

BACKGROUND OF THE STUDY

Throughout history, people had gathered to hear stories read or recited long before Edison invented a projection of a succession of still images that simulated motion. Due to the widespread popularity of movies in the modern era, they can be used as teaching tools to discuss stories or what is officially known as literary analysis. Every story has a purpose and employs strategies to influence its audience. Although some movies are inspired by novels, a film normally lasts no longer than two and a half hours and has its own style. This work has the same structure as a short story. Literature teaches us that an emotionally engaging story will pique our interest.

The ability to think about underlying messages and analyze them from a moral standpoint emerges from literary criticism (Richard and Kathryn, 2002). This practice can act as a barrier against the unwholesome messages that Hollywood and literature occasionally propagate, which we often take in practically unconsciously. Simply defined, films qualify as literature because they are subject to critical and interpretive scrutiny as printed works of literature. In literature portrayed as a film, all the components of fiction in textual literature are present. Movies that are adaptations of written works of literature, films without a companion book, and even brief video clips are all proper teaching tools.

It is undeniable that Disney animated movies have been a mainstay of popular culture for decades. They become a significant part of the everyday lives of people in many countries around the globe. In most Disney animated films, one of their charms is humor. They often insert humor into their dialogue through clever puns.

Puns are commonly found in literary texts, movies, and sitcoms. Their purpose and meaning are usually explicitly intended for audiences or readers from the source language culture. Delabastita (2004, p.37) classified pun and wordplay identically as he claims that wordplay or puns take advantage of the linguistic structures to make their forms or meanings appear similar. However, puns are quite challenging to be interpreted by non-native speakers of the language. Puns that are supposed to be very funny for native speakers can be meaningless for the target language speakers. Korcak (2012, p.9), however, stated that even native speakers need to have specific social, cultural, and linguistic knowledge to be able to understand humor used in puns. Regarding this fact, translators are required to help people with different cultures and languages understand the message intended in the humor of the source language.

The best translation does not sound like a translation; thus, it is important to consider factors like meaning, concept, and any relevant cultural values in both the source language (SL) and target language (TL) (Aisyah, 2021). Since a translation process must seem "natural," consideration must be given to factors like meaning, concepts, and cultural values in both the source language (SL) and target language (TL). In contrast, if the text is an expression of an original and authoritative style typical of a writer, such as lyrics, prime ministerial speeches, or legal papers, the translator must reflect any departure from the original, "natural" style. Discussions over the translation are necessary. There is a constant in both the referential and pragmatic sides, but we may create arguments and provide examples of translations to back them up. Everything is somewhat subjective or partially objective. Translators often use a variety of techniques to cope with puns, including communicative

translation, semantic translation, and free translation. None of these approaches completely takes context into consideration (Khanfar, 2013).

In translating puns, a translator should pay more attention to the source language culture and the choice of diction (Bader, 2014, p.19). Translators are required to convey the same sense and effect of the source language expression into the expression of the target language, despite having a different cultural background and sense of humor. Not only that but translators are also expected to produce translation by considering limitations in time and space in movie subtitles. Disney movie *The Lion King* is an example of a film that uses puns to create a humorous atmosphere. The researcher chose to analyze what types of humor puns were found in the movie and the translation techniques applied in translating the puns.

The Lion King is the first Disney film to have an original storyline. Released in 1994, the film quickly gained recognition for its music, story, themes, and animation. In 2019, the 2019 CGI version of The Lion King was released. There are a few differences in this remake version, from the original soundtrack to the classic jokes. Both versions have been watched by the researcher to make a comparison between the original pun words and the remake pun words. The remake version only had 10 puns, much fewer than it had in the original. As such, the researcher opted to conduct the pun study using the original version.

Kembaren (2020), in his journal, focused on the translation of puns and jokes found in the translated text by English Education Department students. The researcher focused on how puns and humor are expressions that are difficult to translate from English as the source language and Indonesian as the target language.

There are many cases where puns and jokes must be omitted due to the difficulties in translating the two forms of language phenomena; meaning is lost and results in poor translations. This study aims to discover the challenges and solutions given by English students when they translate puns and jokes. The reader-response technique was used to analyze the data to determine their response to the translation activity. The research results show that almost all students find it difficult to translate puns from English to Indonesian, one of which is due to cultural humor, universal humor, and linguistic humor. Most of the students use domesticating and free translation methods in translating puns and jokes so that readers can understand them better. The researcher also gave suggestions to readers and further researchers to find out that domesticating and free translation are the best and most widely used translation strategies in translating cultural texts, specifically in translating puns and jokes.

Another study related to wordplay was conducted by collaborative researchers Ayyuhatsanail Fithri and Ichwan Suyudi, and published by Universitas Gunadarma. The article, titled *English Wordplay Translation into Indonesian in the Subtitle of Friends Television Series*. It aimed to analyze the types of wordplay found in the subtitles of the Friends series from season one to ten and the strategies applied in translating the English wordplay into Indonesian. There were four types of wordplay found, namely phonological and graphological structure (homonymy, paronymy, and homophony) with 70,8% of the data, lexical structure (polysemy) with 4,2% of the data, morphological structure with 8,3% of the data, and syntactic structure with 16,7% of the data. The translation strategies used were wordplay to wordplay (25%), wordplay to non-wordplay (45,8%), and editorial technique (29,2%).

The last study about puns was conducted as another collaborative research by Setyaningsih and Antaniami which focused on describing the English wordplay translation into Indonesian of Alice's Adventures in Wonderland (Indonesian version: Petualangan Alice di Negeri Ajaib). After analyzing 50 data, paronymy was the type of wordplay which appeared the most with 15 data, while homograph did not appear at all. The techniques applied in translating wordplay namely wordplay to non-wordplay (62%) and wordplay to wordplay (28%).

This study is quite identical to those articles above, with some notable differences. This study investigated puns in the subtitles of animated movies as conducted by Niken Winarti. Unlike the other studies above, this study analyzed the five types of puns proposed by Schröter (2005) and the techniques applied by the translator based on Humanika's (2012) proposed techniques. These theories were applied because they are considered to be more updated and comprehensive in explaining the translation procedures and techniques employed in the movie from English to Indonesian.

Based on the discussion above, this study investigates 1) the types of puns found in the animated movie of *The Lion King (1994)*, 2) the techniques applied in translating English puns into Indonesian. To put together, the purpose of the study aims to 1) describe the types of puns found in the movie of *The Lion King (1994)*, 2) describe the techniques applied in translating the puns in the movie of *The Lion King (1994)* into Indonesian. There are 21 data of English puns found in the movie. The researcher hopes that this study's findings can bring insights into both theoretical and practical implications.