The Students' Techniques in Translating Swear Words in the Novel Fight Club (1996) by Chuck Palahniuk

Raesa Savelia[1], Havid Ardi[2]
[12]Universitas Negeri Padang
Correspondence Email: raesasavelia27@gmail.com

Article History	Abstract
	The purpose of this research is to find out the translation techniques used by English department students in translate swear words in the Fight Club novel. This is descriptive qualitative research. Students from the translation class were chosen for this study using a cluster random sampling technique. Techniques for collecting data include translation tests. Translation technique was classified based on Molina and Albir theory. The result of this research indicate that students' techniques in translating swear words in novel were literal translation, adaptation, discursive creation, reduction, borrowing, established equivalent, explicitation, description, modulation, and substitution. This finding is aplies that swear words is best translated in established equivalent technique.

INTRODUCTION

At the present time, communication between countries with different languages is very possible because of translation. According to Fedora (2015), translation is needed in this current era, and it is also carried out on literary works such as short stories, poetry, and novels. According to Newmark (1988), translation is the process of translating the meaning of a text into another language in the manner intended by the author of the text. The purpose of translation is to convey a message from one language to another without affecting the meaning.

Mujayani (2006) states that one example of the difficulty in translation is translating swear words. Trudgill and Andersson (1990) emphasize that swearing is bad language. They also state that there are several types of language use in which expressions: should not be taken literally, can be used to express strong emotions and attitudes, and refer to something that is culturally taboo or stigmatized. Asher (1994) said, "Swearing reflects the speaker's anger towards someone or something,". Therefore, students must be careful when translating swear words, as they may be considered impolite if translated literally into the target language.

According to Pinchuk (1977), he defined translation is a process of finding a TL equivalent for an SL utterance. Nida and Taber (1982), translation is an activity of reproducing messages from the source language with the closest natural equivalent in

the target language, first in terms of meaning and second in terms of style. Newmark (1998) describes translation as "rendering the meaning of a text into another language in the way the author of the text intended". According to Newmark's statement, translation is transferring one language to another as closely as the author intended.

Related to the problem of cultural differences, translators can use various techniques in dealing with translation problems. Molina and Albir (2002) define the translation technique as a language matching activity by analyzing and classifying the workings of the equivalence between the source language and the target language. These activities can be carried out by applying lingual units and can use micro-level units of text, such as words, phrases, and sentences.

Swearing, also known as cursing, is a linguistic activity that involves the use of taboo words (Stapleton, 2010). Since the dawn of time, humans have used curses and swear words. Some scientists even propose that all modern languages evolved from primitive linguistic utterances similar to swearing (Montagu, 1967). Dewaele (2006) states that swearing is a common language used to express intense emotions (fear, joy, anger, excitement). Jay (1996) stated swearing is also defined as an attempt to hurt another person through the use of certain words or phrases.

Each type of swearing has distinct characteristics that set it apart from the others. Ljung (2011) proposes six types of swearing. They are religious, scatology, sex organ, sexual activities, mother, and minor. Andersson and Trudgill (1990) classify swear words into four categories: expletive, abusive, humor, and auxiliary. The classification of swear words into these functions is heavily influenced by the context in which swear words appear.

All forms of literary works, whether written in prose or poetry, are considered literary texts. It includes drama, novels, short stories, and so on. Although the form and content of these literary texts appear to differ, they all share universal characteristics that set them apart from other modes of writing.

The researcher takes the data from a novel entitled "Fight Club". Fight Club novel is an example of nonfiction literature. The story of Fight Club revolves around the life of an anonymous narrator, a typical American hardworking man. According to the Baltimore Sun, Fight Club became a best-selling novel after its publication by W.W Norton in 1996. Second, the Baltimore Sun also stated that the novel was highly controversial due to its anarchic and anti-consumerist character. Chuck Palahniuk used swear words a lot in his novels. In addition, the researcher wants to know how students translate swear words in the novel Fight Club, if students delete a lot of swear words when translating them, then the anarchic and anti-consumerist characters in the novel will not be seen.

METHOD

In this thesis, the research uses descriptive with a qualitative approach. The goal of this study was to describe and analyze the students' techniques and problems in translating swear words from English to Indonesian. The phenomenon raised in this study is that students in the English Department are trained to be good translators because translation courses are offered on campus. As a result, this study seeks to answer the question of what techniques were used and what problems faced by the

students of the English language and literature department at Universitas Negeri Padang when translating swear words.

The population in this research is English language and literature department students batch 2019 who had taken the introduction to translation as their elective course in 2021. The researcher used cluster sampling as a technique in taking this research sample, so one class will be selected that has accomplished the introduction to translation course. Samples were asked to translate sentences containing swear words and to answer the interview. Then, the researcher will analyze the results of the students' translation tests and student interviews in the Indonesian language. The results of the translation are then used to identify problems faced by students in translating swear words and what techniques they use to overcome their problems.

There are two instruments in this study, such as translation tests and interviews. These two instruments were used to collect data related to problems faced by students in translating swear words and the translation techniques used by students to overcome their problems.

Table 1. Research Instrument Grid in Translation Test

No	Types of Swear Words	Total	Item
1	Religious	4	12, 20, 25, 30
2	Scatology	9	9, 10, 11, 17, 18, 23, 24, 27, 28
3	Sex Organ	3	5, 15, 21
4	Sexual Activities	5	13, 16, 22, 26, 29
5	Mother	5	1, 2, 7, 8, 14
6	Minor	4	3, 4, 6, 19

Adopted from Ljung, Magnus. (2011)

In this case, the researcher adopted some sentences containing swear words from the Fight Club novel (1996) as a translation test. Furthermore, the translation test in the form of documents can be downloaded by students from the whatsapp group. There are two tables on the test sheet, one on the left with the source text and one on the right with the target text. Students are allowed to use dictionaries or online resources when taking tests. Prior to the test, lecturers who are experts in linguistic and translation studies will validate the test to ensure that the instrument used is appropriate.

Table 2. Research Instrument Grid in Interview

No	Types of Problems	Total	Item
1	Students' knowledge of swearing	4	1, 2, 3, 4
2	Cultural Problems	1	5
3	Semantic Problems	1	6
4	Pragmatic Problems	1	7

Adopted from Lucito (2018) and Raihana (2021)

In conducting interviews, the researcher and students used Indonesia language because the questions asked were related to translating English into Indonesian. The researcher will interview students about their problems in translating swear words using open-ended questions

To find out the translation technique used by students, the researcher adopted narration and conversation in the novel Fight Club (1996) which contains swear words such as religious, scatology, sex organ, sexual activities, mother, and minor. The test is distributed to the WhatsApp group and students can download it there. After students finish translating the swear words, they can collect and upload the test results on the google drive link that has been included on the test sheet. After that, the researcher collected and took the data. To find out what techniques are used by students when facing problems in translating swear words, the researcher analyzed the translation techniques used by students

Even though Molina and Albir (2002) proposed eighteen translation techniques as references, the researcher only described facts about the translation techniques used on each data set. The results of the researcher's analysis were validated first by the validator. Then, to calculate the percentage of each technique used, the researcher will use the formula as below:

Percentage (P) = f/N x100
where :
f = number of data
N = total of the data

RESULT AND DISCUSSION
Research Finding
1. Literal Translation

The literal translation technique means copying an expression word for a word which structure already complies with the rules of the target language. According to an analysis of translation techniques, literal translation is the most commonly used technique by students with a percentage 64.92% or 359 from total data. The example are as follows.

SL: Have I ever, you know, had sex with her? "Christ!"
TL: *Apakah saya pernah, Anda tahu, berhubungan seks dengannya? "Kristus!"*

From the example above, it shows that the student translate the words from the source language to the target language word by word without considering the meaning and structure of the source text, the example above shows that the word "Christ!" translates to "Kristus!". Although verbally the result of the translation of "Kristus" is correct, overall the translation misses the message of the source text because it is generally wrong in choosing the diction.

SL: And now, at breakfast the next morning, Tyler's sitting here covered in hickies and says Marla is some twisted bitch, but he likes that a lot.
TL: *Dan sekarang, saat sarapan keesokan paginya, Tyler duduk di sini menutupi cupang dan mengatakan Marla adalah wanita jalang yang bengkok, tapi dia sangat menyukainya.*

From another example above, it is clear that the SL is translated literally, focusing on form and structure rather than adding or subtracting from the TL.
2. Adaptation

This technique is used to replace the cultural elements of the source language with the same cultural element in the culture of the target language. This adaptation technique is the second most common technique used by students when translating swear words with a percentage of 19.53% or 108 of the total data. The use of adaptation techniques is shown below:

SL: Tyler's sitting here covered in hickies and says Marla is some twisted bitch

TL: *Tyler duduk di sini dengan cegukan dan berkata Marla adalah wanita Gila*

From the example above, we can see that the student translated the word "twisted bitch" to "*wanita jalang*" based on their cultural perspective. In the target language, the word "twisted" literary means sinting or gila, the student didn't add the "*sinting*" word as a further explanation to the word "bitch" which just means "*wanita jalang*" in the target language. Therefore the correct answer could be "*wanita jalang yang gila*" or "*Wanita jalang yang sinting*". But for some cultural background the student reduce the word "*sinting*" or "*gila*".

SL: I told him, yeah, what the hell. And he gave me free drinks for the rest of the flight.

TL: *Aku meberitahunya, ya, memang kacau. Dan dia memberiku minum gratis sepanjang penerbangan.*

As we can see from the another example above, when the student found the proper words for "what the hell" to "*memang kacau*", the student clearly avoid the restricted unproper language, in order to respect their cultural background. In the Source language the word "what the hell" often use for expressing anger or disappointment towards people, in the target language the word "*memang kacau*" also use for expressing anger or disappointment toward others. In TL, the word "what the hell" also has so many meanings to express something such as "*apa-apaan*". Therefore, it is clear that the student uses the adaptation technique in order to deliver the meaning based on their cultural understanding.

3. Discursive Creation

Discursive creation employs out-of-context equivalents. This technique is done to pique the interest of potential readers. The examples are as follow:

SL: "You can only get one prick into a condom," he said.

TL: *"Kamu hanya memiliki satu kesempatan" katanya.*

As we know, discursive creation is the technique that creates out-of-context translation, in order to attract readers. From example 1, the student translated the ST "one prick into a condom" to "*satu kesempatan*" which is not make sense. However, the correct translation would be "*menusuk satu kali kedalam kondom*". In the TL, the student uses the word "*satu kesempatan*" which means in SL would be "one chance", this translation does not deliver any swearing word to the table, and the context is not there.

SL: Anyone who might've noticed me in two years has either died or recovered and never came back.
TL: *Siapapun yang melihat saya dalam dua tahun ini seperti seseorang yang tak berdaya lagi.*

The context from example 2 does not make sense. In the SL, context or meaning is speaking towards other people "anyone … has either died" but in the TL the student conveys it towards the speaker, "*saya … seperti seorang yang tak berdaya lagi*". This could be an experience of error from the student because the context is different and meaningless. It could create different meanings for the entire story. Therefore the correct translation could be "*dalam dua tahun telah mati*", because it delivers the same context and meaning.

4. Reduction

Reduction is used with partial removal because it is not thought to cause meaning distortion. The example are as follows.

SL: Marla's cold and sweating while I tell her how in college I had a wart once. On my penis, only I say, dick.
TL: *Marla kedinginan dan berkeringat saat aku memberitahunya bagaimana di kampus aku pernah punya kutil. Di kemaluanku. Hanya aku yang bilang.*

Based on the example above, students remove the swearing word which will be analyzed, namely "dick". The word "dick" in the SL is usually used to express anger, or berate the interlocutor. The word "dick" when translated into the TL means "*kontol*" which is a word for revealing genitals. It can also be used to express anger towards others. Removal of words made by students is a form of using reduction techniques, this technique reduces the part of the word to be translated but the meaning doesn't change. Reducing the word "dick" in the target language does not actually eliminate the meaning, the word "dick" in the source language intends to convey a message to the other person, the same as the word "sir" or "mam" or "dude", but ruder and not important.

SL: I told him, yeah, what the hell. And he gave me free drinks for the rest of the flight.
TL: *Aku memberitahukannya. Dan dia memberi minum di sisa perjalanan.*

This second example is the same as the example in the adaptation technique, but in this example, students remove the translation of the word "what the hell" to nothing. The reduction technique is usually done when the SL is too long to be translated, but in TL in only means one word or less. From the example above, students eliminate all the swear words, it makes the translation of the sentence more polite, and does not mean to insult the opponent.

5. Borrowing

Borrowing is the technique in which the translator takes a word or expression directly from another language. It can be pure or naturalized. This technique is used

because the terms that are found in the source text are hard to be translated. The use of borrowing techniques is shown below:

> SL: Marla's cold and sweating while I tell her how in college I had a
> wart once. On my penis, only I say, dick
> TL: *Marla dingin dan berkeringat sementara aku bercerita bagaimana di
> kampus aku punya kutil. Pada penisku, hanya aku mengatakan, dick.*

The borrowing technique is a technique of taking a word or expression from another language or SL and using it in the TL. In the first example, the student translates the word "dick" to "dick". In the TL the word "dick" has many meanings that can be translated, such as "*pecundang*" or "*kontol*". The student did not change the word, because of the lack of understanding of the vocabulary of TL from the word "dick". Therefore the student decided to borrow the word "dick" to be part of the TL.

> SL: Have I ever, you know, had sex with her? "Christ!"
> TL: *Pernahkah aku, kau tahu, berhubungan seks dengannya? "Christ!"*

From Example 2, the word "Christ!" that the student use in the TL is the same word from the SL. The word "Christ!" in the SL means that the speaker used to express irritation, dismay, or surprise. For the TL itself, the correct word for the word "christ" would be "*ya ampun*" or "*ya tuhan*". The student borrowed the word Christ and put it in the TL because the student feel it is hard to translate to the TL. This technique can be done in a way that the translation is hard to be done, so borrowing the word could make the translation easy.

6. Established Equivalent

The established equivalent is a technique for using familiar/recognized terms or expressions in the target language dictionary as equivalents in the source-language text. The examples are as follow:

> SL: "You fucking suck-ass piece of shit," Marla says.
> TL: *"Kau, keparat sialan," kata Marla.*

The student uses the expression that is similar to the SL, the technique of Established Equivalent is the technique that uses familiar or similar terms. The word "fucking suck-ass piece of shit" if we translated it into the correct TL would be "*bajingan penjilat brengsek*". The student translated the SL to "*keparat sialan*" which the word "*keparat sialan*" has similar terms to "*bajingan penjilat brengsek*". Therefore the student clearly did this translation with a better choice of words, using the Equivalent technique.

7. Explicitation

Explicitation is a translation technique that includes a short description as well as an explanation of something or someone. This additional explicitation is required

because the target reader is unfamiliar with something or someone from the SL culture. The use of explicitation techniques by student is shown below:

> SL: "You stupid fuck. Beat the crap out of me, but you can't kill me."
> TL: *"Kau keparat bodoh. Kau bisa mengalahkanku dan lari begitu saja, tapi kau tidak bisa membunuhku."*

In the example above, the student clearly uses the amplification technique to add the details for the SL to the TL. The details are not framed such as "*... dan lari begitu saja*" which is a phrase that does not appear in the SL, but it adds more details to the readers. The correct translation would be "*pukuli aku sampai babak belur*", the error happened when the student implies the meaning of "Beat the crap out of me" to "*kau bisa mengalahkanku*".

> SL: "We said, 'Bring me the steaming testicles of his esteemed honor, Seattle Police Commissioner Whoever.'"
> TL: *"Kita bilang, 'Bawakan aku kehoramatannya yang setinggi langit itu, komisioner polisi Seattle, siapalah."*

In this example, the student adds more to the TL, the student wrote *"...yang setinggi langit itu"* which in the SL is not stated. Also, the student does not translate the swearing word "testicle" to the TL but removes it. In the amplification technique, it's okay to remove as long as the translation portrays the unframed details. The correct translation for the SL would be *"Bawakan aku testikel hangat milik yang mulia terhormat"*, From this correct translation it is clear that all the elements contained in the source language, such as the word "testicle" are translated one by one, and have the same meaning as the source language.

8. Description

Description is a translation technique in which a term or expression is replaced with a description of its form and function.

> SL: And after the introductions and the guided meditation, the seven doors of the palace, the white healing ball of light, after we open our chakras, when it comes time to hug, I'll grab the little bitch.
> TL: *Dan setelah pengenalan dan meditasi yang dibimbing, tujuh pintu istana, bola cahaya penyembuh, setelah kami membuka kekuatan kami, ketika datang saatnya untuk berpelukan, aku akan memegang anjing betina kecil itu.*

From the example above, students seem to translate the swear words according to their basic understanding, the word "bitch" can be interpreted into the word "*pelacur/jalang*" but another meaning can be "*anjing betina*". Students use the description technique to translate the swearing, the description technique is a translation technique that interprets a term or expression into a description, the description would be in a form or function.

9. Modulation

The translation technique used about SL involves changing the point of view, focus, or cognitive category. For the example :

SL: "You fucking suck-ass piece of shit," Marla says.
TL: *"Dasar orang tak berguna," kata Marla.*

In the example above, the translation technique can be categorized out in the modulation technique. The modulation technique uses the translator's point of view in translating the words, the modulation technique looks at the way the student uses point of view. In the quote above, the student interprets the word "You fucking suck-ass piece of shit," to "*Dasar orang tak berguna*.", in which the swear word is changed to the very short. S.L has three swear words (fucking, suck-ass, piece of shit) and T.L only has one (*tak berguna*).

10. Subtitution

This technique is accomplished by altering the linguistic and paralinguistic elements (intonation or gesture). The use of substituion techniques by student is shown below :

SL: Tyler says, "So, tell the banquet manager. Get me fired. I'm not married to this chickenshit job."
TL: *Tyler berkata, "Jadi, beri tahu manajer perjamuan. Buat aku dipecat. Aku tidak menikah (berkomintmen) dengan pekerjaan omong kosong ini."*

In this example, the translation looks like the student use the literal technique, but for some reason, the student adds parenthetically in the middle of the TL "*Aku tidak menikah (berkomintmen) dengan pekerjaan omong kosong ini*." Which makes the translation could be decided as either literal translation or substitution. Substitution is the technique of altering the linguistic and paralinguistic such as gesture or intonation. The student in TL adds parenthetically which can be concluded in intonation or gesture type. However when the student translates the SL, the translation is not always correct, the correct one would be "*aku tidak butuh pekerjaan sialan ini*", the student's TL is far from what the correct translation does.

Discussion

The purpose of this research is to find out the translation techniques used by English department students in translate swear words in the Fight Club novel. Data were gathered through translation tests and telephone interviews. The translation test used 30 source texts containing swear words from English to Indonesian, and the interview used seven questions to assess students' knowledge and their problems when translating swear words. The translation test had 18 participants and three participants were interviewed; they were sixth-semester students at UNP, an English Language Education undergraduate program.

In this study, it was found that the technique mostly used by students was literal technique for swearing religious, scatology, sex organ, sexual activities, mother and

minor types. In contrast to Andini's (2022) research entitled *"An Analysis of Swearing Word Types and Translation Techniques in Shaft Movie Subtitles"*, the most widely used translation technique in translating swear words is amplification technique. The finding of Rochmania (2011) entitled *"Analysis of translation technique To the translation quality of swearing word in "The Adventures Of Tintin: Prisoners Of The Sun" comic"* are also different, adaptation techniques is the most technique used by the translator.

Actually, the literal technique tends to be less good. As Aresta (2018) says, the use of literal translation only works if the two languages are very similar. Sometimes the translation is right and sometimes it's not. In her research entitled *"The influence of translation techniques on the accuracy and acceptability of translated utterances that flout the maxim of quality"*, Aresta (2018) found that literal translation is one of the techniques identified as having a negative impact on acceptance. Because of this technique, the translation is considered less acceptable (score 2). Meanwhile, the use of literal techniques results in translations out of context, making certain terms sound unnatural.

The best technique used when translating swear words is the established technique. Because when using this established equivalent technique, there are no ambiguous words or terms in swear words. Swear words in the SL are also acceptable and understood in the TL culture. According to Aresta (2018), using established equivalence techniques can produce a high level of acceptance and accuracy while also conveying close meanings in the TL.

Furthermore, the discussion of translation swear words has also been discussed in previous research such as that conducted by Kusumayani (2010). She found that there are five translation technique used by professional translator when translating swear words such as similar expressive meaning, less expressive meaning, neutral words, interjection, and omission. This research uses a different technique from the researcher. Also, Mujayani (2006) discussed about strategies and accuracy of translating swear words by professional translator. This research is actually the same as mujayani, but mujayani uses the term strategy which actually might be able to use technique because the person concerned is researching this in the translation results (see Molina & Albir about technique and strategy).

CONCLUSION

The researcher discovered that the most technique used by students in translation of swear words in the novel "Fight Club" is literal translation. Based on student tests, the researcher discovered that from 553 total data, almost all of the text was translated using literal translation (65.1%). The second most common technique used by students is adaptation (19.53%), third is discursive creation (4.7%), next are established equivalent (4.52%) , reduction (3.8%), borrowing (1.63%), explicitation (0.18%), description (0.18%), modulation (0.18%), and substitution (0.18%). Furthermore, it was concluded that some sentences were translated using only one translation technique, while others were translated using two translation techniques. Literal translation techniques is frequently used by students, demonstrates that they are inexperienced translators who tend to influence the style and structure of the source

text. Furthermore, they do not know the proper technique to use because they have no experience in translating swear words.

Based on the findings and discussion in this study, the researcher submits several suggestions as follows; first, it is recommended for lecturers to provide new material outside of academic translation, for example, such as translating swear words or other translations in the entertainment sector. It is intended that students who want to become professional translators will have sufficient provisions when they graduate from college. Second, it is highly recommended for further researchers to investigate further about the translation of swear words, such as the quality of students' translation in translating swear words, the strategies students use when translating swear words, or students' difficulties in translating swear words.s

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