source text author more loosely and no longer defined in the terms of an 'identity'. Meanwhile, Nida (1969) purposes the new focus of translation as the translation critic that constructs the dynamic equivalence; is defined in the terms of degree in what extent the receptors language respond of the message in substance to the same manner of it as the receptors in source language. The both explanations have the same point of view. It is the use of equivalence in translation, aims to construct the compatibility of original meaning, intention, or information between SL and TL.

In the matter of obtaining equivalence in translation, it required some aspects of equivalence as Baker (1992) presents some ideas of equivalence in translation. They are (a) equivalence at word level (b) equivalence above word level, (c) grammatical equivalence, (d) textual equivalence, and (e) pragmatic equivalence. Firstly in the case of the non-equivalence at word level when there is no word in the TL can be expressed the same meaning as in the SL that the translator should deal with. Secondly, the lexical patterning issues that deal with two main headings that is collocation idioms and fixed expressions. It is deeper than the first case before because it occurs when words are blending with other words to form stretches of language. Thirdly, it still relates with the two previous cases but the main is handling the grammatical categories issues which universal across different languages. Likewise, it comes with textual equivalence which divided into two main parts first when the need of distinguish text from no-text namely thematic and information structure and second is dealing with difficulties and strategies of translation at the level of text by looking at the cohesion. Yet, this last one has different with the others. The last one relates with something that does not on the surface like textual level or grammatical things and it goes beyond more than those. When the exploration of 'language use' is necessary in a translation, such the way of utterances used in the communication situations require a context interpretation namely pragmatic equivalence.

As mentioned before about translation and equivalence, it also necessary to the apply translation equivalence in subtitling. According to Gottlieb (2001) due to the time and space constraints in subtitling, the most appropriate type of equivalence in subtitling is pragmatic equivalence. Along with it, pragmatic correlates with communication circumstance in language that translation is the media of execution. Then, meaning in source text should be interpreted based on its context into target text. Moreover, Baker (1992) also indicates the idea of pragmatic equivalence in translation. Furthermore, involving specific pragmatic feature of speech event that known as speech act to know the context of equivalence in AVT. Then, speech act in conversation indirectly can carry out a conversational implicature unwittingly. The term implicature explained by Grice (1975) create a concept of on how utterances spoken by the speaker have meaning or implying something rather than on what the speaker literally says. Still, when it occurs on a conversation, it called as conversational

implicature, it is when utterances in a conversation can imply such proposition or statement, which is not in the part of the utterance, as the consequence of violating the conversational principal.

As the term implicature cannot be separated with speech acts because it can be saying as the medium in carrying out an implicature in utterances. Searle (1969) classify taxonomy of illocutionary acts into five types of speech acts which in line to examine pragmatic equivalence in doing translation, they are assertive, directive, commissive, expressive, and declarative.

- a. Assertive, this type of act also known as representative that used to depict a state of affair or the real situation to be believed as the true and or false one. Such as stating, denying, confessing, notifying, concluding, and admitting and so on.
- b. Directive, this act used to make the hearer to do something or not to do the thing when the utterance is expressed. Such as advising, warning, requesting, insisting, forbidding, etc.
- c. Commissive, it is an utterance which committing the speaker to do an action in the future. Such as offering, guaranteeing, betting, promising, vowing, etc.
- d. Expressive, it is type of act function as expressing the speaker's feeling or emotional state. Such as the act of apologizing, mocking, condoling, thanking, congratulating, etc.
- e. Declarative, it is utterance of declaring something which intends to change situation, condition, or even status of some entity. For instance, surrendering, resigning, appointing, etc.

RESEARCH METHODOLOGY

It is an audiovisual translation research with employing qualitative descriptive. Nassaji (2015) explain that qualitative research is to identify recurring themes, patterns, or concepts which often involve an inductive data exploration further to be described and interpreted those categories. The data of this research is taken from subtitle of Enola Holmes movie. For the research design, the writer use content analysis regarding on the form of this research. According to Ary et al (2002), content analysis relates with the context of analyzing and interpreting material recorded such as in films, tapes, textbooks, and the other documents.

The English-Indonesian subtitle of Enola Holmes Movie is the one from the official Netflix website. Enola Holmes is an adventure mystery movie tells the story of Enola who has to solve the case of her missing mother. This movie based on the novel series by Nancy Springer. However, due to the efficiency in doing this research, the researchers downloaded the subtitle file both English and Indonesian in *subscene* website. Secondly, the researchers go through checking step many times in order to get the same subtitle data as the original presents in Netflix without any error and discrepancy.

The data collected further to be analyzed by the researchers by following the several steps. Firstly, classify the types of speech act of the utterance in subtitle text based on the context of the scene in the movie by watching the movie scene with checking the text subtitle both in source text (ST) and target text (TT) using Searle (1969) theory alternately. Secondly,

identify the speech act equivalency between ST and TT based on the classification of both text reveal the speech act types in the first step before. Lastly, analyzing the data finding by giving explanation based on the correlation of speech act, context, and equivalency.

RESULT AND DISCUSSION

Here found some circumstances according to the data analyzed by using Searle (1969) theory in this Enola Holmes movie. There are two circumstances of text subtitle, that are translated equivalent pragmatically and not equivalent pragmatically based on type of speech act on the translation of target text. It also involves the entire five speech act types of assertive, directive, commissive, expressive, and declarative in both source text and target text. For further explanation is present in below discussion.

A. Equivalent Pragmatically

1. Mrs. Lane: **What kind gifts! And, look, she's made this herself.**

(Hadiah yang bagus! Lihat, dia membuatnya sendiri.)

Enola : We were happy. Weren't we, Mrs. Lane?

(Kami bahagia. Bukan begitu, Bu Lane?)

[Subtitle Duration 00:03:49,750]

The situation of the conversation above is when Enola open the gift prepared by her mother because it is the day of her 16th birthday. However, it happens after Enola found out that her mom is disappearing from home, then Mrs. Lane give Enola the gift on Enola's teatime, which the gift left by her mom to Mrs. Lane.

According to the context in SL text above, Mrs. Lane utterance indicates as an expressive which she use compliment expression to congratulate Enola for getting a birthday gift. Moreover, Mrs. Lane also adds information to Enola, that it is not only a fine gift but also a handmade by her mother, Eudoria. However the utterance also implies an implicature of giving a consolation. The compliment from the utterance by Mrs. Lane is like she tries to comfort Enola, because Enola in the state of just found out about the disappearing of her mom, even more it is on her birthday. Then, in TL text is delivered into speech act of expressive as it is shown on how Mrs. Lane praises the gift given by Eudoria. Additionally, the implicature also remain still in target text. Thus, both in source text and target text are equivalence since involving the same speech act.

2. Mycroft : **Where's your hat and your gloves?**

(Mana topi dan sarung tanganmu?)

Enola : Well, I have a hat. It just makes my head itch. And I have no gloves.

(Dulu aku punya topi. Itu membuat kepalaku gatal. Aku tak punya sarung tangan)

[Subtitle Duration 00:06:04,583]

The conversation happens when Enola meet her brothers, Sherlock and Mycroft, in train station. Then, Mycroft asks Enola in a cynical tone about her hat and gloves. It is because according to his previous utterance, he thinks that Enola state seems so untidy, not dressed well, and messed up. Her appearance does not reflect as the youngest sibling in the famous Holmes family. So, he asks where her hat and gloves is. Since hat and gloves are indicating the appearance and identity of Holmes, the famous detective family.

In ST Mycroft gives a direct question to Enola. Based on Mycroft question, he hopes that he can get the answer he wanted so that it deploys the speech act of directive. Also, this conversation does not present an implication because it does not have any other intention just pure asking to get the answer that Mycroft hoping for. In TT, the utterance also shows an act of asking to get the answer from the hearer, Enola, and the speech act imply as directive. Thus, the speech act in target text translation is equivalent.

3. Sherlock : Tell me, she at least saw that you had an education? She valued education.

(Katakan setidaknya dia memberimu pendidikan. Dia menghargai pendidikan)

Enola : **She taught me herself. She made me read every book in Ferndell Hall's library.**

(Dia yang mengajarku. Dia membuatku membaca semua buku di perpustakaan Ferndell Hall)

[Subtitle Duration 00:09:35,583]

The conversation takes a place in Enola's mother, Eudoria, private room which Enola, Sherlock, and Mycroft are at one place together. The situation is when Enola is being asked by Sherlock about what are the things that Eudoria has give for her all this time, especially in the education matter. In the other hand, since Mycroft is talking bad things on Eudoria, then it makes Sherlock, who is still do his business searching for any clues he can find in Eudoria's private room, suddenly curious and then he ask Enola just like in the conversation shown.

Enola's utterance indicates as an assertive in ST and it does not involve any implication behind it. She directly explains on what are really happen all this time, that her mother is the charge of her education matter. She also mentions further explanation that she also read every book in Ferndell Hall's library as her mother told her to do so. In the TT also shows the same speech act circumstance with ST, that it is translated in the form of assertive. Then, the translation between ST and TT is equivalent.

4. Mycroft : **The first is my problem, the second I consider yours.**

(Yang pertama masalahku, yang kedua kuanggap masalahmu)

Sherlock : Enola may prefer to stay here

(Enola mungkin tak mau pergi)

[Subtitle Duration 00:11:57,958]

The situation occurs in Sherlock and Mycroft's conversation is after they discussed the dormitory matter for Enola and plan for searching the disappearance of Eudoria. Based on their discussion, Mycroft made the decision that he would take care of the first issue which was Enola and also indirectly appointed Sherlock to take care of the second issue related to finding the missing Eudoria with those words.

The utterance in TT, the speech act indicates as declarative since based on the context of the movie scene has already explained before that Mycroft appointing Sherlock to take care of the second problem and the first problem for himself. While, in the TT the translation is delivered the same speech act as in ST that is declarative. The ST also depicts the act of Mycroft appointing to take care of the cases for Sherlock and himself. It makes the text translation equivalent.

5. Mycroft : **A wild and dangerous woman brought up a wild child.**

(Wanita liar dan berbahaya membesarkan anak yang liar)

Sherlock : She seems intelligent.

(Dia tampak cerdas)

[Subtitle Duration 00:12:51,541]

The conversation between Sherlock and Mycroft below happen when they arguing on how they will go to do with Enola situation after disappearance of her mother. Mycroft has an idea of finding a boarding school for Enola to discipline her. However, Sherlock does not agree with that and suggesting finding governess for Enola instead of that idea.

The ST shows Mycroft's utterance on his claim as the true matter that he believed in. It makes the utterance by Mycroft above indicates as speech act of assertive since he emphasize on what he beliefs about Eudoria and Enola. Furthermore, according to the context, the expression of 'a wild and dangerous woman' portrays as Eudoria and 'a wild child' for Enola. It implies a message that Eudoria can influence a bad effect for Enola's future because she is the one who raising Enola up all this time. Mycroft stating his judgment by using that expression of figure of speech 'a wild and dangerous woman' and 'a wild child'. Therefore, the translation in TT presents the same speech act of assertive which it make the translation text equivalent. In addition, the TT also still maintain the implication same as in the ST.

6. Sherlock : I think that's all the memories I have.

(Kurasa hanya itu kenanganku.)

Enola : Thank you. **If you could now forget them all.**

(Terima Kasih. Tolong lupakan semuanya.)

[Subtitle Duration 00:16:32,375]

Here the situation from the text above occurs after Sherlock tells several events recalling his memories of Enola's childhood story. He mentions some stories from Enola's pine cone wrapped in wool until Enola's childhood behavior which was hard to persuade to put trousers on. From the last story, it makes Enola feel embarrassed which he asks Sherlock to forget the story as it is present on the text above.

Enola's utterances above in SL present information where Enola asks Sherlock to forget his memory on her embarrassing childhood story immediately. Based on the existing context, Enola's utterance indicates as a directive speech act. Although the translation of the text in SL going through an adjustment in TL, it does not affect the speech acts presented. So that the type of speech acts in the TT is presented same with the SL that is directive. Since in TT Enola's utterance also implies information of asking Sherlock to forget the entire story about her. Thus, the text subtitle on the conversation above achieves the speech act equivalency and makes the story messages delivered appropriately with the context.

7. Enola : Therefore, I ask you to get out of this carriage.

(Karena itu, kuminta kau pergi dari sini.)

Tewkesbury : You remind me of my uncle. **He's bossy too.**

*(Kau seperti pamanku. **Dia pun suka memerintah**)*

[Subtitle Duration 00:24:18,375]

A situation occurs in conversation above is when Enola found out that Tewkesbury appears in front of her inside the train. She actually saw an incident before she got in the train. Then, Enola gives an order for Tewkesbury to leave the train immediately with an emotional tone. According to Enola, Tewkesbury can put Enola in a danger situation because someone in a brown hat was looking for him inside the carriage.

Then, the utterance by Tewkesbury above explains that Enola looks like his uncle and he said that his uncle likes to give an order. However, that expression is present in a negative connotation as it is represented by the word 'bossy'. Then indirectly Tewkesbury also mocked Enola if she is also such a bossy person. In this context, Tewkesbury's speech act is an expressive speech act. Then, the ST is translated equivalent in TL according to the type of speech act. This is illustrated by the TT above using the expression '*suka memerintah*' which also has the same meaning with 'bossy' to be addressed for Enola. Tewkesbury's words in the text also indirectly mock Enola who represents expressive speech act. Furthermore, the implication of mocking Enola from the ST also delivered successfully same in TT. Then, the text in conversation above shows the equivalency of the speech act.

8. Enola : **You're supposed to say thank you.**

(Kau seharusnya berterima kasih)

Tewkesbury : For what?

(Untuk apa?)

[Subtitle Duration 00:30:43,041]

The situation of the conversation happen when Enola and Tewkesbury walking together in the middle of meadow. They got into little argument which makes Enola say that as it shown in the conversation. The reason why they argued each other is because instead of saying thank you to her after Enola saving him from Linthorn who try to catch Tewkesbury when they were in the train, but otherwise she think that Tewkesbury talks too much and it annoys her. It makes Enola straight demanding on him to say thank you to her.

The utterance present in ST build a speech act of directive according to the context explained above. Moreover, her utterance does not imply any other intention, it just direct ordering Tewkesbury to do the act of saying thank you. Meanwhile, in the TT, the translation also stays the same category of speech act of directive. Then, this translation considers as equivalent.

9. Enola : **Now I've finally got some peace and quiet to think, it's time for phase five of my plan.**

(Aku temukan keheningan untuk berpikir, ini saatnya tahap lima rencanaku.)

[Subtitle Duration 00:40:31,041]

The situation of the text above is after Enola got a lodging house, a place for her to stay and she continue arrange her next step plan of finding his mother. She utters her intention for herself as it shown on the text above. Then, she begins to take out his puzzle on her bed.

Based on the context above, her utterance in ST requires her to immediately think about the next step and thinking for the way out to solve her mother case. In that way her utterance carries a speech act of commissive which Enola is committing her own self to plan on her next phase. In TT, the translation delivers her intention to do the act she has to do in figuring out the next phase and it potray the speech act of commissive. In consequence, the translation of the text produces the equivalence result pragmatically

10. Enola : It's a martial art.

(Itu seni bela diri)

Dowager : **You are most intriguing, Miss Posy. Or should I say "missus"? My condolences, by the way.**

(Kau sangat menarik, Nona Posy. Atau harus kupanggil "Nyonya"? Aku turut berduka)

[Subtitle Duration 01:09:18,875]

The situation of the utterance happens when Dowager is talking to Enola in the woods. Enola try to explain on what she did with Dowager's gardener and demonstrating jujutsu movement. Otherwise, Dowager does not mad at her but she finds Enola as an attractive

person. Also, Dowager recognized Enola as May Beatrice Posy due to her masquerade before so that Dowager does not know Enola's true identity. Since Dowager already met Enola before and according to her understanding May Beatrice Posy is a widow and Dowager also tries to be more careful by asking about calling her as 'Missus'.

In ST, the utterance marked as an expressive by showing an implication of two expressions. Firstly, giving compliment expression that Enola is such an attractive person. Secondly, she expresses her sympathy to Enola by saying 'or should I say missus?' since the word 'missus' has the same meaning as 'Mrs.' that used to calling a woman that already married. Furthermore, she also gives her condolence to Enola at the end of her utterance. Still, the utterance in TT is unchanging deployed speech act of expressive, giving compliment and condoling. In this case, the translation constructs a pragmatic equivalent in TT same with in ST. In addition, the implication in ST also presents same implication in TT.

11. Miss Harrison : At this school, you'll be given a chance to live up to it.

(Di sekolah ini, kau bisa membuat dirimu layak)

Enola : But I--

(Tapi..)

Miss Harrison : **And you can begin by closing your mouth.**

(Mulailah dengan menutup mulut)

[Subtitle Duration 01:19:21,208]

On the conversation above, the situation happen after Enola was being caught by Mycroft and back to Miss Harrison's Finishing School for Young Ladies. Miss Harrison tells Enola that in her school, Enola can get a chance as it is shown above. However, Miss Harrison utterance have an implication of that Enola must be obey all the rules in her school so that she can have a personality as it should be as a young lady. Miss Harrison also emphasizes it by saying 'closing your mouth' as she needs Enola not to rebel against what she said in her school.

In ST, the utterance present as directives since Miss. Harrison is warning Enola not to refuse to obey her words based on the context of the movie scene as it explained above. Then, in TT the utterance still remain the same present as directives. It display on how the text also present Miss Harrison utterance in the same message as in ST that is Enola need to obey Miss Harrison words by shut up her mouth. Hence, the translation pragmatically equivalence by using the directives type of speech acts.

B. Not Equivalent Pragmatically

12. Enola : **Which leads me to the second thing, you need to know.**

(Itu membawa kita pada hal kedua.)

[Subtitle Duration 00:02:59,750]

The situation of the text above happen on the opening segment of Enola tells about her life story to movie audiences. After the first thing of her story which is telling on her mother private meeting with her mother's colleagues. According to the private meeting, it leads her to moves to the second thing of the story that she believe the audience need to know about the next story.

Based on the existing context in ST, Enola utterance commits an action of continue to tell the next story to the audience and it is should be done by herself since she is the one that know the next part of the story. Additionally, the audience is represented by the word 'you'. So the utterance in ST is depicted as a commissive. However, in TL, the speech act in the text turns into an assertive where it becomes a statement to asserting a statement. Here, Enola and the audience are represented by the word 'we' and it deploy as a state of Enola and the audiences are being taken to the second thing of the story because of the private meeting occasion. Thus, the translation becomes loss to bring up the speech act equivalency.

13. Enola : What need have they of amplification?
(*Apa yang perlu dikuatkan?*)

Miss Harrison : **Aren't you the clever little tongue? I'll enjoy that.**
(*Kau pandai bicara. Aku suka itu.*)

[Subtitle Duration 00:13:00,708]

The situation of the conversation above happens when Enola's body is being measured and Miss Harrison giving judgments on her body. In opposite, Enola state that her body perfectly fine and does not agree with all the judgments. Moreover, Miss Harrison thinks that Enola need to use amplifier on her body. Considering to Miss Harrison's statement, Enola become more annoyed and protest in what need her body have to use amplification while hips are just simply function of legs.

The utterance by Miss Harrison in ST above contains an implication of sarcasm to Enola which is expressed through a question. According to the context and text, the sarcasm by Miss Harrison is caused by protest that Enola did by opposing her words. Miss Harrison expresses it through giving question on her asking whether she is 'the clever little tongue'. Meanwhile, the utterance is translated into an affirmation statement in TT. The text shows more like portraying Enola as a smooth-talking person that also has the same meaning as 'clever little tongue' which make the acts of the text different with the ST. So, based on that context and text, the utterance in TT carries out a speech act of assertive. The changes in speech acts from the ST to TT also causing two effect; firstly is the un-equivalency of speech acts and secondly also eliminates the implication of sarcasm as in SL.

14. Enola : I don't want a husband!
(*Aku tak mau suami!*)

Attendant : **And that is another thing you need to have educated out of you.**

(Itu juga hal lain yang perlu kami didik.)

[Subtitle Duration 00:14:09,291]

The situation occurs in the conversation above is when Enola refuses to be put into a Miss Harrison Finishing School for Young Ladies to learn about personality education. Mycroft states that Enola must enter the school so that she can get a better personality and have a husband in the future. However, Enola refuse to have a husband and it makes Mycroft say that not wanting a husband is one of her problems need to be fixed by take a female personality education.

In ST, Mycroft utterance indicates as a speech act of directive because he persists on giving order to Enola to educate herself in Finishing School for Young Ladies. Mycroft assume that she had a problem needs to be fixed so he command her to fix it on school. Then, the directive speech act in SL turns into a commissive speech act in TT. This can be seen from the translation which shows an explanation that the Enola's problem for not wanting a husband becomes a problem that needs to be educated by Mycroft and Sherlock. Based on that context, the translation deployed into Mycroft as a speaker is the one who needs to provide the education for Enola, and the context of ordering is being eliminates in this translation. Thus, it make the translation does not reach the pragmatic equivalency.

15. Tewkesbury : Ignorant and willfully so

(Kau sengaja seperti itu)

Enola : **You could change your mind about a boy.**

(Pendapat bocah bisa diubah)

[Subtitle Duration 00:14:09,291]

The situation happen Enola and Tewkesbury are walking together in flower market. Enola explain about the flower that she found in his tree house but she actually does not really care on the flower. Then, Tewkesbury is being sarcasm on her by using the expression of ignorant and willfully. However, Enola does not agree with his opinion and she responds it using an expression using the word 'you' to points out on her own self.

According to the context, Enola's utterance presents a speech act of commissive in ST. Her utterance can imply two implication, that she can change Tewkesbury's thought about the sarcasm towards her but she use the word 'you' which it actually to points out herself. Secondly, she is also being sarcasm on Tewkesbury by calling him as 'a boy'. Meanwhile, in the TT translation is depicted as a statement of '*pendapat bocah bisa diubah*' which make the translation change become an assertives. The translation in TT creates a different direction that turn as an assertion that a boy's opinion can be changed. Thus, the translation does not pragmatically equivalent.

16. Sherlock : You disappeared. We had to know how far you would run.

(Kau menghilang. Kami harus tahu sejauh apa kau lari)

Enola : I'm just a case to you, aren't I?

(*Aku hanya kasus bagimu.*)

[Subtitle Duration 01:24:40,333]

The situation of the data above is occurs after Enola make sure on what Sherlock did about reporting the money thing of her disappearing to Mycroft. She asks Sherlock because she feels like Sherlock seems not worried on her disappearing but he just considers it only as a case. It makes Enola wants ensure about Sherlock statement by asking him as it present on the conversation above.

As it explain about the context, in ST the utterance perform an act of directive since Enola want to assure on Sherlock statement by asking him. However, her utterance does not have any implication of any other intention, just directly asking something she wants to know. Meanwhile in TT, the utterance changes as an assertive, as it seen that the translation changes into a statement of '*aku hanya kasus bagimu*' as it present the information of that Enola is just a case for Sherlock. The translation in TT only explains the matter of her thought without involving the question word and does not have any indication the act of asking to be considered as a part of directive act. It makes the equivalence of the speech act cannot be achieved in this translation.

Based on the findings, pragmatic equivalence is needed in translating movie subtitle in order to avoid the misleading information and messages exist in the movie which also in line with the storyline context. Even though AVT has rules of the time limitation of subtitle duration, still paying attention to the time limitation alongside with the pragmatic equivalence of speech act is needed. Furthermore, in case of Enola Holmes as the adventure and mystery genre-based movie, it has utterances that involve implicature to present the sense of case-solving in this detective film also for present the other intention which does not show on the utterance spoken.

Besides that, the result also shows two circumstances of the text translated equivalent pragmatically and not equivalent pragmatically, it also bring out another findings. Firstly, there are translations that reach the pragmatic equivalency of speech act that caused the text can delivers the original message and information from ST into TT. Secondly, there also translation in TT that has different types of speech act with the ST and it present un-equivalent translation pragmatically that makes the context is changed in TT.

CONCLUSION

This Audiovisual Translation research examines on the speech act equivalence involves in translating the movie subtitle, more specifically on a movie with the genre of adventure and mystery that is Enola Holmes. This research meets some circumstances; firstly the ST that is translated equivalent in its speech act can present the message and information equivalent with the context of the story. Secondly, there are translation of ST that delivers into different type of speech act in TT which make the translation cannot reach the speech act equivalency and less able to bring the context of the story into the translation. In addition, there also occurs implication which exists in utterances present in ST that can be conveyed in the TT if

the speech act equivalency is achieved. Otherwise, the implication exist in utterance present in ST cannot be portrayed in TT if the speech act equivalency cannot be achieved.

However, for other future researchers may conduct an audiovisual translation research using different focus and theory. The future researcher can use other movie in a legal streaming platform beside Netflix. Also, pragmatic area still can be involved in AVT research but it can be more specified with other element in pragmatic such as utterances contain face threatening acts, sarcasm, or etc.

REFERENCES

- Almunawaroh (2019). *Penerjemahan Tindak Tutur Mengancam Muka Negatif pada Serial Televisi 13 Reasons Why (kajian strategi dan kesepadanan pragmatik)*. Thesis. Yogyakarta: Universitas Gadjah Mada.
- Ary, D., Jacob L.C., and Sorensen, C. (2010). *Introduction to research in education 8th edition*. USA: Wadsworth.
- Baker, M. (1992). *In Other Words: A Course Book on Translation*. London: Routledge
- Bogucki, L. & Deckert, M. (2020). *The Palgrave Handbook of Audiovisual Translation and Media Accessibility*. Poland: Palgrave Macmillan.
- Catford, J. C. (1965). *Language and Language Learning a Linguistic Theory of Translation*. Oxford University Press.
- Chaume, F. (2013). *The turn of Audiovisual Translation: New Audiences and New Technologies*. In *Translation Spaces 2* (pp. 105-123). John Benjamins Publishing Company.
- Cintas, J. D. & Ramael, A. (2014). *Audiovisual Translation: Subtitling*. New York: Routledge.
- De Saussure, L., & Rocci, A. (2016). Verbal Communication Across Two Scientific Worlds. In *Verbal Communication: Handbook of Communication Science (Eds) Vol 3*. Berlin: De Gruyter Mouton.
- Emery, P. G. (2004). *Translation, Equivalence and Fidelity: A Pragmatic Approach*. Vol 50 (pp. 143-167). Fédération Internationale des Traducteurs (FIT) Revue Babel.
- Gottlieb, H. (1994). *Subtitling: Diagonal Translation*. In *Perspectives - Studies in Translatology*, Vol 2, No 1, (pp. 101-121). Routledge.
- Gottlieb, H. (2001). *Texts, Translation and Subtitling: In Theory and in Denmark*. In *Translators and Translations*, pp. 149-192. Aarhus Universitetsforlag.
- Grice, H. P. (1975). *Logic and Conversation*. In P. Cole & J.L. Morgan (Eds), *Syntax and Semantic: Speech Acts*. New York: Academic Press.

- Jenner, M. (2018) *Netflix & The Re-invention of Television 1st edition*. Springer International Publishing Palgrave Macmillan.
- Kusuma, T. K. P. (2019). *Kesepadanan Makna dan Strategi Penerjemahan Pada Teks Berita Dalam Laman Resmi Sekretariat Kabinet Republik Indonesia*. Thesis. Yogyakarta: Universitas Gadjah Mada.
- Massidda, S. (2015). *Audiovisual Translation in The Digital Age: The Italian Fansubbing Phenomenon 1st Ed*. London: Palgrave Macmillan.
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Type Versus Data Analysis. *Journal of Language Teaching Research – Sage* 19 (2) (pp. 129-132).
- Nida, E. A., & Taber, C. R. (1969). *The Theory and Practice of Translation*. Leiden: E.J. Brill.
- Orero, P. (2009). *Language Awareness Through Training in Subtitle*. In Cintas, J. D & Anderman, G. *Audiovisual translation: language transfer on screen* (pp. 131). UK: Palgrave Macmillan.
- Parker, F. & Riley (2014). *Linguistics for Non-Linguists A Primer with Exercises - 5th Edition*. Singapore: Pearson Education South Asia Pte Ltd.
- Searle, J.R. (1969). *Speech Acts: an Essay in the Philosophy of Language*. Cambridge University Press: Cambridge.
- Wisudawanto (2021). Kesepadanan Pragmatik dalam Penerjemahan Satire. *Jurnal Pesona* Vol.7 No.1. (pp. 38-48).