Translation Techniques of Expressive Speech Acts on Anger Speech Events in *Flawless*

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ARTICLE INFO	ABSTRACT
	This research is descriptive qualitative research with an embedded-case study research design. The purpose of the research is to find out the translation technique that the translator used in translating expressive speech act on anger speech event in Flawless. To collect the data, this research used the descriptive qualitative method by content data analysis and FGD (Focused Group Discussion). The data were compiled from the Indonesian language and English language where anger speech events were described by context when the characters did the speech acts. Before analyzing the data, they were validated by 3 raters through FGD (Focused Group Discussion). The findings of the study showed that 109 expressive speech acts used 15 kinds of translation technique in Webtoon Flawless, they were established equivalence (66%), explicitations (13%), paraphrase (7%), modulation (4%), pure borrowing (2.9%), implicitations (1.7%), addition (1.4%), transposition (0.8%), adaptation (0.5%), compensation (0.5%), reduction (0.5%), generalization (0.2%), discursive creation (0.2%), literal (0.2%), and particularization (0.2%).

1. INTRODUCTION

In daily life angry speech events often occur both in the neighborhood, school environment, work environment, and social environment. Angry speech events can be triggered by several things such as social jealousy, differences of opinion, fighting for rights, insulting, harassment and others. In a speech event, there are some speech acts, such as expressive, assertive, directive, declarative, and commissive. Speech act defined is an illocution that reflects the utterance spoken between the speaker and the speech partner.

This research used a Webtoon comic as a translation study by combining translation theory and pragmatic theory in it. Pragmatics theory examines meaning which includes the use of language based on the context. The study of contextual meaning in an utterance was carried out by exploring the use of languageand its function as communication tool. Both are in the realm of meaning or message that connected translation and pragmatics theory.

An expression sometimes has another meaning, not just a literal meaning that is spoken. The Pragmatic study was able to see the meaning further and deeper than just what was heard or spoken. In translating an utterance, translators were required to have pragmatic competence because the basic concept of translating a message as its main focus is the same as the basic concept of pragmatics. In the process of translation, message did not transfer just in the form of the language. Therefore, people who understand pragmatics could divert messages better because they are used to understanding the true intentions or true messages of speech.

The same notion is also expressed by Newmark (1981:7) who said that "meaning means intention". The message is not just what have seen on the surface but also between the lines and what is meant by the speaker. In translating, the translator should see the location and then recognize the illocution. The illocution of the source language text must be the same as the illocution of the target language text to get an accurate translation. Thus, pragmatic understanding can help translators transfer messages accurately

because pragmatics can help translators to see the purpose of text based on the context of the situation. Furthermore, to get an accurate message, translator needs to see the translation technique. The accuracy of a message translated in the target language is determined by the application of the translation technique. Therefore, this study reveals the techniques used by translators in the process of translating expressive speech acts on angry speech events.

2. LITERATURE REVIEW
2.1 Previous Research
Researcher has read the same topic from the previous research.The same topic was done by Adventina Putranti (2007) who aserted that "expressive speech act in AmericanBeauty" Film, Alief Sutantohadi (2014) discussed "expressive speech act in novel Totto Chan". Both of them used a different method where Alief used Spreadly analyze method and Advantina used interactive analyze method. Then, Alief (2014) was carried research about "transposition of the expressive speech act in novel Toto Chan" and Alifa (2016) discussed expressive speech act in conference pers text.

The next research, talking about expressive speech act using comic as data was done by Yassinta (2017) in the comic "the purple smurf" and Rizqy (2013) in comic "Lazy Daze in the Very Best of Donald Duck comics 7th Bilingual Edition". Both of their research discussed translation technique used in different comics.
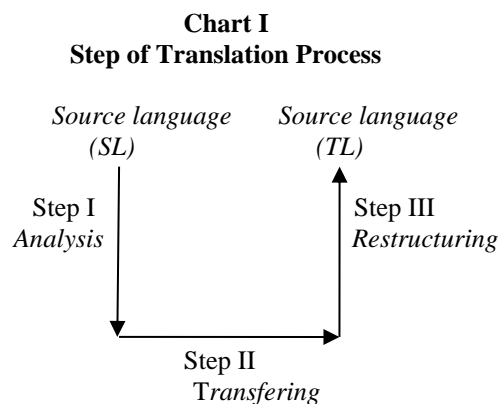
The other research was done by Bayu (2016) Translation expressive speech act in comic "Naruto Shippuden 500 edition" and Gilang (2016) discussed translation expressive speech act in the comic "Big Bad Wolf (the Baddest Day)". The research used the same topic but in different comic. The last one, research from Mursia (2017) discussed "angry speech act in Indonesian language politeness". This research only described some of the examples of angry speech act in Indonesian language politeness.

Based on the previous research, the researcher found novelty that the expressive speech act in angry speech event has not been researched yet. So, the researcher would like to discuss more deeply the expressive speech act in angry speech event based on translation technique.

2.2 Translation
According to Mc. Arthur (1992: 1052), there are three stagesin the process of translation, namely understanding ideas or thoughts from the original language (receptive phase), looking for the appropriate idea equation (code-switching phase), and produce the same version in accordance with the norms or rules in the language target (productive phase). It means that translation is not only a transfer from one language into another but in essence, is a transfer of ideas or messages from a source language into a target language. For a translator, translation can also be called a decoding process (uncovering the meaning of the sign).

Furthermore, Larson (1984: 3) also stated "translation consisted of transfer the meaning of the source language into the receptor language". This statement means translation is the process of delivering messages from the source language text into the target language text which in its process goes through several stages so that the results of the translation work are formed. Then, he also added that the meaning must be transferred and maintained. In translation, the message must be constant or maintained, even though the form of the message has changed into the target language. Then, Nida (1969: 12) also revealed that"translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style". The definition showed that the meaning transferred in the target language and the writing style must be conveyed naturally without exaggerating the message or writing style. There were some of the step in transferring a message from Nida (1969:33) as the following chart below:

Chart I
Step of Translation Process

Source language (SL) — *Source language (TL)*

Step I
Analysis

Step III
Restructuring

Step II
Transfering

2.3 Translation Technique

A Translation techniquecan be said as the way how to transfer message from the source language (SL) to target language (TL), its applied in the words, phrases, clauses or sentences. So, as a tool used in the translation process, translation techniques determine the quality of the translation produced. This is in line with what was Nababan (2008:52) said that "the translation technique can be referred to as "the realization of the decision-making process, the results of which can be identified in the work of translation". The translator chooses the translation technique as needed, then is realized in the translation process and the results are in the form of translation work. In this translation process, there are several techniques will be used as a tool to divert messages in the source language to the target language. According to Molina &Albir (2002:509) classified some of the techniques used in translating as the following explanation.

Established equivalence was the technique which used the term was common not only to the use of translations that have been included in the dictionary but also to request and terms that have been commonly used in a particular field of science or in a particular society.

Modulation was the technique used by changing the focus or perspective or cognitive aspects that exist in the source language both lexically and structurally.

Borrowing was the technique applied by maintaining words or expressions from the source language into the target language. Loans consist of two types, namely pure borrowing which means borrowing without making any changes and naturalized borrowing which means lending that has been adjusted to the spelling in the target language.

Amplification consisted of four categories, namely addition, paraphrase, annotation, and exploitation. All amplification sections were intended to clarify the contents of the message in translation so that it is more easily understood by the target reader. First, *addition* was a technique that provided additional information from a foreign term in the source language. Then, *paraphrasing* was a technique that conveyed the source language messages into the target language equally but is delivered differently. Next, *annotation* was a technique that provided additional information from a term placed in the footnotes section of a translated text. Finally, *explicitation* was ta echnique that made term or expression in the source language

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more explicit in the target language to increase the readability of the translation.

Transposisition was technique applied by changing the grammatical categories of the source language in the target. There were two types of transposition namely changing the word class and changing the structure.

Adaptation was a technique applied by replacing the linguistic or paralinguistic elements that affect linguistic variation.

Compensation was the technique applied by replacing the information element in one part in the source text in another part in the target language because it cannot be realized in the same part in the target language and to achieve certain stylistic effects.

Reduction consisted of three categories, namely *Partial reduction* applied by reducing some of the source language information in a translation. Next, *total reduction* applied by removing all information from a source language text. Then, *implicitation* was a technique where did not reduce any information from the source language text into translation and it just only information compaction.

Generalization was the technique applied by using common word or terms.

Discursive Creation was applied by using a distant equivalent or not by following the original context.

Literal was applied by diverting an expression in the source language into the target language word by word and out of context.

Particularization was applied by using concrete and specific terms. This is the opposite of the generalization technique as stated above.

Description was applied by replacing terms in the source language with the description in the target language. It was done when a term in the source language did not have an equivalent term in the target language.

Calque was applied by translating completely from words or phrases in the source language to the target language and translations were commonly found in the target language. It was easy to do, but translators must

be more observant considering when to use this technique.

Linguistic Amplification was applied by adding linguistic elements to the text of the target language. These elements did not add to the message but only gave more descriptive of the message.

Linguistic Compression was the opposite of linguistic amplification. This technique was used by combining or gathering linguistic elements in the source language text in the target language.
Subtitution was used by replacing linguistic elements into paralinguistics such as intonation and cues.

Variation was applied by replacing the linguistic or paralinguistic elements that affect linguistic variations.

2.4 Pragmatics

According to Kridalaksana (2009:33) stated that "Pragmatics is defined as conditions that result in at least the use of language in communication. Aspects of language use or context outside the language contribute to the meaning of utterance ". This means that the speech issued by an individual is influenced by the situation around him. In this case, angry speech event is heard by an incident or event that causes a person's emotions to become increase. Included in this speech are expressions of dislike, anger, annoyance at circumstances that are not in line with expectations. Meanwhile, Levinson (1997:7) stated "pargmatics as the study of language from a functional perspective, that is, that it attempts to explain facets on the linguistic structure by reference to non-linguistic pressures and causes". It can be said that pragmatic not only seen the language as the reality of its form but considered nonlinguistic factors such the cause of linguistic form and involved the context language.

2.5 Speech Act

The meaning of speech acts is seen more in the meaning of actions in people's utterances, while Tarigan (1990:36) stated that "each particular utterance (speech act) contained a specific purpose and purpose". In other words, both the speaker and the interlocutor are involved in an objective goal-oriented activity. Furthermore, Chaer (2004:16) also stated his opinion that "speech acts were individual symptoms, psychological in nature and their survival was determined by the ability of the speaker to speak in dealing with certain situations". So it means that there

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are some situations with different speech act involved between speaker and listener.

According to Searle (1979:15) stated "expressive speech act is a form of speech act that states what is felt by the speaker". It means this speech act, the speaker expresses psychological conditions, one of example is to express anger. Expressive speech acts are illocutionary functions to express the psychological attitude of the speaker towards the situation implicit in the illocution. In conclusion, one speech event had some utterances with different function and different context.

2.6 Speech Event

According to Yule (1996:47) speech acts were actions carried out through speech, whereas speech events are related to the environment and other speeches that occur when speech occurs. Speech act and speech events were very closely related. In certain speeches, the influence of speech events could be more dominant in determining the interpretation of the listener to a speech. In this case, a speech could have more than one meaning if it occurs in a different speech event. Based on the description above, it could be concluded that speech act was a theory that studies the meaning of language based on the relationship of speech with the action taken by the speaker to the speech partner in communication and the speech was only meaningful if it realized in an act of real. Then, the speech event is influenced by what the speech act will be spoken by the speaker to listener.

In anger speech event, there could be some of the speech act would be appeared such as expressive, directive, assertive, declarative, and commissive. The category of speech act can be determined by Searle's theory and to find out the angry speech event determined by the expression of character, text, and picture. Because translating comic, the things mentioned before, always appeared in the whole of the story.

2.7 Context in Speech Act

According to Tarigan (1990:35) context as any background knowledge was shared and agreed upon by the speaker or writer and listener or reader and that supports the listening or reader interpretation of what the speaker or writer means by certain statements. Based on the description above, it can be concluded that the context is a something that could affect the meaning of the speech of someone who has the same

situation, social, cultural background. In each speech, there are always elements that underlie the communication between the speaker and the speech partner. These elements are often also referred to as context characteristics which include everything around the speaker and speech partner when the speech event is taking place.

Furthermore, Schiffrin in Rusminto (2010:56) defined the context as a world filled with people who produced speeches or situations about the social structure of a speech as part of the context of knowledge in which the speech was produced and interpreted. So, the context is influenced and determined the speech act both speaker and listener.

3. METHODOLOGY

This research is a descriptive qualitative research with a fixed case study design. The qualitative research is carried out because the research procedure produces descriptive data in the form of words or writings from observable people (Bogdan and Taylor in Moleong, 2004:3) and it is fixed because the focus of the research has been directed at certain limitations or focus being targeted in research (Sutopo,2002:40). This research is focused on translation techniques of the expressive speech act in angry speech events on Webtoon Flawless as the data source using a purposive sampling technique.

After the sample data was collected, the researcher determined the data collection technique as revealed by Santosa (2017:59) who stated "data collection technique by obtaining the data". There were two techniques used in this study, namely the document analysis technique (Flawless) and group discussions with specific topics or focus group discussions (rater who give the assessment). Then, data were validated using two validation techniques of triangulation, there was the source of triangulation and the method of triangulation of based on theory (Lincoln & Guba, and Patton in Santosa, 2014: 57). After that, data were analyzed by content analysis, in this case, sorting out expressive speech acts in angry speech events using speech act by comparing the source language and target language texts (Flawless). Finally, conclusions were made based on these findings.

4. RESULTS AND DISCUSSION

Based on research, the researcher found out that there were 15 translation techniques used by translators in translating expressive speech acts on angry speech

events in the Webtoon Flawless. In analyzing the expressive speech acts on anger speech event, this study applied the theory proposed by Searle (1979:15) and identified the translation techniques using theory by Molina &Albir (2002:509). Translation techniques could be seen on the table below:

Table 4.1 Translation technique of expressive speech act on anger speech event

No	TranslationTechnique	Σ	Percentage
1	Established equivalence	225	66%
2	Explicitation	43	13%
3	Paraphrase	24	7%
4	Modulation	14	4%
5	Pure borrowing	10	2.9%
6	Implicitation	6	1.7%
7	Addition	5	1.4%
8	Transposition	3	0.8%
9	Adaptation	2	0.5%
10	Compensation	2	0.5%
11	Reduction	2	0.5%
12	Generalization	1	0.2%
13	Discursive creation	1	0.2%
14	Literal	1	0.2%
15	Particularization	1	0.2%
Total		**340**	**100%**

Established Equivalence

Example:

SL : *Mesum*!!!

TL : Perverts!!!

The context of this utterance when Elios bullied Sarah deliberately parted her skirt. Then, Sarah showed her feeling by cursing him. From a technical point of view, translators used established equivalent technique by searching terms or words that were often used in the target language (TL).

Explicitation

Example:

SL : *Jadi, sori ya*

TL : So, **I'm** sorry

This utterance was an expressive act of apology. This happened when Elios intended to apologize to Sarah for having bullied her. In the speech, the word "I'm" was translated by explicitation technique with explicit the information in the target language (TL) which was not contained in the source language (SL).

Paraphrase

Example:

SL : *Kamu ini kenapa sih?*

TL : **What on earth is wrong with you?**

This speech was an expressive speech act of curious. This utterance happened when Sarah was angry with Elios for being insensitive to her feelings. The speech used paraphrasing techniques which expressed a concept in different ways in the same language on target language (TL).

Modulation

Example:

SL : *Kamu nggak ngerti kalau kamu sudah bikin bahaya orang lain?!*

TL : Don't you understand that you've put **someone else's life in danger?!**

This speech act was angry expressive speech. This speech context occurred when Sarah was angry with Fabian for telling someone to kidnap Merry as a ransom and revenged to Elios. Then, the technique used by translators in the words "someone else's life in danger?" was used modulation techniques by changing the perspective or cognitive categories in the target language (TL).

Borrowing (pure)

Example:

SL : *Lihat deh, mejaku dan mejanya Elios..keterlaluan banget*

TL : Look, my table and **Elios' table**..it's horrible

The speech above was expressive anger speech. The context of this speech happened when Sarah saw her desk has been crossed out with bad writing by someone. Then, the technique used to translate the word "Elios'table" was a pure borrowing technique. The translator used the name of the original character directly without phonetic and morphological adjustments into the target language (TL) the same as the name of the character in the source language (SL).

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Implicitation

Example:

SL : *Kamu payah karena remehin **kemampuanku**!*

TL : You jerk! You've underestimated **me**!

These utterances were expressive speech act. The context was Elios underestimated Sarah'ability and thought she would not be able to qualify for KOIOS 'favorite school. The word "me" used implicitation technique where the information in the source language (SL) to be implicit to the target language (TL).

Addition

Example:

SL : *Parfumnya enak kok baunya, nggak percuma kok!!*

TL : **No no**, your parfume smells nice! It wasn't waste!

The example above was an expressive speech act of mocking to Sarah which was tried to change her perfume to be not recognized by Elios. The utterance "No no" used addition technique by adding the information inthe target language (TL) which did not exist in the source language (SL).

Transposition

Example:

SL : ***Sukses** kok!*

TL : Nooo..it's a **success***!*

The utterance above was expressive speech act of mocking. It happened when Sarah took revenge on Elios but it wasn't success. The translation translated the word " success" used Transposition technique which changed the class word noun to adjective from the source language (SL) to target language (TL).

Adaptation

Example:

SL : AAA-nuuu..

TL :*Ah, um...*

The utterance was an expressive speech act of doubt. This happened when Sarah got angry to Elios cause her skirt was opened by him, but she was doubt to say when finding the Elios was blind.

The technique used to translated "ah, um.." was adaptation where the translator adapt the culture which was commonly used in the target language (TL).

Compensation

Example:

SL : *Gara-gara kau, Sarah nggak pernah bisa **bebas** nerima **cowok-cowok** lain!*

TL : Because of you, Sarah could never accept other **guys freely**!

This utterance was an expressive act of blaming. The context happened when Fino felt in love with Sarah, but he was rejected. The rejection was blamed to Elios. The word "guys freely" translated by compensation technique where the translated used stylistic effect of a different place in translating source language (SL) to target language (TL).

Reduction

Example:

SL : *Iri **banget**!*

TL : I'm jealous!

The utterance above was an expressive speech act of dislike. This happened when Elios always was too proud of himself, then Sarah felt jealous to him. From the technique, the utterance "I'm jealous" used reduction technique where any part of the word was not translated in the target language (TL) like word "banget". It made the message was not delivered fully in the target language (TL).

Generalization

Example:

SL : *Nggak tahu malu, **malakin** anak kecil..*

TL : You/ have no shame, **harassing** a little kid

The utterance was an expressive speech act of swearing. This happened when Sarah got angry with a man who is forcibly asking for money from a child. The word "malakin" which was specific to the source language (SL) was translated using generalization techniques where the translator used more general terms in the target language (TL).

Discursive Creation

Example:

SL : *Ng-nggak!! **Jangan kegeeran!!***

TL : No!!**I take that back!!**

The utterance was an expressive speech act of dislike. The context of this speech occurred during MOS activities; Sarah was angry to Elios when she found that Elios was spreading charms to the younger class. The saying "I take that back" used discursive creation techniques where the translation looked for temporary equivalents that unexpected or out of context.

The translation of the speech "I take that back!!" should be translated as "don't be too proud" or "don't be too confident" so that the translation was accurate and by following the context of the utterance.

Literal

Example:

SL : *Sarah keren banget lagi, **ngeri**!*

TL : You're so cool, it was**terrifying**!!

The utterance in the example above was an expressive speech act of praise. The context of this speech occurs when Elios was mocking to Sarah who did not succeed to get revenge on him. The word "ngeri" translated to "terrifying" used literal techniques. Translation with this technique was done without linking the translation and the context of the speech. Supposedly, the translation of the word "horrified" in this context translated to "fantastic" in the target language (TL) according to context.

Particularization

Example:

SL : *O-oi **bocah**!!*

TL : H-hey/ **brat**!!

The utterance was an expressive act of mocking. This context happened when a man was asking for money from a child, then Sarah was blocking the bad intentions of the man. Then, the man got angry and mocked Sarah with the utterance. The word "brat" translated by particularization technique where the translator used the specific term in the target language (TL).

5. CONCLUSION

Based on the results of the research above, there were 109 expressive speech acts in 15 angry speech events found. Besides, 15 types of translation techniques were found in translating expressive speech act. The most dominant translation technique was used established equivalence. In conclusion, a technique that had an equivalent in the target language (SL) as in the source language (TL) and translated appropriately to the context in the story was good techniques. There were some good techniques in this research found such as established equivalent, explicitations, paraphrasing, modulation, borrowing (pure), implicitations, addition, transposition, adaptation, compensation, particularization, and generalization. Meanwhile, there were poor techniques that used in this research found such as literal and discursive creations where the translation out of context and then reduction techniques which missed part of the message was not translated in the target language (TL).

So, it is very important for the translator to consider the technique in the translating process because the technique would be determined the quality of translation.

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Appendixes

Notes :Technique of Translation

Pl	= Established equivalence	Impl	= Implicitation	Kd	= Discursive Creation
Eksp	= Explicitation	Paraf	= Paraphrase	Md	= Modulation
Adp	= Adaptation	Gn	= Generalization	Trans	= Transposition
Rd	= Reduction	Lt	= Literal	Ad	= Addition
Part	= Particularization	Komp	= Compensation	Pm	= Pure Borrowing

No	Source Language (Indonesia)	Target Language (English)	Utterance	Technique
	Speech Event 1			
1	*Mesum!!!*	Preverts!!!	Expressive	Pl
	Speech Event 2			
2	*M-maaf!*	I-I'm/sorry!	Expressive	Eksp+Pl
3	*AAA-nuuu..*	Ah, um...	Expressive	Adap+Adap
	Speech Event 3			
1	*Jadi, soriya*	So/, I'm/ sorry	Expressive	Pl+Eksp+Pl
2	*Nggakperludianterin,*	I don't need the help, /but thanks though	Expressive	Paraf+Rd
3	*Terimakasih*	See you around!	Expressive	Paraf
4	*Kamutuhpura-purabuta?!?*	Are you/ pretending/ to be blind?!	Expressive	PL+PL+Pl
5	*Bohong!*	Liar!	Expressive	Pl
6	*Nggakpercaya*	I/ can't/ believe/ you	Expressive	Eks+Pl+Pl+ Eks
7	*Yhaterserah*	That's up to you	Expressive	Paraf
	Speech Event 4			
1	*Heh!! Dasar bocahnggaktahuadat!!*	Hey!!/ You ill-mannared little brat!!	Expressive	Pl+Paraf
2	*Jangankurang ajar sama orang tua, bocah!!*	Don't/ disrespectful/ to/ me/ kid!	Expressive	Pl+Pl+Pl+Md+Pl
3	*Nggaktahumalu, malakinanakkecil..*	You/ have no shame/, harassing/ a little kid	Expressive	Eksp+Paraf+Gn+ Pl
4	*Sialan!*	Dammit!!!	Expressive	Pl

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5	*Br****k!!*	You/ piece of sh#t!!	Expressive	Eksp+Pl
		Speech Event 5		
1	*O-oi bocah!!*	H-hey/ brat!!	Expressive	Pl+Part
2	*Brengsek!!*	Piece of sh#t!	Expressive	Pl
3	*K-kau...!!*	Y..you're...!!	Expressive	Pl
		Speech Event 6		
1	*Sarah..kamunggakapa-apa?*	Sarah./.are you/ okay?	Expressive	Pm+Pl+Md
2	*Nggakusahsokjadipahlawankesiang andeh*	You're too late, "hero"	Expressive	Paraf
3	*Sana lindungipacarmusi merry yang menye-menyeitu!!*	Go/ protect/ Merry/, your crybaby girlfriend!!	Expressive	Pl+Pl+Pm+Pl
4	*Akupulang!*	I'm/ going back home!	Expressive	Pl+Pl
5	*Br*****k!*	You/ ash***le	Expressive	Eksp+Pl
		Speech Event 7		
1	*Kokkamubisangeselinsih?*	Why/ are you/ so/ annoying?	Expressive	Pl+Pl+Impl+Ad+Pl
2	*Kamutuhnggakpeka!*	You are/ so/ insensitive!	Expressive	Pl+Ad+Pl
3	*Kamujangankebanyakansok!*	Don't act so high and mighty!	Expressive	Paraf
4	*Wah..makasih*	Aww../.thank you..	Expressive	Pl+Pl
5	*Ng-nggak!! Jangankegeeran!!*	No!!/ I take that back!!	Expressive	Pl+Kd
6	*Kamutuhnggakganteng!*	You're /not/ handsome!	Expressive	Pl+Pl+Pl
7	*Kamunyebelin!!*	You're /annoying!	Expressive	Pl+Pl
		Speech Event 8		
1	*Kamuinikenapasih?*	What on earth is wrong with you?	Expressive	Paraf
2	*Kalaukamucarigara-garangaku-ngakuadik orang lain, caripantiasuhan lain!!*	If/ you/ want to/ cause trouble/ and/ pretending to be someone's brother,/ then/ look for/ another orphanage!	Expressive	Pl+Pl+Eks+Pl+Eksp+Md+Pl+Eksp+Pl+Pl
3	*Lagian juga kalaumauketemu, kanbisalangsungdatangkepantiasuhannya dan cari yang namanya!*	Besides, you could've just come to the orphanage and asked for straight out!	Expressive	Paraf

4	*Kenapapakai main culik-culikan?!*	Why/ did you/ have to/ commit kidnapping?!!	Expressive	Pl+Eksp+Pl+Pl
5	*Kamunggakngertikalaukamusudahb ikinbahaya orang lain?!*	Don't /you/ understand /that you've/ put/ someone else's life in danger?	Expressive	Komp+Pl+Eksp+ Pl+Pl+Md
6	*Jadikamupikirkarena masih anak-anak terus bebas jadi kriminal?!*	Do you/ think/ because/ you're/ still a child/ you /canget away/ with/ being/ a criminal?!	Expressive	Eksp+Pl+Pl+Pl+E ksp+Pl+Eksp+Pl+ Pl+Pl
7	*Main-main pun nggaklucu*	This isn't a game!	Expressive	Paraf
Speech Event 9				
1	*Hah?! Sialan!*	Huh?! Damn it!	Expressive	Pl
2	*Oi! Janganiseng!*	Don't/ play around!	Expressive	Pl+ Pl
Speech Event 10				
1	*Hei, kokcueksih?*	Hey?/ why are you so quiet?	Expressive	Pl+Paraf
2	*Lihatdeh, mejaku dan mejanyaElios..keterlaluanbanget*	Look, /my table/ and/ Elios' table/..it's/ horrible	Expressive	Pl+Pl+Pl+Pm+P l+Eksp+Pl
3	*Mejanya?*	Your/ desk?	Expressive	Eksp+Pl
4	*Itubukannyakamusendiri yang coret-coret yah?*	Aren't those your writings?	Expressive	Paraf
5	*Masa orang lain?*	Why do you blame others?	Expressive	Md
6	*Iyaiya, jangankecentilan*	Yeah./.don't/ get so conceited!	Expressive	Pl+Pl+Md
7	*Kamukansukaklaim-klaimjadipacarmu, makanyanulisbegitu di mejanyakan!*	You've/ always/ liked /claiming / as/ your boyfriend,/ that's why/ you/ wrote/ them!	Expressive	Pl+Ad+Pl+Pl+P m+Pl+Pl+Pl+Ek sp+Pl+Pl+Imps
8	*Nggakusahsok playing victim segaladeh!*	Don't/ even try to/ play/ victim!	Expressive	Pl+Pl+Pm
9	*Siapa yang klaim-klaim?*	Who's/ claming?	Expressive	Pl+Pl
10	*Apanya yang playing victim hah?*	Who's playing victim?	Expressive	Paraf
11	*Akunggakngerti!*	I/ don't get it	Expressive	Pl+Pl
12	*Gila ya?*	Are you/ crazy?	Expressive	Eksp+Pl
13	*Ngapainakucoret-coretmejasendiribegitu?!*	Why/ would/ I/ seribble/ my own desk/ like that!	Expressive	Pl+Pl+Pl+Pl+Pl

14	*Akukannanyabaik-baik, nggakadaangin, nggakadahujan, kokbalasannyabegitu?!*	I /asked /you nicely, there was/ no problem, /so/ why/ did you answer like that?!	Expressive	Pl+Pl+Eksp+Pl +Eks+Pl+Md
15	*Maaf..*	So-rry	Expressive	Pl

Speech Event 11

1	*Kamu...ngapaindatangkerumahkuse gala...*	You./.whatare you even doing at my house.	Expressive	Pl+Paraf
2	*Ou..*	Aww	Expressive	Pl
3	*Katanyamaujelasin!*	You /said/ you/ wanted to/ explain!!	Expressive	Eksp+Pl+Eksp +Pl+Pl

Speech Event 12

1	*Maksudmuakubegobangetjadinggak mungkinbisaketerima di KOIOS, gitu?!!*	Do you think/ I'm/ so stupid/ it's/ impossible for /me/ to get accepted to/ KOIOS ?!!/ Is that it?!!	Expressive	Md+Pl+Pl+ Eks+Pl+Eksp +Pl+Pm+Pl
2	*Apa?!*	What?!	Expressive	Pl
3	*Makanyaakubilangkamuitukebanya kansok!!*	So, /I'm/ saying/ you're/ waaay too cocky!!	Expressive	Pl+Pl+Pl+Pl+ Pl
4	*Halo?*	Hello?	Expressive	Pl
5	*Elios...begooo..*	Elios../You/ idiot	Expressive	Pm+Eksp+Pl
6	*Kamupayahkarenaremehinkemamp uanku!*	You/ jerk!/ you've/ underestimated /me!	Expressive	Pl+Pl+Eksp+P L+Impl

Speech Event 13

1	*Sarah seremdeh*	You're /scary,/Sarah!	Expressive	Pl+Pl+Pm
2	*Padahalakusudahsiapinmatang-matang!*	I/ even/ prepared/ everything/ for/ this!	Expressive	Pl+Pl+Pl+Eks p+Eksp+Impl
3	*Percumabanget..*	Now it's just a waste..	Expressive	Paraf
4	*Parfumnyaenakkokbaunya, nggakpercumakok!!*	No no/, your parfume/ smells/ nice! It wasn't waste!	Expressive	Ad+Md+Trans+Paraf
5	*Tetapsajaakunggaksukses*	But/ It was still a failure	Expressive	Pl+Md
6	*Sukseskok!*	Nooo./.it's/ a success!	Expressive	Eksp+Eksp+Trans
7	*Sarah kerenbangetlagi, ngeri!*	You're/ so/ cool, /it was/ terrifying!!	Expressive	Eksp+Pl+Eksp +Lt
8	*Akunggakpeduli!!*	I /didn't care!	Expressive	Pl+Pl

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9	*Akunggakpedulimeskikamuselalubi kiniri*	I /don't care/ if you/ always/ /make meenvios..	Expressive	Pl+Pl+Md+Pl +Md
10	*Akunggakpedulimeskikamumenyeba lkan, akuinisakithati*	I /don't /care/ even/ if/ you're/annoying,/ orif I feel hurt..	Expressive	Pl+Pl+Pl+Pl+ Pl+Eksp+Pl+T ransp
11	*Akuiri ?!*	I'm/ so envious,/ okay?!	Expressive	Pl+Pl+Eksp
12	*Iribanget!*	I'm/ jealous!	Expressive	Pl+Pl+Rd
Speech Event 14				
1	*Ah..mejaku*	Wait../my desk	Expressive	Pl+Pl
Speech Event 15				
1	*Apasih?!*	What do you want?!	Expressive	Paraf
2	*Udahdibilangin juga!*	I told you already!	Expressive	Md
3	*Kalaukamunggakngomongaku mana bisatahu?*	If /you/ don't tell/ me/ how would/ I/ know?	Expressive	Pl+Pl+Pl+Eks p+Pl+Pl+Pl
4	*Apa?*	What?	Expressive	Pl
5	*Apakatamubacot?*	What did/ you/ say,/ big mouth?	Expressive	Pl+Pl+Pl+Pl
6	*Tadi kau belagakpengecutkarenamemangn ggakberanikan?!*	You/ act/ as/ coward/ because/ you/ have no guts,/ right?	Expressive	Pl+Pl+Pl+Pl+ Eksp+Pl+Ad
7	*Gara-gara kau!*	Because of/ you!	Expressive	Pl+Pl
8	*Kamumauapa?!*	What are you gonna/ do?	Expressive	Pl+Pl
9	*Dasar banci!!!!*	What/ a sissy!!!!	Expressive	Pl+Pl
10	*Akunggakpeduli kau maubutaataucacat yang lain tapigara-gara kau akujadikenamalu!*	I/ don't care/ if/ you're /blind /or/ disabled /but/ because of you,/ I was/ publicly/ shamed!	Expressive	Pl+Pl+Eksp+P l+Pl+Pl+Md+ Pl+Pl+Pl+Pl+ Pl
11	*Gara-gara kau, Sarah nggakpernahbisabebasnerimacow ok-cowok lain!*	Because of/ you,/ Sarah/ could /never/ accept/ other guys freely!	Expressive	Pl+Pl+Pm+Pl +Pl+Pl+Komp
12	*Cumakarena Sarahharusmenjagaperasaan orang cacat!*	Just because/ Sarah/ need to watch/ a disabled/ person's feelings!	Expressive	Pl+Pm+Pl+Pl +Pl
13	*Janganbanyakbacot!*	Shut up!!	Expressive	Paraf
14	*Menurutmuakubakaldengerincelo tehanmu!*	Do you think/ I/ will/ listen to/ your blabber?	Expressive	Paraf+Pl+Pl+ Pl+Pl

15	*Gara-garakalahdengan orang cacat yang cumabisamintadiladenicewek!*	Just because, they are lost to a disabled person who can only beg a girl to babysit him!	Expressive	Paraf
16	*Aku paling benci orang cacat yang manfaatincacatnyabuatnahancewek! !!!*	What I hate the most..is/ that disabled person/ uses/ his abilty/ as an excuse/ to hold/ a girl back! !!!	Expressive	Paraf+Pl+Pl+ Pl+Eksp+Pl+P l
17	*K-kurang ajar!!!*	F*** off!!!	Expressive	Pl
18	*Janganbanyakbacot!!*	Shut up!!	Expressive	Pl
19	*Memalukan*	How/ mortifying	Expressive	Eksp+Pl
20	*Tapikalau kau terburu-buru, okela*	But/ if/ you are/ in such a rush,/ fine	Expressive	Pl+Pl+Pl+Pl+ Pl
21	*Sebenarnyakalaumaujujur, kak senior caramuberantemterlalusimpel*	To be frank senior,/ your fighting style is/ way/ too simple	Expressive	Pl+Pl+Pl+Pl
22	*Pukulkanan, kiri ,kanan, takperludilihat pun bisadihindari*	Right punch/ left/then/ right/ even if I can't see it, it's avoidable	Expressive	Pl+Pl+Eksp+P l+Paraf
23	*Pengecut!*	Coward!	Expressive	Pl
24	*Nggakperlungocehnggakjelas bangs*t!!*	Stop talking nonesense b*stard!!	Expressive	Paraf
25	*Kanan? Sayangsekali*	Right hand?/ Too sad	Expressive	Pl+Pl