



An Analysis of Translation Acceptability in Translating Humour About Pun

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Abstract

This research was intended to find out the translation acceptability made by English department students about pun in humour text. this research is descriptive qualitative research. The subject of this research were students of translation class, selected by using cluster random sampling techniques. The technique of data collection was using translation test. The finding of the student acceptability was scored by using Nababan's TQA model. the result of this research show that students' translation in translating pun as humour were mostly in less acceptable.

Keywords:

Translation, Acceptability,
Translating Humour, Pun

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INTRODUCTION

English is an international communication tool used by people around the world. Moreover, English is not only a communication aspect but also an educational aspect. Many books from education into stories come from other countries and use English as a language of communication in the books. However, not only in the education aspect but humour also provided in English. But, then, humour text uses English widely not understood by many people, especially in Indonesia. Many people in Indonesia cannot comprehend English. Therefore, one way to understand it is through translation. Murtisari (2015) proposed that translation is essential in developing a national language by increasing its capacity as a medium of communication. The translation is a way of people can understand other countries' language. Thus, to make it happens, it is a purpose of translator to make it happen.

Moreover, to become a translator is not an easy task. It need speciality in several skill in translating skill such as grammar, vocabulary, or reading skills. Furthermore, in Indonesia, many universities offer translation as an elective course in English Department. One of these universities is Universitas Negeri Padang. The purpose of this course is to form students into translators when they graduate from the university. However, many students of the English department have difficulty in translation because they have to comprehend the translation. It is related to Hale and Cambell (2002) state that difficulties in translation are difficult to understand and prone to subjective judgments; this is a central issue in curriculum development and tests in translator education. However, it is not an easy activity for students to practice translation. Many of the reasons it is hard to translate come from cultural problems and lack of understanding of translation.

Translation cannot be separated from text. There is the various text that can be translated, such as scientific, aesthetic, informative (Newmark, 1988), even humorous text. In humour, there are several types that people use nowadays. One of these types is a pun. The pun is a kind of humour that many people use and is usually used in dad jokes. As Hye-Knudsen, (2021) states “not every puns are dad jokes, but almost all dad jokes are puns”. In Indonesia, it seems that people use puns as a joke, and they have been used for a long time and still exist nowadays. Moreover, the pun is humour that uses language as humorous material, so a translator needs special skills in translating this humour. So, it connected with Laurian (1992) states that the activity of translating jokes is supported by specific skills such as reading or listening between the lines of a written or spoken joke

Translating humour from English to Indonesian is still very rare; some students in English education rarely do translations in the context of humour. however, the development of translating humour have been popular in translation studies. It is supported by Chiaro (2012) that humour translation has become a popular subject for students in the translation field (p.1). In addition, in translation, it was found that many translators from English education had problems in their translation, such as language acceptability. Furthermore, the translator should have experience in translating humour to find equivalence and transability. As stated by Nord (cited in Linder 2014) about translator background knowledge and about equivalence and transability (Ardi, 2015; Munday, 2009, p. 195). Then, humour has to do with culture, so the translator must understand that culture (Newmark 1988).

In this development, several problems are studied in translating humour and pun. Many studies about puns are focused on subtitles. Istiqomah (2017), Natarina (2012), and Winarti (2011) conduct a study about the pun in a movie. Furthermore, those studies use multimodality text in the research. Another view of this research can be found in Natarina (2012) and Istiqomah (2017) that studied translation strategy and technique. Then, Winarti (2011) examines translation quality. Gunawan and Rini (2013) and Tuzzikriah and Ardi (2021) studied humour text. In another study conducted by Andria (2021) studied about the acceptability in translating humour in comic strip. In addition, some studies use translation as part of the research like Khoerunisa (2021), Lucito (2018), Savitri (2018), Hanifah and Untari (2017), and Silviana (2008) that studies about translation quality or difficulties in translation. Based on the previous studies, there is still lack of research on the acceptability of pun translation made by translator students. Thus, this research is intended to find out the translation acceptability made by English department students about pun in humour text.

METHOD

In this study, the researcher uses a descriptive method. The research analyses translation acceptability by English department students in about pun in humour text. The data from this study use a qualitative approach because the data is not be counted in statistics. Even though this study does not use statistical data, there will be some statistics to calculate several data.

The population in this research is of the Department of English Language and Literature at Universitas Negeri Padang batch 2019, who learned the translation

study. Thus, the research use cluster sampling as a technique that takes one class from English Department. Therefore, the researcher chooses one classroom as a sample of this research. Furthermore, the class is chosen randomly. The use of data in this study is Dad Jokes that usually use a pun.

The sample of this research is asked students to translate puns. Then, the researcher analyses the translation test, the result of the analysis is used to identify the acceptability of translation quality. This test is used to get information on the acceptability of translation quality in translating puns connected with humour. In this research, the researcher use pun as humour text that have several types.

Table 1: Five Types of Puns

No	Types of Puns	Relationship between the punning items
1	Homonymy	Identical pronunciation and spelling; the etymology of the relationship is absent or blurry
2	Polysemy	Identical pronunciation and spelling; transparent relationship etymology
3	Homophony	Identical pronunciation, different spelling
4	Homography	Different pronunciation, identical spelling
5	Paronymy	Similar pronunciation and spelling, but not identical

(Source: Adopted from Schröter 2005 p.168)

The test conducted with 40 items that come from three books. These questions consist of riddle and one-liner jokes. Moreover, these questions come from books where eight source text from DAD JOKES: For New Dads! Embarrass Your Kids Early! Then, 16 source text from DAD JOKES: The Good. The Bad. The Terrible and 16 source text from SUPER DAD JOKES: Saving the World One Bad Joke at a Time. The data it can be seen in table below:

Table 2 : Division of homophony and homonymy type in Jimmy Niro's Books

Source text	Homophony	Homonymy
DAD JOKES: For New Dads! Embarrass Your Kids Early!	8	-
DAD JOKES: The Good. The Bad. The Terrible	15	1
SUPER DAD JOKES: Saving the World One Bad Joke at a Time	16	-

Furthermore, to analyse the data of translation quality in humour text, the researcher uses translation tests as instrumentation. The researcher uses Nababan et al. (2012) translation quality assessment to measure the acceptability of students' translation.

Table 3: table for scoring acceptability

Category of Translation	Qualitative Parameters	Score
Acceptable	The translation feels natural; the technical terms used are familiar and familiar to the reader; phrases, clauses, and sentences used follow Indonesian rules	3
Less Acceptable	In general, the translation feels natural; but there is a slight problem with the use of technical terms or a few grammatical errors	2
Unacceptable	The translation is unnatural or feels like a translated work; the technical terms used are unfamiliar and unfamiliar to the reader; phrases, clauses and sentences used are not following the rules of the Indonesian language	1

Adopted from Nababan et al. TQA Model

From the explanation above, the degree of the table is from the highest level to the lower level. Moreover, the highest level indicates the translation is acceptable, and the weakest in the unacceptable or vice versa.

In this study, the researcher uses rater or expert; also, this is using inter-rater reliability. There are two raters from two translation experts. Furthermore, to obtain a reliable rating, Lumley (2002) suggest that the rater learn and develop their sense about rubric that will use. So, the rater will learn and discuss the rubric used in the research before assessing the test to make a reliable score by getting the average score.

RESULT AND DISCUSSION

The Acceptability of the translation based on the suitability of translation the text in the target language and the score given by two rater without looking at the source language. The acceptability is analysed based on the result of the translation test done by the student to rater with no relation to the source language.

The researcher analysis the data that scored by raters and find the means of scoring from the translation made by students about pun as humour. Then, the researcher calculated the data to find the acceptability from the translation. The table below shows the acceptability of students' translating humour about pun.

Table 4: Total average score in translating humour about pun in term of acceptability

	Students	Acceptability		
		R1	R2	M
1.	Students 1	1.75	1.67	1.71
2.	Students 2	1.75	1.7	1.72
3.	Students 3	1.65	1.57	1.61

4.	Students 4	1.97	1.82	1.89
5.	Students 5	1.85	1.77	1.81
6.	Students 6	1.67	1.62	1.64
7.	Students 7	1.85	1.8	1.82
8.	Students 8	1	1	1
9.	Students 9	2.27	2.2	2.23
10.	Students 10	1.75	1.62	1.68
11.	Students 11	1.82	1.57	1.69
12.	Students 12	2.17	2.12	2.14
13.	Students 13	1	1	1
14.	Students 14	1.82	1.6	1.71
15.	Students 15	1	1	1
16.	Students 16	1.65	1.57	1.61
17.	Students 17	1.82	1.62	1.72
18.	Students 18	1.57	1.6	1.58
19.	Students 19	1	1	1
20.	Students 20	1.77	1.62	1.69
21.	Students 21	1.62	1.52	1.57
22.	Students 22	1.7	1.65	1.67
23.	Students 23	1.8	1.55	1.67
24.	Students 24	1.82	1.65	1.73
Mean				1.62

The findings show that the higher score got from students in acceptability is 2.23 which made by student 9 and it categorised as less acceptable. Meanwhile, the lowest score in acceptability is 1 which is made by four students and it categorised as unacceptable. Moreover, the acceptability from students is 1.62, which means students' acceptability in translating humour text about pun is less acceptable.

From the data above, the highest score made of student 9 is 3 that is categorised as acceptable in several text. Moreover, the raters gave the translator full score in translating text because the translator use adaptation in transferring the

message of the text to the target language. However, the total average score made by student 9 is less acceptable. it is meaning the student have translate the data naturally like target language but there is still several problem in the translation. Meanwhile, the lowest score made by four students because the translator used discursive technique in the translation that makes the text cannot be understood by the readers. Moreover, the following table is the score based on type of pun in term of homophony got from the students.

Table 5: Total average score in acceptability about translating pun as humour in term of homophony

Student	Acceptability		
	Homophony		
	R1	R2	M
Student 1	1.74	2.17	1.95
Student 2	1.74	2	1.87
Student 3	1.66	2.02	1.84
Student 4	1.97	2.28	2.12
Student 5	1.84	2.28	2.06
Student 6	1.66	1.92	1.79
Student 7	1.84	2.28	2.06
Student 8	1	1	1
Student 9	2.28	2.38	2.23
Student 10	1.76	2.43	2.09
Student 11	1.82	2.25	2.03
Student 12	2.17	2.33	2.25
Student 13	1	1	1
Student 14	1.82	2.23	2.02
Student 15	1	1	1
Student 16	1.64	2.07	1.85
Student 17	1.82	2.43	2.12
Student 18	1.69	1.89	1.79
Student 19	1	1	1
Student 20	1.76	2.30	2.03
Student 21	1.61	1.84	1.72
Student 22	1.69	1.87	1.78
Student 23	1.79	2.23	2.01
Student 24	1.82	2.53	2.17
Mean			1.62

From the data above, it can be seen the higher score that students got in translating pun as humour in term of homophony is 2.23 which is categories as less acceptable, and the lowest score is 1 which is categorised as unacceptable. Then, the total average got by students in translating pun as humour text in term of homophony is 1.62 which is categorised as less acceptable. Meanwhile, the data for type of pun in term of homonymy can be seen in the table below

Table 6: Total average score in acceptability about translating pun as humour in term of homonymy

Student	Acceptability		
	Homonymy		
	R1	R2	M
Student 1	2	2	2
Student 2	2	2	2
Student 3	1	1	1
Student 4	2	2	2
Student 5	2	2	2
Student 6	2	1	1.5
Student 7	2	2	2
Student 8	1	1	1
Student 9	2	2	2
Student 10	2	1	1.5
Student 11	2	2	2
Student 12	2	2	2
Student 13	1	1	1
Student 14	2	2	2
Student 15	1	1	1
Student 16	2	1	1.5
Student 17	2	1	1.5
Student 18	2	2	2
Student 19	1	1	1
Student 20	2	1	1.5
Student 21	2	1	1.5
Student 22	2	2	2
Student 23	2	1	1.5
Student 24	2	1	1.5
Total			1.62

Based on the data above, it can be seen the higher score in translating pun as humour text in term of homonymy is 2 which is categorised as less acceptable, the data got from 11 students. on the other hand, the lowest score in translating pun as humour text in term of homonymy is 1 which is categorised as unacceptable. Then the total score in translating pun as humour text made by students 1.62 which is categorised as less acceptable

Discussion

From finding, the highest score made by students in translating pun as humour in term of acceptability is less acceptable. moreover, the highest score from the students is from student 9 with total average score 2.23 from both raters where rater 1 gave average score 2.27 and rater 2 gave average score 2.2. Then, raters gave student 9 with the highest score because the translators use adaptation technique in translating pun as humour. the translator decided to change several source text into

the target language's culture. So, the text can convey the message of the text. Meanwhile, the lowest score was given to four students with average score 1 from both raters. The translators use discursive technique in the text that makes the reader cannot understand with the text.

Furthermore, research conducted by Yolanda and Yuliasri (2016) which also studied about pun found that there were three puns found in Tolkien's *The Hobbit*. These types were homonymy, homophony and paronymy. Moreover, the most type of pun found in this research is paronymy. The result shows that the accuracy of this research was 23% is accurate and 77% is less accurate. In the acceptability of this research was 47,7 is acceptable and 52,3% is less acceptable. then, in the readability of this research was 54,7% is high readability and 45,3% is sufficient readability. From this research it can be seen the highest score are less accurate, less acceptable and high readability. However, the research about translating humour about pun have little differences with this research. The differences are the researcher did not use readability and not paronymy in this research. Meanwhile, for the score for the acceptability is less acceptable and no acceptable. This finding also indicates that the students are still needed the information and material about translating humor to increase their competence.

CONCLUSION

Based on the finding and discussion above, it found that the average score in acceptability in translating pun as humour is 1.62 that is categorised as less acceptable. Moreover, the highest score get from the students is from student 9 with the average 2.23 which is categorised as less acceptable. So, it means that the student has translate the text naturally but still have several problems. Also, the student 9 decided to use adaptation in translating pun as humour. Then, in type of pun in this text, it found that there are two type of pun that is homophony and homonymy. In homophony, the average score in acceptability is 1.62 which is categorised as less acceptable and in homonymy with the average score in acceptability is 1.62 that is categorised as less acceptable. Furthermore, the data shows that students with the highest score decided to use adaptation in translating pun as humour. it means that the translator decided to make a new concept of the text to make the reader more understand about the text. however, the average score in translating humour is less acceptable. Based on the finding and conclusion of the research, there are several suggestion offered. First, for the student is suggested to learn more about translating humour and do more practice in translating humour. Second, for lecturer is recommended to give more in-depth understanding when delivering the knowledge about translation, especially in translating humour. Third, for the other researcher to analyses another aspect of translating humour about the pun—for example, the technique, the strategy, or the readability of translation.

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