Translation Analysis of Racist Stereotypes by Students in Peterns Russel's Standup Comedy Entitled *Louis Vuitton*

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Abstract. The research focus on how three students in translating racist stereotype in Peter Russell's standup comedy entitled *Louis Vuitton*, are their translation works equivalence with the source text. Qualitative method is used in this research, and the design of the research is case study. In collecting and analyzing the data the researchers are using focus group discussions in order to find out the translation equivalence of three students' translation works in translating racist stereotypes. Those three students are selected to translate the standup comedy based on their score in translation and linguistic subjects. The result of the research shows there are twenty lines contain racist stereotypes, and all the three students able in translating almost the entire racist stereotype in Peter Russell's standup comedy entitled *Louis Vuitton*, their translation equivalence shows their ability and knowledge in translating words, phrases and sentences that contain racist stereotypes.

Keywords: Translation; racist stereotypes; standup comedy

1 Introduction

Intimidating slurs such as "Hey Ching chong!" and "Hey Nigers!" now commonly heard these days, and those slurs are considered racist acts against ethnic group or race. Racism in is considered an unsolved problem in this world, and it happens in various aspects of our life, such as in news, sports events and even in movies. Racism can be found in various films are usually set against the life of Africa-American people or Asian people or even Jewish people in the United States. According to Hughes and Kroehler in Madula et all [1] racism is the belief that some racial groups are naturally superior and others are inferior, while according to Gidden in Mouka et all[2] states that racism is subsumes everyday practice and behaviours, both verbal and non-verbal, stereotyping, discriminatory practices, institutional systemic policies, or even acts of racial segregation and genocides. Hesse in Marvi[3] stated that racism is not universal category rather it is relatively recent term for the hierarchical and differential work of race structuring social relations in colonial modernity. So it can be concluded racism is a belief of an individual, a group event a nation that racial and ethnical background determined the position or hierarchy in social life.

As it mention before racism can be in the form of act, slurs and stereotype. Stereotype according to or reinforced to people through many different social influences, including but not limited to friends and family, neighbours, Allport in Rosenthal and Overstreet[4]. They

also mention that stereotypes are generalization about the personal attribute or characteristic of a group of people. According to them that stereotypes are learned, and can be both explicitly and implicitly taught teachers, peer groups, as well as larger societal influences. Banaji in Fedor [5] stated that the concept of stereotypes refers to belief, knowledge, expectation of social groups and it has been theorized about as cognitive partner in stereotype-prejudice duo since the 1920s and empirically investigated. So it can be concluded that racist stereotypes are belief, knowledge related to a person, a group or on race.

In this research the writer will focus his research on racist stereotype translation results conducted by three students of English Education Program in University of Kuningan. They translate standup comedy by Peters Russell entitled *Louis Vuitton*. Catford in Nugroho and Shepia [6] stated that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). It means that the purpose of translation is to make the text transferred accurately and naturally by finding equivalences in the TL. Newmark in Nugroho [7] mention that translation has several meaning; generally translation is giving meaning to a text from one language into another language. The translation result conducted by the students is considered as audiovisual translation. There two techniques used in audiovisual, the first one dubbing and the second one are subtitling. In this research the writer focus on the translation result by the students for the subtitle of the standup comedy conducted by Peters Russell.

The writer expects the result of this research show translation equivalence on students' translation work in translating racist stereotype that appear in the standup comedy conducted by Peters Russell entitled *Louis Vuitton*. According to Baker in Nugraha et all [8] distinguished translation equivalence into three kinds of equivalence namely grammatical equivalence, textual equivalence, and pragmatic equivalence. Research on the translation of racist words or slurs especially on racist stereotype have not been conducted before. The previous research on racism such as research conducted by Ghasani and Nugroho [9] research focus on the reception of the viewer related the massage of racism in the movie *Get Out*. Another research conducted by Tjhai and Paramita [10] their research focus on viewers' perception on racism propaganda massages in the movie *8 Mile*. Another research related with racism and translation has been conducted by Mouka, Saridakis and Fotopoulou, their research focus on register shift between source texts (English) and target texts (Greek and Spanish) of racist discourse in film. Another research related wt racst stereotypes also conducted by Jeshon [11], in his research he focuses on slur and stereotypes of various ethnics and race in America. All of those researches have not been researched on racism especially on racist stereotype in translation result.

2 Method of Research

Case study is implemented in this research in order to find the translation result conducted by the students in translating stand comedy conducted by Peters Russell. The use of Case Study in this research in order the writer explores in depth a program, event, activity, process, or one or more individuals Stake in Creswell [12]. The study has collected detailed information using a variety of data collection procedures over sustained period of time. The data are taken from translation result conducted by three students in translating standup comedy by Peters Russell, those students are chosen from their grade in two subjects, translations and linguistics. After those data are collected, the writer analyze the data by

forming focus group discuss ion. Focus group discussion is used to get more insight related to the data which are taken from the students, and to find out translation equivalence in students' translation work in translating racist stereotypes in Peters Russell's monolog in his standup comedy. Focus group discussion is a method to collect the data for qualitative research and the data come from exploration of social interaction which is happened in discussion process with the involvement of the informants in it. There are two informants beside the writer in the focus group discussion, they are; Oktoma, and Suryana, both of them have expertise background in English language due their background as lecturers in English Education program in University of Kuningan.

3   Findings and Discussion

Albir [13] concluded in his research that a translator must have competences in several components such as linguistic and extra linguistic knowledge, documentation skills, the ability to use tools, transfer competence. That means beside linguistics a translator requires other competence such as knowledge in culture and history of source language in order to make an equivalence translation works. The translation works which are conducted by three students are considered as an equivalence translation as it suggested by Baker in Nugraha et all [8]. Translation equivalence on students' translation works in translating racist stereotype can be seen in the first line.

ST   : Everybody is *cheap*. Where *Jews* at, *Jews* in the house?
P1   : Semua orang *pelit*. Mana orang-orang *yahudi*, apa ada orang *yahudi* disini?
P2   : Semua orang tuh *peli*t. Coba mana nih orang *yahudi*, ada *yahud*i di sini?
P3   : Semua orang itu pelit. Dimana orang *yahudi*, *Yahudi,* kalian ada disini?

From translation result above, it can be seen that students are able to translate racist stereotype such as translating the word *cheap* instead using Indonesian word ; murah or murahan, those three students use word *pelit*, they know that the word *cheap* in that line related to next word which are Jews or Indonesian word mean Yahudi. That means the students have knowledge related with the stereotype of Jews in American culture, Jews have a negative stereotypes such as greedy and cheap. Students are able in translating racist stereotype of Jews and Arabs, which can be seen in their translation works bellow.

ST   : All right *Arabs, the Jews are in here. Go talk to them*
P1   : Oke *orang-orang arab, orang yahudi hadir disini. Ngobrol sana*
P2   : Nah *orang-orang arab, ada orang yahudi tuh. Coba ngobrol deh*
PT3 : Nah, *orang Arab orang yahudi ada disini, sana ngobrol sama mereka*

The translation above show that students able to translate racist stereotype of Jews and Arabs, they know that Arab people and Jew people have bad relationship, that can be seen on how the first, second and third participants able to translate on the line "All right *Arabs, the Jews are in here. Go talk to them*" on translating "Arabs, jews are in here, go to talk them" by the first phrases the students transate "orang-orang Arab Yahudi hadir disin,"" Orang-orang Arab ada orang Yahudi tuh," and "orang Arab orang Yahudi ada disini" they able to translate correctly to capture the stereotype of image that Arab and Jews people never get along in one room. While the next phrase the students translate the "go talk to them" by "ngobrol sana", "Coba ngobrol deh" and "sana "ngobrol sana sama mereka." All of them have same meaning, even though there are some words are reduced by the students but those do not change the

meaning of the phrase. The next translation result conducted by the students on the next line show the students' knowledge related with the stereotypes of Jews and India people.

ST   : Jews, I don't know how you got that title of being cheap, it's very offensive to Indian people

P1   : Yahudi, aku gak tahu darimana kalian dapat julukan "orang pelit", hal itu menyinggung orang-orang india

P2   : Nih orang orang yahudi, Gue gatau elu dapet julukan pelit dari mana, itu lumayan nyinggung orang orang india

P3   : Orang yahudi, saya gak tahu gimana kalian bisa dikasih label pelit, itu tuh sangat menyinggung orang-orang India.

Those translation works conducted by the students show the knowledge about the stereotype of Jew people for being cheap, as the students translate the word "cheap" with Indonesian word "pelit" that has the same meaning and class in English language both of them are adjective in both of languages. The other students' translation work also shows their knowledge related with the stereotype of Jew people, it can be seen in the translation bellow.

ST   : People are like, "Jews are cheap," we are like, no that's very incorrect.

P1   : Orang-orang bilang "yahudi itu pelit," dan kami seakan, "enggak, itu sangat salah."

P2   : Kalau orang orang bilang "Orang yahudi tuh pelit", kita orang india tuh pasti jawab "Ngga, itu salah si"

P3   : Orang-orang tuh kaya.. "Yahudi itu pelit" kita kaya.. "Gak, itu salah banget sih."

From the students' translation above show their knowledge about the stereotype of Jew people as they translate "Jews are cheap" with " Yahudi itu pelit", "orang yahudi itu pelit" and "Yahudi itu pelit" which those translation phrase has the same meaning with the English language. The students able to find out perfect word in translating the word "cheap" by using the Indonesian word "pelit". The students also able in translating racist stereotype toward Indian people that represent by Peters Russel himself, Peters is Indian descendant who live in Canada, these are the students' translation work in translating Peters' line in his standup comedy.

ST   : I am cheap, Jews are thrifty, big difference.

P1   : Aku pelit, Orang yahudi itu hemat, beda jauh.

P2   : "gue yang pelit mah, "orang yahudi tuh hemat, beda dong jelas"

P3   : Saya pelit, Orang yahudi itu hemat. Beda banget.

From the translation above the students able to translate correctly how Peters represent himself as Indian people who believed that they are "cheaper" than Jews. The students are able to choose appropriate words to compare the stereotypes between two races, such as the use of "pelit" and "hemat" in translating words cheap and thrifty, both of them have the same class as an adjective. The use of "pelit" and "hemat" shows that the students have knowledge on the stereotypes of both race; Indian and Jews who are believe by American people even their own people as in this standup comedy Peters refer this joke to his own people.

Another racist stereotype also shown in Peters Russel's standup comedy toward other race, such Asian race especially Chinese people, Russel's line and the translation work conducted by the students can be seen in this line bellow.

ST   : You know who's cheap? Asians, Asians are cheap as shit. Chinese people specifically

P1   : Kalian tahu siapa yang pelit? Orang-orang asia. Mereka pelitnya minta ampun. Orang cina lebih tepatnya

P2   : Tau yang pelit kaya gitu sebenernya siapa? Orang Asia. Mereka tuh gila pelit banget sama pengeluaran. Orang orang china apalagi tuh

P3   : Kalian tau siapa yang pelit? Orang Asia. Orang Asia pelit banget. Terutama Cina.

The students' translation above show their knowledge about the stereotypes Asian especialy Chinese people as it believes by American people. Their knowledge in racist stereotype can be seen in their translation result such as how they translate "Asian are cheap as shit." By "Mereka pelitnya minta ampun,""mereka tuh gila pelit banget," and "Orang Asia pelit banget." They are able to translate "cheap as shit" it into Indonesian language such as "pelitnya minta ampun,""gila pelit banget" and "pelit banget" with the same degree as in the source text in describing the stereotypes of Asian people especially Chinese people. The students able to translate it because the word "shit" itself is slang word to describe the degree of their cheapness, which is really, really cheap.

From translation works conducted by three students in this translation research show the ability of the students in understanding the cultural background of the source language. The students have ability in finding words, and phrases which are considered as racist stereotypes of a race, in this case Asian people such as Indian, and Chinese people. As it mentioned before, a translator must has knowledge in linguistic and non-linguistic, such as cultural background in this context is racist stereotypes. Racist stereotypes itself is a negative belief toward an individual, group of people, ethnic or race.

4   Conclusion

As the writer mentions before in the previous that a translator must have linguistic and non-linguistic knowledge. Based on the translation analysis by the writer and all the informants in the focus group discussion agree that the students are considered have knowledge related with racist stereotype in the standup comedy. It can be seen on their ability in translating racist stereotypes in standup comedy conducted by Peters Russel entitled *Louis Vuitton*. All the three students are able to understand words and phrases that contain racist stereotypes toward Jews, Arabs, and Asians especially Chinese people. The students also able to figure out appropriate words and phrases that have the same meanings and degree from source language into target language, it can be seen in how the students are able to translate the word "cheap," "thrifty" and phrase such as "cheap as shit" into Indonesian language such as "pelit," "hemat" and "pelitnya minta ampun," "gila pelit banget" or " pelit banget." Those words and phrases are able to capture the racist stereotypes in the source text.

5   Acknowledgement

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