# UNIVERSITAS PGRI YOGYAKARTA
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. PGRI Sonosewu No.117 Yogyakarta 55182 Telp. (0274)376808, 373198, 373038
Fax. (0274)376808

www.upy.ac.id

**KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA**
Nomor : 026.b/SK/FKIP-UPY/III/2024

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**PENGANGKATAN DOSEN PEMBIMBING SKRIPSI**
**SEMESTER GENAP TAHUN AKADEMIK 2023/2024**
**PROGRAM STUDI PBI**

**DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA**

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Dr. Esti Setiawati, M.Pd.
NIP 19650909 199512 2 001

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**KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA**
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| NO | DOSEN PEMBIMBING | NAMA MAHASISWA | NPM |
|:---:|---|---|---|
| 1 | Dr. Sujatmiko, M.Hum. | SAMEETA SUKMAJATI A | 18144700006 |
| 2 | Dr. Sujatmiko, M.Hum. | RIYADUS SHOLIHIN | 19144700010 |
| 3 | Dr. Sujatmiko, M.Hum. | ANITA TYAS YUNIATI | 20144700008 |
| 4 | Dr. Sujatmiko, M.Hum. | ANA BELA SAFITRI NUR R | 20144700022 |
| 5 | Dr. Sujatmiko, M.Hum. | ROMITA | 20144700029 |
| 6 | Dr. Sujatmiko, M.Hum. | ELIDA KUSUMAWATI | 20144700035 |
| 7 | Dr. Sujatmiko, M.Hum. | MAYANG ISTIQOMAH | 20144700042 |

Ditetapkan di : Yogyakarta
Pada tanggal  : 26 Maret 2024
Dekan

Dr. Esti Setiawati, M.Pd.
NIP 19650909 199512 2 001

# THE ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGES (A CASE STUDY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITAS PGRI YOGYAKARTA)

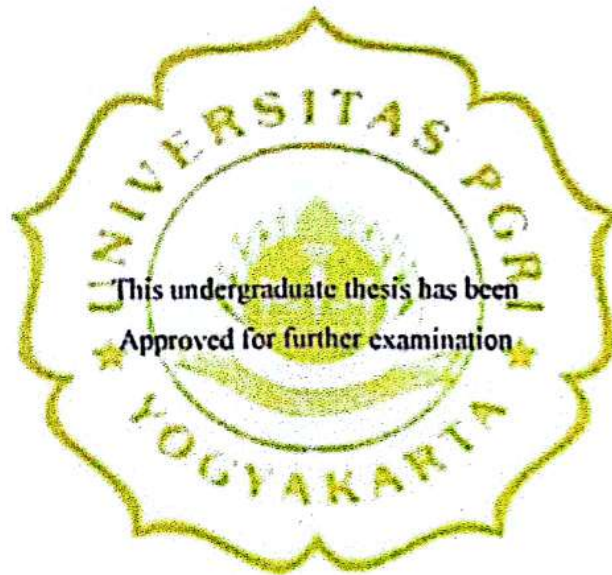## UNDERGRADUATE THESIS



Written by

**ROMITA**

**20144700029**

**ENGLISH EDUCATION STUDY PROGRAM**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**UNIVERSITAS PGRI YOGYAKARTA**
**2024**

# APPROVAL

## ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGES (A CASE STUDY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITAS PGRI YOGYAKARTA)

### UNDERGRADUATE THESIS

This undergraduate thesis has been
Approved for further examination

Yogyakarta, 3 April 2024

Supervisor

Dr. Sujatmiko, M. Hum
NIS. 19830609 2013101 002

# FORM BIMBINGAN SKRIPSI

Nama Mahasiswa : Romita

NPM : 20194700029

Judul Skripsi : Analysis of translation technique and quality in translating meme image (A case study of the fourth semester students of English Department at Universitas PGRI Yogyakarta )

Dosen Pembimbing : Dr. Sujatmiko, M. Hum

| NO | Tanggal | Keterangan | Paraf Dosen |
|----|---------|------------|-------------|
| 1 | 06 / 2023 Juni | Konsultasi judul skripsi | |
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| 3 | 21 / 2023 Agustus | Konsultasi proposal Bab 1-3 | |
| 4 | 25 / 2023 November | Mengidentifikasi teknik terjemahan kunci Jawab | |
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# THE ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGES (A CASE STUDY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITAS PGRI YOGYAKARTA)

## UNDERGRADUATE THESIS



**Written by**

**ROMITA**
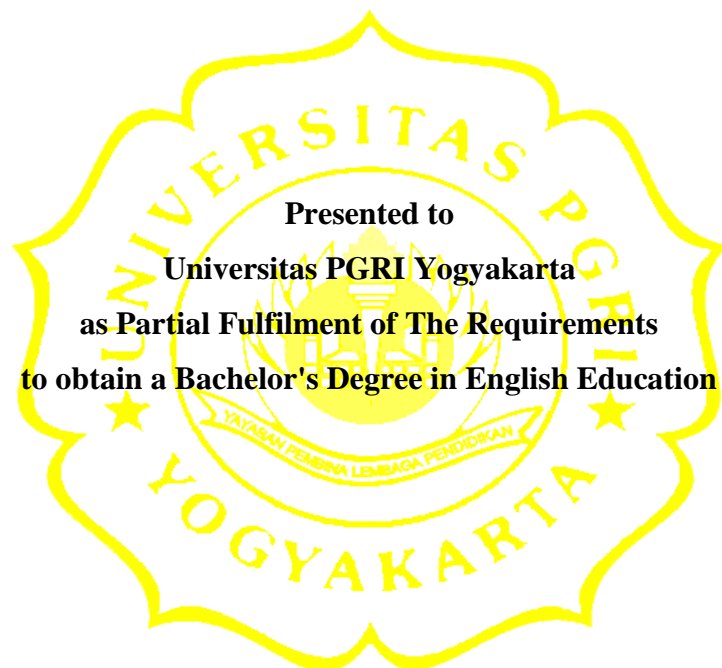
**20144700029**

**ENGLISH EDUCATION STUDY PROGRAM**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**UNIVERSITAS PGRI YOGYAKARTA**
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# THE ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY (A CASE STUDY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN TRANSLATING MEME IMAGES)

**UNDERGRADUATE THESIS**

**Presented to**

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**as Partial Fulfilment of The Requirements**

**to obtain a Bachelor's Degree in English Education**

**Written by**

**ROMITA**

**20144700029**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

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**2024**

**APPROVAL**

**ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGES (A CASE STUDY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITAS PGRI YOGYAKARTA)**

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Supervisor

Dr. Sujatmiko, M. Hum
NIS. 19830609 2013101 002

# RATIFICATION OF BOARD EXAMINERS

The Analysis of Translation Technique and Quality in Translating Meme Images

(A Case Study of The Fourth Semester Students of English Department at

Universitas PGRI Yogyakarta)

Written by:

Romita

20144700029

This Undergraduate Thesis has been

Approved for examination on 24th April 2024

Board Examiners

| | Name | Signature | Date |
|---|---|---|---|
| Chairperson | : Dr. Niken Wahyu Utami, M.Pd. | | 21 / 5 /2024 |
| Secretary | : Pramugara Robby Yana, M.Pd. | | 17 / 5 /2024 |
| Examiner 1 | : Andi Dian Rahmawan, M.A. | | 17/ 5/ 2024. |
| Examiner 2 | : Dr. Sujatmiko, M.Hum. | | 15 /5/ 2024 |

Yogyakarta, ...21....Mei...............2024

Faculty of Teacher Training Education

Universitas PGRI Yogyakarta

Dr. Esti Setiawati, M.Pd.

NIP. 19650909 199512 2 001

# ABSTRACT

This research focuses on analyzing translation techniques, translation quality and problems faced by students in translating meme images. on analysis of translation techniques and translation quality in terms of accuracy, acceptability and readability. The data sources in this research are social media such as X (Twitter) and Instagram. The aim of this research is to determine the translation techniques applied by students in translating meme images, to determine the impact of translation techniques applied by translators on the quality of translation of meme images and the problems faced by students in translating meme images.

This research uses qualitative research with a case study approach. Data was obtained using content analysis, Focus Group Discussion (FGD) and interviews. This research chose educational-themed meme images as data because they are relevant to student activities during their education. Translation techniques are analyzed at the micro unit level, namely words, phrases, clauses and sentences. Meanwhile, translation quality is identified at the text level.

Research findings show that students apply 9 types of translation techniques to meme images, namely establish equivalent, pure borrowing, addition, modulation, generalization, natural borrowing, explicitation, literal translation, and description. The results of the FGD with experts show that the quality of translations of meme images by students is 2,44 (less accurate), 2,54 (less acceptable) and 2,78 (readable). Based on interviews with 10 students, it shows that the problems students in translating meme images are lack of vocabulary, confusion with meme images and not understanding the context. From the analysis carried out it can be concluded that the translation techniques applied by the translator have an influence on the quality of the translation. Description technique contributed to the less accurate of meme image translation, the addition technique used by student influence the less acceptable and establish equivalence technique contributed to readable in meme image translation.

**Keywords:** *translation techniques, translation quality, meme images, student problems*

# ABSTRAK

Penelitian ini berfokus pada analisis teknik penerjemahan, kualitas terjemahan dan masalah yang dihadapi siswa dalam menerjemahkan gambar meme. pada analisis teknik penerjemahan dan kualitas terjemahan ditinjau dari keakuratan, keberterimaan, dan keterbacaan. Sumber data dalam penelitian ini adalah media sosial seperti X dan Instagram. Tujuan dari penelitian ini adalah untuk mengetahui teknik penerjemahan yang diterapkan oleh siswa dalam menerjemahkan gambar meme, untuk mengetahui dampak teknik penerjemahan yang diterapkan oleh penerjemah terhadap kualitas terjemahan gambar meme serta masalah yang di hadapi siswa dalam menerjemahkan gambar meme.

Penelitian ini menggunakan penelitian kualitatif dengan pendekatan studi kasus. Data diperoleh dengan menggunakan analisis isi, Focus Group Discussion (FGD) dan wawancara. Penelitian ini memilih gambar meme bertema pendidikan sebagai data karena relevan dengan aktifitas mahasiswa selama masa pendidikan. Teknik penerjemahan dianalisis pada tingkat satuan mikro, yakni kata, frasa, klausa, dan kalimat. Sementara itu, di kualitas terjemahan diidentifikasi pada tataran teks.

Temuan penelitian menunjukkan bahwa mahasiswa menerapkan 9 jenis teknik penerjemahan pada gambar meme yaitu Establish Equivalent, Pure Borrowing, Addition, Modulation, Generalization, Natural Borrowing, Explicitation, Literal Translation, dan Description. Hasil FGD bersama ahli menunjukkan bahwa kualitas terjemahan gambar meme oleh siswa adalah kurang akurat, kurang berterima dan keterbacaan tinggi. Berdasarkan wawancara terhadap 10 siswa menunjukan bahwa masalah yang dihadapi siswa dalam menerjemahkan gambar meme ialah kekurangan kosakata, bingung dengan gambar meme dan tidak memahami konteksnya. Dari analisis yang dilakukan dapat disimpulkan bahwa teknik penerjemahan yang diterapkan penerjemah berpengaruh terhadap kualitas terjemahan. Teknik deskripsi berkontribusi pada kategori kurang akurat pada terjemahan gambar meme, teknik penambahan berkontribusi pada kurang berterima pada terjemahan gambar meme dan teknik padanan lazim berkontribusi dalam keterbacaan pada terjemahan gambar meme.

**Kata kunci:** *teknik penerjemahan, kualitas terjemahan, gambar meme, permasalahan siswa*

# STATEMENT OF ORIGINALITY

This is to certify that:

Name : Romita

Student Number : 20144700029

Faculty : Teacher Training and Education

Title : The Analysis of Translation Technique and Quality in Translating Meme Images (A Case Study of The Fourth Semester Students of English Department at Universitas PGRI Yogyakarta)

I solemly declare that this thesis written by me is truly my own work and not the result of plagiarism of other people's writings or thoughts, which I acknowledge as my own writings or thoughts.

In addition, if this writing is found to be the result of plagiarism, penalties will be determined according to the severity of the plagiarism. These sanctions can be the thesis and re-examination, the end of new studies or the revocation of the bachelor's degree.

Yogyakarta, …………………….2024

The researcher

Romita

# MOTTO AND DEDICATIONS

**Motto**

"A wise educational system will at least teach us how little man does not know, how much he still has to learn." *-Sir John Lubbock*

**Dedication:**

This undergraduate thesis I dedicated to:
My father Abang Luwi and my mother Halimah, my siblings Wa Ma'in, Aba Samdi, Kak Nisa dan Iis. For my friends (Hanum, Ganis, Andrea) and my sweetheart Anggit. Thanks for their valuable endless prayer, love, sacrifice and support. Thank you.

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First and foremost, Alhamdulillah Robbil 'aalamiin, praise and thanks to Allah SWT for all His favors, strength, and help so that researchers can complete this thesis. Sholawat and salam are continuously poured out to the last prophet, Muhammad SAW., who has provided a living example that makes our lives better.

Therefore, the researcher would like to express her deepest gratitude to her parents and her siblings, who always give support, love, and endless prayer. Besidesthat, the researcher would also deliver gratefulness and appreciation to the following:

1. Dr. Ir. Paiman, MP as the rector of Universitas PGRI Yogyakarta.
2. Dr. Esti Setiawati, M.Pd. as the dean of the Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta.
3. Andi Dian Rahmawan, M.A. as the head of the English language education study program at Universitas PGRI Yogyakarta.
4. Dr. Sujatmiko, M. Hum. as the supervisor who was so patient in providing guidance, direction and motivation in writing this thesis.
5. Lecturers of English Education, Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta, who have provided knowledge to the author.
6. Friends of English Education class of 2020 who always encourage us, may our relationship be maintained and may success be with us.
7. All parties who cannot be mentioned one by one who are involved in providing support, assistance and motivation in the preparation of this thesis.

The researcher hopes that this thesis can be helpful for academics. The researcher realizes that this thesis is still not perfect. Therefore, all constructive criticism and suggestions are highly expected for the development of this research.

Yogyakarta, 3rd April 2024

The researcher

Romita

# TABLE OF CONTENTS

# LIST OF FIGURES

# LIST OF TABLES

# LIST OF APPENDIXES

APPENDIX 1: Thesis Guidance Form

APPENDIX 2: Research Permission letter

APPENDIX 3: Student's answer sheet

APPENDIX 4: Key Answer

APPENDIX 5: Student's translation quality result

APPENDIX 6: Interview Transcript

APPENDIX 7: Documentation

# CHAPTER 1

# INTRODUCTION

## A. Background of The Study

Translation is one of the characteristics that students who graduate from English Department at Universitas PGRI Yogyakarta must have. Universitas Pgri Yogyakarta has singular objective inherent in this context, one of which is educating students to become competitive, professional graduates with a global perspective. Therefore, the English Department study program emphasizes that graduates have adequate abilities in the field they take. Translation, edu-preneur and also educator is the main career focuses that should be mastered by graduates of this English education study program.

The translation course in the English Department study program at Universitas PGRI Yogyakarta is divided into six credits (semester credit units), namely two credits for introductory translation theory, two credits for translation practice, two credits for interpreting practice. This was expressed by the lecturer in charge of the course in an interview on January 30 2024. The lecturer also said that in the translation class the lecturer always used text without images and took sources from the internet, books, English newspaper, etc. So, the researcher proposed using meme images as a medium for learning translation.

As Yun (2014) stated, a meme is an unwanted relationship between text and the displayed image. This means the integration between the image or photo and the text, where if the two elements are removed the meaning of the meme is lost. While the problems faced by students in translating English texts are caused by failure to understand the vocabulary and language provisions (Munibi, 2023). However, memes can also perpetuate negative stereotypes, especially when they use derogatory humor (Duchscherer & Dovidio, 2016). Automatic meme image generation uses a neural and probabilistic approach, usually the meme creator selects a meme template

image and creates a text caption to create a new meme (Sadasivam et al., 2020).

The use of meme images as text-based visual media in EFL/ESL university classroom teaching shows the need for emphasis on critical thinking skills and visual literacy in university EFL/ESL classes, as visual communication has become popular in competitions world while students remain underprepared in this area (Bobkina and Romero 2021).

According to Purnama Dian (2017), including meme images in the classroom can increase student engagement and foster creativity in writing English texts related to these images. In a study conducted by White, Hankin, and Westbrook (2021), which draws on research from the International Study of the Social and Emotional Experiences of Early Transition (iseet) project, experiment participants offered a variety of feedback regarding the challenges of translating memes, including both. positive and negative aspects. The nuances of translation are apparently influenced by factors such as the creator's conceptualization, humor style, and cultural background. Furthermore, experimental findings reveal the production of unique translations as a result of the translation process. In some cases, because there are differences between some source language adjectives and their equivalents in the target language, students must pay attention to context, text parts, and collocations (Dzulkurnain et al., 2022).

The differences between this research and the research above are this research is the latest research conducted in English Department at Universitas PGRI Yogyakarta and especially focus on translation techniques and translation qualities used by English Department student and problem faced by student in translating meme image. Below, the researcher provides an example of participant problem in translating meme images.

Figure 1.1 example of translating meme image
Source *by researcher*

The following are the results of the students' translations along with the translation techniques used:

SL: when you finally find out who's been stopping you from doing your assignments

TL: *Ketika / akhirnya / kamu / mengetahui / siapa / yang menghalangimu / untuk /*
    *EE     EE      EE   EE      EE        EE             EE*

*menyelesaikan / Tugasmu/*
   *EE              EE*

From this example data, the translation technique used is 9 Established Equivalents (EE). If you look at the text and the translation, there is a word that have distorted meaning, such as the word **'assignments'** which should indicate the plural but only one word is written, *'tugasmu'*, it should be *'tugas-tugasmu'*. The score of translation quality of that translation is 2 3 3. 2 for accuracy, 3 for acceptable and 3 for readability.

Figure 2.1 example of translating meme image
Source *by researcher*

SL:    Teacher: if you're stuck on a problem ask your partner. Me and partner:

TL:         */jika / kamu / terjebak / dalam / sebuah / masalah /tanya/ temanmu /*
              EE      EE      EE      EE      EE            EE        EE        EE

       *aku / dan / pasanganku/*
        EE    EE       EE

From the example data, the translation technique used is the specified 11 Establish Equivalents. However, there is a word is translated in difference equivalent, the word **'partner'** here means *'teman'* or classmate because the context of meme image is at school but the student translated **'your partner'** to be *'pasanganku'* in the next word it made the Target Language (TL) inaccuracy.

Based on the explanation above, this research is important to do, so that decent to be inspected and recommended to solve the problem in translating meme images.

The writer intends to do analyze factor that affecting low quality of Indonesian translation from meme images by the English department students. Research would like to conduct a research by tittle "**The Analysis of Translation Technique and Quality in Translating Meme Images (A Case Study of The Fourth Semester Students of English Department at Universitas PGRI Yogyakarta)**"

## B. Identification of The Problem

Based on the background and novelty of the research, completion the problems found are:

1. English Department student have unfamiliarity to the vocabulary used in a sentence.
2. The students had taken a translation course but were still using word to word translation, so the researcher provided a meme image to be translated.

## C. Limitations of The Research

Based on the identification of the problem that has been described, the researcher delimits the research in analysing translation technique and translation quality of meme images. The Analysis of translation quality includes accuracy, acceptability and readability of the translation product and find a problem faced by participants in translating meme image.

## D. Research Formula

Research was conducted to answer questions formulated as follows:

1. What are the translation techniques used by students in translating meme image?
2. How are the impact of translation technique applied to the translation quality of meme image?
3. What are the student problems in translating meme images?

## E. Research Objectives

Based on the research problem formulation, the objectives of this research are as follows:

1. To find out the translation techniques are used by students in translating meme images.

2. To find out the impact of translation technique applied to the translation quality of meme image.

3. To explain how student's problems in translating meme image.

## F. Research Benefits

The benefits of this research are as follows:

1. For lecturers

   The Lecturers are able to provide learning media that is new and not boring for students, namely by using meme images that contain elements of humor and contain English text.

2. For students

   The students gain experience translating English meme images so that they become a reference for students when they become teachers to use them in learning. Apart from that, students be more understand about translation.

3. For the English study program

   This research provides different research ideas so as to help the quality of the English study program not only in educational science but also in translation science.

4. For the university

   It is hoped that this research can contribute to increasing knowledge and can become a reference for other students.

# CHAPTER II
## THEORITICAL REVIEW AND PREVIOUS STUDY

A.  **Theoretical Review**

1. Meme Images

The concept of "meme" comes from the Greek term "mimema", which translates to "something that is imitated". This term was specifically introduced by biologist Richard Dawkins in his 1976 book "The Selfish Gene" (Shifman, 2013: 363). Memes typically combine textual and visual components, allowing for a synergistic blend that helps convey their creator's intended message more effectively to the audience (Fachrezi, 2022) . Beyond serving as sources of humor, memes are evolving to become integral elements of digital communication culture, characterized by a distinct style (Taufikurrahman, 2022) .

Meme images are the lifeblood of internet humor, spreading rapidly with their witty and often satirical content (Lonnberg et al., 2020).These memes come in a variety of formats, from static images with clever captions to animated GIFs and humorous videos (Way, 2019).

In the framework of relevance theory, the concept of "*context*" has significant weight as Sperber & Wilson, 1986 in (Wilson, 2020) . It has significant to meme images that should be understood by the context. This requires an initial assessment of their critical and visual literacy needs in the context of reading education (Domínguez Romero & Bobkina, 2021) .

According to this relevance theory, effective communication occur if the information conveyed by the writer or speaker is relevant to the needs and expectations of understanding of the listener or reader (Wilson, 2020) . This is due to the relevance of the educational context experienced by students and memes. Relevance theory is suitable for studying how students translating English sentences in meme images that relevant situations. Apart from that, in ancient times memes were conveyed through writing, speech, gestures, rituals, or other phenomena that could be imitated theme (Purnama, 2017) .

2. Translation
   a. Translation

   According to Nida and Taber (1974), translation involves efforts to translate messages from the source language (SL) into the target language (TL) by approaching natural equivalents both in meaning and style. This process is complex and multifaceted, aiming to convey the meaning of content from one language to another (Austin, 2018). Translation is a fundamental element of human communication, manifested in such diverse forms as spoken language, visual depictions, and even musical compositions (Schulte, 2012).

   Translation is not just a mechanical process but a way of thinking that includes communication, decoding, and transformation, as explained by Eoyang, (1996). Additionally, it serves as a gateway to understanding different cultural meaning systems (Iordan, 2021). The realm of translation theory digs deeper into various concepts such as translation procedures, strategies, methods, techniques, and transformations, which further explain the complexity of the translation process (Iordan, 2021).

   Translation, as defined by Taber and Nida, involves the expression of both meaning and style and of the source language into the target language (Tian-xin 2011). Nida's Dynamic Equivalence concept emphasizes the importance of the receiver's response in claiming successful communication (Kim 2015).

   A comparative study of Nida's and Newmark's translation theories highlights the differences and similarities in their approaches, both theories providing a comprehensive understanding of translation (Jing 2002). That means translation is a study how to change one language (source language) into another language (target language) so that it has the same meaning and purpose as in the source language. Naturally, the main target of translation is text, not caring whether the text in question is a short text or a long text.

b.  Translation Techniques

As described by Molina & Albir (2002), translation techniques include the real actions carried out by the translator in each microtextual unit. These techniques, as described by Molina & Albir (2002), cover a wide spectrum of strategies, including pure borrowing and naturalization, calque, literal translation, compensation, transposition, description, modulation, amplification, adaptation, established equivalence, generalization, particularization, reduction, discursive creation, substitution, language compression, and variation.

These techniques have been applied in various translation contexts, such as in the translation of Ahmad Fuadi's Negeri 5 Menara into Angie Kilbane's The Land of 5 Towers (Nanda Rahmaningsih1, 2021), the movie Raya and the Last Dragon (Purba et al., 2023). It shows the importance of understanding and applying these techniques in different translation contexts.

1)  Adaptation (Adp)

Adaptation is a translation technique by replacing cultural elements of the source language into the target language. This translation technique is adapted to the target culture, for example examples of translation from English to Indonesian are: (SL) I cook Spaghetti, and (TL) *aku memasak mie jawa*

2)  Amplification (Amp)

Amplification is the addition of detailed information in the target language. This addition can be through **paraphrasing, explicitization and addition** of information. Example of translation from English (SL) She likes swimming, to Indonesian (TL) *shanty suka berenang*

3)  Linguistic Amplification (LA)

Linguistic amplification is the addition of linguistic elements to the target language. In fact, these linguistic elements do not exist in the

source language. Example of a translation from English (ST) "Go?" to Indonesian (TL) *apakah kamu mau pergi?*

4) Description (Des)

Description refers to the replacement of terms with descriptions with an overview of the form or function of the term being described. Example from English (SL) I want to buy Burger, to Indonesian (TL) *Aku mau beli roti yang di tengahnya terdapat daging, sayur, tomat, bawang bombay, saus dan mayones*.

5) Generalization (G)

Generalization is done by using more general terms. In the source language the term used is a special term, whereas in the target language the term used is more general.

example of translation from English (SL) I go to Palembang by bus, to Indonesian (TL) *Aku pergi ke Palembang dengan angkutan umum.*

6) Calque (Cal)

Calque refers to literal translation. The unit of translation in kalke is a phrase. Kalke translation follows the rules of the target language.

example of translation from English (SL) Vice president, to Indonesian (TL) *Wakil presiden*

7) Establish Equivalence (EE)

Establish equivalence is the use of terms that are common in the target language. This technique is used based on the existing context. For example, the word "I see" can be translated as *"aku lihat"* or *"saya paham"* depending on the context in the text.

8) Compensation (C)

Compensation has a concept that is almost the same as transposition. However, this transfer is influenced by stylistic elements.

He is my .... boyfriend

*Dia pacar..... ku*

9) Linguistic compression (LC)

The opposite of linguistic amplification, linguistic compression is the condensation of linguistic elements. Example of translation from English (SL) Do you want to leave now? To Indonesian (TL): *pergii sekarang?*

10) Discursive Creation (DC)

Discursive creation is a translation technique that aims to get temporary equivalence. Basically, this technique is the result of the creativity of the translator and the equivalence achieved is often out of context. Example of translation from English (SL): Gone Girl, Into Indonesian (TL): *Yang hilang*

11) Modulation (Mod)

Modulation is a change of point of view, but still refers to the same meaning. Example of translation from English (SL): Nobody hates me,

Into Indonesian (TL): *Semua orang menyukaiku*

12) Particularization (P)

The opposite of generalization, particularization refers to the use of more specific terms. In the source language, the writer uses general terms while the translator transfers them into more specific terms. Example of translation from English (SL): I got here by mass transportation, To Indonesian (TL): *Aku ke sini dengan angkot*

13) Borrowing (Bor)

Borrowing is done by borrowing terms in the source language. This loan can be pure (pure borrowing) or natural (natural borrowing). Example:

BSu: There are so many stereotypes

**Pure**

*Ada banyak stereotypes*

**Natural**

*Ada banyak steorotip*

14) Literal translation. (LT)

Literal translation is a word for word translation.

Example of translation from English (SL): Like father, like son, to Indonesian (TL): *seperti ayah seperti anak*

15) Reduction (R)

the opposite of amplification, reduction is the condensation of information.

Example of translation from English (SL): The book is too expensive, to Indonesian (TL): *buku ini mahal*.

16) Substitution (S)

Almost the same as adaptation, substitution is the replacement of linguistic elements to paralinguistics or vice versa. Example of translation from English (SL): I agree with you, to Indonesian (TL): *menganggukkan kepala*

17) Transposition (T)

transposition refers to changing grammatical or structural elements. Example of translation from English (SL): I like his cheer, to Indonesian (TL): *Aku suka dia bersemangat*

18) Variation (V)

Variation techniques are used by replacing linguistic or paralinguistic elements which then affect aspects of linguistic diversity such as language styles, dialects, etc. Example of translation from English (SL): I don't like it, to Indonesian (TL): *aku tak suka itu*

c. Translation Quality

According to Nababan et al., (2012) a quality translation must have three aspects, namely accuracy, acceptability, and readability.

1) Accuracy

Authorship is a term used in evaluating translations to refer to whether the sorce language of the text and the target language of the text are correct. The concept of equivalence leads to the convenience of

content or messages between the two. A text can be called a translation, if the text has the same meaning or message as other texts.

**Table 1.2**

**Scale for scorring accuracy**

| Translation categories | scores | Qualitative parameters |
|---|---|---|
| Accurate | 3 | The meanings of words, technical terms, phrases, clauses, sentences or source language texts are accurately transferred to the target language; there is absolutely no distortion of meaning |
| Less Accurate | 2 | Most of the meanings of words, technical terms, phrases, clauses, sentences or source language texts have been transferred accurately to the target language. However, there are still distortions of meaning or double meaning translations (taxa) or omitted meanings which disturb the integrity of the message. |
| inaccurate | 1 | The meanings of words, technical terms, phrases, clauses, sentences or source language texts are inaccurately transferred to the target language or deleted. |

2) Acceptability

The second aspect of a quality translation is related to acceptability. The term acceptability Refers to whether a translation is in accordance with the rules, norms and culture that apply in the target language or not, both at the micro and macro levels. The concept of acceptability is very important because even if a translation is accurate in terms of content or message, the translation rejected by the target reader if the

method of deception is contrary to the rules, norms and culture of the target language.

**Table 2.2**

**Scale for scorring accepability**

| Translation category | scores | Qualitative parameters |
|---|---|---|
| Acceptable | 3 | Translation feels natural; the technical terms used are commonly used and familiar to readers; the phrases, clauses and sentences used are in accordance with the rules of the Indonesian language |
| Less acceptable | 2 | in general, the translation already feels natural; however, there are slight problems with the use of technical terms or slight grammatical errors. |
| Unacceptable | 1 | The translation is not natural or feels like a translation work; the technical terms used are not commonly used and are not familiar to the reader; the phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language |

3) Readability

In the first term readability was only associated with reading activities. Then, the term readability is also used in the field of translation because every translation activity cannot be separated from reading activities. In the context of translation, the term readability basically does not only concern the readability of the source language text but also the readability of the target language text. This is in accordance with the essence of any translation process which always involves both languages at once.

**Table 3.2**

**Scale for scorring readability**

| Translation categories | scores | Qualitative parameters |
|---|---|---|
| Readable | 3 | Words, technical terms, phrases, clauses, sentences or translated texts can be easily understood by readers. |
| Less readable | 2 | In general, translations can be understood by readers; however there are certain passages that must be read more than once to understand the translation. |
| Unreadable | 1 | Translation is difficult for readers to understand |

## B. Previous Study

Research conducted by Maga Agapa, (2023) shows that translating beauty products improves students' vocabulary mastery. Through translating beauty products from various brands, students gained new vocabulary and showed positive responses as participants. This research has similarities with Maga Agapa's research because this research uses translation techniques and focuses on students at the university level. However, the main difference lies in the students' use of translated meme images compared to beauty products.

In research conducted by Cholis & Anggani Linggar Barati (2022) entitled "Use of Translation Techniques by Students: The Case of Semester 4 Students at Peradaban University" it was found that students had limited knowledge regarding translation techniques. In essence, students need to master translation techniques to translate texts effectively and minimize errors in the translation process. This research has similarities with the current research because this research also investigated the use of translation techniques among 4th semester students. However, the main difference lies in the location, the first was

conducted at Peradaban University and the second was conducted at Universitas PGRI Yogyakarta and focused on checking the quality of translation.

In research conducted by Al Rashdi (2021) entitled "A Small-Scale Exploratory Study on Omani College Students' Perception of Pragmatic Meaning Embedded in Memes" it was found that the majority of students were able to infer the pragmatic meaning conveyed in memes. . In addition, students show positive attitudes towards the use of memes in their learning. This exploratory research makes a significant contribution to the literature in the field of discourse and meme analysis. Although similar in terms of engaging students and using memes, the main difference lies in their focus: Al Rashdi's research centered on the analysis of pragmatic meaning among Omani students, whereas this study concentrates on translation techniques, translation quality, and challenges faced by students in translation.

## C. Framework of Thinking
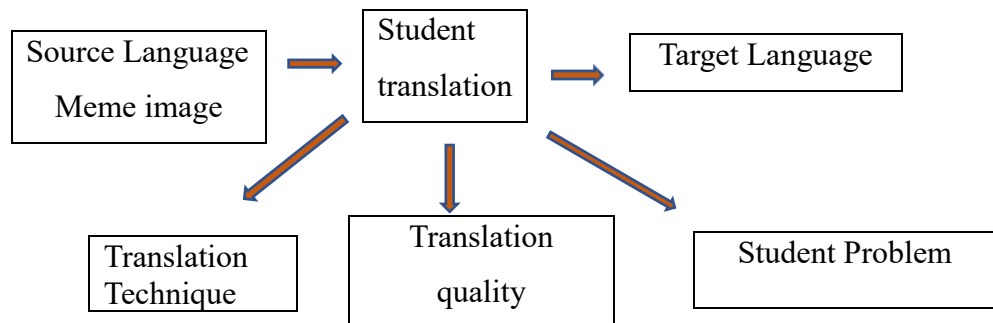


Figure 1.2 Thingking Framework

Based on the chart above, the framework of thinking in this research is source language (SL) from meme image translated by student to target language (TL) and the result of student's translation analyzed in terms of techniques applied by using translation technique proposed by Molina and Albir (2002). Then, get translation results from students in the translation quality proposed by Nababan (2012). After that researcher find the problem why result of translation technique and translation quality difference of each students.

16

# CHAPTER III

# METHODOLOGY

## A. Research design

This research uses a qualitative research with a case study approach. A case study is like telling a detailed story about a particular situation or problem. This chapter looks at one example and explains it thoroughly, but does not necessarily involve complex analysis. (Merriam, 2009) meaning that the case study describes the data collected in depth. Case study approach is a detailed study of a particular subject, in this case examining translations of meme images by students. as stated by Croswell (1994), qualitative research is a process of inquiry into understanding based on different methodological traditions of inquiry that explore social or human problems. thus, researchers have built a complex and holistic picture, analyzing words, reports view information in detail, and conduct research in a natural setting.

In other words, qualitative research is a process of understanding social problems based on methodological differences. In this case the researcher compiled a complex picture, analyze it word for word, convey and compile the research results in a reasonable way/according to the problem facts in the research field. Researchers are of the view that in-depth textual data analysis is needed based on the perspective of student as research subject from various orientations and philosophical views (Merriam, 2009).

## B. Data Source and Data

1. Data Source

    The data used in this research is primary data in the form of meme images from several social media such as Instagram and X (Twitter). The @education_meme.in account on X (Twitter) is an account created by an Indian who almost every day posts one meme image and has 65 followers, but in the last post on February 16 2022, the researcher received two meme images to be used as research objects.

On the @school_memes_official account on Instagram, which is an account that has 9 thousand followers with 1,029 posts and uploads every two weeks or more and the last post was on June 20 2022. From this account the researcher got 3 pictures. On the @sarcastic_us account on Instagram which has 10 million followers with more than 5 thousand posts. This account actively uploads more than 20 a day with various themes and contexts. From this account, researchers got 5 images for this research.

2. Data

Below are 10 data from selected meme images with the theme of education:

**Data 1**



Figure 1.3
Source @*education_meme.in*

SL: when you finally find out who's been stopping you from doing your assignments

TL: *ketika akhirnya kamu menemukan siapa yang menghentikanmu*

*mengerjakan tugas-tugasmu*

**Data 2**



Figure 2.3
Source @*sarcastic_us*


SL: (1) every student's ultimate move (2) when the teacher almost catches you cheating so you hit them with the…

TL: (1) *gerakan andalan semua siswa* (2) *ketika guru hampir memergoki kamu Mencontek kamu berpura-pura dengan*


**Data 3**
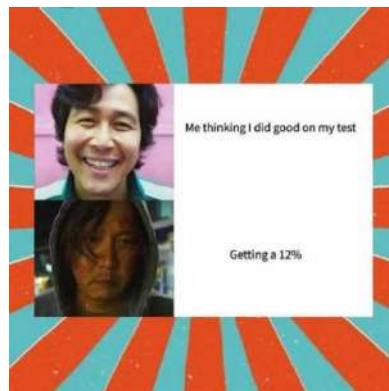


Figure 3.3
Source @*education_meme.in*


SL: (1) me thinking I did good on my test (2) getting a 12%

TL: *(1) saya piker saya telah melakukan yang terbaik dalam ujian saya (2) hanya mendapat nilai 12%*

**Data 4**



Teacher: if you're stuck on a problem ask your partner.

Me and my partner:

Figure 4.3
Source @*education_meme.in*

SL: (1) teacher: if you're stuck on a problem ask your partner (2) me and my partner:

TL: *(1) Guru: jika kamu menemukan masalah tanya temanmu (2) aku dan temanku:*

**Data 5**



Me: During whole lecture

When attendance is going on

*Present Sir*
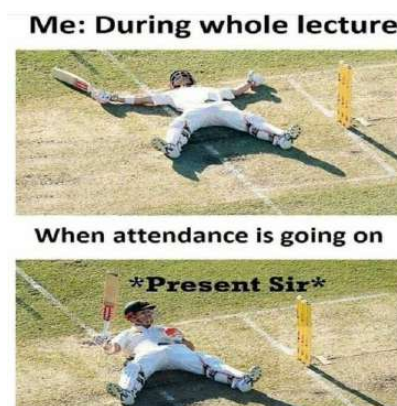
Figure 5.3
Source @*school_meme_official*

SL: (1) me: during whole lecture (2) when attendance is going on

TL: *(1) aku: sepanjang perkuliahan (2) ketika presensi berlangsung*

**Data 6**



Figure 6.3
Source @*school_meme_official*


SL: (1) class 10: you will study this in 11 (2) class 11: you already learned this (3) me

TL: *(1) saat kelas 10: kamu akan belajar ini dikelas 11 (2) saat kelas 11: kamu harusnya sudah belajar ini (3) aku:*

**Data 7**



Figure 7.3
Source @*sarcastic_us*


SL: (1) me: I study better at night anyway (2) also me at night:

TL: *(1) aku; ngomong-ngomong aku lebih baik belajar saat malam (2) tetapi aku saat malam:*

**Data 8**



Figure 8.3
Source @*school_meme_official*

SL: me in class taking a picture of the board that I know I will never look at again

TL: *aku berada dikelas sedang memfoto papan tulis yang aku tahu aku tidak akan pernah melihatnya lagi*

**Data 9**



Figure 9.3
Source @*school_meme_official*

SL: when you bunk school and see your teacher at the mall

TL: *ketika kamu bolos dan kamu bertemu gurumu di mall*

**Data 10**



Figure 10.3
Source @*sarcastic_us*

SL: (1) teachers in normal classes: "stop talking" (2) teachers
now: "please guys say something"

TL: (*1*) *guru-guru dikelas normal: "diam anak-anak" (2) guru-
guru sekarang: "tolong anak-anak katakana sesuatu*

## C. Data collection

collection in case studies can be taken from various sources of information, because case studies involve collecting "rich" data to build an in-depth picture of a case. (Conway, 1991) . Data collection in qualitative research can be done through interviews, observations and documents (Merriam, 2009) . In qualitative research methods, data is also usually collected using several qualitative data collection techniques, namely; 1) interviews, 2) observations, 3) documentation, 4) Questionnaires and 5) document analysis (Iryana & Kawasati, 2019) .

Based on the data above, researchers used data collection techniques with document (content) analysis, questionnaires, interviews and documentation.

1. Content analysis

Document analysis is carried out by collecting documents or archives that are relevant to the research topic, then analyzing these documents to gain a deeper understanding of the problem being researched (Iryana & Kawasati, 2019) . In this study, researchers collected data from students' initial translation results and then analyzed

the techniques used by students together with experts in the field of translation to determine students' translation abilities. Researchers analyzed the students' translation documents, technically analysis of the translation techniques carried out by the researcher used translation techniques stated by Molina and Albir (2002).

After receiving the results of the translation technique analysis, the researcher calculated the translation quality results using three types of categories based on the quality assessment aspects by Nababan (2010) as follows:

- a. Accuracy
    1) Accurate (with mean score 2,6 – 3,0)
    2) Less accurate (with mean score 2,0 – 2,5)
    3) Inaccurate (with mean score 1,0 – 1,9)
- b. Acceptability
    1) Acceptable (with mean score 2,6 – 3,0)
    2) Less acceptable (with mean score 2,0 – 2,5)
    3) Unacceptable (with mean score 1,0 – 1,9)
- c. Readability
    1) Readable (with mean score 2,6 – 3,0)
    2) Less readable (with mean score 2,0 – 2,5)
    3) Unreadable (with mean score 1,0 – 1,9)

2. Focus Group Discussion (FGD)

Focus group discussion (FGD) is a qualitative research method that involves a small group of participants discussing a specific topic to generate data (Wong, 2008). FGD is the method chosen by researcher to strengthen research data that has been obtained temporarily from the content analysis method. The purpose of FGD is to determine what researchers cannot solve themselves. FGD have conducted with supervisor who has knowledge and capability in translation field. The

aims of FGD were to find and decide the translation quality and translation quality of meme images translated by students.



Figure 11.3 Doing FGD

Source: *researcher*

3. Interview

Interviews are an important data collection method in research, allowing researchers to collect information and observe the behavior, personality and beliefs of interviewees (Sachan et al., 2012). it is very important in qualitative research, because it serves as a means to explore human experience (Donalek, 2005). Interviews are social interactions in which researchers ask questions to collect data for specific research purposes (Roulston, 2018). In this research, researchers conducted interviews to 1) find out the problems that exist in the translation 2) lecturer's statement regarding meme media in translation class and 3) interviewing at least 10 students to know their problems in translating meme images.

**D. Data analysis**

In analyzing data researchers adopted the Miles and Huberman framework. There are three paths to qualitative data analysis, namely data reduction, data presentation, and drawing conclusions (Miles and Huberman, 1994).

1. Data reduction

Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Data reduction includes summarize data, coding, browse themes, and create clusters. In this case, the researcher summarized the data that has been collected in the form of translations, FGD and interviews, then code and create clusters in the form of tables.

2. Data presentation

Data presentation is an activity when a collection of information is compiled, thereby providing the possibility of drawing conclusions and take an action. Form of presentation of qualitative data:

1. narrative text: in the form of field notes

2. matrices, graphs, networks and charts.

These forms combine information that is arranged in a form that is coherent and easy to achieve, making it easier to see what is happening, whether the conclusions are correct or vice versa to carry out re-analysis.

3. Drawing conclusions

Efforts to draw conclusions are carried out by researchers continuously in line with the data collected. From the beginning of data collection, qualitative researchers begin to look for the meaning of symbols, note the regularity of patterns (translation technique and quality), explanations, possible configurations, causal flows, and propositions.

## E. Data validity

Triangulation is main approach in qualitative research, involves a combination of several research strategies or techniques. This method is used to test the validity or accuracy of data and develop a comprehensive understanding of phenomena (Carter, 2014). Denzin (1978) and Patton (1999) identified four types of triangulation, (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. So, in this research use data source triangulation because of source data used from several sources.

Triangulation of data sources, a key aspect of the broader concept of triangulation, involves the use of multiple data sources to increase the validity and reliability of research findings (Wang & Duffy, 2009). Triangulation of data sources can also be obtained through events, participants, documents, sites and others (Santosa, 2017).

The data source in the form of meme images in this research comes from 3 social media accounts and the results obtained from the data to be analyzed are in the form of students' translations of meme images, FGD results and interview results. So, this approach is very valuable in this research because it can be used to explore student problems and students' translation results. In qualitative research, triangulation of data sources can be achieved through methods such as focus groups and in-depth interviews (Carter et al., 2014).

## F. Research Schedule

The research schedule is planned to be carried out on:

**Table 1.3**

**Research schedule**

| No | Date/month | Activities |
|---|---|---|
| 1 | June 14, 2023 | Interview to find problems |
| 2 | September 2023 | Giving meme images translation |
| 3 | November 2023 | Arrange the research proposal |
| 4 | Januari 2024 | Seminar proposal |
| 5 | March 2024 | Doing FGD |
| 6 | March 2024 | Interviewing students |
| 7 | March 2024 | Analysis the data |
| 8 | March 2024 | Arrange the undergraduate thesis |
| 9 | April 2024 | Approval of undergraduate thesis |
| 10 | April 2024 | Examination of undergraduate thesis |

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter deals with the result of the research which divided into several selections, they were research findings and discussion where the finding outline. The result of the data analysis was taken by content analysis of the student translation, FGD and interview while discussion presented the result of the research findings.

This study obtained data from the translation results of the use of meme images and respondents using a trial sheet. The respondents of this study were 27 students from the English Education department at Universitas PGRI Yogyakarta, each respondent translated 10 meme images. This research was conducted from November 10 to December 3, 2023. Researchers conducted research in the environment of Universitas PGRI Yogyakarta.

A. **Research Findings**

1. Translation Technique

The results of the students' translations analyzed by researcher using the translation techniques. Researcher compares them with the answer key that the researchers discussed with expert lecturers in the field of translation at Universitas PGRI Yogyakarta. The following is a total of the techniques used by participants in translating meme images.

**Table 1.4**

**Translation technique data by students**

| Student's number | Translation technique result |
|---|---|
| 01 | EE, Add, PB, Exp |
| 02 | EE, Gen, Add, PB, NB |
| 03 | EE, PB, NB |
| 04 | EE, Gen, Add, PB |
| 05 | EE, Gen, Add, PB, NB, Mod |
| 06 | EE, Gen, PB, Des |
| 07 | EE, Gen, Add, PB |

| 08 | EE, Gen, Add, PB, NB, Mod |
|----|---------------------------|
| 09 | EE, Add, PB, NB |
| 10 | EE, Gen, Add, PB, NB, Mod |
| 11 | EE, Gen, Add, PB |
| 12 | EE, Gen, Add, PB, NB |
| 13 | EE, Add, PB |
| 14 | EE, PB |
| 15 | EE, Gen, Add, PB |
| 16 | EE, PB, NB, Mod |
| 17 | EE, Gen, Add, PB, Mod |
| 18 | EE, Add, PB, Mod, Exp |
| 19 | EE, Add, PB, NB, Mod, Exp |
| 20 | EE, Gen, Add, PB |
| 21 | EE, Gen, Add, PB, NB, Mod |
| 22 | EE, Gen, Add, PB, NB |
| 23 | EE, LT, Add, PB, NB, Mod, Des |
| 24 | EE, LT, Gen, Add, PB, NB |
| 25 | EE, Gen, Add, PB, Mod |
| 26 | EE, Gen, Add, PB, Mod |
| 27 | EE, Gen, Add, PB, Exp |

After reviewing the overall results of the translation techniques employed by students in translating 10 meme images, it can be observed that the Establish Equivalent (EE) and Pure Borrowing (PB) techniques were used by all students in translating meme images. The subsequent most frequently used translation technique after EE and PB is Addition (Add), which was employed by 21 students. Following this, the Generalization (Gen) technique was used by 17 students, Natural Borrowing (NB) by 13 students, Modulation (Mod) by 10 students,

Explicitation (Exp) by 4 students, and the Literal Translation (LT) and Description (Des) techniques were each used by 2 students.

To find out a detailed explanation of the use of translation techniques used by students in translating meme images, the following table describes students' translation techniques in translating meme images.

**Table 2.4**

**Translation technique used by students for each meme images**

| No | Meme images number | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Students | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 01 | 10 EE | 10 EE | 8 EE, 1 add 1 PB | 10 EE, 2 PB | 7 EE, 2 Exp, 1 Add, 1 gen | 12 EE, 6 PB | 7 EE, 1 PB | 11 EE | 7 EE, 1 PB | 12 EE, 3 PB, 1 Exp |
| 02 | 9 EE | 9 EE | 6 EE, 1 PB | 10 EE | 4 EE, 9 Add | 11 EE, 3 PB, 1 NB | 6 EE, 3 Add | 7 EE, 4 Add | 10 EE | 6 EE |
| 03 | 8 EE | 13 EE | 7 EE, 1 PB, 1 NB | 12 EE | 6 EE, 1 Gen | 12 EE, 3 PB | 8 EE | 12 EE | 7 EE, 1 PB | 11 EE, 1 PB |
| 04 | 9 EE | 9 EE | 8 EE, 2 Add, 1 PB | 11 EE | 7 EE, 1 Gen | 8 EE, 6 PB | 7 EE | 12 EE | 8 EE, 1 PB | 4 EE, 8 Mod, 5 Add |
| 05 | 9 EE | 9 EE | 6 EE, 1 PB, 1 NB | 11 EE | 6 EE, 1 Gen, 1 Add | 13 EE, 3 PB | 8 EE | 10 EE | 7 EE, 1 PB | 8 EE, 1 PB, 1 Mod |
| 06 | 10 EE | 11 EE | 6 EE, 1 PB, 1 NB | 9 EE, 1 LT | 6 EE, 1 Gen, 2 Des | 11 EE, 3 PB | 9 EE | 11 EE | 6 EE, 1 PB | 10 EE, 1 PB |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 07 | 10 EE | 10 EE | 7 EE, 1 Add, 1 PB | 11 EE | 6 EE, 1 Gen | 13 EE, 3 PB, 1 Add | 10 EE | 13 EE | 8 EE, 1 PB | 10 EE, 1 PB |
| 08 | 10 EE | 10 EE | 7 EE, 1 PB, 1 NB | 12 EE | 7 EE, 1 Add, 1 Gen | 10 EE, 3 PB | 10 EE | 13 EE | 7 EE | 9 EE, 1 PB, 1 Mod |
| 09 | 9 EE | 11 EE | 6 EE, 2 Add, 1 PB, 1 NB | 11 EE | 6 EE | 10 EE, 3 PB | 9 EE | 13 EE | 8 EE, 1 PB | 9 EE, 2 PB |
| 10 | 10 EE | 9 EE | 6 EE, 1 PB, 1 NB | 12 EE | 8 EE, 1 Gen | 11 EE, 3 PB, 2 Add | 9 EE | 12 EE, 2 Add | 7 EE, 1 PB | 5 EE, 7 PB, 1 Mod |
| 11 | 10 EE | 9 EE | 7 EE, 1 Add, 1 PB | 11 EE | 7 EE, 1 Gen | 10 EE, 3 PB | 7 EE | 10 EE | 7 EE, 1 PB | 9 EE, 1 PB |
| 12 | 9 EE | 15 EE | 9 EE, 1 PB, 1 NB | 13 EE | 6 EE, 5 Add, 1 Gen | 11 EE, 4 PB | 9 EE, 2 Add | 12 EE | 8 EE, 1 PB | 12 EE, 1 Gen |
| 13 | 8 EE, 1 Add | 9 EE | 7 EE, 1 Add, 1 PB | 12 EE | 6 EE | 8 EE, 5 PB | 8 EE | 13 EE | 7 EE, 1 PB | 9 EE, 2 PB |
| 14 | 9 EE | 13 EE | 6 EE, 1 PB | 13 EE | 5 EE, 1 Add | 11 EE, 3 PB | 10 EE | 13 EE | 7 EE, 1 PB | 9 EE, 2 PB |
| 15 | 8 EE, 1 | 8 EE, 1 Add | 7 EE, 1 PB | 8 EE | 5 EE, 1 Gen | 11 EE, 3 PB | 9 EE, 1 Add | 11 EE | 5 EE, 1 PB | 7 EE, 1 PB, 1 Exp |

| | A dd | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 16 | 9 EE | 9 EE | 7 EE, 1 PB, 1 NB | 13 EE | 9 EE, 1 Mod | 11 EE, 2 PB | 5 EE | 14 EE | 8 EE | 7 EE, 2 PB |
| 17 | 10 EE | 9 EE | 7 EE, 1 Add, 1 PB | 11 EE | 7 EE, 1 Gen | 13 EE, 3 PB, 1 Add | 11 EE | 13 EE | 8 EE, 1 PB | 9 EE, 1 Gen, 1 Mod |
| 18 | 10 EE | 10 EE | 8 EE, 1 Add, 1 PB | 12 EE | 7 EE | 12 EE, 3 PB | 9 EE | 12 EE | 7 EE, 1 PB | 8 EE, 2 Mod, 1 Exp, 1 PB |
| 19 | 10 EE | 10 EE | 7 EE, 1 NB, 1 PB | 11 EE, 2 Mod | 8 EE | 13 EE, 3 PB | 8 EE, 1 Add | 10 EE | 8 EE, 1 Add | 7 EE, 1 Exp, 1 Mod |
| 20 | 8 EE, 1 Add | 10 EE | 7 EE, 1 PB | 8 EE | 7 EE, 1 Gen | 11 E, 3 PB | 10 EE | 13 EE | 7 EE, 1 PB, 1 Add | 9 EE |
| 21 | 10 EE | 10 EE, 2 Add | 7 EE, 1 PB, 1 NB, 1 Add | 12 EE | 5 EE, 1 Gen | 13 EE, 4 PB | 9 EE | 12 EE | 7 EE, 1 PB | 10 EE, 1 PB |
| 22 | 10 EE | 10 EE | 8 EE, 1 PB, 1 NB, 2 Add | 12 EE | 9 EE, 1 Gen | 8 EE, 5 PB | 9 EE | 11 EE | 8EE, 1 PB | 10 EE, 3 PB |
| 23 | 9 EE, | 9 EE, 1 Mod, 1 Add | 7 EE, 1 Add, 1 PB, 1 NB | 11 EE, 1 LT, 2 Add | 5 EE, 1 Gen 2 Des | 12 EE, 4 PB | 7 EE, 1 Mod | 11 EE | 8 EE | 13 EE |

| 24 | 8 EE | 8 EE | 6 EE, 5 Add, 1 PB, 1 NB | 13 EE | 5 EE, 1 Gen | 14 EE, 4 PB | 8 EE | 10 EE, 1 Add | 7 EE, 1 PB | 10 EE, 2 LT |
|----|------|------|------|------|------|------|------|------|------|------|
| 25 | 8 EE | 8 EE | 6 EE, 1 Add, 1 PB | 11 EE | 4 EE, 1 Gen, 1 PB | 8 EE, 6 PB | 8 EE, 1 PB | 12 EE | 7 EE, 1 PB | 6 EE, 2 Mod |
| 26 | 7 EE, 1 Add | 10 EE, 1 Add | 7 EE, 1 PB | 8 EE | 7 EE, 1 Gen | 14 EE, 4 PB | 12 EE, 1 Add | 10 EE | 7 EE, 1 PB | 7 EE, 3 Mod, 1 Add |
| 27 | 8 EE | 9 EE | 6 EE, 1 Add, 1 PB | 10 EE | 7 EE, 1 Gen | 10 EE, 3 PB, 1 Add | 11 EE | 9 EE | 6 EE, 1 PB | 10 EE, 1 PB, 1 Exp |

From the 10 meme images provided to the students, it can be concluded that the students' translations exhibit various translation techniques. These techniques include Establish Equivalent (EE), Addition (Add), Pure Borrowing (PB), Natural Borrowing (NB), Generalization (Gen), Literal Translation (LT), Description (Dec), Explicitation (Exp), and Modulation (Mod). The following is an overall description of the translation techniques employed by students in translating the 10 meme images.

**Table 3.4**

**Use of translation techniques by all students**

| NO | Kinds of translation techniques | Total | Percent |
|----|------|------|------|
| 1 | Establish Equivalent (EE) | 2.436 | 87,75% |
| 2 | Pure Borrowing (PB) | 182 | 6,55% |
| 3 | Addition (Add) | 83 | 3,00% |

| 4 | Modulation (Mod) | 24 | 0,86% |
|---|---|---|---|
| 5 | Generalization (Gen) | 21 | 0,75% |
| 6 | Natural Borrowing (NB) | 14 | 0,50% |
| 7 | Explicitation (Exp) | 7 | 0,25% |
| 8 | Literal Translation (LT) | 5 | 0,20% |
| 9 | Description (Des) | 4 | 0,14% |
| Total | | 2.776 | 100% |

From Table 3.4 above, it is evident that Establish Equivalent (EE) is the most widely used technique by students in translating meme images, as indicated in Table 2.4 where all students employed Establish Equivalent (EE) in translating each meme image. Description (Des) is the least utilized technique, being employed by students. However, it is crucial to ensure that the variations in translation techniques within a sentence do not necessarily imply that the sentence is error-free or entirely accurate. To identify students' errors in translating meme images based on the explanations provided in Table 2.4 above, the researcher details the translation technique results of the meme images by the students and compares them with the answer key developed by experts in the field of translation.

a. Establish Equivalent (EE)

Establish Equivalent (EE) is the most widely used by student is translating meme image. This is because in translation balancing the equivalent to the source language is a necessity to avoid distortion of meaning. Below are some results from student translations that use establish equivalent translation techniques.

Description:

SL: Source Language

TL: Target Language

TT: Translation Technique

Student 01
**Data 2**



*Source @sarcastic_us*

SL: (1) every student's ultimate move (2) when the teacher almost catches you cheating so you hit them with the…

TL: (1) *gerakan / andalan / semua siswa* (2) *ketika / guru / hampir /*
       *EE*       *EE*        *EE*         *EE*    *EE*    *EE*
    *memergoki / kamu / Mencontek / kamu / berpura-pura / dengan*
    *EE*         *EE*       *EE*      *EE*       *EE*        *EE*

TT: 12 Establish Equivalent

TL by
student: ***(1) ketika/guru/hampir/ memergokimu /menyontek /maka/***
         ***EE***   ***EE***   ***EE***        ***EE***      ***EE***      ***EE***
          ***kamu / menipunya / dengan***
           ***EE***      ***EE***      ***EE***

TT by student    **9 Establish Equivalent**

The word **'hit'** in the dictionary means '***sebuah pukulan***', but in this context it can be used to mean pretentious behavior. Therefore, the meaning of '***menipu***' is inappropriate because it does not explicitly explain the meaning of the image.

Student 02
**Data 4**



Teacher: if you're stuck on a problem ask your partner.

Me and my partner:

*Source @education_meme.in*

SL: (1) teacher: if you're stuck on a problem ask your partner (2) me and my partner:

TL: *(1) Guru: / jika / kamu / menemukan /suatu /masalah /tanya / temanmu*
       *EE      EE      EE                    EE            EE          EE        EE        EE*
   *(2) aku / dan / temanku*
       *EE      EE      EE*

TT: 11 Establish Equivalent

TL by student:    ***(1)  jika / kamu / terjebak / dalam / masalahmu/***
                        *EE      EE          EE          EE          EE*
                   ***Tanya / teman kamu (2) aku / dan / temanku***
                        *EE          EE            EE      EE      EE*

TT by student:    **10 Establish Equivalent**

At first glance there are no significant errors in the student's translation, however, if you look at the source language of the student's translation, there is a distortion of meaning in the article **'a'** which should be **'suatu'** but is not translated into the target language and changes its meaning to the possessive adjective *'masalah**mu**'*

Student 03

**Data 1**



*Source @education_meme.in*

SL: when you finally find out who's been stopping you from doing your assignments

TL: *ketika / akhirnya / kamu / menemukan / siapa / yang menghentikan /kamu*
    *EE        EE        EE        EE        EE        EE        EE*
    *Dari / mengerjakan / tugas-tugasmu/*
     *EE        EE        EE*

TT: 10 Establish Equivalent

TL by **_Saat / kamu/ akhirnya/ mengetahui/ siapa/ yang telah_**
student: **_menghentikanmu_**
     *EE   EE   EE     EE       EE      EE*
    **_/ mengerjakan / tugasmu_**
        *EE        EE*

TT by **8 Establish equivalent**
student:

    Distortion of meaning in the sentences translated by students can be seen in the word **'your assignments'** which should be interpreted as a plural noun so that it becomes *'tugas-tugasmu'*

b.  Pure Borrowing (PB)

Pure Borrowing (PB) has an important role in delivering messages from the source language by borrowing words or terms whose meaning cannot be interpreted unless they borrow the words from the source language. The students' translation results show that the pure borrowing technique was used on the data 6, 9 and 10. The following are the results of the pure borrowing translation technique used by students in translating meme images.

Student 04
**Data 6**



*Source @School_meme_official*

SL:  (1) class 10: you will study this in 11 (2) class 11: you already learned this (3) me

TL:  *(1)  kelas / 10: / kamu / akan / belajar / ini / dikelas / 11*
       *EE    PB    EE    EE    EE    EE    EE    PB*
    *(2) kelas / 11:/ kamu / harusnya / sudah / belajar / ini (3) / aku:*
       *EE    PB  EE    Add    EE    EE    EE    EE*

TT:  12 Establish Equivalent, 1 Addition, 3 Pure Borrowing

TL by  *(1)  **class /10**:/ anda /akan /mempelajarinya /dikelas/**11***
student:      ***PB  PB*** *EE  EE    EE         EE  **PB***
    *(2) **class / 11**: /anda / sudah mempelajarinya / kan / dikelas **/ 10**?*
        ***PB  PB*** *EE        EE         EE    add    **PB***

TT by  8 Establish Equivalent, **6 Pure Borrowing,** 1 addition
student:

The word **'class'** should be translated into the target language (Indonesian) but students still write it in the source language and it makes a lot of PB. The

student also put question mark at the second sentence but it was nothing on the source language.

Student 05
**Data 9**



When you bunk school and see your teacher at the mall 😂

*Source @School_meme_official*

| | |
|---|---|
| SL: | when you bunk school and see your teacher at the mall |
| TL: | *ketika / kamu / bolos / dan / bertemu / gurumu / di / mall*<br>    *EE     EE     EE  EE    EE      EE      EE  PB* |
| TT: | 7 Establish Equivalent, 1 Pure Borrowing |
| TL by student: | *ketika/ kamu / bolos /sekolah / dan / bertemu/ gurumu /*<br>  *EE   EE    EE      EE     EE     EE     EE     EE*<br>*di **mall** / (pusat perbelanjaan)*<br>    ***PB**       Des* |
| TT by student: | 8 Establis Equivalent, **1 Pure Borrowing,** 1 Description |

Student 06
**Data 10**



Teachers in normal classes

Teachers now

Stop talking

please guys say something

*Source @Sarcastic_us*

| SL: | (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something" |
|---|---|

SL: (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL: *(1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
      *EE     EE  EE    PB     Mod     Exp*
*(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
      *EE        EE       EE     Mod     EE      EE*

TT: 8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation

TL by student: *(1) guru / dikelas / **normal** / adalah guru yg tidak banyak*
      *EE    EE    **PB**          Mod*
*Bicara (2) guru / yang sekarang / adalah guru yang sering*
         *EE      EE*
*menyuruh muridnya untuk mengatakan sesuatu*
           *Mod*

TT by student   4  Establish Equivalent, **1 Pure Borrowing**, 2 Modulation

The use of the **pure borrowing** technique here can also be replaced with the words ***"kelas umum"*** or ***"sekolah biasa"*** but there is no harm in borrowing the source language directly as a reference for the translation results in the source language. The modulation technique used in this data will be explained in the modulation technique point.

c. Addition (Add)

Addition (Add) helps translators add words to the target language so that readers can easily understand the meaning of the source language. In translating meme images, all students also use addition technique on several meme images. Following are some results from translations of meme images by students.

Student 07
**Data 8**



*Source @School_meme_official*

SL: me in class taking a picture of the board that I know I will never look at again

TL: *aku / berada / dikelas / sedang memfoto / papan tulis / yang aku /*
    *EE     EE     EE          EE            EE         EE*
    *tahu / aku / tidak akan pernah / melihatnya / lagi*
    *EE    EE     EE                 EE        EE*

TT: 11 Establish Equivalent

TL by *aku / ketika / mengambil / poto/ **penjelasan**/ di papan tulis/*
student: *EE   EE      EE         EE      **Add**        EE*
    *Padahal / aku / tahu /**setelah itu**/ gak bakal/ melihat/ **foto itu**/ lagi*
    *EE       EE   EE      **Add**         EE       EE    **Add**    EE*

TT by 11 Establish Equivalent, **3 Addition**
student:

The word **'penjelasan'** is added by students in the target language, actually the addition is not needed because the lecturer at university usually just writes the learning points on the board. It influenced the translation result. For others addition ***"setelah itu"*** should be "***saya/aku***", it makes translation more accurate.

Student 08
**Data 1**



When you finally find out who's been
stopping you from doing your assignments

*Source @education_meme.in*

SL: when you finally find out who's been stopping you from doing your assignments

TL: *ketika / akhirnya / kamu / menemukan / siapa / yang menghentikan /kamu*
    *EE        EE         EE         EE         EE            EE       EE*
    *Dari / mengerjakan / tugas-tugasmu/*
    *EE     EE             EE*

TT: 10 Establish Equivalent

TL by *saat / kamu / akhirnya / mengetahu / siapa / yang mecegah /**diri sendiri** /*
student: *EE   EE     EE         EE         EE         EE           **Add***

*/ mengerjakan / tugas*
                    *EE*          *EE*

TT   by    8 Establish equivalent, **1 Addition**
student:

The **addition** of the word ***'diri sendiri'*** in the student's translation is not accurate, low readability and seems weird. If you look at the source language and would be better translated as '*menghentikan**mu***' only.

Student 09
**Data 7**



*Source @Sarcastic_us*

SL:   (1) me: I study better at night anyway (2) also me at night:
TL:   *(1) aku; / ngomong-ngomong / aku / lebih baik / belajar / saat /malam/*
          *EE*              *EE*                    *EE*        *EE*          *EE*      *EE*      *EE*
      *(2) tetapi / aku / saat / malam:/*
              *EE*      *EE*    *EE*    *EE*

TT:    11 Establish Equivalent

TL by student  *(1) saya:/ngomong-ngomong/ saya/**akan**/ belajar/ lebih baik*
                          *EE*          *EE*                *EE*      ***add***      *EE*        *EE*
                    *Pada/ waktu malam (2) juga / saya / pada / waktu malam*
                          *EE*      *EE*              *EE*      *EE*    *EE*            *EE*

TT by student  11 Establish Equivalent, **1 Addition**


The **addition** of the word **'akan'** inaccurate because the sentence in the source language does not represent someone's plan, but explains that someone said their habit so it is not necessary

d.  Modulation (Mod)

Modulation (Mod) used by a translator to convey a point of view that refers to the same meaning. In this case, several students used this translation technique to translate meme images into Indonesian. The following is the result of the student's translation.

Student 10
**Data 10**



*Source @Ssrcastic_us*

SL:      (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL:      (*1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
                *EE       EE   EE     PB        Mod       Exp*
         *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
                *EE          EE          EE        Mod       EE       EE*

TT:      8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation

TL by       Guru / dikelas/ normal; / berhenti berbicara
student:    *EE      EE      PB              LT*
            Guru / sekarang: / tolong / katakan / sesuatu / **anak-anak**
             *EE      EE        EE       EE       EE          mod*

TT by student  7Establish Equivalent, 1 Pure Borrowing, 1 Literal Transaltion, **1 Modulation**

The word *'teachers'* should be translated as *'guru-guru'* because in the source language the word is plural and the use of literal translation techniques there is not appropriate if it is associated with a way of reminding other people. Translator's point of view in the TL refers to the teachers that should be calling the students as children or *"anak-anak".*

Student 11
**Data 2**



Every student's ultimate move

When the teacher almost catches you
cheating so you hit them with the

*Source @Sarcastic_us*

SL:   (1) every student's ultimate move (2) when the teacher almost catches you
      cheating so you hit them with the…

TL:   (1) *gerakan / andalan / semua siswa* (2) *ketika / guru / hampir /*
              EE          EE          EE                 EE      EE      EE
      *memergoki / kamu / Mencontek / kamu / berpura-pura / dengan*
      EE              EE          EE          EE          EE                  EE

TT:   12 Establish Equivalent

TL by student:   *(1) Gerakan / andalan / setiap siswa (2) saat / guru / hampir*
                      EE          EE              EE              EE      EE      EE
                 *tahu / kalau / kamu / menyontek / jadi / kamu / pura-pura /*
                 EE      EE      EE      EE              Add    EE      EE
                 **tidak terjadi apapun /**
                          **Mod**

TT by student   12 Establish Equivalent, 1 Add, **1 Modulation**

With additions to the student's translation, the sentences are certainly read
correctly, but the **additions** and **modulations** that are added do not always make the
translation match the existing meme image.

45

Student 12
**Data 10**



*Source @Sarcastic_us*

SL:  (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL:  (*1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
        EE      EE  EE    PB       Mod       Exp
     *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
              EE            EE           EE        Mod        EE        EE

TT:  8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation

TL by student:  *(2) guru / dikelas / normal / **adalah guru yg tidak banyak***
                    EE      EE       PB              **Mod**
     *Bicara (2) guru / yang sekarang / adalah guru yang sering*
                    EE          EE
     ***menyuruh muridnya untuk mengatakan sesuatu***
                        **Mod**

TT by student  5  Establish Equivalent, 1 Pure Borrowing, **2 Modulation**

The use of **modulation** translation techniques as an expression of the point of view and focus of the context above apparently does not make the translation better because in the target language the sense of humor in the translation is lost.

e.  Generalization (Gen)

Generalization (Gen) used by translators in conveying messages into the target language by generalizing according to the existing habits of the region and the people who speak that language. Some students in translating this meme image also used generalization techniques and this translation technique only used on data 5, below are the students' translation results

Student 13
**Data 5**

Me: During whole lecture

When attendance is going on

*Present Sir*

*Source @School_meme_official*

SL: (1) me: during whole lecture (2) when attendance is going on *present sir

TL: *(1) aku: / sepanjang / perkuliahan / (2) ketika / presensi / berlangsung*
      *EE*     *EE*      *EE*       *EE*    *Gen*      *EE*

TT: 5 Establish Equivalent, 1 Generalization

TL by student:    *(1) aku: / selama /kuliah*
                *EE*     *EE*      *EE*
                *(2) ketika / **presensi** / berlangsung*
                *EE*     **Gen**      *EE*

TT by student:    5Establish Equivalent, **1 Generalization**

The word '***selama***' could represent the time a student spends during college, which could be a year or more. Therefore, the words **'during whole lecture'** should be interpreted as *'selama perkuliahan berlangsung'* which is more accurate.

Student 14
**Data 5**

Me: During whole lecture

When attendance is going on

*Present Sir*

*Source @School_meme_official*

SL: (1) me: during whole lecture (2) when attendance is going on *present sir
TL: *(1) aku: / sepanjang / perkuliahan / (2) ketika / presensi / berlangsung*
  *EE*  *EE*   *EE*   *EE* *Gen*  *EE*
TT: 5 Establish Equivalent, 1 Generalization
TL by student: *(1) aku: / saat / sedang berkuliah/*
      *EE* *EE*  *EE*
     *(2) saat / **absensi kehadiran** / berlangsung*
      *EE*  ***Gen***    *EE*
TT by student: 5Establish Equivalent, **1 Generalization**

The results of the translation above can be said to be completely correct, the meaning of the source language is conveyed correctly in the target language and does not cause confusion for the reader when reading the sentence.

   Student 15
   **Data 5**



Me: During whole lecture

When attendance is going on

*Present Sir*

*Source @School_meme_official*

SL: (1) me: during whole lecture (2) when attendance is going on *present sir
TL: *(1) aku: / sepanjang / perkuliahan / (2) ketika / presensi / berlangsung*
  *EE*  *EE*   *EE*   *EE* *Gen*  *EE*
TT: 5 Establish Equivalent, 1 Generalization
TL by student: *(1) aku: / saat / sedang menunggu/ dosen*
      *EE* *EE*  *EE*   *EE*
     *(2) saat / menegecek kehadiran / sedang berlangsung*
      *EE*  *Gen*   *EE*   *EE*
TT by student: 7Establish Equivalent, **1 Generalization**

In the target language the students translate as '***sedang menunggu***' which does not match the word in the source language which is **'during whole'** which refers to the establish equivalent of the translation used.

f.  Natural Borrowing (NB)

Natural Borrowing (NB) is used to convey a message by changing the writing with the same sound from the source language and almost all students use this translation technique to translate the word "test" on the data 3. The following are the results of translations of meme images by students.

Student 16
**Data 3**



*Source @Education_meme.in*

SL:  (1) me thinking I did good on my test (2) getting a 12%
TL:  *(1) saya / pikir / saya / telah melakukan / yang terbaik / dalam / ujian saya*

     *EE  EE  EE    EE         EE      EE     EE*
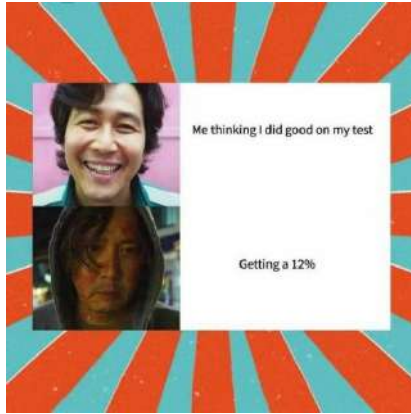*(2) hanya / mendapat / nilai / 12%/*
    *Add     EE    Add  PB*
TT:  8 Establish Equivalent, 2 Addition, 1 Pure Borrowing
TL by student:  *(1) saya / berpikir / aku / sudah melakukan/ **tes** /dengan baik*
        *EE     EE    EE      EE       **NB**      EE*
        *(2) Mendapat / 12%*
          *EE     PB*
TT by student:  6Establish Equivalent, **1Natural Borrowing,** 1 Pure Borrowing

The word **'my test'** from the source language is only translated as ***'tes'*** using the Natural Borrowing translation technique. This makes the student's translation results inaccurate.

Student 17
**Data 3**



*Source @Education_meme.in*

SL: (1) me thinking I did good on my test (2) getting a 12%
TL: *(1) saya / pikir / saya / telah melakukan / yang terbaik / dalam / ujian saya*
      *EE   EE   EE     EE          EE       EE        EE*
    *(2) hanya / mendapat / nilai / 12%/*
      *Add       EE    Add  PB*
TT: 8 Establish Equivalent, 2 Addition, 1 Pure Borrowing
TL by student: *(1) saya / berpikir / saya / melakukan/ **tes** /yang baik*
                 *EE    EE    EE    EE    **NB**      EE*
    *(2) Mendapat / 12%*
         *EE    PB*
TT by student: 6 Establish Equivalent, **1 Natural Borrowing**, 1 Pure Borrowing

The word **'good'** from the source language is translated as ***'yang baik'*** is taking distortion meaning because word **'good'** here does not refer to the test. It refers to what student did so better student translate it to be "***dengan baik***".

Student 18
**Data 3**



*Source @Education_meme.in*

SL: (1) me thinking I did good on my test (2) getting a 12%
TL: *(1) saya / pikir / saya / telah melakukan / yang terbaik / dalam / ujian saya*

      *EE   EE  EE      EE           EE       EE       EE*
*(2) hanya / mendapat / nilai / 12%/*
     *Add        EE   Add  PB*

TT: 8 Establish Equivalent, 2 Addition, 1 Pure Borrowing
TL by student: *(1) saya / berpikir / bahwa/saya / melakukan/ tes /dengan baik*
                  *EE     EE     EE    EE     EE    NB      EE*
*(2) Mendapat/ dari / **12%***
           *EE     Add  **PB***

TT by student: 8Establish Equivalent, **1Natural Borrowing**, 1 Pure Borrowing, 1 Addition

The word '***dari***' which uses the Addition translation technique here has an inaccurate meaning because **'12%'** clearly refers to the results obtained by students and does not refer to the highest score.

g. Explicitation (Exp)

Translators use explicitation technique to explain a word directly without being complicated. Explanation in this research on translating meme images is only found in data 10. The following are the translated results by students.

Student 19
**Data 10**



*Source @Sarcastic_us*

SL:      (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL:      *(1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
              *EE      EE   EE     PB        Mod        Exp*
         *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
              *EE            EE              EE          Mod        EE        EE*

TT:      8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation

TL by    Guru / saat/ normal/ kelas/ menyuruh / **anak-anak**/ diam
student:  *EE      EE    PB      EE      Add          Exp        EE*
         Guru / sekarang/ menyuruh/ untuk/ berbicara
          *EE      EE          EE        EE        EE*

TT by student  8Establish Equivalent, 1 Pure borrowing, **1 Explicitation,** 1 Addition

There are words translated by student using **explanation** style, but in this memes image ask student to translate it based on the text so it makes student translation inaccurate. In the word "**teachers**" only translated to be *"guru"* instead *"guru-guru".* "normal" here refers to a class as usual but the TL by student making the resulting sentence ambiguous.

Student 20
**Data 10**
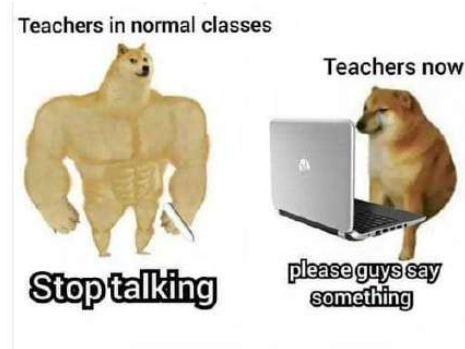


*Source @Sarcastic_us*

SL: (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL: (*1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
    EE      EE   EE    PB        Mod     Exp
    *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
    EE          EE          EE       Mod        EE
    EE

TT: **8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation**

TL by student: Guru / dikelas/ biasanya; / berhenti berbicara
    EE    EE      EE            LT
    Guru / saat ini: / tolong / guys / katakan / sesuatu
    EE     EE       EE      PB     EE       EE

TT by student **8 Establish Equivalent, 1 Pure Borrowing, 1 Literal Transaltion**

The word *'teachers'* should be translated as *'guru-guru'* because in the source language the word is plural and the use of literal translation techniques there is not appropriate if it is associated with a way of reminding other people.

h. Literal Translation (LT)

Literal Translation (LT) used in word-for-word translation, so that sentences in the target language have exactly the same word order as the source language. This translation technique used by student found at the data 4, 7 and 10. The following are the results of the students' translations using this literal translation technique.

Student 21
**Data 4**



Teacher: if you're stuck on a problem ask your partner.

Me and my partner:

*Source @Education_meme.in*

SL:  (1) teacher: if you're stuck on a problem ask your partner (2) me and my partner:

TL:  *(1) Guru: / jika / kamu / menemukan / suatu/ masalah / tanya / temanmu*
       *EE     EE   EE        EE      EE     EE     EE     EE*
    *(2) aku / dan / temanku*
       *EE   EE   EE*

TT:  11 Establish Equivalent

TL by student:    *(1) guru: / jika / kamu / terjebak / dalam / sebuah / masalah/*
                           *EE  EE  EE    EE    EE   EE    EE*
                           *Tanyakan / pada / **pasangan kamu** (2) saya /dan / **pasangan***
                              *EE      EE      LT        EE   EE   LT*

TT by student:    11 Establish Equivalent, **2 Literal Translation**

The words **'my partner'** would be more suitable if translated as *'temanku'* instead of being the word *'pasanganku'* because the context of this translation is education, it is certain that **'partner'** here becomes **'friend'**.

Student 22
**Data 10**



*Source @Sarcastic_us*

SL:    (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL:    *(1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
        *EE      EE  EE    PB     Mod      Exp*
    *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
        *EE        EE       EE      Mod     EE      EE*

TT:    8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation

TL by student:    Guru / dikelas/ normal; / **berhenti berbicara**
    *EE    EE    PB          LT*
    Guru / sekarang: / tolong / katakan / sesuatu
    *EE    EE    EE    EE    EE*

TT by student  7Establish Equivalent, 1 Pure Borrowing, **1 Literal Transaltion**

The word *'teachers'* should be translated as *'guru-guru'* because in the source language the word is plural and the use of literal translation techniques there is not appropriate if it is associated with a way of reminding other people.

Student 23
**Data 7**



Me: I study better at night anyway
Also me at night:

sarcasm

*Source @Sarcastis_us*

SL:  (1) me: I study better at night anyway (2) also me at night:
TL:  (*1) aku; / ngomong-ngomong / aku / lebih baik / belajar / saat /malam/*
        *EE            EE                EE      EE          EE        EE     EE*
     *(2) tetapi / aku / saat / malam:/*
          *EE      EE      EE     EE*
TT:  11 Establish Equivalent
TL by student  *(1)  aku / setiap saat/ belajar /lebih baik/ di / malam hari*
                *EE          EE          EE          EE        EE      EE*
              **(2) juga saya saat malam**
                        **TL**
TT by student  6 Establish Equivalent, **1 Literal Translation**

The inaccurate translation seen in the student's translation above is found in the word **'anyway'** and **'Better'** which is not translated and the translation structure seems to adapt the structure of the source language. in the SL it does not use **'every night'** it just put **'at night'.**

i.  Description (Des)

Description (Des) used to describe a word that is not commonly used in the target language but can be translated into an explanation so that the reader can understand the message conveyed. The following are the results of the translation by students.

Student 24

**Data 5**



*Source @School_meme_official*

SL: (1) me: during whole lecture (2) when attendance is going on *present sir

TL: *(1) aku: / sepanjang / perkuliahan / (2) ketika / presensi / berlangsung*
       *EE      EE          EE            EE    Gen      EE*

TT: **5 Establish Equivalent, 1 Generalization**

TL by student: *(1) aku: / selama / perkuliahan / berlangsung / (tidur)*
                        *EE     EE      EE              EE      Des*
                        *(2) ketika / Presensi / dimulai / (menjawab hadir pak)*
                        *EE      Gen     EE       Des*

TT by student: 5Establish Equivalent, 1 Generalization, **2 Description**

The addition of the **description** translation technique makes it easier to understand the sentences that have been translated. However, if you look at the image, the description translation technique is unnecessary.

Student 25

**Data 7**



*Source @Sarcastic_us*

SL: (1) me: I study better at night anyway (2) also me at night:
TL: *(1) aku; / ngomong-ngomong / aku / lebih baik / belajar / saat /malam/*
   *EE*    *EE*    *EE*  *EE*  *EE* *EE* *EE*
  *(2) tetapi / aku / saat / malam:/*
   *EE* *EE* *EE* *EE*
TT: 11 Establish Equivalent
TL by student *(1) aku / setiap saat/ belajar /lebih baik/ di / malam hari*
     *EE*  *EE*  *EE*  *EE*  *EE* *EE*
    *(2) saya /di / setiap malam **(malah tertidur)***
     *EE EE* *EE*    ***Des***
TT by student 9 Establish Equivalent, **1 Description**

   The inaccurate translation seen in the student's translation above is found in the word **'anyway'** and **'Better'** which is not translated and the translation structure seems to adapt the structure of the source language. in the SL it does not use **'every night'** it just put **'at night'.**

  Student 26
  **Data 9**

When you bunk school and see your
teacher at the mall 😂

SL:  when you bunk school and see your teacher at the mall
TL:  *ketika / kamu / bolos / dan / bertemu / gurumu / di / mall*
    *EE*  *EE*  *EE* *EE*  *EE*  *EE*  *EE* *PB*
TT:  7 Establish Equivalent, 1 Pure Borrowing
TL by  *ketika/ kamu / bolos /sekolah / dan / bertemu/ gurumu /*
student:
    *EE* *EE* *EE*  *EE*  *EE*  *EE*  *EE*  *EE*
    *di mall **/(pusat perbelanjaan)***
     *PB*   ***Des***
TT by  8 Establish Equivalent, 1 Pure Borrowing, **1 Description**
student:

Adding a description of the word **'mall'** here is not appropriate because **'mall'** was common for everyone unless it is said or written for people who don't understand what a mall is or the translator can write it of them only.

2. The impact of translation technique applied to the translation quality of meme image

A great translation should accurately communicate the intended message from the source language to the target language while preserving its meaning. In producing a quality translation, a translator must pay attention to the translation quality assessment as attached in chapter 2, because it is a reference in assessing whether a translation looks at the requirements as a good translation or not. Therefore, the role of translation techniques also influences the quality of the translation itself because by using appropriate translation techniques the message conveyed will not be confusing.

In this research, researchers and supervisors as experts in the translation field examines and assesses the quality of students' translations of meme images through focus group discussions (FGD). The assessment measures the quality of the translation at the level of accuracy, acceptability and readability of 1-10 data from each respondent so that the average value of each student's data calculated statistically. After that, the researcher collected all the average scores for the quality of the students' translations and then compared them with each other in a table.

**Table 4.4**

**The overall mean score of students from each category of translation quality**

| No | Students | Translation Quality | | |
|---|---|---|---|---|
| | | Accuracy | Acceptability | Readability |
| 1 | 01 | 2,4 | 2,6 | 2,8 |
| 2 | 02 | 2,7 | 2,7 | 28 |
| 3 | 03 | 2,4 | 2,6 | 2,7 |
| 4 | 04 | 2,5 | 2,9 | 2,9 |
| 5 | 05 | 2,1 | 2,6 | 2,6 |

| 6 | 06 | 1,7 | 2,1 | 2,7 |
|---|---|---|---|---|
| 7 | 07 | 1,8 | 2,2 | 2,5 |
| 8 | 08 | 1,8 | 2,2 | 2,5 |
| 9 | 09 | 2,3 | 2,6 | 2,9 |
| 10 | 10 | 2,8 | 2,8 | 2,8 |
| 11 | 11 | 2,5 | 2,7 | 2,8 |
| 12 | 12 | 2,8 | 2,6 | 3 |
| 13 | 13 | 2,6 | 2,8 | 2,9 |
| 14 | 14 | 2,5 | 2,9 | 3 |
| 15 | 15 | 1,9 | 2,3 | 2,2 |
| 16 | 16 | 2,4 | 2,7 | 3 |
| 17 | 17 | 2,2 | 2,6 | 2,9 |
| 18 | 18 | 2,1 | 2,6 | 2,8 |
| 19 | 19 | 1,8 | 2,1 | 2,7 |
| 20 | 20 | 2,1 | 2,6 | 2,9 |
| 21 | 21 | 1,8 | 1,9 | 2,6 |
| 22 | 22 | 2 | 2,5 | 3 |
| 23 | 23 | 2,3 | 2,8 | 2,9 |
| 24 | 24 | 2,1 | 2,5 | 2,8 |
| 25 | 25 | 2,3 | 2,6 | 2,9 |
| 26 | 26 | 2,3 | 2,8 | 2,9 |
| 27 | 27 | 2,2 | 2,4 | 2,9 |

From the data above, students are grouped into 3 color groups to make it easier to read the highest and lowest results. The blue color represents students who got a perfect mean in one of the categories and the data shows that in the readability categories students 12, 14, 16 and 22 got a mean score of 3 in this category. Then the orange color represents students who have an average score below 2, namely 1.8 and 1.9, and this was obtained by students 07, 08, 15, 19, and 21, but the orange color does not only represent one category, it represents accuracy and acceptability categories. However, the accuracy category is the most numerous with a score below 2 and the red color represents the lowest average student score, namely student 06 who only got a mean of 1.7 in the accuracy category.

To analyze more deeply the explanation of the mean score of student translation quality based on category, it will be explained below.

a. Accuracy

Based on the results of the average level of accuracy shown below, overall the students involved were less accurate in their translation. The average value of student translation quality was 2.24, with 4 students meeting the accuracy requirements and 7 students with inaccuracies. The following table contains the average quality of student translations and will explain several examples from each category.

**Table 5.4**
**The result of accuracy**

| No | Students | Data | | | | | | | | | | Mean | Category |
|----|----------|---|---|---|---|---|---|---|---|---|----|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | 01 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2,4 | Less accurate |
| 2 | 02 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2,7 | Accurate |
| 3 | 03 | 1 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2,4 | Less accurate |
| 4 | 04 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2,5 | Less accurate |
| 5 | 05 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2,1 | Less accurate |
| 6 | 06 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 3 | 1 | 1,7 | Inaccurate |
| 7 | 07 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1,8 | Inaccurate |
| 8 | 08 | 2 | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 1,8 | Inaccurate |
| 9 | 09 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2,3 | Less accurate |
| 10 | 10 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,8 | Accurate |
| 11 | 11 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2,5 | Less accurate |
| 12 | 12 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,8 | Accurate |
| 13 | 13 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2,6 | Accurate |
| 14 | 14 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2,5 | Less accurate |
| 15 | 15 | 3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 1,9 | Inaccurate |
| 16 | 16 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2,4 | Less accurate |
| 17 | 17 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2,2 | Less accurate |
| 18 | 18 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 2,1 | Less accurate |
| 19 | 19 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 1,8 | Inaccurate |
| 20 | 20 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2,1 | Less accurate |
| 21 | 21 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1,8 | Inaccurate |
| 22 | 22 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 2 | Inaccurate |
| 23 | 23 | 3 | 3 | 3 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 2,3 | Less accurate |
| 24 | 24 | 1 | 2 | 3 | 1 | 3 | 2 | 1 | 2 | 3 | 3 | 2,1 | Less accurate |
| 25 | 25 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2,3 | Less accurate |
| 26 | 26 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2,3 | Less accurate |
| 27 | 27 | 3 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2,2 | Less accurate |
| **Mean** | | | | | | | | | | | | **2,24** | **Less accurate** |

1) Accurate Translation

This category will display accurate translation quality results from several students. Accurate translation means that the message conveyed from the source language is conveyed well into the target language. This means that no distortion of meaning occurs. The average quality score for accurate translations is 2.6 – 3. The following data fits this accurate category.

**Example on data 8**



*Source @School_meme_official*

SL:  me in class taking a picture of the board that I know I will never look at again

TL:  *aku / berada / dikelas / sedang memfoto / papan tulis / yang aku /*
      *EE    EE    EE      EE        EE         EE*
      *tahu / aku / tidak akan pernah / melihatnya / lagi*
      *EE    EE    EE            EE      EE*

TT:  **11 Establish Equivalent**

TL by  *aku / ketika / dikelas /memphoto/ papan tulis/*
student: *EE   EE     EE    EE      EE*
       *yang aku / tahu /aku / tidak akan/ melihatnya / lagi*
         *EE   EE  EE     EE      EE      EE*

TT by  **11 Establish Equivalent**
student:

Students get a score of 3 on their translation results if they meet the requirements for accuracy, namely the meaning is conveyed well. From the example data above, in the translation in the answer

key and the results of the student's translation the meaning conveyed is in accordance with that in the source language and the translation technique used by the student is **Establish Equivalent** so that the resulting score is **3 for the accuracy**, 3 for acceptability and 3 for readability.

2) Less Accurate translation

This category will display the results of translation quality that is less accurate from some students. A less accurate translation means that the message conveyed from the source language is conveyed well into the target language, but there are reductions in words and additional translations. The average quality score for accurate translations is 2.0 - 2.5. The following data corresponds to this less accurate category.

**Example on data 3**



*Source @Education_meme.in*

SL: (1) me thinking I did good on my test (2) getting a 12%
TL: *(1) saya / pikir / saya / telah melakukan / yang terbaik / dalam / ujian saya*
      EE   EE  EE     EE          EE      EE     EE
    *(2) hanya / mendapat / nilai / 12%/*
      Add        EE    Add  PB
TT: **8 Establish Equivalent, 2 Addition, 1 Pure Borrowing**
TL by    *(1) saya / berpikir / bahwa/ aku / sudah melakukan/ tes /dengan baik*
student:     EE        EE       EE    EE      EE       NB      EE
    *(2) Mendapat / 12%*
       EE     PB

| TT by student: | **7 Establish Equivalent, 1Natural Borrowing, 1 Pure Borrowing** |
|---|---|

In the data example above, the student received a score of 2 for the accuracy category because there was an addition of "*bahwa*" in the student's translation results which was generalized in the **Establish Equivalent** translation technique which was actually not needed and the word "test" which applied the **Natural borrowing** translation technique could be translated in general because in Indonesian "*tes*" can have many meanings. So, the resulting **score is 2 for the accuracy**, 3 for the acceptability and 3 for the readability.

3) Inaccurate translation

This category will display inaccurate translation quality results from some students. Inaccurate translation means that the message conveyed from the source language is not properly conveyed to the target language and there are reductions in words and added or subtracted translations. The average quality score for accurate translations is 1.0 - 1.9. The following data corresponds to this inaccurate category.

**Example on data 1**



*Source @Education_meme.in*

| SL: | when you finally find out who's been stopping you from doing your assignments |
|---|---|
| TL: | *ketika / akhirnya / kamu / menemukan / siapa / yang mencegah /kamu*<br>  *EE*       *EE*       *EE*      *EE*      *EE*         *EE*       *EE*<br>*Dari / mengerjakan / tugas-tugasmu/*<br> *EE*       *EE*        *EE* |
| TT: | **10 Establish Equivalent** |
| TL by student: | *Saat / kamu/ akhirnya/ mengetahui/ siapa/ yang menghalangi /*<br>  *EE*   *EE*    *EE*      *EE*       *EE*      *EE*<br>*Diri sendiri / dari / mengerjakan / tugas*<br> *Add*        *EE*    *EE*       *EE* |
| TT by student: | **9 Establish equivalent, 1 Additional** |

In the case of the data above, even though the student used the Establish Equivalent translation technique, the student did not get a score of 3 or 2. This is because the equivalent used did not convey the message accurately and there is an **Additional technique** which makes the student's translation result get a **score of 1 for the accuracy**, 1 acceptability and 2 for readability.

b. Acceptability

Based on the results of the student translation quality scores below, it can be seen that 18 students received the Acceptable category for the quality of their translation, 8 students received the Less Acceptable category and 1 person, namely student 21, received the Unacceptable category for the quality of their translation. In this aspect of acceptance assessment, students as translators should pay attention to how they choose words to convey the intent and purpose of the source language so that the translation becomes acceptable. If a translator makes a mistake in choosing words, the reader will have difficulty understanding the meaning of the meme image.

**Table 6.4**
**The result of acceptability**

| No | Students | Data | | | | | | | | | | Mean | Category |
|----|----------|---|---|---|---|---|---|---|---|---|----|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | 01 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 2,6 | Acceptable |
| 2 | 02 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,7 | Acceptable |
| 3 | 03 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2,6 | Acceptable |
| 4 | 04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,9 | Acceptable |
| 5 | 05 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2,6 | Acceptable |
| 6 | 06 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2,1 | Less acceptable |
| 7 | 07 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2,2 | Less acceptable |
| 8 | 08 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 2 | 2,1 | Less acceptable |
| 9 | 09 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2,6 | Acceptable |
| 10 | 10 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2,8 | Acceptable |
| 11 | 11 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2,7 | Acceptable |
| 12 | 12 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2,6 | Acceptable |
| 13 | 13 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2,8 | Acceptable |
| 14 | 14 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,9 | Acceptable |
| 15 | 15 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 2,3 | Less acceptable |
| 16 | 16 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2,7 | Acceptable |
| 17 | 17 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2,6 | Acceptable |
| 18 | 18 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2,6 | Acceptable |
| 19 | 19 | 2 | 1 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | 2,1 | Less acceptable |
| 20 | 20 | 1 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 2,6 | Acceptable |
| 21 | 21 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1,9 | Unacceptable |
| 22 | 22 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 1 | 2,5 | Less acceptable |
| 23 | 23 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2,8 | Acceptable |
| 24 | 24 | 1 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 3 | 2,5 | Less acceptable |
| 25 | 25 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2,6 | Acceptable |
| 26 | 26 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2,8 | Acceptable |

| 27 | 27 | 3 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2,4 | Less acceptable |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Mean** | | | | | | | | | | | | **2,54** | **Less acceptable** |

1) Acceptable Translation

In this category, students' translations read naturally and can be well received. The mean score for this category is 2.6 – 3. The following is an example of student translation results in this category.

**Example on data 4**



*Source @Education_meme.in*

SL: (1) teacher: if you're stuck on a problem ask your partner (2) me and my partner:

TL: *(1) Guru: / jika / kamu / menemukan /suatu /masalah /tanya / temanmu*
     *EE    EE   EE       EE        EE      EE    EE   EE*
   *(2) aku / dan / temanku*
     *EE   EE   EE*

TT: **11 Establish Equivalent**

TL by student: *(1) guru: jika / kalian / mengalami / sebuah / kesulitan /*
               *EE   EE    EE      EE    EE     EE*
               *Tanya / teman kamu (2) aku / dan / temanku*
               *EE     EE      EE EE    EE*

TT by student: **11 Establish Equivalent**

In the data above, students received a **score of 3 for the acceptance** category because the choice of words and translation techniques used made the students' translations in this category look acceptable and natural.

2) Less acceptable Translation

　　　In this category, the students' translation results look unnatural and there are distortions of meaning, but they can still be accepted by readers. The mean score for this category is 2.0 – 2.5. The following are examples of student translations for this category.

**Example on data 6**



*Source @School_meme_official*

SL:　(1) class 10: you will study this in 11 (2) class 11: you already learned this (3) me

TL:　*(1)　kelas / 10: / kamu / akan / belajar / ini / dikelas / 11*
　　　　*EE　PB　EE　EE　EE　EE　EE　PB*
　　　*(2) kelas / 11:/ kamu / harusnya / sudah / belajar / ini (3) /*
　　　　*EE　PB　EE　Add　EE　EE　EE*

TT:　**11 Establish Equivalent, 1 Addition, 3 Pure Borrowing**

TL by　*(2)　kelas /10:/ kamu /akan /mempelajarinya /dikelas / 11*
student:　*EE　PB　EE　EE　EE　　　　EE　PB*
　　　　*(2) Kelas / 11: /kamu / sudah mempelajari / ini*
　　　　*EE　PB　EE　　EE　　　　EE*

TT by　**9 Establish Equivalent, 3 Pure Borrowing,**
student:

　　　In the data above, students received a **score of 2** for the acceptance category because the choice of words and translation technique used felt natural but there was a distortion of meaning such as the word **"this"** which was not translated. In fact, this does not prevent the message from being conveyed in the target language, but

of course in analyzing the quality of the translation you must ensure aspects of accuracy, acceptability and readability.

3) Unacceptable translation

In this category, the students' translation results are unacceptable because there is a distortion of meaning and the choice of words used is difficult for readers to accept, so the average score for this category is 1.0 - 1.9. The following is an example of student translation data for this category.

**Example on data 10**



*Source @Sarcastic_us*

SL:     (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL:     (*1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
              *EE      EE   EE     PB       Mod      Exp*
        *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
              *EE           EE          EE        Mod        EE        EE*

TT:     **8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation**

TL by      Tadi / disuruh / diam / sekarang / disuruh / bicara
student:    *EE      EE       EE      EE         EE       EE*

TT by student:  **6 Establish Equivalent**

In the data above, the student only **got a score of 1**, because if the student's translation was included in an Indonesian meme image then it would sound like an explanation so the comedy element would be reduced and would even confuse the reader.

c. Readability translation

In the readability quality assessment aspect, there were 24 students who received an average score of 2.6-3.0, therefore students received the readable category for the quality of their translation. Meanwhile, there were 3 students who received the less readable category, namely getting an average score of 2.0 – 2.5. If we look at the aspect of accuracy and acceptability, this aspect gets good results in terms of the quality of students' meme image translations. For a more detailed explanation, it will be explained in the readable, less readable and unreadable category points.

**Table 7.4**
**The result of Readability**

| No | Student | Data | | | | | | | | | | Mean | Category |
|----|---------|---|---|---|---|---|---|---|---|---|----|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | 01 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2,8 | Readable |
| 2 | 02 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,8 | Readable |
| 3 | 03 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,7 | Readable |
| 4 | 04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,9 | Readable |
| 5 | 05 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2,6 | Readable |
| 6 | 06 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2,7 | Readable |
| 7 | 07 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 2,5 | Less readable |
| 8 | 08 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 2,2 | Less readable |
| 9 | 09 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2,9 | Readable |
| 10 | 10 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2,8 | Readable |
| 11 | 11 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2,8 | Readable |
| 12 | 12 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3,0 | Readable |
| 13 | 13 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2,9 | Readable |
| 14 | 14 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3,0 | Readable |
| 15 | 15 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 2,2 | Less readable |
| 16 | 16 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3,0 | Readable |
| 17 | 17 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2,9 | Readable |

| 18 | 18 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2,8 | Readable |
|----|----|---|---|---|---|---|---|---|---|---|---|-----|----------|
| 19 | 19 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,7 | Readable |
| 20 | 20 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2,9 | Readable |
| 21 | 21 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 2,6 | Readable |
| 22 | 22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3,0 | Readable |
| 23 | 23 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2,9 | Readable |
| 24 | 24 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2,8 | Readable |
| 25 | 25 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2,9 | Readable |
| 26 | 26 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2,9 | Readable |
| 27 | 27 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2,9 | Readable |
| **Mean** | | | | | | | | | | | | **2,78** | **Readable** |

1) Readable translation

In this category, the data shown is readable data, data can be said to be readable if it is easy for readers to understand. The reader immediately understands the meaning without reading it repeatedly. The mean score for this readable category is 2.6 – 3.0. The following is an example of translation data for meme images by students.

**Example on data 5**



*Source @School_meme_official*

SL:  (1) me: during whole lecture (2) when attendance is going on *present sir

TL:  *(1) aku: / sepanjang / perkuliahan / (2) ketika / presensi / berlangsung*

TT:   **5 Establish Equivalent, 1 Generalization**

TL by student:    *(1) aku: / saat / sedang berkuliah/*
                              *EE     EE        EE*
                            *(2) saat / absensi kehadiran / berlangsung*
                              *EE     Gen              EE*

TT by student:   **5Establish Equivalent, 1 Generalization**

In the data above, students got a score of 3 for this readability category. In terms of the translation techniques used, namely Establish Equivalent and Generalization, students' translations can be read in just one read.

2) Less readable translation

In this category, 3 students got an average score of $2.0 - 2.5$. This is because the students' translations make readers read more than once to understand them. The following is an example of the translation of student meme images for this category.

**Example on data 9**



*Source @School_meme_official*

SL:      when you bunk school and see your teacher at the mall

TL:      *ketika / kamu / bolos / dan / bertemu / gurumu / di / mall*
              *EE      EE    EE  EE     EE      EE       EE  PB*

TT:      **7 Establish Equivalent, 1 Pure Borrowing**

TL by student:  *ketika/ kamu / tidur / disekolah / dan / dilihat/ gurumu /*
                      *EE  EE     EE      EE       EE      EE       EE*
                      *di mall*
                        *PB*

TT by student: **7 Establis Equivalent, 1 Pure Borrowing,**

In the data above, there seems to be no problem if you look at the translation technique used. However, regarding the quality of the translation, especially readability, students get a score of 1 because readers will read it more than once to understand the meaning of the translated sentence, especially the word "**bunk**" which is translated as "*tidur*" and its correlation with the word "mall" will be very confusing.

3. Student's Problem in translating meme image

The problems faced by students in translating meme images are the results of interviews with students after translating meme images on March 4 2024. The following are the results of interviews with students regarding the problems students experience when translating meme images.

a) Vocabulary deficiency

Understanding vocabulary and students' vocabulary skills is important when they want to know the purpose and meaning of the source language. Vocabulary determines the accuracy of a translation. However, in the interview results, students said that students had difficulty translating meme images due to problems in vocabulary.

---

**Extract 1**
*S1: Sometimes the vocabulary in the text cannot be translated literally*

---

**Extract 2**
*S2: I do not know the vocabulary, it makes me difficult to translate*

---

**Extract 3**
*S3: I cannot interpret one hundred percent correctly because I have to know the vocabulary first and adding a large vocabulary takes a long time.*

---

In the data displayed, students stated that vocabulary was a problem that students faced in translating meme images. More fully, student at extract 1 consider that vocabulary that is rarely used in their conversations makes the vocabulary that will be translated be matched with students' understanding of meme images. The short answer given by the student in extract 2 is the reason why the answer to the translation of the student's meme image has inaccuracies, there are several words that are not translated into the source language, such as the words **"every student's ultimate move"** in data 2. Students also take longer when they get vocabulary that they think they don't know the meaning of by searching through an online dictionary or Google Translate. According to students, this makes the students' translations look unnatural.

b) Perplexed by meme images

Confusion regarding meme images turns out to be a problem faced by students in translating meme images. This affects students' translation results in terms of accuracy, acceptability or readability. The following are students' expressions regarding confusion regarding the meme images that students translated.

**Extract 4**
*S4: I confused about the intended meaning of the images.*

**Extract 5**
*S5: I do not really understand the meme image so it's difficult to translate it.*

**Extract 6**
*S6: I have to carefully observe and understand the intended meaning of the image.*

Confusion about this image makes students take more time to translate it into Indonesian, as in extract 4 students are confused

about the appropriate meaning between the image and the words. This is also because students do not understand the meaning of meme images so they have difficulty translating them well (extract 5). S6 decided to observe the meme image carefully before translating to ensure that what was translated was not mistaken. Students confused on data 5 and 10, students confused of the purpose of meme image.

c) Not understanding the context

Before translating, the researcher explained that the context of the 10 meme images that would be provided was the context of a student's view of a situation while undergoing education. However, when translating, there were some students who still did not understand the context intended by the meme images provided so that the students' translation results were confused. The following are students' statements regarding the problem of the context of meme images.

**Extract 7**
*S7: I do not understand the context so I am confused about what technique to translate*

**Extract 8**
*S8: In my opinion, understanding the correct translation context for English memes is one of the difficult things, due to differences in habits and cultures abroad and within the country.*

From the results of the interview, the researcher understands that the context of a meme image can change depending on the point of view of the student who reads it, usually if someone relates to the information presented in the meme image then the reader will know the context contained in it "**S2: Some of the meme images given are relatable, some are not**". Relate in this case does not only refer

to events that have been experienced but also events experienced by other people. In extract 8, students realized that there were cultural differences between meme creators and readers so that readers could not directly understand the context of the existing meme images.

3.1 Recommendations

1) Student's problem in vocabulary deficiency

The researcher advises students as translators of meme images for tackling vocabulary deficiencies, student could start by building a strong foundation with regular reading. This could be anything from novels to news articles, depending on interests and proficiency level. Look up unfamiliar words and try to understand their meanings and usage in different contexts.

2) Student's problem in Perplexed by meme images

For deciphering meme images, researcher suggest to familiarize with popular internet culture references. Student can do this by exploring social media platforms, forums, and websites where memes are commonly shared. Pay attention to recurring themes, jokes, and imagery.

3) Student's problem in not understanding the context

Understanding context is key to interpreting both vocabulary and memes. So, researcher suggest to practice analyzing the surrounding text or image to infer meanings. If still struggling, do not hesitate to ask for clarification from friends or online communities.

## B. Discussion

After showing the data representation and research findings, to answer the research question the researcher will show the result of translation technique applied by student in translating meme image, the impacts of translation techniques applied by students toward the translation quality of meme images and student's problem in translating meme image.

In this case, the decision of student applied the translation techniques such as Establish Equivalent (EE), Addition (Add), Pure Borrowing (PB), Natural Borrowing (NB), Generalization (Gen), Literal Translation (LT), Description (Dec), Explicitation (Exp), and Modulation (Mod) affect the quality of students' translations. Based on the results of the analysis on translation quality and technique, students obtained their highest and lowest scores from one of the research data in terms of accuracy, acceptability and readability. The following table shows the impact of using translation techniques on the quality of student meme image translations. Data is calculated based on the overall results of students from each category and data.

**Table 8.4**
**The impact of translation technique toward the translation quality**

| Data | Translation technique | Quality | | |
|------|----------------------|---------|---------------|-------------|
| | | Accuracy | Acceptability | Readability |
| 1 | • Establish Equivalent (245) <br> • Addition (4) | 2,25 | 2,51 | 2,74 |
| 2 | • Establish Equivalent (267) <br> • Addition (5) <br> • Modulation (1) | 2,22 | 2,48 | 2,74 |
| 3 | • Establish Equivalent (186) <br> • Addition (21) <br> • Pure Borrowing (27) <br> • Natural Borrowing (13) | 2,44 | 2,60 | 2,77 |
| 4 | • Establish Equivalent (298) <br> • Pure Borrowing (2) <br> • Literal Translation (2) <br> • Modulation (2) <br> • Addition (2) | 2,40 | 2,62 | 2,70 |
| 5 | • Establish Equivalent (172) | 2,11 | 2,40 | 2,85 |

| | | | | |
|---|---|---|---|---|
| | • Addition (18)<br>• Explicitation (2)<br>• Generalization (19)<br>• Modulation (1)<br>• Description (2)<br>• Pure Borrowing (1) | | | |
| 6 | • Establish Equivalent (301)<br>• Addition (4)<br>• Pure Borrowing (98)<br>• Natural Borrowing (1) | 2,14 | 2,62 | 2,77 |
| 7 | • Establish Equivalent (233)<br>• Addition (8)<br>• Pure Borrowing (2)<br>• Modulation (1) | 2,14 | 2,60 | 2,85 |
| 8 | • Establish Equivalent (310)<br>• Addition (7) | 2,37 | 2,81 | 3,00 |
| 9 | • Establish Equivalent (197)<br>• Addition (2) | 2,55 | 2,74 | 2,88 |
| 10 | • Establish Equivalent (236)<br>• Addition (6)<br>• Pure Borrowing (27)<br>• Explicitation (5)<br>• Modulation (17)<br>• Generalization (2)<br>• Literal translation (2) | 1,77 | 2,00 | 2,51 |
| **Mean** | | **2,44** | **2,54** | **2,78** |

In the table above, Data 5 and 10 use the most variations of translation techniques, namely there are 7 translation techniques. However, the difference between the two can be seen in the mean score. Data 5 obtained better translation quality in terms of accuracy, acceptability and readability, with the average student receiving the Less Accurate, Less Accurate and Readable categories. Meanwhile, data 10 in the aspects of accuracy, acceptability and readability were categorized as inaccurate, less acceptable and less readable. This shows that the variety of techniques used in translating a sentence does not guarantee that the translation results are of good quality. The following is an example of student translation data.

**Data 10**



Source @Sarcastic_us

SL: (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

TL: *(1) guru-guru / di / kelas / normal: / "diam / anak-anak"/*
       *EE      EE  EE    PB       Mod      Exp*
       *(2) guru-guru / sekarang: / "tolong / anak-anak / katakan / sesuatu"*
           *EE         EE         EE       Mod      EE       EE*

TT: 8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explicitation

TL by student: *(3) guru / dikelas / normal / adalah guru yg tidak banyak*
       *EE    EE     PB          Mod*
       *Bicara (2) guru / yang sekarang / adalah guru yang sering*
             *EE      EE*
       *menyuruh muridnya untuk mengatakan sesuatu*
             *Mod*

TT by student  6 Establish Equivalent, 1 Pure Borrowing, 2 Modulation

In example data 10 above, the student's translation gets a score of 1 1 1 (inaccurate, unacceptable, unreadable) because if it refers to the meaning of the meme image itself, namely to inform an issue with a short humorous message. So when students use the modulation technique in the sentences ***"….adalah guru yang tidak banyak bicara"*** and ***"….Adalah guru yang sering menyuruh muridnya untuk mengatakan sesuatu"*** the meaning is conveyed but the humorous sensation of the meme image is not conveyed.

Based on analysis of students' translation techniques and quality, the researcher found that in data 8 and 9 students translated with minimizing errors. by using the Establish Equivalent and Addition translation technique on data 8 and 9 students received the less accurate, acceptable and readable

categories. Even in data 8 the mean student score is the highest, namely 3,00. This shows that adapting the meaning, patterns and structure of sentences from the source language to the target language is important because not all English sentences differ greatly in meaning from the sentence structure. The following is an example of student meme image translation data.

**Data 8**



*Source @School_meme_official*

SL:    me in class taking a picture of the board that I know I will never look at again

TL:    *aku / berada / dikelas / sedang memfoto / papan tulis / yang aku /*
        *EE    EE    EE      EE        EE        EE*
        *tahu / aku / tidak akan pernah / melihatnya / lagi*
        *EE    EE    EE          EE       EE*

TT:    11 Establish Equivalent

TL by    *aku / ketika / mengambil / poto/ di papan tulis/*
student:  *EE    EE      EE    EE      EE*
        *Padahal / aku / tahu / aku / gak bakal/ melihatnya/ lagi*
         *EE    EE  EE  EE    EE      EE      EE*

TT by    12 Establish Equivalent
student:

In example data 8 above, the student obtained a score of 3 3 3 (accurate, acceptable, readable) even though it was only a difference of one Establish Equivalent, this is not considered a distortion of meaning because it does not damage the message to be conveyed. Readers do not need to read it twice to understand the meaning of the translation.

Analysis of translation techniques and translation quality by students shows that the appropriate techniques used in translating meme images into Indonesian are Establish Equivalent, Pure Borrowing, Natural Borrowing, generalization, Addition, Modulation and Explicitation. It can be seen that these translation techniques make a positive contribution to the quality of students' translations compared to other techniques. In this case, the researcher advises students as translators of meme images to always pay attention to the target reader when translating meme images in order to produce quality translations.

When translating meme images, students also experienced several things that caused the use of translation techniques and the quality of translation for each student to be different, including vocabulary deficiency, perplexed by meme images and not understanding the context. Students also translate meme images following the abilities and experiences that students have experienced while undergoing translation courses so it is not surprising that this research found various variations in translation techniques and translation quality.

The problem of lack of vocabulary in several studies is still frequently encountered, especially among EFL students and it also has an impact on students' translation skills. When students do not know the meaning of one of the words in a sentence, students often conclude from the context that they think is correct, but in real is not. Apart from that, translating meme images is something new for students because even though students often see meme images from various social media that students have, translating English memes into Indonesian is a new experience for them. However, not all students use social media to see meme images or have seen them but are not interested in trying to understand their meaning, so this makes students not understand the context of the meme image itself.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the analysis of translation techniques and translation quality of meme images as well as the problems students face when translating meme images, the researcher can conclude that:

1. There are 9 translation techniques that students use to translate meme images. They are Establish Equivalent (87,75%), Pure Borrowing (6,55%), Addition (3,00%), Modulation (0,86%), Generalization (0,75%), Natural Borrowing (0,50%), Explicitation (0,25%), Literal Translation (0,20%), and Description (0,14%).

2. The translation technique applied by students in translating meme images produce 2,44 (less accurate), 2,54 (less acceptable) and 2,78 (readable). Description technique contributed to the less accurate of meme image translation, the addition technique used by student influence the less acceptable and establish equivalence technique contributed to readable in meme image translation.

3. There are 3 problems faced by students in translating meme images such as vocabulary deficiency, perplexed by meme images and not understanding the context. The researcher advises students as translators of meme images for tackling vocabulary deficiencies, student could start by reading from novels to news articles, depending on interests and proficiency level. Look up unfamiliar words and try to understand their meanings and usage in different contexts.

   To understand memes, check out popular internet jokes and references. Look on social media, forums, and meme websites. Pay attention to the jokes and pictures that keep showing up. Understanding context is crucial for grasping both words and memes. Researchers recommend practicing by analyzing the text

or image around them to guess their meanings. If you're still unsure, do not be afraid to ask friends or online groups for help.

## B. Suggestion

In connection with the conclusions above, the researcher provides some suggestions that are expected to be useful and useful for English Language Education students as prospective translators, English language education study programs, and other researchers.

1. For the students

    Researchers advise students to apply the translation knowledge they have gained from studying on campus, both regarding translation techniques and in determining the quality of a translation.

2. For study program

    The study program is expected to always be a place for students who have talent in the field of translation so that the goals and outcomes of the English language education study program are achieved.

3. For future researchers

    The researcher realizes that this research still has shortcomings and needs to be refined by future researchers. First, in the aspect of technical analysis and translation quality, it took a lot of time because too many participants were selected. Second, the selected meme images were not all related to the participants' lives, so the participants translated using literal techniques. The researcher hopes that this research will be useful for future researchers. If there are deficiencies in this research, please correct them in future research.

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Meme Image Data 1
*https://x.com/education_meme/status/1446056500070428673?t=rvYUB_npmAvn_UljHtYcPw&s=08*

Meme Image Data 2
*https://www.instagram.com/sarcastic_us?igsh=bW9uY3V2dm14OGR2*

Meme Image Data 3
*https://x.com/education_meme/status/1456520559282491450?t=A6WNLuPz7Z0rWp9ui5RAGA&s=08*

Meme Image Data 4
*https://x.com/education_meme/status/1472797916473565196?t=EhlrQD5oQNB7xVlva0ASCQ&s=08*

Meme Image Data 5
*https://www.instagram.com/p/COnnsGuAajy/?igsh=aXZxZThsbDRnN2g5*

Meme Image Data 6
*https://www.instagram.com/p/CWgQQS8P8Rk/?igsh=cW45OGw2aGxpMnNv*

Meme Image Data 7
*https://www.instagram.com/sarcastic_us?igsh=bW9uY3V2dm14OGR2*

Meme Image Data 8
*https://www.instagram.com/p/CL4g85pLsnq/?igsh=ZXhwamcyMzIyYmtp*

Meme Image Data 9

*https://www.instagram.com/p/CMFVhShr27M/?igsh=ZjczbTIyMHZoeGtw*

Meme Image Data 10

*https://www.instagram.com/sarcastic_us?igsh=bW9uY3V2dm14OGR2*

# APPENDIX

# APPENDIX 1: Thesis Guidance Form

**UNIVERSITAS PGRI YOGYAKARTA**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**
Jl. PGRI II Sonopakis Lor No. 240 Yogyakarta-55182 Telp. (0274) 376808, 373198, 373038

## FORM BIMBINGAN SKRIPSI

Nama Mahasiswa : Romika

NPM : 20194700029

Judul Skripsi : Analysis of translation technique and quality in translating meme image (A case study of the fourth semester students of English Department at Universitas PGRI Yogyakarta )

Dosen Pembimbing : Dr. Sujatmiko, M. Hum

| NO | Tanggal | Keterangan | Paraf Dosen |
|----|---------|-----------|-------------|
| 1 | 06 / 2023 Juni | Konsultasi judul skripsi | |
| 2 | 14 / 2023 Juli | Konsultasi data Penelitian | |
| 3 | 21 / 2023 Agustus | Konsultasi proposal Bab 1-3 | |
| 4 | 25 / 2023 November | Mengidentifikasi teknik terjemahan kunci Jawab | |
| 5 | 03 / 2023 Desember | Checking proposal untuk sempro | |
| 6 | 28 / 2024 Januari | Revisi proposal | |
| 7 | 13 / 2024 Maret | Analisis teknik dan kualitas Terjemahan | |
| 8 | 18 / 2024 maret | Konsultasi Bab 4-5 | |
| 9 | 26 / 2024 maret | Checking cover sampai lampiran | |
| 10 | 3 / 2024 April | ACC skripsi | |

**APPENDIX 2: Research Permission letter**

# UNIVERSITAS PGRI YOGYAKARTA
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JL PGRI 1 Sonosewu No 117 Kotak Pos 1123 Yogyakarta -55182 Telp (0274), 376808, 373198, 373038
Fax (0274)376808

Nomor: A. 590/FKIP-UPY/R/IV/2024
Hal      : **Ijin Penelitian**

Kepada Yth :
**Ketua Prodi Pendidikan Bahasa Inggris**
Di Bantul

Dengan hormat,
Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin penelitian kepada :

| | | |
|---|---|---|
| Nama Mahasiswa | : | **Romita** |
| Nomor Mahasiswa | : | 20144700029 |
| Semester/Prodi | : | Genap/Pendidikan Bahasa Inggris |
| Fakultas | : | Keguruan dan Ilmu Pendidikan |
| Alamat | : | Sonopaksi lor, Ngestiharjo, kasihan Bantul |
| Judul penelitian | : | "ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGES (A CASE STUDY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITAS PGRI YOGYAKARTA)" |
| Waktu Penelitian | : | Maret-April 2024 |
| Tempat Penelitian | : | Prodi Pendidikan Bahasa Inggris |

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

Yogyakarta, 02 Maret 2024
Dekan FKIP

Dr. Esti Setiawati, M.Pd.
NIP. 19650909 199512200 1

Tembusan:
1. Mahasiswa yang bersangkutan
2. Arsip

# APPENDIX 3: Student's answer sheet

**Name :** Selpiana Tebai
**NPM :** 221947C0002

**Please translate the sentence in meme pictures bellow into indonesian**

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move — When the teacher almost catches you cheating so you hit them with the

3. Me thinking I did good on my test / Getting a 12%

4. Teacher: if you're stuck on a problem ask your partner — Me and my partner:

① Ketika kamu / akhirnya / mengetahui / siapa / yang / selama ini / menghambat / kamu / dalam mengerjakan / tugas - tugas kamu.

② "Gerakan utama setiap siswa" — Ketika guru / hampir / memergoki / kamu / saat menyontek / maka / kamu / memberi / tahu / mereka / dengan ....

③ Saya berpikir / bahwa saya / sudah / bagus / dalam / tes / saya / — dapat 12%

④ Guru : Jika kamu / terjebak / dalam / sebuah / masalah / tanyakan / pada / pasangan / kamu. — saya dan / pasangan / saya :

---

Second sheet (Selpiana Tebai):

5. saya : Selama / menempuh / dosen / (sambil / duduk). Ketika / presentasi / berlangsung / (tenang / biasa / hadir sir).

6. Kuas / kamu / akan / belajar / di kelas / ini. / Kelas / kamu / sudah / belajar / ini / di kelas / — ekspresi saya 😊

7. saya : saya / belajar / lebih baik / di tiap / malam / sedangkan / saya / di siang / hari : (tidur).

8. Saya / di kelas / menggambar / gambar / di papan tulis / Padahal / saya / tahu / saya / tidak akan / melihat / itu lagi /

9. ketika / kamu / bolos / sekolah / dan / kamu / melihat / gurumu / di mall / (para - para jadi patung yang dipakai untuk menjual baju)

10. Guru-guru / di kelas / biasa / (didatuki) / (jangan berbicara) — Guru-guru / berkuning / (didepan laptop) / tolong / berwarna / katakan / sesuatu.

688896

105 EE, 8 add, 1 NB, 6 PB, 2 gen

---

Third sheet:

**Name :** Izua Wati Jamleon
**NPM :** ...

(same meme worksheet as first sheet, panels 1–4)

---

Fourth sheet (Izua wati Jamleon):

4) saya / ketika / kegiatan / permuahan / (ngantun) — ketika / pengambilan / absen / (hadir pun !!)

3) ketika / kelas / to / kamu / akan / mempelajar / ini / dincla / — ketika / kau / y. / kawan / sudah / pernah mempelajari / ini / sebelumnya. — Reans : Un : P Maksut ?!

3) onu / ann / lebih / bagus / kalo / belajar / malam - malam / nun / ketika / malam / tur.

4) anu / ketika / mengambil / foto / penjelasan / dipapan tulis / padahal / anu / tau / (setelah / itu / gambarnya / ngerum / foto / tu / lagi (FR)

5) ketika / kamu / bolos / sennah / dan / melihat / gurumu / di mall

6) teacher / informal / classy / stop / talking / — guru / ketika / pembelajaran / online / ayo / anan - anan / jangan / diem aja
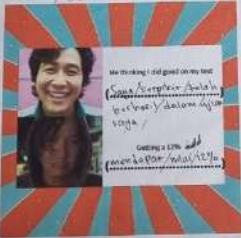
887893

92 EE, 13 PB, 1 NB, 1 gen, 2 add, 1 mod

Name : Relan dwi Oktaviani
NPM : 22149700025

Please translate the sentence in meme pictures bellow into indonesian

1. lo EE
When you finally find out who's been stopping you from doing your assignments

2. 
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. 1 Add   1 PB
Me thinking I did good on my test

4. 
Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

085876057771

78 EE, 1 add, 5 PB, 1 gen

---

Relan dwi O                    887897
22149700025

3) aku - /selama /perkuliahan/ berlangsung /
ketika /dosen /sedang /berlangsung          7 EE   233
"hadir pak"                                  1 gen

6) kelas /10/: kamu/ akan/ mempelajarinya/ di kelas /11 /
kelas /11 /= kamu / sudah / mempelajari /ini    3 PB   233
                                                10 EE

7) aku : /aku /lebih baik /belajar /saat malam   223
aku /saat malam hari : 7 EE

8) aku / dikelas/ memotret/ foto/ di papan tulis /yang /tidak/
akan pernah /kulihat / lagi.   10 EE   233

9) saat /kamu/ bolos /sekolah / dan /bertemu /gurumu / di mall
                                        737   7 EE  1 PB

---

Name : Faig Akmal Labib
NPM : 22149700022
Phone Number : 0858 7593 3503

Please translate the sentence in meme pictures bellow into indonesian

1. 10 EE
When you finally find out who's been stopping you from doing your assignments

2. 10 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. 
Me thinking I did good on my test

4. 
Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

7 EE
1 PB
1 MB

95 EE, 6 PB, 1 MB, 1 med, 1 gen, 1 add

---

Faig Akmal Labib

1) Aku 1 Selama /perkuliahan/ berlangsung ( tidur    add    233
ketika/ profesi / sedang berlangsung /              7 EE
(Hadir pak)                                          1 add
                                                     1 gen

2) kelas /10 /: Kalian / akan /belajar /ini /
      /1/ Klas /11 /                    3 PB
                                        10 EE  233
kelas /11 { Kalian /sudah /mempelajari /

3) Aku / Aku/ belajar/ lebih baik pada /malam hari
Juga /aku /pada /malam hari :   10 EE   333

4) Aku /di kelas /mengambil /foto /gambar dari /
papan tulis / yang mana /aku /tahu /
aku /tidak akan pernah /melihatnya/ lagi   13 EE
                                           273

5) Ketika /kamu / bolos / sekolah /dan/ melihat/
guruwu /di mall /                7 EE  1 PB  333

6) Guru /di kelas normal/
    hampir/ berhenti /bercara/
    Guru /sekarang /
    Mohon /Kalian /katakan
    umati /  1 PB  1 med
             9 EE
             2 2 3

889898

**Sheet 1 (top left)**
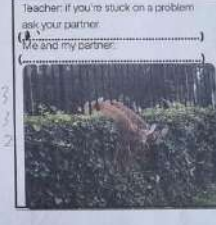
Name : Salahudina Rahma Tsalitsah
NPM : 22144700016

Please translate the sentence in meme pictures bellow into indonesian

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. 6 EE   1 PB
Me thinking i did good on my test
...
Getting a 12%
Mendapat 12%

4. Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

1. Ketika / kamu akhirnya / mengetahui / siapa yg mesin hentikan / kamu mengerjakan / tugas.
2. Ketika / guru / hampir / memergoki / kamu / curang maka / kamu / memukul / mereka / dengan /
4. Guru : jika / kamu / terjebak / pd / suatu / masalah / temen / pasanganmu / saya : Saya / dan / pasanganku.
# 085133400976

**Sheet 2 (top right)**

Salahudina Rahma Tsalitsah

5. Me / During / whole lecture               1 2 3
Saya / menjalani / setiap / perkuliahan       6 EE
Ketika / pemeriksaan / kelas / berjalan /
# Hadir, pak

6. Kelas / 10 / : Kamu / akan / belajar ini belajar /   2 3 3
ini / di kelas / M /                                     3 PB
Kelas / 11 : kamu / sudah / mempelajari / ini /  11 EE
di kelas 10.

7. Saya / aku / lebih baik / belajar / dimalam hari / ngomong?  10 EE  3 3 3
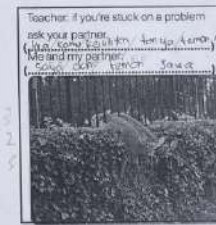tapi / aku / dimalam hari / sarkasme

8. aku / di kelas / mengambil / sebuah / photo / di papan tulis / yang
aku / aku / aku / tidak akan / pernah / lihat / lagi.  13 EE  2 3 3

9. Ketika / kamu / bolos / sekolah / dan / lihat / guru-mu / di M
Guru / di no kelas / normal / Berhenti / berbicara  7EE  1PB
Guru / sekarang / : Tolong / bisys / katakan / sesuatu. /
                                                    2 2 3
                                              2 PB
                                              9 EE

Score : 689897

96 EE, 7 PB.

**Sheet 3 (bottom left)**

Name : Wahyu Septian Winduaji
NPM : 22144700009    (0895 0685 1600)

Please translate the sentence in meme pictures bellow into indonesian
                                          8 EE   1 add

1. When you finally find out who's been stopping you from doing your assignments
8 EE
1 add

2. Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. Me thinking i did good on my test
Saya berpikir
Saya mengerjakan
Ujian dengan baik
Getting a 12%
Mendapat 12%
7 EE
1 PB

4. Teacher: if you're stuck on a problem ask your partner
Me and my partner:

8 EE
3 8E

**Sheet 4 (bottom right)**

Wahyu Ceptian Winduaji

5. • aku / selama / perkuliahan /        2 2 3
   • saat / absen / berlangsung /        5 EE
                                         1 gen

6. Kelas / 10 / : Kamu / akan / belajar / ini / di kelas
   Kelas / 11 : Kamu / sudah / belajar / ini    11 EE
                                      2 3 3   3 PB

7. aku / : aku / lebih baik / belajar / saat malam /
   2 3 3   tapi / aku / saat / malam / mudah tidur /   9 EE
                                                       1 add

8. aku / memfoto / papan / tulis / padahal / aku /
   3 3 3   tahu / aku / tidak akan / melihatnya / lagi / 11 EE

9. Ketika / bolos / sekolah / dan / kelihat / guru
   2 3 3 / di mall        5 EE
                          1 PB

10. guru / di kelas / normal / : Diam / anak-anak
    guru / sekarang / : tolong / bicara / sesuatu.
    2 3 3
                                    7 EE
                                    1 PB
                                    1 exp

80 EE, 6 PB, 1 gen, 9 add, exp

**Page 1 (top-left worksheet)**

Name : Mike Rahayu    (No : 0852...8858 - 0838)
NPM : 22144700005

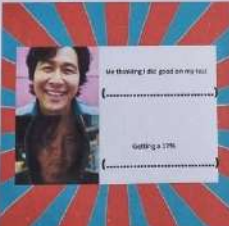**Please translate the sentence in meme pictures bellow into indonesian**

1. 9 EE
When you finally find out who's been stopping you from doing your assignments

2. 9 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the...

3. 8 EE
Me thinking I did good on my test
Getting a 12%

4. 13 EE
Teacher: if you're stuck on a problem ask your partner
Me and my partner:

Answer :
1. Ketika/kamu/mengetahui/siapa/yang/telah/menghentikanmu/dari/mengerjakan/tugasmu/
2. Ketika/guru/hampir/menangkapmu/mencontek/maka/kamu/memukulnya/dengan
3. Aku/going/berpikir/bahwa/aku/melakukan/dengan/baik  7 EE  1 PB  1 MB
   Mendapatkan/12%
4. Guru : jika/kamu/terjebak/dalam/suatu/masalah/tanyakan/pada/pasanganmu
   Aku/dan/pasanganku

**Page 2 (top-right)**

Mike Rahayu
Saya/menjalani/setiap/perkuliahan          2 2 3
- ketika/pemeriksaan/kelas/berjalan/         9 EE
  saya   habit pak                            1 mod

                                             2 2 3
6. Kelas 10 : Kamu/akan/belajar/ini/dikelas/   7 PB
   Kelas 11 : kamu/sudah/mempelajari/ini/       11 EE

7. Saya/aku/lebih/baik/belajar/di malam hari    1 1 2
                                                 5 EE

8. aku/dikelas/mengumbil/sebuah/photo/di/papan tulis/yang   2 2 3
   aku/tahu/aku/tidak akan  pernah/lihat/lagi/    14 EE

9. ketika/kamu/boleh/bertolak/dan/lihat/gurumu/di kelas   x 8 EE
   normal : berhenti/bicara                                1 1 1
   guru/sekarang :/tolong/guys//katakan/sesuatu.

                              7 PB
                              7 EE    1 1 2

                        774739

95 EE, 5 PB, 1 mod, 1 MB

**Page 3 (bottom-left worksheet)**
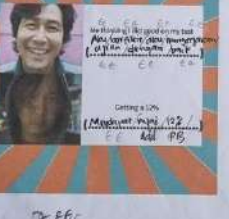
Name : Abdurrahman Arif S. (0882-6858-1514)
NPM : 22149700028

**Please translate the sentence in meme pictures bellow into indonesian**

1. 90 EE  (annotations)
2. 9 EE
3.
4. 10 EE

7 EE
1 add
1 PB

98 EE, 2 gen, 1 add, 5 PB, 1 mod

**Page 4 (bottom-right)**

Abdurrahman Arif S. - 28
                                             5907795

1. Aku :/Saat/sedang/menunggu/dalam/
   sedang presensi/                7 EE    11 3 3
   Saat/absensi kehadiran/          1 gen
   * hadir pak"

2. Kelas 10 : Kamu/akan/mempelajari/ini/dikelas/1/   1 add
   Kelas 11 : Kamu/sudah/mempelajari/ini/dikelasnya/  3 PB   333
   Aku :                                              13 EE

3. Aku :/aku/akan/belajar/dengan/baik/dikelas/malam.  11 EE
   berani/aku/aat malam :/ "trader"/                    2 2 3

4. aku/dikelas/mengambil/gambar/dari/papan tulis/       13 EE   2 2 3
   yang/aku/tau/aku/tak akan/melihatnya/lagi/

5. Ketika/kamu/boleh/sekarang/dan/kamu/hasilat/gurumu/dman/  8 EE  1 PB  333

6. Guru/saat/dikelas/keadaan :/ "berhenti/bicara"   1 gen  1 mod
   guru/sekarang :/ "ayo/teman/katakan/sesuatu    9 EE   1 1 3

Name : Yasid Afifah Putri
NPM : 22144700007
0857xxxxxxxx

**Please translate the sentence in meme pictures bellow into indonesian**

1. 10 EE
When you finally find out who's been stopping you from doing your assignments
ketika anda akhirnya mengetahui siapa yang tugas anda

2. 10 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. 7 EE  1 MB  1 PB
Saya berfikir bahwa (saya melakukan) tas dengan baik MB
mendapatkan dari 12 %  add
2 2 2

4. Guru : Jika kalian mengalami kesulitan dalam mengerjakan tugas soal
Teacher : if you're stuck on a problem
ask your partner
tanyakan kepada teman anda
Me and my partner
Aku dan temanku
11 EE
2 mod

---

Nama : Yasid Afifah Putri

5. Aku : Saat/santai/belum/dipanggil/dosen /   8 EE  2 add
Ketika/mulai/ditanya/kehadiran /            2 2 3
"Hadir/Pak"

6. Kelas 10 /: Kamu/akan/belajar/ini/dikelas/11 /   2PB
Kelas/11 : Ketika/kamu/stap/belajar/ini /          13 EE  233
Aku : ...... ?

7. Aku : Setiap/saat/aku/belajar/di lebih baik/di malam hari   8 EE  1 add
Aku/di setiap malam                                          2 33

8. Aku/mengambil/foto/di Papan tulis/walaupun/ga/akan/aku/
liat lagi.                                            10 EE  333

9. Ketika/kamu/bolos sekolah/dan/kamu/melihat/gurumu/di mall/juga   8 EE  1 add

10. Guru/di kelas/normal /   guru/sekarang/
"Berhenti/bicara!"          Teman-anak anak/tolong/  2 33
                            katakan/sesuatu.
ekss

7 EE  1 eks  1 mod
2 33

888188

92 EE, 5 PB, 1 NB, 1 gen, 1 exp, 4 add  3 mod

---

Name : Muhammad Rofix ( 0895 1119 3130 )
NPM : 331447000011

**Please translate the sentence in meme pictures bellow into indonesian**

1. 8 EE
When you finally find out who's been stopping you from doing your assignments

2. 9 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. (sun ray meme)

4. Teacher : if you're stuck on a problem
ask your partner
Me and my partner
Kamu dan temanmu

8 EE  6 EE
1 add
1 PB

---

Muhammad Rofix          86 EE, 6 PB, 1 gen, 1 exp
PBI semester 3          1 add

5. Saya : saat/                      2 2 2      7 EE
   Saya : Ketika perkuliahan/berlangsung /     1 Gen
   Aku : Saat/pemanggilan/absensi /            2 33

6. Kelas/10/ Kamu/akan/mempelajari ini /di kelas/11/
   Kelas/11 :/ Kamu/kan/sudah mempelajari/ini/?!
   1 add 2PB 10EE

7. Ngomong2/aku/lebih baik/belajar/pada waktu/malam
   Aku/juga/saat/malam :        11 EE   333

8. Aku/mengambil foto memfoto/papan tulis/  8 EE  333
   yang aku/tau/aku/takkan/melihatnya/lagi

9. Ketika/kamu/bolos/sekolah/ don/bertemu/  6 EE  333
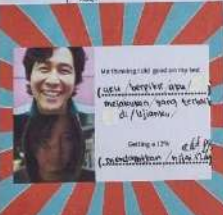   gurumu/di mall/                          1 PB

10. Guru/di kelas/normal /   Guru 2/sekarang/  exp
    Diam/jangan/ngobrol!      Tolong/anak2/
    233                       katakan/sesuatu

10 EE
1 PB
1 exp

**Please translate the sentence in meme pictures bellow into indonesian**

1.  When you finally find out who's been stopping you from doing your assignments
2.  Every student's ultimate move — When the teacher almost catches you cheating so you hit them with the
3.  (Me thinking I did good on my test) — Getting a 12%
4.  Teacher: if you're stuck on a problem ask your partner. Me and my partner:

1.) Ketika /kamu /akhirnya /menemukan /siapa /yang /menghalangi /kamu dari / menyelesaikan /tugas-tugasmu    10 EE
2.) ketika /guru /hampir /mewergiki /kamu /menyontek /maka /kamu / bertingkah /seperti    10 EE

10 EE
12 EE
8 EE / 1 add / 1 PB
12 EE

---

Nama : ASTRI LAILINA (22194700031)

5.) Saya / Selama / dosen / menjelaskan / ketika / kehadiran / terjadi     7EE  123

6.) Kelas/10/ kamu /akan /mempelajari/ini /di kelas/11/ kelas/11/ kamu / sudah / mempelajari / ini / Aku / ...     2223 PB    12 EE

7.) Aku : / Aku / belajar / lebih baik /ketika/malam hari / Aku / ketika / malam     9EE    233

8.) Aku /dikelas /mengambil / gambar /dari /papan tulis / yang / aku / tau /aku /tidak akan pernah /melihatnya / lagi.     12EE 233

9.) ketika / kamu / bolos / sekolah / dan / melihat / gurumu / di mall  23

10.) Guru /di / kelas normal / Berhenti berbicara /     7EE 4PB
Guru/ yang sekarang / Tolong /katakan /sesuatu/anak-anak.   mod    eks
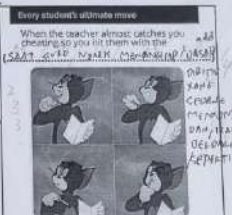
8EE 2 Mod   1 eks   1 PB
233

66889B

95 EE, 1 add, 6PB, 1mod, 1 eks
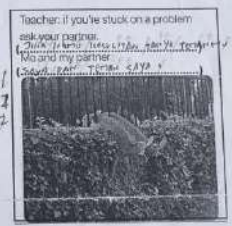
---

**Please translate the sentence in meme pictures bellow into indonesian**

1.  When you finally find out who's been stopping you from doing your assignments
2.  Every student's ultimate move — When the teacher almost catches you cheating so you hit them with the
3.  (Me thinking I did good on my test) — Getting a 12%
4.  Teacher: if you're stuck on a problem ask your partner. Me and my partner:

7 EE   1 add
10 EE   1 add
7 EE   1 PB
8 EE

---

90 EE , 9 add , 1 gen , 6 PB , 3 mod     7EE 1 gen

5. Saya/ Saat /kuliah /sedang berlangsung/ 333
   Saya / Saat/presensi /sedang berlangsung/

6. Kelas /10/ Kau/akan /memp belajar/ini/di kelas /11
   Kelas/11/ Kau/kon /sudah /memp mempelajari/ ini /di /kelas/10     14 EE   233
   4 PB

7. Saya / Ngomong-ngomong / saya/akan/ belajar /lebih baik/ pada waktu malam/     1 add
   127     1 EE
   1 add   Juga /saya/ pada /waktu malam /

8. Saya /mempo di kelas / mempotret/ papan tulis /yang saya padahal/
   saya /tau /bali akan/ melihatnya/ lagi     10 EE  233

9. ketika/ dirimu/ bolos /sekolah /namun melihat/ gurumu/ di mall     7EE 1PB 333

10. Guru/di kelas/yang normal/  Guru/jaman sekri
    mod   mod    add
    333   Jangan /berisik   bolong /katakan, sesuatu/ anak 2
    mod

Name : Meina Bidas Dewi
NPM : 22194700008

**Please translate the sentence in meme pictures bellow into indonesian**

1. 9 EE
When you finally find out who's been stopping you from doing your assignments

2. 9 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. Getting a 12%

4. Teacher: if you're stuck on a problem ask your partner
Me and my partner

6 EE
1 PB

78 EE, 4PB, 1MB, 12 add, 1 gen

---

5. Saat /sepanyang /penjelasan /dosen /kita /bermulaan /saat /di /absen /langsung /bangun tegan /& /berdiri /& /hadir /pak" /  9 EE  9 add  (2 2 3)

6. Saat /belajar /D/ guru /berkata /eatiam /ter materi /ini /akan /kalian /kerjakan /dikelas /n /tapi /pas /kelas /sebelas / kalian /sudah /mempelajarinya /dikelas /10"  3 PB
aku /p / maksut ?  11 EE 1 NB

7. Aku /belajar/ dengan /baik/ dimalam /hari;  233  2 add
Aku /juga /belajar /dengan /rebahan / dan /ketiduran  6 EE 3 add  2 2 3

8. Aku /dikelas /mengfoto /materi /yg /ditulis /dipapan /yang /mana /tidak akan /  223
kulihat /lagi /fotonya/ aku /tidak /akan /aku /pelajari /lagi.  7 EE  9EE

9. Saat /kamu /bolos / sekolah /dan /bertemu/ gurumu / kamu /akan /
sembunyi /  10 EE  123

10. Tadi /disuruh /diam /sekarang /disuruh /bicara.  6 EE  1 1 1

787763

---

Name : Arina Adillia Sofri
No Hp : 085604590120
NPM : 221447 00027

**Please translate the sentence in meme pictures bellow into indonesian**

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3.

4. Teacher: if you're stuck on a problem ask your partner
Me and my partner
2 PB
10 EE

1 PB
10 Ee

Answer :
1. ketika /kamu /akhirnya/ tau / siapa yang /telah menghentikanmu /dari mengerjakan / tugasmu /  10 EE

2. ketika/ guru /hampir /memergokimu/ menyontek/ maka /kamu /memukul /  10 EE
mereka /dengan /

3. Aku /berpikir/ bahwa /aku / melakukan /yang /terbaik /saat / ujianku (senang /lega)
Dapat /nilai /12 % / PB (kecewa /sedih)

4. Guru /: jika /kamu /terjebak/ pada 1 3 3 sebuah /masalah / tanyalah /
aku /dan /partnerku %  (Ha! !!!)

---

Arina Adillia Sofri

555694

96 EE, 4 PB, 2 exp, 1 add

5. Selama /kelas /perkuliahan /berlangsung /kamu /tertidur /atau /  1 3
tidak /memperhatikan / Tetapi /ketika /presensi /kehadiran / berlangsung /(kamu /paling /semangat /menjawab )  17 EE
1 add
2 exp

6. Class / 10 / : kamu /akan /belajar/ materi/ in /di kelas / 11
class /11 / : kamu /sudah /mempelajari /materi /ini /di ke las / 10.  6 PB  12 EE  1 2 2

Me   - "Menghela napas dengan kasar"

7. Me  / Aku / belajar /lebih baik /saat /malam hari /
Tetapi faat malam/ : "ketiduran ".  1 PB  1 2 2
7 EE

8. Aku /dikelas/, mengambil / foto /papan tulis /yang /kupikir/
bakal /aku/liat / lagi .  11 EE  12 3

9. ketika /kamu/ bolos /sekolah / dan / lihat /gurumu /di Mall.  3 3 1
"auto sembunyi atau nyamar jadi manekin"  7 EE 1PB

10. Guru /ketika/ dikelas /normal/ : terlihat /galak / dan /berhenti/ berbicara.
Guru /sekarang /(era pandemi) : please /ngomong /sesuatu/guys.  1 1 2
3 PB  12 EE
1 exp

**Worksheet 1 (top left)**

Name : Roz Khelen A.P (0819 0142 0555)
NPM : 22194 700027

Please translate the sentence in meme pictures bellow into indonesian

8EE

1. When you finally find out who's been stopping you from doing your assignments
Ketika kamu tau tahu yg menghalangi mu (...berhenti mengerjakan tugas)

2. Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the
Ketika guru hampir memergoki .... (kelakuan .... yang memergoki sTeni)

3. 6 EE, 1 Add, 1 PB
He thinking i did good on my test
(...Saya berpikir tebak dalam ujian nya)
Getting a 12% add PB
(...mendapat nilai 12%)

4. 11 EE
Teacher: if you're stuck on a problem ask your partner. Jika kamu tegehac (dalam Sebuah masalah tanya guru)
Me and my partner: (Aku dan ...tema...)

---

**Worksheet 1 (top right, notebook page)**

Khelen Amelia. P

Me: jam / perkuliahn
9 EE   2 2 2
1 gen
1 PB

Ketika / Presensi / berlangsung
2 2 2

2. class/ 16 = / kamu / bakal / belajr, nilai keni/i
6 PB
class/ii ; kelas / ii/yg üsew belji /
8 EE

3. Me = / Sebarbaya / aku / belajar / di malam hri:
1 PB
Aku ketika / malam / tidur:
8 EE   233

4. Nou / Dikelas / mengambil / gambar /
233
Materi / di papan tulis. / padahd / aku / tau /
12 EE
tidak pernah / membuka / lag.

5. ketika / kamu / meninggalkan / kelas /
333
dan / melihat / gur uru / di mal
7 EE   1 PB

6. guru / di kelas (: Dram mod
guru sekarang = Tolong / yang / seenatu.
2 mod
223 6 EE

78 EE, 1 Add, 10 PB, 1 gen, 2 mod

668897

---



**Worksheet 2 (bottom left)**

08827024232

Name : Fariha Dwi. A
NPM : 2214470005

Please translate the sentence in meme pictures bellow into indonesian

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. Me thinking i did good on my test
Getting a 12%

4. Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

---

**Worksheet 2 (bottom right, notebook page)**

10 EE
8 EE

1. Ketika / Kamu / akhirnya / menemukan / siapa / yang / menghalangi / kamu / dari / menyelesaikan / tugas - tugasmu. /

2. Ketika / guru hampir / memergoki / kamu / menyontek. maka / kamu / memukulnya / dengan / 8 EE   add   6 EE   5 add PB   Inb

3. Aku / berfikir / aku / akan / mendapatkan / nilai / bagus / pada / tesku. add PB
Ternyata / mendapatkan / nilai / 12% add
add add NB 6 EE

4. Guru : / Jika / kamu / terjebak / dalam / suatu masalah, tanyakan pada / temanmu
Aku / dan / temanku

13 EE
9 x1

15 Lines, 7 mm

Faktha Dini A
22144700015

988996

5) Saya / Ketika / pembelajaran /
   *tidur*                          333

   Saat / presensi / terjadi ,      5EE
                                    1 gen
   * Langsung
        bangun*

                                    233

6) Kelas / 10 / : Kamu / akan / mempelajari / materi /
   Ini / dikelas / 11 /             4PB
                                    14 EE
   Kelas / 11 / : kamu / Sudah / mempelajari / materi /
   Ini / dikelas / 10

   Saya : * Bingung & Mumet *

7) Saya / aku / ~~lebih~~ bisa / belajar / Saat malam hari
              lebih baik
                                    8 EE      2 33

   Tetapi , / aku / Saat malam hari : * Tidur *
                          add
8) Saya / di kelas / memfoto / materi / dipapan / yang
   Saya / Sudari / tdk pernah / Saya / lihat / lagi
                                    10 EE       333
                                          1 add

---

9) Ketika / kamu / bolos / Sekolah / dan / ~~bertemu~~
                                          melihat /
   guru / di mall / ( / pusat perbelanjaan     bertemu
        * Sikap patung / diam *      7EE
                                     1 PB
10) Guru / Saat / pembelajaran / biasanya /   733
    * berhenti / bicara *          2 LT

    Guru / Pembelajaran / Sekarang       10 EE
    * Ayo / berbicara / Sesuatu *        222

    ⌖  89 EE, 6 Add, 1 gen, 1 NB, 5 PB, 2 LT

---

NPM : 22144700003

**Please translate the sentence in meme pictures bellow into Indonesian**

1. 8 EE  1 add!
   

2. 10 EE
   

3.
   
   7 EE
   8 x EE   1 PB

4.
   
   8 EE

90 EE, 2 add, 1 gen , 5PB

---

ARIF BUDI WIBOWO

- Aku / Selama / Perkuliahan / berlangsung /     7 EE   333
  = ketika / presensi / Sedang berlangsung /     1 gen
  * Hadir Pak /

                                                 979896
- Kamu / 10 / = kamu / akan / mempelajari / dikelas / PB   3 PB
                                                        11 EE   223
  Kelas / 11 / = kamu / Sudah / belajar / ini /

- Aku / Aku / belajar / lebih baik / Pada / malam hari   10 EE   333
  Aku / Pada / Saat / malam hari

- Aku / dikelas / mengambil / foto / dari papan / yang mana / dipapan / aku / tidak akan pernah /
  melihatnya / lgi / lagi                          13 EE       233
                                add
- Ketika / kamu / membolos / Sekolah / dan / melihat / guru / di mall /   7 EE  1PB  Ladd

                                                                          333
- Guru / dikelas / biasa /
  Guru / sekarang                                  9 EE
  Mahasiswa / berkata / katakan / Sesuatu               222

**Top-left sheet**

Name : ANITA LESTIYANINGRUM (0888 0896 4859)
NPM : 22194700020

**Please translate the sentence in meme pictures bellow into indonesian**

1. 10 EE
When you finally find out who's been stopping you from doing your assignments

2. 1 add 10 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3. 1 add 5 EE
I keep thinking I did good on my test
Getting 12%

4. 7 EE
Teacher: if you're stuck on a problem ask your partner
Me and my partner

Answer :
1.) Ketika /akhirnya /kamu /menemukan /siapa yang /menghentikan /kamu /dari /melakukan /tugas mu. 10 EE
2.) Ketika /guru /kamu /hampir /memergoki /kamu /curang /maka /kamu /pura-pura /tidak /terjadi /apapun. Add 10 EE Bood mol MB
3.) • Aku pikir aku /melakukan /yang terbaik /untuk /tesku. 7 EE
   • Mendapatkan /nilai 12%. 1 Add 1 PB 1 NB
4.) • Guru : Jika /kamu /terjebak /dalam /suatu /masalah, tanya /teman mu.
   • Aku /dan /temanku. 1 12 EE

**Top-right sheet**

Nama : Anita Lestiyaningrum

5.) Saya: Selama /perkuliahan /ketika /sedang presensi /kehadiran / 5 EE 1 gen 33 ?
6.) Kelas /11 /Anda /Kamu /akan /mempelajarinya /di kelas /11 /
   Kelas /11/: Kamu /sudah /mempelajari /ini /di kelas /10 /Lohhh ? 13 EE 4PB 333
7.) Aku : Saya lebih baik
7.) Aku /Lagi puta /lebih baik /saya /belajar /di malam hari. Pada /malam hari : .... 9 EE 2 33
8.) Saya /dikelas /selalu /memfoto /yang ada /di /papan, Yang saya /tahu /saya /tidak akan pernah /melihatnya /lagi 12 EE 333
9.) Ketika /kamu /bolos /sekolah /dan /melihat /guru mu /di mall / 7 EE 1PB 333
10.) Guru /& saat /normal /kelas /. Suruh /berhenti /berbicara / Guru /sekarang menyuruh /untuk /berbicara. 10 EE 222 1 PB
95EE, 1mod, 1 gen, 1 NB, 7 PB, 1 add
998996

**Bottom-left sheet**

Name : Sasna Nur Amaizat (0817 8267 9057)
NPM : 22194700030

**Please translate the sentence in meme pictures bellow into indonesian**

1. 10 EE
When you finally find out who's been stopping you from doing your assignments

2. 10 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

3.
I keep thinking I did good on my test
Getting 12%

4. 1 EE 1 LT 12 EE
Teacher: if you're stuck on a problem ask your partner
Me and my partner

1 8 EE, 1 PB, 1 NB, 2 Add

**Bottom-right sheet**

Savira

5. Saya /: ketika /dosen /menjelaskan / dan /ketika /Presensi /berjalan / Saya /: hadir Pak / 9 EE 2 33 1 gen 111
6. Class /10: kamu /akan /belajar /ini /di kelas /11 Class /11 /: kamu /sudah /mempelajarinya 5 PB 8 EE
7. Saya /belajar /lebih baik /ketika /malam, dan /ketika /di malam hari : /Saya tidur / 2 33 9 EE
8. Saya /ketika /mengambil /gambar /di papan tulis /topi / akhirnya /tidak /Saya /lihat /lagi. 11 EE 333
9. Ketika /kamu /bolos /sekolah /dan /kamu /melihat /gurumu /di /mall /, saya be like pura-pura jadi mankin 8 EE 333
10. guru /ketika /di kelas /yang /normal : berhenti /berbicara guru /sekarang /ketika /di online /: ngomong /sekitar / guys . 2 2 3
97 EE, 10 PB, 1 NB, 1 gen, 2 add 10 EE 9 PB
88997

**Top-left sheet:**

Name : Muman Til Wasanah
NPM : 22144... (0877 384 1120)

Please translate the sentence in meme pictures bellow into Indonesian

9EE : 9 Establish Equivalent

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move — When the teacher almost catches you cheating so you hit them with the

3. (photo meme)

4. Teacher: if you're stuck on a problem ask your partner
Me and my partner

7 EE  1 add  1PB  1NB
2 LA
2 add
98.67

**Top-right sheet:**

987994    Hikmah Tul H.

5. Aku / Ketika / dosen menyalaskan (tidur)
Saat / presenti (bangun).    5EE  1 gen  333  2 des

6. Kelas /10/ kamu bakal mempelajari ini/di kls/11.
kelas / 11 / kamu akan / udah/ belajar ini /di kls/10.
Aku : hmm. (kesal).    9 PB  233  12 EE

7. Aku / Eh. aku/ tadi/malem belajar/loh...
Aku /malem/ini aslinya tidur.    7 EE  223  1 mod

8. Aku di kls / ngurusi /papan tulis,
padahal /aku /tau / aku /ga bakal/ liat/ gambarnya.    1 EE  333

9. Saat /kamu/ bolos /sekolah, tapi /malah kesini/ gurumu.    8 EE  223

10. Guru /biasanya / nyuruh murid untuk /diam.
- Sekarang/ guru /malah /nyuruh/ murid untuk bicara.    13 EE  222

92 EE, 2 mod, 4 add, 1 NB, 5 PB, 1 LT, 2 Des

**Bottom-left sheet:**

Name : Mesya Serdwjaya
NPM : 141400...

Please translate the sentence in meme pictures bellow into Indonesian

11 EE (literal translation)

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move — When the teacher almost catches you cheating so you hit them with the

3. (photo meme)

4. Teacher: if you're stuck on a problem ask your partner
Me and my partner

6 EE
1 PB
1 NB

**Bottom-right sheet:**

Mesya  Serabayaya    233

1. Aku /Selama /perkuliahan/ berlangsung / (tidur)  6 EE  1 gen  2 Des
   ketika /presensi /di mulai / (hadir pak)

2. Kelas /10 / kalian/ akan/ belajar ini / di kelas /11 /  11 EE  333
   kelas/ 11 /: kalian/ sudah belajar/ ini /sebelumnya.    3 PB

3. aku :/ aku /lebih baik/belajar/ saat /malam hari.
   Sementara/ aku /saat malam/ / (tidur)    9 EE  1 des

4. aku /dikelas/ memfoto/ papan tulis/ yang mana/ aku/tahu / aku /tidak akan /melihatnya/ lagi,    11 EE

5. Ketika/ kamu/ bolos/ dan /melihat /gurumu/di mall/  6 EE  1 PB

6. guru - guru /di kelas /normal/ berhenti /berbicara
   guru - guru /di kelas/ sekarang/: Tolong/ katakan /sesuatu./    223

16 EE
1 PB

91 EE, 6 PB, 3 Des, 1 gen

**Sheet 1 (top-left):**

Name : Zahratul Latifa
NPM : 22144200006

00136507791
(2000)

**Please translate the sentence in meme pictures bellow into Indonesian**

1. 9 EE
When you finally find out who's been stopping you from doing your assignments

2. 9 EE
Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the...

2
2
2

2
2
2

3. 8 EE

3
3
3

4.
Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

3
3
7

11 E

6 EE
1 PB
1 NB

**Sheet 2 (top-right):**

Zahratul Latifa

6 EE
1 Gen
1 add

1. aku /: selama /perkuliahan /berlangsung /
Saat /presensi /berlangsung / 3 3 3
Gen
* hadir pak *
add

2. kelas /10/ : kamu /akan/ belajar /ini/ di kelas/ 11 /   13 EE
kelas / 11/ : kamu/ sudah/ belajar /ini/ sebelumnya /   3 PB
aku /:                                    3 3 3

3. aku /: aku/ belajar /lebih baik/ saat malam /   8 EE
Namun /aku/ saat malam/ :          3 3 3

4. aku /di kelas /mempoto /papan tulis/ yang aku/ atau /aku /tidak
akan pernah /melihatnya /lagi /   3 3 3   10 EE

5. Ketika /kamu/ bolos/ dan/kamu/ bertemu/ gurumu/ di mall.
PB
3 3 3   7 EE

6. (crossed out)   PB           1 PB
Guru/ di kelas/ normal / diam anak- anak
Guru /saat/ini / Tolong/ katakan/ sesuatu.
8 EE
2 3 3   1 PB
1 Mod

87 EE, 6PB, 1 gen, 1 add, 1 NB, 1 mod



**Sheet 3 (bottom-left):**

0819 3041 6919

Name : Endys Ludwita Setia Ningrih
NPM : 22144200017

**Please translate the sentence in meme pictures bellow into Indonesian**

9 EE

1. When you finally find out who's been stopping you from doing your assignments

2. Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the...

9 EE
2
2
3

3.

3
3
3

4. Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

11 EE

8 EE
2 Add
1 PB

**Sheet 4 (bottom-right):**

Nama : Endys Ludwita Setia Ningrih.        7 EE 1 gen
2 3 3

5). Saya / selama /kuliah /berlangsung /mereka/ Absen / saya /hadir.

4). class /10 /: Anda / Akan /mempelajarinya / di kelas / 11 /   8 PB
Gen
class /11/ : Anda/ sudah/ mempelajarinya /han/ di kelas /10/  8 EE  2 3 3

7). saya /: saya / lebih baik /belajar /di malam hari /   9 EE   2 3 3
saya /juga / belajar/ di malam hari /

1). saya/ di kelas/ mengambil / gambar/ pada /papan / yg saya /tahu /tidak akan pernah/
saya /lihat/ lagi.       12 EE            3 3 3

9). ketika /kamu /membisu / sekolah/ dan/ kamu/ melihat/ gurumu/ sedang di mall. / 2 3 3
PB
8 EE  1 PB

10). Guru /di kelas/ normal / adalah /guru/ yg tidak /hanya/ bisa/ berbicara /
Gen
Guru / di taman /sekarang /adalah / guru /yg sering /mengumpul/ mundahnya /4/
add
mengatakan / benar.                    2 2 2

8 9 8 8 8 6

9 EE
5 add
8 mod

85 EE, 9 PB, 7 add, 1 gen
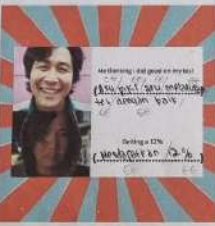
Name : Salsabila Nur Rohmah
NPM : 22144700024

Please translate the sentence in meme pictures bellow into Indonesian

When you finally find out who's been stopping you from doing your assignments

Every student's ultimate move
When the teacher almost catches you cheating so you hit them with the

Teacher: if you're stuck on a problem ask your partner.
Me and my partner:

Name : Dwi Cahyo Gumilang    No HP : 0821 1782 9669
NPM : 214 947 00018

Please translate the sentence in meme pictures bellow into Indonesian

## APPENDIX 4: Key Answer

1.



*Source @Education_meme.in*

BSu: when you finally find out who's been stopping you from doing your assignments

BSa:

*ketika/kamu/akhirnya/menemukan/siapa/*
  EE      EE      EE          EE          EE
*yang menghalangi/ kamu/ dari*
          EE          EE      EE
*mengerjakan/tugas-tugasmu*
        EE              EE

**Total= 10EE**

**Meaning: The real obstacle is yourself**

2.



*Source @sarcastic-us*

BSu: (1) every student's ultimate move (2) when the teacher almost catches you cheating so you hit them with the…

BSa: (1)*gerakan/andalan/semua siswa*
              EE          EE            EE
(2)*ketika/guru/hampir/memergoki/kamu/*
      EE      EE    EE        EE          EE
*Mencontek/kamu/berpura-pura/dengan*
      EE          EE          EE            EE

**Total=12 EE**

**Meaning: deceptive movements by the cheater**

3.



*Source @Education_meme.in*

BSu: (1) me thinking I did good on my test (2) getting a 12%

BSa: (1) *saya/berpikir/saya telah/*
              EE      EE          EE
*melakukan/yang terbaik/dalam/*
      EE              EE          EE
*ujian saya/* (2) *hanya/mendapat/*
      EE          Add          EE
*nilai/12%*
Add      PB          **Total=8EE, 2 Add, 1 PB**

**Meaning: High expectations is not good**

4.



*Source @Education_meme.in*

BSu: (1) teacher: if you're stuck on a problem ask your partner (2) me and my part:

BSa: (1)
*guru:/jika/kamu/menemukan/suatu/masalah/*
EE      EE    EE        EE            EE      EE
*Tanya/temanmu/* (2) *aku/dan/temanku*
  EE          EE              EE    EE      EE

**Total= 11EE**

**Meaning: students who both do not understand the lesson**

5.



*Source @School_meme_official*

Bsu: (1) me: during whole lecture (2) when attendance is going on *present sir

Bsa: (1) aku: sepanjang/perkuliahan
        EE     EE       EE
(3) ketika/absensi/berlangsung
    EE    Gen    EE

**Total= 5EE, 1 gen**
**Meaning: students who are lazy when online lectures take place**

6.



*Source @School_meme_official*

Bsu: (1) class 10: you will study this in 11 (2) class 11: you already learned this (3) me

Bsa: (1) kelas/10: kamu/akan/belajar/ini/
       EE  PB EE EE   EE  EE
dikelas/11 (2) kelas/11/: kamu/sudah/belajar/
 EE    PB    EE PB  EE   EE   EE
ini/ (3)aku
EE    EE       **Total= 13EE, 3PB**
**Meaning: The students were amazed by their teacher**

7.



*Source @Sarcastic_us*

Bsu: (1) me: I study better at night anyway (2) also me at night:

Bsa: (1) aku/; ngomong-ngomong/saya/ lebih baik/
       EE          EE        EE     EE
belajar/saat / malam (2) tetapi/aku/saat/malam
 EE   EE EE        EE  EE  EE  EE

**Total= 11EE**
**Meaning: talking does not correspond to reality**

8.



*Source @School_meme_official*

Bsu: me in class taking a picture of the board that I know I will never look at again

Bsa: aku/berada/dikelas/sedang memfoto/papan tulis/
    EE   EE   EE       EE       EE
Yang aku/tahu/aku/tidak akan pernah/melihatnya/lagi
  EE    EE EE EE          EE    EE

**Total= 11EE**
**Meaning: students are lazy to write**

9.



*Source @School_meme_official*

Bsu: when you bunk school and see your teacher at the mall

Bsa: ketika/kamu/bolos/dan/bertemu/guru kamu/di/ mall
　EE　　EE　EE　EE　EE　　　EE　EE　PB
**Total= 7EE, 1PB**
**Meaning: teachers and students both skip classes**

10.



*Source @Sarcastic_us*

Bsu: (1) teachers in normal classes: "stop talking" (2) teachers now: "please guys say something"

Bsa: (1) guru-guru/di/kelas/normal:/" diam/anak-anak
　　　　EE　　EE　EE　PB　　Mod　　Eks
　　(2) guru-guru/sekarang:/ tolong/anak-anak/
　　　　　EE　　　EE　　　EE　　Mod
　　katakana/sesuatu/
　　　EE　　　EE
**Total= 8EE,1PB,2Mod, 1Eks**
**Meaning: differences in online and offline learning situation**

**APPENDIX 5: Student's translation quality result**

Student's translation score

**Student 01**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 |
| 3 | 2 | 2 | 2 |
| 4 | 3 | 3 | 3 |
| 5 | 2 | 3 | 3 |
| 6 | 1 | 1 | 2 |
| 7 | 2 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 3 |
| Mean | 2,4 | 2,6 | 2,8 |

**Student 02**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 3 | 2 | 3 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 |
| 7 | 2 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 2 |
| Mean | 2,7 | 2,7 | 2,8 |

**Student 03**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 1 | 1 | 1 |
| 2 | 2 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 |
| 6 | 2 | 2 | 3 |

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 7    | 3        | 3             | 3           |
| 8    | 2        | 3             | 3           |
| 9    | 3        | 3             | 3           |
| 10   | 2        | 2             | 2           |
| Mean | 2,4      | 2,6           | 2,7         |

**Student 04**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1    | 3        | 3             | 3           |
| 2    | 2        | 3             | 3           |
| 3    | 2        | 3             | 3           |
| 4    | 3        | 3             | 3           |
| 5    | 3        | 3             | 3           |
| 6    | 2        | 3             | 3           |
| 7    | 2        | 3             | 3           |
| 8    | 3        | 3             | 3           |
| 9    | 3        | 3             | 3           |
| 10   | 2        | 2             | 2           |
| Mean | 2,5      | 2,9           | 2,9         |

**Student 05**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1    | 2        | 3             | 3           |
| 2    | 2        | 3             | 3           |
| 3    | 2        | 2             | 2           |
| 4    | 2        | 3             | 2           |
| 5    | 2        | 2             | 2           |
| 6    | 2        | 2             | 2           |
| 7    | 2        | 3             | 3           |
| 8    | 2        | 3             | 3           |
| 9    | 3        | 3             | 3           |
| 10   | 2        | 2             | 3           |
| Mean | 2,1      | 2,6           | 2,6         |

**Student 06**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 2 | 3 | 3 |
| 2 | 2 | 2 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 2 | 2 | 3 |
| 5 | 1 | 1 | 3 |
| 6 | 1 | 2 | 2 |
| 7 | 1 | 2 | 2 |
| 8 | 1 | 2 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 1 | 1 | 2 |
| Mean | 1,7 | 2,1 | 2,7 |

**Student 07**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 3 | 2 | 2 |
| 2 | 2 | 2 | 3 |
| 3 | 2 | 3 | 2 |
| 4 | 2 | 3 | 2 |
| 5 | 1 | 2 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 2 | 2 | 3 |
| 8 | 2 | 2 | 3 |
| 9 | 1 | 2 | 3 |
| 10 | 1 | 1 | 1 |
| Mean | 1,8 | 2,2 | 2,5 |

**Student 08**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 2 | 3 | 3 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 2 |
| 5 | 1 | 1 | 2 |
| 6 | 2 | 2 | 2 |
| 7 | 1 | 1 | 1 |
| 8 | 2 | 3 | 3 |
| 9 | 1 | 1 | 2 |

| | | | |
|---|---|---|---|
| 10 | 1 | 2 | 2 |
| Mean | 1,8 | 2,1 | 2,2 |

**Student 09**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 2 | 3 |
| 2 | 2 | 2 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 2 | 3 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 2 | 3 | 3 |
| 8 | 3 | 2 | 3 |
| 9 | 2 | 3 | 3 |
| 10 | 2 | 2 | 2 |
| Mean | 2,3 | 2,6 | 2,9 |

**Student 10**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 2 | 2 |
| 2 | 3 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 |
| 7 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 3 | 3 |
| Mean | 2,8 | 2,8 | 2,8 |

**Student 11**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 3 | 3 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 2 | 2 | 2 |
| 5 | 2 | 3 | 3 |
| 6 | 3 | 3 | 3 |
| 7 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 |

| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 3 |
| Mean | 2,5 | 2,7 | 2,8 |

**Student 12**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 3 | 2 | 3 |
| 2 | 2 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 2 | 3 |
| 5 | 3 | 3 | 3 |
| 6 | 3 | 2 | 3 |
| 7 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 3 |
| Mean | 2,8 | 2,6 | 3 |

**Student 13**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 2 | 3 | 3 |
| 2 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 2 | 2 | 2 |
| 5 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 |
| 7 | 3 | 3 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 3 |
| Mean | 2,6 | 2,8 | 2,9 |

**Student 14**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 2 | 3 | 3 |
| 5 | 2 | 3 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 3 | 3 | 3 |

| | | | |
|---|---|---|---|
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 3 |
| Mean | 2,5 | 2,9 | 3 |

**Student 15**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 3 | 3 | 2 |
| 2 | 1 | 1 | 1 |
| 3 | 1 | 2 | 2 |
| 4 | 2 | 2 | 1 |
| 5 | 2 | 3 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 2 | 2 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 1 | 1 | 1 |
| Mean | 1,9 | 2,3 | 2,2 |

**Student 16**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 3 | 3 |
| 2 | 3 | 2 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 2 | 3 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 2 | 2 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 2 | 3 |
| Mean | 2,4 | 2,7 | 3 |

**Student 17**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 3 | 3 | 3 |
| 2 | 2 | 3 | 3 |
| 3 | 3 | 2 | 3 |
| 4 | 2 | 2 | 3 |
| 5 | 2 | 2 | 2 |
| 6 | 2 | 3 | 3 |

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 7 | 2 | 3 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 1 | 2 | 3 |
| Mean | 2,2 | 2,6 | 2,9 |

**Student 18**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 2 | 3 | 3 |
| 2 | 2 | 3 | 3 |
| 3 | 2 | 2 | 3 |
| 4 | 2 | 3 | 3 |
| 5 | 3 | 3 | 3 |
| 6 | 1 | 2 | 2 |
| 7 | 2 | 2 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 2 | 3 | 3 |
| 10 | 3 | 2 | 2 |
| Mean | 2,1 | 2,6 | 2,8 |

**Student 19**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 2 | 2 | 3 |
| 2 | 2 | 1 | 2 |
| 3 | 1 | 1 | 2 |
| 4 | 2 | 3 | 3 |
| 5 | 1 | 2 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 3 | 3 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 2 | 2 | 3 |
| 10 | 1 | 1 | 2 |
| Mean | 1,8 | 2,1 | 2,7 |

**Student 20**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 1 | 1 | 2 |
| 2 | 2 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 2 | 3 | 3 |
| 5 | 2 | 1 | 3 |

| | | | |
|---|---|---|---|
| 6 | 2 | 3 | 3 |
| 7 | 2 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 2 | 3 | 3 |
| 10 | 2 | 3 | 3 |
| Mean | 2,1 | 2,6 | 2,9 |

**Student 21**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 3 | 3 |
| 2 | 2 | 2 | 3 |
| 3 | 2 | 2 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 2 | 2 | 3 |
| 6 | 2 | 2 | 3 |
| 7 | 1 | 1 | 2 |
| 8 | 2 | 2 | 3 |
| 9 | 1 | 1 | 1 |
| 10 | 1 | 1 | 2 |
| Mean | 1,8 | 1,9 | 2,6 |

**Student 22**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 3 | 3 |
| 2 | 2 | 3 | 3 |
| 3 | 2 | 3 | 3 |
| 4 | 2 | 3 | 3 |
| 5 | 1 | 1 | 3 |
| 6 | 3 | 3 | 3 |
| 7 | 2 | 3 | 3 |
| 8 | 2 | 2 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 1 | 1 | 3 |
| Mean | 2 | 2,5 | 3 |

**Student 23**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 |
| 5 | 1 | 2 | 3 |
| 6 | 1 | 2 | 2 |
| 7 | 2 | 3 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 2 | 3 | 3 |
| Mean | 2,3 | 2,8 | 2,9 |

**Student 24**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 1 | 1 | 2 |
| 2 | 2 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 1 | 1 | 2 |
| 5 | 3 | 3 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 1 | 2 | 3 |
| 8 | 2 | 3 | 3 |
| 9 | 3 | 3 | 3 |
| 10 | 3 | 3 | 3 |
| Mean | 2,1 | 2,5 | 2,8 |

**Student 25**

| Data | Accuracy | Acceptability | Readability |
|------|----------|---------------|-------------|
| 1 | 2 | 2 | 3 |
| 2 | 2 | 2 | 3 |
| 3 | 2 | 3 | 3 |
| 4 | 2 | 2 | 3 |
| 5 | 2 | 2 | 2 |
| 6 | 2 | 3 | 3 |
| 7 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 |

| | | | |
|---|---|---|---|
| 10 | 2 | 3 | 3 |
| Mean | 2,3 | 2,6 | 2,9 |

**Student 26**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 2 | 3 | 3 |
| 2 | 3 | 3 | 3 |
| 3 | 2 | 2 | 2 |
| 4 | 3 | 3 | 3 |
| 5 | 2 | 2 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 2 | 3 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 2 | 3 | 3 |
| 10 | 2 | 3 | 3 |
| Mean | 2,3 | 2,8 | 2,9 |

**Student 27**

| Data | Accuracy | Acceptability | Readability |
|---|---|---|---|
| 1 | 3 | 3 | 3 |
| 2 | 2 | 3 | 3 |
| 3 | 1 | 1 | 3 |
| 4 | 2 | 2 | 3 |
| 5 | 3 | 3 | 3 |
| 6 | 2 | 3 | 3 |
| 7 | 2 | 2 | 3 |
| 8 | 3 | 3 | 3 |
| 9 | 2 | 2 | 3 |
| 10 | 2 | 2 | 2 |
| Mean | 2,2 | 2,4 | 2,9 |

## APPENDIX 6: Interview Transcript

**Student 1**
R: Good morning D

D: morning

R: Oh, yes, so here I will be interviewing about my research, what about the translation class, what texts do the lecturers use or what kind of texts do they use?

D: The text usually contains pictures and the content is long, some are not, for example one paragraph usually consists of how many sentences, meaning it's like we're translating

R: And as a PBI student, you don't like reading long English texts like that

D: If the language isn't too complicated, I like it, sis, but if you use English, which is like standard, formal language, it's difficult, so I don't like it.

R: OK, yesterday I gave you a picture of a meme, do you think it's easy to understand?

D: yes, it's not bad

R: So, you already know about pictures, so do you often see Meme pictures on social media or not?

D: It's rare, sis, but I have

R: I told you yesterday, weren't there 10 meme images that relate to your life?

D: partly yes, because the theme is education

R: So how do you apply the translation techniques you learned last semester to meme images? How do you apply the translation technique according to the translation technique? Or do you look at the picture and then translate?

D: Look at the picture first, sis, because if you translate it straight away, the answer will look different, so it's better to look at the picture first. Translation techniques involve conveying humour, tone and meaning accurately from one language to another while keeping the essence of the joke or message intact.

R: what problems do you face when translating meme images?

D: Understanding the correct translation of English memes is one of the difficult things, due to differences in habits and cultures abroad and within the country, the main goal is so that the audience can understand the context of the memes.

R: In your opinion, when you read the picture of playing, what skills did you practice that improved?

D: increase your vocabulary and also your reading skills too

**Student 2**
R: Morning D2

D2: Morning

R: here will be an interview related to my research. Yesterday I gave you a meme image. What do you think about your image presented in this class?

D: Learning to use meme image learning media is actually interesting, but the target is not comprehensive, because not everyone understands meme images and not everyone is interested in meme images. If you were yourself, how would you be interested in meme images in trading classes?

R: How are you interested in meme images in translation class?

D2: I'm interested, sis. That means you often see memes on social media

R: then you often mean you often see meme images?

D2: Yes, sis, often

R: what topics do you usually look at?

D2: What is the topic usually about? I usually make memes about films like that

R: Do the 10 meme images relate to your life?

D2: Yes, some relate, some don't

R: Yesterday, when translating the meme image, how did you apply the translation technique to the meme image? What do you think? Yesterday, the answer was look at the image first or have you seen the image? Do you know how to use this translation technique?

D2: Yes, there are some that are related, some are not, yes, if you translate it, you use pictures and text, if there is text, read the text first. Then for translation, usually you use general translation techniques, yes, most of them are like that.

R: what problems do you face when translating meme images?

D2: When translating the text on a meme image yesterday, I faced challenges in deciphering some words or phrases that might have double meanings or figurative language. Apart from that, the quality of the image and font in the meme also affects the accuracy of the translation, especially if the text is unclear or blurry. However, many of the images presented make it immediately clear what they mean

**Student 3**

R: I will conduct an interview with you regarding my research entitled student perceptions regarding the use of meme images in reading classes. What texts do lecturers usually use in reading classes?

N: Usually text in newspapers or conversations like that

R: Do you often see memes on social media?

N: Yes, often, usually about Korean pop or not Korean drama

R: I have given a picture of 10 memes, yes, what do you think about Min's picture presented in reading class?

N: Actually, it's better to just do it like that, sis, instead of having to read long texts like that

R: Then how do you apply translation techniques to meme images? Do you look at the image first and then translate it or look at the text first and then the image then I translate it or something like that or do you not think about translation techniques when translating it?

N: If you usually translate text, read it first, the text is clear, but after translating the meme image, it's clearly different. So, I have to look at the image first, then I adjust it to the existing text because sometimes the image and the existing text, when translated literally, sometimes don't connect so I often look at the image first, then do a test and then find the results of the translation that relate to the existing image and text

R: Then for the meme images that I present, there are 10 of them that relate to your life or not?

N: Almost everything has been released, Sis. Since I was a student, everything has become relatable to me

R: What are your difficulties when translating meme images?

N: Difficulty when there are words I don't know in English

# APPENDIX 7: Documentation

1. Giving meme images translation

2. Doing FGD

3. Interview