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Tentang
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**STUDENTS' PERCEPTION ON THE USE OF BEAUTY
PRODUCT TRANSLATION IN LEARNING VOCABULARY
AT UNIVERSITAS PGRI YOGYAKARTA**

UNDERGRADUATE THESIS



Written by:

Bani Maga Yohana Agapa

19144700031

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA
2023**

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2023

ABSTRACT

This research aims to: 1) To find out the students' perception through the translation of beauty products in learning vocabulary for Universitas PGRI Yogyakarta students. 2) To find out the translation techniques used in translating the use of beauty products.

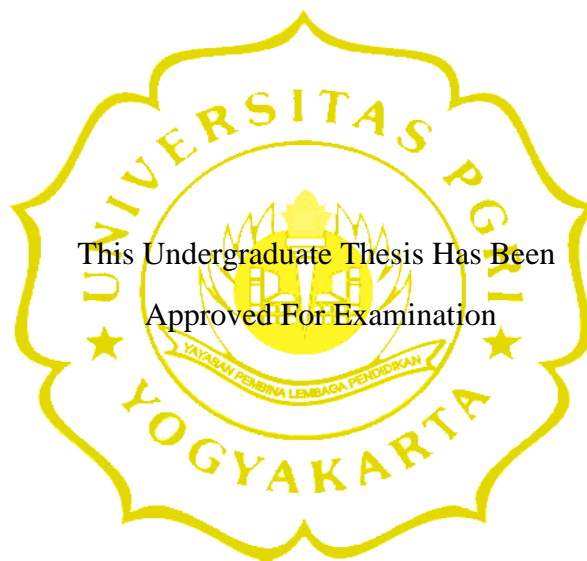
This research used qualitative method where data collection is done by observing, questionnaire, testing the respondent, identifying, and counting so that it can be known the effect on respondents related to student learning vocabulary. The subjects of this research are several students from various majors at Universitas PGRI Yogyakarta. The object of this research is English learning of students' vocabulary by using translation of beauty products which is tested through a test sheet given to students of Universitas PGRI Yogyakarta.

The result of this study shows that it can have a positive influence on the respondents. It can help in developing vocabulary memorization, whether it is adding vocabulary as much as one word, some are two words, or even some are three words at once. This is evidenced by the respondents' test results. Based on the findings, it was found that; first, using beauty product translation makes students feel happy in learning vocabulary. Secondly, the students found it easy to learn the vocabulary. Third, it can increase their vocabulary. Fourth, it can connect the material with daily life. Fifth, it can stimulate students' interest in learning English. The researcher conducted a test on 38 data involving 13 students from various study programs to determine the increase in vocabulary. Furthermore, the techniques used in the translation of beauty products in accordance with those proposed by experts include: established equivalent technique amount of 229 data (70.0%), Modulation amount of 23 data (7.0%), Pure borrowing amount of 21 data (6.4%), Reduction amount of 11 data (3.4%), Discursive creation amount of 3 data (0.9%), Generalization amount of 3 data (0.9%), Naturalized borrowing amount of 2 data (0.6%).

Keywords: Beauty product, Translation technique, Vocabulary, Students' perception, Universitas PGRI Yogyakarta

APPROVAL

**STUDENTS' PERCEPTION ON THE USE OF BEAUTY PRODUCT
TRANSLATION IN LEARNING VOCABULARY AT UNIVERSITAS
PGRI YOGYAKARTA**



Yogyakarta,

2023

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RATIFICATION

**STUDENTS' PERCEPTION ON THE USE OF BEAUTY PRODUCT
TRANSLATION IN LEARNING VOCABULARY AT UNIVERSITAS
PGRI YOGYAKARTA**



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Yogyakarta, 2023
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STATEMENT OF AUTHENTICITY

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I solemnly declare that the 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, 2023

Who made the statement

Bani Maga Yohana Agapa

19144700031

MOTTO AND DEDICATIONS

Motto

Whatever the case, keep going

Dedication

This undergraduate thesis I dedicated to:

1. My Beloved Allah who always guide me and take care of me be a good person.
2. Father Yustinus Agapa and My Mother Tresia Pigome who struggled so that their children could continue their undergraduate studies, for their endless prayers, support and encouragement which I can not answer with mere words of love and sacrifice. I hope this is the smallest part that makes you happy from the beginning, because I understand that until now I could not make you happy and give you the best.
3. My Brothers (The late Bernard, Bendi, and Marsel) and My Sister (Yuliana) who always provide motivation and support to me in terms of words, pocket money, and others. Hopefully, we can give a happy surprise to our parents in the future.
4. My beloved Almamater

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This thesis can be completed thanks to personal and institutional guidance, direction, trust, encouragement and assistance (moral and material) from various parties, therefore please allow the author to express his deepest gratitude to:

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The author fully realizes that there are still many shortcomings in the preparation of this thesis. Therefore, all constructive criticism and suggestions are highly expected for the development of this research.

Yogyakarta,

2023

Bani Maga Yohana Agapa

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CHAPTER I

INTRODUCTION

A. Background of the Research

Humans are creatures that need to communicate with each other. This communication seems to be increasingly important when recognizing human existence. This activity requires a tool, space or environment, namely language. In this case, language acts as a means of communication with each other. In learning languages both Indonesian and foreign languages, there are several aspects that support the success of language learning, one of which is vocabulary. In addition, learning a foreign language is not an easy thing, unlike when we learn our mother tongue and Indonesian. Several things become serious problems when students are learning a foreign language, one of which is the difficulty of building students' vocabulary. This it can be said that language is a tool that plays a very important role in our daily lives, both in society and in the work environment. Humans cannot live perfectly without the support of language.

English language learning in the Indonesian education system starts from primary to tertiary levels. There are four skills or abilities in learning English, namely: listening, reading, speaking and writing. In addition to the four skills above, there are also several components/aspects that support English learning, namely: phonology, structure, vocabulary and several other aspects. In this case, vocabulary plays a very important role in spoken and written

language. According to Langenscheidt (2009: 986), “Wortschatz ist alle Wörter einer Sprache oder Fachsprache”. The statement means that vocabulary is all the words of a language or language of a particular field. So vocabulary is the key to being able to communicate and make sentences. If students do not recognize a vocabulary, of course they also cannot translate the meaning of a word or reading. They still feel unfamiliar with English words. Different treatment in the teaching and learning process needs to be done to reduce the level of difficulty experienced by students in learning English. Given the importance of English, vocabulary is an important part of learning and mastering English. Therefore, students need to master a lot of vocabulary before they can move on to other things, such as other aspects of grammar.

The researcher has made observations of the results from the respondents as follows: students have difficulty in learning or mastering English vocabulary. Based on the trials and explanations given by the researcher, the respondents said that they lacked interest in learning English because they did not understand anything about English. Other respondents said that it was difficult to understand the contents of an English sentence because the respondents had limited vocabulary, thus making students confused and not understanding when reading books or when watching movies.

With the problems found in the field, the researcher tried to overcome through materials that we often encounter in everyday life to learn English and help respondents increase vocabulary easily. Therefore, researcher use the

translation of beauty products that have two languages, namely English as the source language and Indonesia as the target language, as a medium of vocabulary learning for Universitas PGRI Yogyakarta students, with the target language, it will be easier for students to know the meaning of English words.

As for the translation of product usage from this study, researcher took several bilingual beauty products sold at Mutiara Kosmetik Shop and Pamella 3 Supermarket. There are several product translations of beauty products including: benefits, how to use, warnings, ingredients, and others. Researcher took information about the use of beauty products from these products, because many people continue to use these products. Therefore, it is common for users of beauty products to find out about these products.

The examples of translations on the beauty products in question are as follows.



Figure 1

The product example above includes the source language and target language. The target language is written after the source language using a colloquial style and standardized language. Source language example “*Gently massage on wet face, lather and rinse with water. Avoid eye area.*” The translated target language is “*Gunakan pada wajah yang basah, bilas dengan air. Hindari daerah/Kawasan sekitar mata.*” From the words above, it can be concluded that colloquial language is used as the target language in product translation. And in general, every translation has its own translation technique because the products marketed by the factory have a clear purpose and goal. It is not just manufacturing and marketing to the public.

Based on the results of the analysis, it is found that one example of beauty products sold in supermarkets. The product is a face wash that is translated using two translation techniques. For example, “*Gently massage on wet face, lather and rinse with water. Avoid eye area.*” which means “*Gunakan pada wajah yang basah, bilas dengan air. Hindari daerah/Kawasan sekitar mata.*” From the example sentence explaining how to use the product, the researcher analyzed and found three translation techniques used in the sentence, namely: First, “*gunakan pada wajah*” is translated using the **discursive creation technique**. Second, “*yang basah, bilas dengan air. Hindari daerah/Kawasan*” and “*mata*” translated using the **established equivalent technique**. Third, on the word “*sekitar*” translated using the **addition technique**.

Based on the explanation above, translation is very important in the process of information exchange and communication. By definition, translation is the transfer of form from the source language (SL) to the target language (TL). S. Galibert (2008) explains that: translation is the understanding of the target language user in such a way that the target language text can produce the same effect as the source language text.

Translation according to Nida and Taber (1969:12) is the rewriting of a text from the source language into the target language using the closest equivalent to the source language. Thus, people who do not understand English can easily understand the information contained in the source text. However, being a translator is not easy, in addition to knowing the definition, techniques and procedures, it is also necessary to know the culture itself. A translator usually deals with issues related to linguistic and cultural forms. Cahyadi (2010) says that "If all languages in the world have the same system, then translation is not a difficult job." Based on this statement, it is the translator's responsibility to know the characteristics of each source language and target language both in terms of context and culture. In this case, the translator should be able to change the system without changing the message. Newmark (1988) adds that a good translation is a process of transferring meaning from the source text to the target text in accordance with the author's intention so that the text can be understood, with words often used in manuals conveying messages that can be understood by anyone who uses this product.

There are also differences between previous research and this study. The first research by Reza (2016) of Universitas As-Syafi'iyah Islamic with the title *Student Perceptions of the Use of Film Media in English Language Learning*. The results of this study showed that most students stated that movie media provided more advantages than disadvantages. The study concluded that movie media can be used as an alternative to teaching English for practical listening in the classroom. It attracts students' attention, presents language in a more natural way than what is found in textbooks. This is because teachers take advantage of the media available at school and use it to show knowledge materials in a way that is interesting to students. In addition, teachers are also creative in using media in teaching. The second research by Hani Wani Purnama Aji (2020) Universitas Widyatama entitled "Translation Analysis of Instructions for Use in Skin Beauty Products (Skincare)". The research focuses on analyzing the translation used in translating instructions for using beauty products. With the research objectives of (1) Identifying the translation methods used in translating the instructions for using beauty products. (2) To identify translation techniques used in translating instructions for using beauty products. (3) To identify the meaning shifts that occur in the translation of instructions for using beauty products. Meanwhile, this study discusses what techniques often appear in the translation of beauty products and whether the translation of beauty products can increase the vocabulary of Universitas PGRI Yogyakarta students.

Based on what is stated above related to what is found in the field, the researcher feels the need to conduct research on "Students' Perception on The

Use of Beauty Product Translation in Learning Vocabulary at Universitas PGRI Yogyakarta” to overcome these problems.

B. Identification of the Problems

Based on the background of the problem the researcher identifying the following problems:

1. Students have limited vocabulary and have difficulty in learning or mastering English vocabulary.
2. The quality of the translation used everyday language style for the target language of beauty products.
3. The translation of beauty products has not determined the translation technique used.

C. Limitations of the Problems

Based on the identification of the problems that have been described, the researcher limited the problem:

1. Students have limited vocabulary and have difficulty in learning or mastering English vocabulary.
2. The translation of beauty products has not determined the translation technique used.

D. Formulation of the Problems

Based on the limitations of the problem that has been described, the formulation of the problem in this research is:

1. What are the students' perception to the beauty product translation in learning vocabulary?
2. What translation techniques are used in the translation of beauty products?

E. The Objective of Research

Referring to the formulation of the problem above, the objectives to be achieved in this research are:

1. To find out the students' perception through the translation of beauty products in learning vocabulary at Universitas PGRI Yogyakarta students.
2. To find out the translation techniques used in the translation of beauty product usage.

F. Benefits of Research

This research is expected to provide benefits both theoretically and practically.

a. Theoretical benefits

Theoretically, the expected benefit for researcher is that it can provide information as material for further research and increase students' understanding and understanding of using translation of beauty products.

b. Practical benefits

Practically, the researcher hopes that the use of well-produced translations will be useful for learning English in terms of vocabulary, the researcher hopes that students master English vocabulary and are able to translate it into sentences.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concept of perception

Perception has various definitions according to experts, among others: According to Michael (1999), perception is a feeling and thought about something and a process. This means that a person can express what is in his mind. In addition, we can also find the definition of perception according to Searle as quoted by Blake and Sejual (2006): "Perception is what people (students) feel about a certain thing, either consciously or unconsciously, either visually or aurally in the brain gives rise to thoughts." This means that when a person's visual system first sees an image or object, it thinks about the information and then perceives it through sound in the person's brain.

Meanwhile, according to the Oxford dictionary (2007), perception is defined as the way you notice things, especially through your senses. Perception refers to the human senses that generate signals from the environment through sight (eyes), hearing (ears), touch (other body parts), smell (nose), and taste (tongue). This means that human perception and feelings involve organizing the information obtained. In other words, human feelings and reactions related to human feelings occur as instincts. Examples of instinctive behavior based on processed information include the speed at which a person blinks when looking at an object moving

quickly towards the eye, a person's reaction to sound, and sharp objects touching the skin. Furthermore, Angell (2015: 122) states that perception is awareness of certain material things that are present to be perceived. Perception can thus be interpreted as the process of receiving stimuli through the senses which is preceded by attention or awareness that individuals can determine, interpret and evaluate what is perceived, how someone sees, perceives or defines something. In addition, Wang (2007: 1-2) says that perception is a set of internal sensational cognitive processes of the brain in the unconscious cognitive activity layer that perceives, combines, interprets and searches for internal cognitive information in the mind. In other words, perception is a person's opinion about something that he believes to be true. This means that perception refers to a person's understanding or view of a particular object. Perception is a person's opinion about something that he believes to be true and understands. The correlation is how students' motivation affects their perception of English learning ability. Robbins (1997) suggests that perception is the process by which individuals organize and interpret their sensory experiences to give them meaning. It refers to the process by which people organize and interpret their sensory impressions to give meaning to their environment. Thus, it can be said that perception refers to a person's understanding or view of a particular object. In other words, student perception can be an important factor in supporting the teaching and learning process itself.

Perception can be defined as humans recognizing and interpreting

sensory information. Perception also includes how people respond to information. Humans can think of perception as the process by which they receive sensory information about the environment and use it to interact with the environment. Perception allows humans to take sensory information and turn it into something meaningful. Actually, all the definitions of some of the experts above have similarities. A person's perception can affect his actions towards something in life, because through perception everyone can see the same thing from a different perspective, which is the same from a different perspective or different from person to person. Therefore, the researcher concludes that perception is a series of processes in which a person realizes and interprets information about a particular object, possibly through experience, experience, exposure, or other interactions.

2. Translation

a. Definition of translation

Translation is the transfer of a specific object from a source language to a specific language. Translation is usually referred to as the transfer of a message from the source language to the target language. Some experts define translation in different ways. According to Machali (2009: 26), translation is an attempt to "replace" the source language text with the appropriate target language, and the meaning translated is that intended by the author.

Nida and Taber (1969) stated that “In the receiving language, the translation produces the closest natural equivalent to the source language message, firstly in terms of meaning and secondly in terms of style.” And according to Catford (1965) in Indah Hernanda (2018) defines that “Translation is the replacement of text material in one language with corresponding text material in another language.”

Meanwhile, according to Halliday (2001:17), a good translation is a text that is an equivalent translation in terms of linguistic features that are valuable in the context of translation. Based on the above definitions of translation, there is an agreement that translation is an activity that involves the interrelation between two or more languages (multilanguage), namely the transfer of meaning from the source language (SL) to the target language (TL).

According to Bell (1991:10), translation also involves the linguistic domain of both languages, namely the source language (SL) and the target language (TL), which includes the theory of meaning (semantics), translation methods, procedures and techniques, as well as the field of science of the text to be translated. Translation can be defined as translating a certain object from its original language into a certain language. Translation is usually referred to as the transfer of messages from the source language to the target language.

Nababan (2008: 19) argues that translation theorists define translation differently. Some of their definitions are weak, some are strong, and some are complementary. Simply put, translation is the transfer of meaning from the source language to the target language. Several translation and language experts have expressed their opinions on the definition of translation.

Based on the above definitions, it can be concluded that translation is the transfer of ideas, thoughts and messages from the source language (SL) to the target language (TL) in writing or orally, considering the accuracy of message delivery, reception, form and also language style.

The main purpose of translation is to reproduce various types of texts consisting of literary, religious, scientific, philosophical, etc. into another language. in another language. Thus, it makes them available to a wider readership for a wider audience and brings the world closer. From the definition of translation, it can be concluded that translation is the activity of finding the equivalent of the SL word in the TL so that the TL text contains the message. It is the closest natural and accurate equivalent to the SL text. From the above definition of translation, it is clear that every translator should be able to accurately convey the message of the source text in the target text.

b. Types of translation techniques

Molina and Albir (2002:508) state that, “The translation method affects the way the micro-units of the text are translated: the translation techniques”. The way the micro-units are translated is called translation techniques. The units are words, phrases and sentences.

Molina and Albir (2002:508) also want to emphasize that: translation methods and techniques are two different things, because translation methods affect the text as a whole, while translation techniques affect the micro-units of the text.

Here I mention 18 techniques described by Molina and Albir (2002: 509) and used by translators, which are also used to create alternative sentences. curately convey the message of the source text in the target text.

1) Adaptation

Adaptation is a technique that replaces source language cultural elements with familiar cultural elements in the target language.

For example:

SL: At half-past five.

TL: 05.30

2) Amplification

To introduce details that are not formulated in the SL: information, explicative paraphrasing.

For example:

ST: There are many Indonesians in America

TL: Banyak warga negara Indonesia di Amerika

3) Borrowing

The translation technique is done by borrowing words or expressions from the BSu. There are two types of borrowing, one is pure borrowing (without changes) and the other is naturalized borrowing (with adjustments in spelling or pronunciation).

For example:

a) Pure borrowing

SL: Long Island

TL: Long Island

b) Naturalized borrowing

SL: Philosophy

TL: Filosofi

4) Calque

A literal translation of a word or phrase from English to English and can be done lexically or structurally.

For example:

SL: Positive energy

TL: Energi positif.

5) Compensation

Is done by moving the message to another part of the translated text. This is done because the stylistic effects of SL (style) cannot be applied to TL.

For example:

SL: A piece of cake

TL: Sepotong kue

6) Description

This translation technique is used to replace a term or phrase with a description of its form and function.

For example:

SL: Papeda

TL: Makanan khas Papua yang sering dimakan dengan ikan kua kuning

7) Discursive creation

A translation technique that uses out-of-context equivalents.

This is done to attract the attention of potential readers.

For example:

SL: Wife for a month

TL: Istri sementara

8) Established equivalence

Using certain terms or phrases (based on the dictionary or the language used) as the equivalent in the TL.

For example:

ST: South-east Asian countries.

TL: Negara – negara Asia Tenggara

9) Generalization

This technique is to change a term into a more general term.

For example:

SL: Motorcycle or bus

TL: Kendaraan darat

10) Linguistic amplification

The technique of adding linguistic elements to make the translation longer.

For example:

SL: We can go

TL: Kita bisa pergi sekarang teman-teman

11) Linguistic compression

This technique synthesizes existing linguistic elements into simpler ones that can be understood.

For example:

SL: Are you sleepy?

TL: Mengantuk?

12) Literal

Literal translation technique is a word-for-word translation of an expression, but the structure follows the rules of the target language.

For example:

SL: Blue monday

TL: Biru senin

13) Modulation

Changing perspective, focus or cognitive category with respect to SL; may be lexical or structural.

For example:

SL: Put hand

TL: Meletakkan

14) Particularization

A technique that uses more precise or specific terms.

For example:

SL: land transportation

TL: motor

15) Reduction

This technique is used with partial omission, as the omission is not considered a distortion of meaning. In other words, this technique requires explicit knowledge.

For example:

SL: Jayapura, the capital of Papua

TL: Jayapura

16) Substitution

Substitution is a technique of replacing a linguistic element with a paralinguistic element (intonation or gesture).

For example:

SL: Bow to each other

TL: Saling memberi salam

17) Transposition

A translation technique that replaces the grammatical category of the source language with the target language, such as changing a word into a sentence. This technique is often used because of the grammatical difference between the original and the target language.

For example:

SL: You must get the position

TL: Posisi itu harus kamu dapatkan

18) Variation

Techniques that change linguistic or paralinguistic elements, which affect language variation: changes in text tone, language style, social dialect, and also geographical dialect.

For example:

SL: This pencil belongs to you

TL: Pencil ini milik loh

3. Cosmetic Product

a. Definition of product

A product is anything that can be offered to the market for purchase, use, or consumption to satisfy a want or need. Therefore, products are not only goods, but can also be services, people, places, organizations or ideas.

A product contains more than just tangible goods (perceived by the five senses) according to Kotler and Armstrong (2008). In a broader sense, products can be physical objects, services (not perceived by the five senses), people, places, ideas organizations, or a combination of entities. In addition, according to Kotler and Armstrong (2008), product is a key factor in the overall market.

b. Definition of cosmetics

Cosmetics are materials or preparations intended for use on the external surface of the human body (epidermis, hair, nails, lips and external genitals) or for cleaning the mucous membranes of the teeth and mouth, fragrances, to change appearance or improve odor and to protect or maintain good body condition (Hidayah, 2014).

Nowadays cosmetics are almost a very important necessity. Based on the explanation above, it can be concluded that cosmetics are a growing part of human life. Cosmetics play an important role for some people, especially women in terms of beauty because looking beautiful

and attractive is the dream of every woman. In addition to improving the user's skin, preventing and also maintaining health.

Consumers use cosmetics such as cleansers, moisturizers, protectors, emollients, makeup or makeup and perfumes to beautify or beautify themselves. For example, lipstick is needed to give color to the face to look fresh and enhance the appearance.

Based on its usefulness, cosmetics can be divided into:

➤ Cosmetic skincare

This type of cosmetics is used to keep the skin clean and healthy, including cleansing, protection, moisturizing and exfoliation.

➤ Cosmetic makeup or decorative

This type of cosmetics is used to correct defects, cover up, make the appearance more attractive and create a good psychological effect, here the role of coloring and fragrance is very large.

4. Vocabulary

a. Definition of vocabulary

Vocabulary is a collection of words that a person knows. According to Horny (2000: 1506), vocabulary is the word most recognized and used by most people all the words in a particular language that people use to talk about a particular subject. Vocabulary consists of words that many people often use to communicate with others about certain things.

According to Penny (1991:60), Vocabulary can be broadly defined as the words we teach in a foreign language. However, the new vocabulary can have more than one word: for example post and mother-in-law, which consist of two or three words, but express one thought. There are also multi-word idioms like call it a day, where is the meaning of the sentence from the analysis of the constituent words no conclusion can be drawn.

According to Patricia A Richard-Amato (2005), Vocabulary can be introduced to students using real objects or things, pictures or environments that can be seen. It makes it easy for students to remember words because they are in concrete or real form.

Andrew Wright (2006) argues: Learning vocabulary should be based on associating the meaning of the word, rather than just memorizing the form of the word. The meaning of a new word can be brought through translation, but our aim in this section is to help learners experience the meanings of words in context, using them for purposes that are important to them.

Based on the above statements, it can be concluded that vocabulary is an important part of English language learning. Vocabulary is the key to learning a language, and vocabulary is considered one of the most important things in learning English, especially in learning a foreign language.

b. Types of vocabulary

According to Rahmawati, vocabulary is of two types and can be classified as follows:

1) Basic vocabulary

Basic vocabulary is words that do not change easily or have very little chance of being picked up from other languages.

2) General vocabulary and specialized vocabulary

General vocabulary is vocabulary that has expanded the scope of its use and can handle various things, while specialized vocabulary is a specific, narrow, and limited word in its use.

B. Review of Previous Research

Reviewing previous translation and media studies to improve or increase students' English vocabulary is useful to know the research methods and results of previous studies. Previous research is used as a reference for researcher in writing and analyzing a study. The purpose of previous research is to know the author's actions are wrong or right, to get references and comparison materials. In addition, to avoid similar assumptions with this research. In this literature review, the researcher summarizes the results of previous studies as follows:

1. Research conducted by Maulani Pangestu (2014) entitled "Translation of Food, Drug and Cosmetic Product Labels from Indonesian into English". This research stems from the increasing number of cases that occur in food products, medicines and cosmetics. The purpose of this study is to examine

and get a clear picture of the translation of product labels, especially in food, medicine and cosmetics.

2. The research of Yosa Abduh Atzuhdy (2014) entitled "Analysis of translation shift in English-Indonesian bilingual translation". In this study, the author tries to revisit the classic translation shift theory introduced by Catford by applying it to examples of translation from English to Indonesian or vice versa.

Based on the results of previous studies, the researcher can identify the similarities and differences between previous and current studies. This research has similarities with the previous studies in that both of them study translation works. What distinguishes this study from previous studies is that this study analyzes the translation of product labels and books:

- a. Analyzes the translation of food, medicine and cosmetics product labels using translation theory.
 - b. It tries to revisit the classic translation shift theory introduced by Catford by applying it to examples of translation from English to Indonesian or vice versa.
3. Hani Wani Purnama Aji (2020) entitled "translation analysis of instructions for use in skin beauty products (skincare)". This research focuses on: (1) explain what translation methods are used in the translation of instructions for use of skin beauty products (skincare). (2) identify what translation techniques are used in the translation of instructions for use of

skincare products. (3) to describe what types of shifts occur in the translation of instructions for the use of skincare products. The similarities between the previous research and this research are as follows:

- a. The data sources studied are the same. Analyzing the translation of instructions for use in skincare products.
- b. The same research objectives. Identifying what translation techniques are used in the translation of instructions for use of skincare products.

While the differences between the previous research and this research are: The previous research focuses on identifying methods and shifts in products, while this research focuses on the use of translations of beauty products in students' vocabulary learning.

4. Achril Zalimansyah (2013) entitled "Improving students' vocabulary by using komil strip as English learning media". This study aims to determine the success of the use of learning media in English subjects, especially in the teacher's efforts to increase students' vocabulary. The similarity between previous research and this research is that both discuss English vocabulary. While the difference between previous research and this research is the source of data. The previous research used comic strips while this research uses translations of beauty products.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methods. There are five subheadings of research methods related to the research. The five headings consist of the type and approach of research, time and place of research, setting and data sources, data collection techniques and finally data analysis techniques.

A. Research Type and Approach

This research uses a qualitative descriptive approach method. Qualitative descriptive research is one type of research that is included in the type of qualitative research where observations and what actually happens are described in words or sentences (Bodgan and Biklen, 1992).

Descriptive qualitative research method is a research method based on the philosophy of post-positivism, which is used to study the conditions of natural objects (not experiments) where the researcher is the key instrument, data collection techniques with triangulation (combination), data analysis is inductive / qualitative, and qualitative research findings emphasize meaning rather than generalization (Sugiyono). The purpose of the qualitative descriptive method is to describe, explain and answer the problems studied in more detail. In this study, researcher interpret and describe data related to the current situation, attitudes and opinions that occur in a society, and the differences that exist and their effects.

B. Time and Place of Research

This research was conducted at Universitas PGRI Yogyakarta, Kasihan sub-district, Bantul district, Yogyakarta Special Region. The implementation of this research was carried out in August - September 2023.

C. Data Setting and Source

The data source used is the translation of instructions on how to use the skincare products. There are 8 brands of products used in this study, namely 5 products from Garnier, Pond's 2 products, Emina 1 product, Shinzui 1 product, Ovale 1 product, Vienna 1 product, Kye 1 product, and Felinz 1 product. The products used in this research are included in the skincare product category. In these products, there are translations about Proven efficacy, Usage, Warnings, and Ingredients.

Information obtained based on the reality in the field that according to one of the author's friends, the translation on facial cleansing products made him interested in learning English, because always using face wash every day makes it easy to read and can be memorized. At the same time, the use of beauty products is increasing along with the growth of the cosmetics industry, which reached 5.59% in 2021. And many people, both women and men, like and use these products. From here, the author began to collect field data in the form of product photos which include the use of products with English translation (SL) as the source language and Indonesian translation results as the target language (TL) that can be understood by readers. The resulting product data is in the form

of image data from 13 products which are then further processed to be presented in a page format for translation by Universitas PGRI Yogyakarta students.

The examples of product photo data and respondent trial sheets from English translated into Indonesian are as follows:

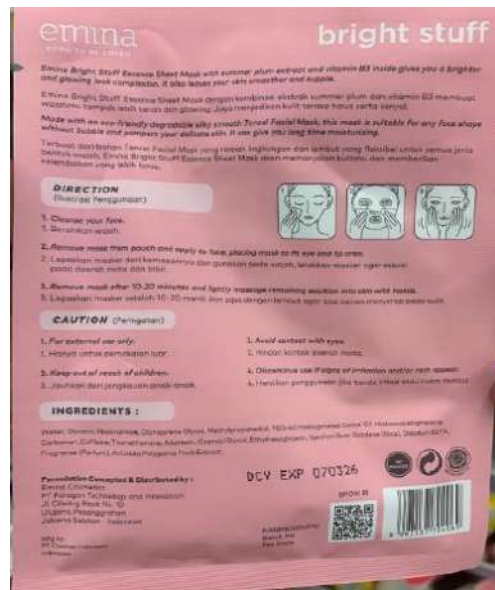


Figure 2

Subject of Research :
 Major :
 Day/Date :
 Place :

1. Cleanse your face

2. Remove mask from pouch and apply to face, placing mask to fit eye and lip area

3. Remove mask after 10-20 minutes and lightly massage remaining solution into skin with hands

Figure 3

D. Technique of Collecting Data

Data collection techniques are the processes and methods used by researcher to obtain usable data. All research, whether qualitative or quantitative, must use techniques to collect the necessary data. This helps researcher to get authentic data.

The data needed for this research was obtained using the following methods:

1. Observing

Researcher made observations at Mutiara cosmetic stores and Pamella 3 supermarket to collect data in the form of bilingual beauty products which were then documented in the form of photos of product names and how to use the products.

2. Questionnaire data

In this study, researchers will use a questionnaire instrument, which is a written question given directly to the respondent. According to (Sugiyono, 2017) "questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer". In this case, researcher gave questions to students through google form in order to find out students' perceptions of the use of beauty product translation in vocabulary learning. The researchers conducted a trial on students by giving a trial sheet containing the source language and translated into the target language

Essay Questionnaire For Students	
Name :	
Major :	
Please answer the questions in English!	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Figure 4 Questionnaire

Subject of Research :	
Major :	
Day/ Date :	
Place :	
1.	
2.	
3.	

Figure 5 Testing the Respondent

3. Test on respondents

The researcher distributed the trial sheet to 13 respondents who would later analyze and translate SL to TL according to their vocabulary skills. The criteria for respondents set in this study are as follows:

a. UPY students

The translation of beauty products given to students of Universitas PGRI Yogyakarta in the form of test sheets. For more details, here are the initial names of Universitas PGRI Yogyakarta students from various majors:

Table 1. Initial Data of Universitas PGRI Yogyakarta Students

Initials	Gender	Department
FXK	Male	Sport Science Department
YT	Female	Sport Science Department
IW	Female	Pancasila and Citizenship Education Department
AT	Male	Pancasila and Citizenship Education Department
DF	Female	Pharmacy Department
HN	Female	Pharmacy Department
HMA	Female	Pharmacy Department
HD	Female	Pharmacy Department
SA	Male	Management Department
DM	Male	Indonesian Language and Literature Department
YD	Male	Indonesian Language and Literature Department
AK	Male	Agrotechnology Department
LT	Male	Elementary School Teacher Education Department

b. Indonesian citizen.

The answers from these respondents will be used as an alternative to the translation results on the product which will be corrected by the researcher on each vocabulary translated by the respondent.

4. Identifying

To identify translation techniques, the researcher uses Molina and Albir's theory (2002) which suggests 18 translation techniques.

The researcher entered the data into a table and student test sheet to be used as a test sheet that will be distributed to respondents and find out students' perceptions. The researcher added a table to analyze the translation techniques used in beauty products.

Table 2. Translation techniques used by product

NO.	Source Language (SL)	Target Language (TL)	Translation Technique

5. Counting

The researcher calculated the translation techniques used by the product using the table below:

Table 3. Calculation of Respondent

NO.	Types Of Technique	Amount	Percentage %
1.	Adaptation		
2.	Amplification		
3.	Borrowing		
4.	Calque		
5.	Compensation		
6.	Description		
7.	Discursive Creation		
8.	Established Equivalent		
9.	Generalization		
10.	Linguistic Amplification		
11.	Linguistic Compression		
12.	Literal Translation		
13.	Modulation		
14.	Particularization		
15.	Reduction		
16.	Substitution		
17.	Transposition		
18.	Variation		
	Amount		

E. Technique of Analysis Data

After the necessary data is obtained, the researcher analyzes the data. Analysis is the most important step in obtaining answers to the problems to be solved. In this study, the researcher analyzed two data from the translation results on the product and the translation results by the respondents to find out the number and percentage of each translation technique used.

the data analysis technique used in this research is an interactive analysis model. According to miles and huberman (1992:16), this model has three components of analysis, namely data reduction, data representation, and inference. The three activities in the interactive analysis model can be explained as follows:

1. Data collection

After identifying the problem, the researcher collected data by determining the translation technique, testing the respondents and asking the respondents to opt out of the questionnaire essay that would be used as an alternative to the translation results on the product that would be corrected by the researcher on each vocabulary translated by the respondents to get more supporting data. At this stage, the researcher identifies the translation techniques used in beauty products and students' perceptions.

2. Data Reduction

This is the process of minimizing the amount of data that needs to be stored in the data storage environment. In this study, the researcher selected the

data obtained during the research on translation techniques and students' perceptions of the use of translated beauty products in learning english vocabulary, then the data were classified and selected simply.

3. Data display

At this stage, the researcher develops a structured description of the data to draw conclusions and take action. The data presentation commonly used in this research is the form of narrative text. The purpose of narrative text is that the researcher describes the information that has been classified previously regarding students' perceptions of the use of beauty product translation in learning english vocabulary then the conclusions are presented in the form of narrative text. The researcher analyzed and described the data qualitatively.

4. Conclusion drawing

The researcher makes conclusions and checks, looking for the meaning of the symptoms that are the subject of this research. In this stage the researcher makes conclusions based on the data obtained and compares them with the notes and observations made during the analysis.

CHAPTER IV

FINDING

A. Research Setting

This research obtained data from the translation of the use of beauty products and respondents using a trial sheet. Respondents of this study were 13 students from several departments at Universitas PGRI Yogyakarta, each respondent translated 1 product from 13 beauty products. The 13 beauty products were totaled to 38 data. This research was conducted from August 8 to September 6, 2023.

Researcher conducted research in the Universitas PGRI Yogyakarta environment or abbreviated UPY is an educational institution that was established on March 05, 1962 under the YP UPY foundation which is a foundation that is indebted to PGRI nationally. Universitas PGRI Yogyakarta is located at Jalan IKIP PGRI I Sonosewu No.117, Sonosewu, Ngestiharjo, Kec. Kasihan, Bantul Regency, Yogyakarta Special Region 55182, Indonesia. The location of Universitas PGRI Yogyakarta is in the middle of the city of Yogyakarta Special Region which is on the edge of a strategic regional road so that it can be reached by public transportation. Universitas PGRI Yogyakarta has an Undergraduate Program (S1) consisting of four Faculties, and a P-IPS Postgraduate Program (S2). The Undergraduate Program (S1), consists of; Faculty of Teacher Training and Education, Faculty of Economics and Business, Faculty of Science and Technology, and Faculty of Agriculture.

B. Research Finding

1. Students' Perception

In this study, the results seen based on the questionnaire filling through google form distributed by the researcher, the students expressed a positive perception of the use of beauty product translation used in vocabulary learning for students.

1) Being happy in learning vocabulary

Feeling happy in vocabulary learning is necessary to achieve a positive learning process in the learning process. The questionnaire results show that learning through translation of beauty products used by students creates positive learning relationships and situations for students. It can be seen from the extract as follows:

Extract 1

S1 : Yes because I want to study english

Extract 2

S3 : Yes, because it can help increase vocabulary in English.

Extract 3

S7 : Yes i'm happy

Extract 4

S10 : Yes I am happy because beauty products using simple vocabulary

In extract 2, the researcher found from the answer sheet that S3 stated that it can help increase vocabulary in English. While S10 stated that

the use of translations of beauty products in vocabulary learning, students feel happy because beauty products use simple vocabulary. S1 stated yes because students wanted to learn English and S7 stated that they were happy to use translations of beauty products.

Students stated that they were very happy with the use of translations of beauty products. This is because the translation of beauty products uses simple vocabulary and is easily understood by students.

2) Easier to learn English vocabulary

Further students' perceptions of the use of beauty product translation used in vocabulary learning can make it easier for them to learn English vocabulary. This is also part of the benefits of using translations of beauty products in the vocabulary learning process. This is shown in the extract below.

Extract 6

S3 : Yes, that way we can easily understand what is contained in skincare.

Extract 7

S5 : Yes because the beauty product has a translation in Indonesia so it is easy to learn

Extract 8

S7 : Yes because the translation on beauty products can be an additional learning material in order to understand English vocabulary.

Extract 9

S10 : Yes very helpful and easy to understand because the translation of beauty products has English and Indonesian so it's easy to know the meaning of some vocabulary.

Based on the quotations above, the researcher found that the use of translations of beauty products in vocabulary learning for students can give positive perceptions to students where most students stated that they became easier in learning English vocabulary. This was found from S3 who stated that using the translation of beauty products can easily understand what is contained in skin care. Beauty products have translations made in two languages that can make it easier for readers to understand the meaning.

And also, S5 and S10 stated that yes that is very helpful and easy to understand because the translation of beauty products has English and Indonesian so it is easy to know the meaning of some vocabulary. Meanwhile, in extract 8 where S7 stated that it is very helpful because the translation of beauty products can be an additional learning material to understand English vocabulary.

3) The students can increase their vocabulary

The basic unit of language learning is words or vocabulary. Knowing vocabulary has a big influence in learning English. This influence occurs because of the use of media or materials so that it has a

great influence in learning English, namely students can increase their vocabulary. This is obtained from the results of the student questionnaire which is shown in the extract below.

Extract 11

S4 : Yes, because the vocabulary listed on the product is a lot of vocabulary that we often use in Indonesian and I can know what I don't know.

Extract 12

S5 : Yes really help me because the products has vocabulary translations that are easy to understand.

Extract 13

S12 : Yes, I find it helpful because I know a lot of vocabulary that I don't know.

Extract 14

S13 : Yes because there are many new vocabulary words that I learned.

Based on the above quotations, the researcher found that most students consider the use of beauty product translation in vocabulary learning can provide positive benefits for them. The benefit is that they can increase their vocabulary in English learning. Some students who are S4, S12 and S13 stated yes because the vocabulary listed in the product is a lot of vocabulary that we often use in Indonesian and can know what is not yet known or something new. The translation of beauty products provides a lot of vocabulary that is not yet known by students. Meanwhile, S5 felt

that it was very helpful because this product has a translation of vocabulary that is easy to understand. By having vocabulary that is easy to understand, it makes students interested in learning English.

4) The students can associate the material with everyday life

Students' perception of the use of translation of beauty products used by students is that they can relate the material to everyday life. This can be seen from the following extract:

Extract 16

S3 : Yes, because before we use these beauty products, we have to know what the product is used for

Extract 17

S5 : Yes it is help me because the vocabulary is very easy to understand because it uses everyday language so it easy to use.

Extract 18

S7 : Yes, because the materials are more or less around us.

Based on the quotation above, the researcher found that students could also relate the material to everyday life. This is because the vocabulary is very easy to understand because it uses everyday language so it is easy to use and S7 stated that the ingredients are more or less around us. The translation of beauty products can stimulate students to speak every day and practice so that they can master and apply English in daily life.

5) Can stimulate students' interest in learning English

Students can find new ideas and stimulate interest in learning English using translations of beauty products. This can be identified from the extract below.

Extract 20

S5 : Yes because learning English does not have to be in class but in the boarding house I can also learn, for example beauty products that I often use every day.

Extract 21

S6 : Yes because it is very easy for me to encounter vocabulary that is often in my living environment.

Based on the quote above, S6 stated that learning English does not have to be in class but in the dormitory you can also learn, for example beauty products that I often use everyday. With products that present two languages, students find new ideas and can stimulate interest in learning English. S6 stated that it is very easy for me to find vocabulary that often exists in the environment where I live. In addition to the product presenting two languages, beauty products also use vocabulary that is familiar in everyday life so it can stimulate students' interest in learning.

2. Translation of beauty products

a. Data Explanation

The data collected by researcher related to this study came from several beauty products that are often used by the community. From these findings, the researcher only focused on the procedures for using the products sold at Mutiara shop and pamella 3 supermarket by

photographing the source language and target language data. Then the procedures for using the products were copied into writing and printed to be used as learning materials to develop respondents' vocabulary. This section will also include 38 data from 13 beauty products:

Product 1



Data 1

- SL : Remove and unfold mask from package to place onto clean, dry face
- TL : Keluarkan dan buka lembara masker
- TL by respondent : Lepas dan buka lipatan masker dari kemasan ke tempat di wajah yang kering dan bersih.

Data 2

- SL : Adjust eye, nose and mouth opening to fit
- TL : Sesuaikan masker dengan bentuk wajah.
- TL by respondent : Sesuaikan bukaan msta, hidung dan mulut agar pas

Data 3

- SL : Let the goodness soak in for 15-20 minutes
- TL : Biarkan masker menutrisi kulit selama 15-20 menit.
- TL by respondent : Biarkan kebaikan meresap selama 15-20 menit

Data 4

- SL : Remove mask. Pat in excess serum into face dan neck
- TL : Lepaskan masker dan lanjutkan dengan memijat perlahan serum yang tersisah pada wajah dan leher.
- TL by respondent : Lepaskan topeng. Tepuk serum berlebih ke wajah dan leher

Data 5

- SL : Do not rinse off and feel your skin more nourished, soft and smooth!
- TL : Jangan bilas dan rasakan kulitmu yang sudah lebih ternutrisi halus dan lembut.
- TL by respondent : Jangan bilas dan rasakan kulit anda lebih ternutrisi, lembut dan halus.

Product 2



Data 6

- SL : Unfold the mask
- TL : Buka lipatan masker
- TL by respondent : Buka topengnya

Data 7

- SL : Apply on cleansed face. Adjust the mask to the contours of your face.
- TL : Gunakan pada wajah yang sudah dibersihkan. Sesuaikan dengan bentuk wajah kamu
- TL by respondent : Aplikasikan pada wajah yang telah dibersihkan.
Sesuaikan masker dengan kontur wajah anda

Data 8

- SL : Leave it on for 15mins
- TL : Diamkan selama 15 menit.
- TL by respondent : Biarkan selama 15 menit

Data 9

- SL : Remove mask.
- TL : Lepaskan masker
- TL by respondent : Lepaskan topeng

Data 10

- SL : Gently massage in any excess serum, or use a cotton pad to remove

- TL : Pijat perlahan cairan serum yang tersisa atau bersihkan dengan kapas wajah.
- TL by respondent : Pijatdengn lembut serum yang berlebih atau gunakan kapas untuk menghilangkannya.

Product 3



Data 11

- SL : Cleanse your face
- TL : Bersihkan wajah
- TL by respondent : Bersihkan wajah anda

Data 12

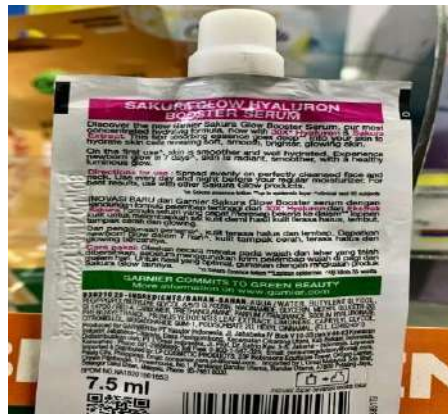
- SL : Remove mask from pouch and apply to face, placing mask to fit eye and lip area
- TL : Lepaskan masker dari kemasannya dan gunakan pada wajah, letakkan masker agar sesuai pada daerah mata dan bibir.

- TL by respondent : Keluarkan masker dari kantong anda dan aplikasikan kewajah, tempatkan masker agar pas dengan area mata dan bibir

Data 13

- SL : Remove mask after 10-20 minutes and lightly massage remaining solution into skin with hands.
- TL : Lepaskan masker setelah 10-20 menit dan pijat dengan lembut agar sisah cairan menyerap pada kulit.
- TL by respondent : Hapus mask setelah 10-20 menit dan pijat ringan larutan yang tersisah kekulit dengan tangan.

Product 4



Data 14

- SL : Spread evenly on perfectly cleansed face and neck.
- TL : Oleskan secara merata pada wajah dan leher yang telah dibersihkan.
- TL by respondent : Oleskan secara merata pada wajah dan leher yang telah dibersihkan secara sempurna.

Data 15

- SL : Use every day and night before your regular moisturizer.
- TL : Sebelum menggunakan krim pelembap wajah di pagi hari dan malam hari.
- TL by respondent : Gunakan setiap pagi dan malam sebelum menggunakan moisturiser.

Data 16

- SL : For best results, use with other Sakura Glow products.
- TL : Untuk hasil yang optimal, gunakan dengan rangkaian produk Sakura Glow lainnya.
- TL by respondent : Untuk hasil terbaik, gunakan dengan produk Sakura Glow lainnya.

Product 5



Data 17

- SL : Apply all over cleansed face, especially on areas of concerns by genty massaging it in.

- TL : Oleskan secara merata di kulit bersih, pijat halus di area yang bermasalah.
- TL by respondent : Oleskan keseluruhan wajah yang telah dibersihkan, terutama pada area yang bermasalah dengan memijat lembut.

Data 18

- SL : To Open, hold the Ampoule upright, push back the top tab the squeeze.
- TL : Untuk membuka dorong bagian atas tutup Ampoule Serum, sehingga tutup terbuka sebelum dipencet.
- TL by respondent : Untuk membuka, pegang Ampoule dengan tegak, dorong kembali tab atas hingga terbuka.

Data 19

- SL : Apply 1 Ampoule in the morning and another Ampoule at night for best results in 6 days.
- TL : Gunakan 1 Ampoule di pagi hari dan 1 Ampoule di malam hari untuk hasil optimal dalam 6 hari.
- TL by respondent : Oleskan 1 ampoule di pagi hari dan ampou lainnya di malam hari untuk hasil terbaik dalam 6 hari.

Product 6



Data 20

- SL : Foam with water, rub it on the face evenly. Rinse thoroughly
- TL : Busakan dengan air, sapkan pada wajah secara merata.
Bilas hingga bersih
- TL by respondent : Busakan dengan air, gosokkan pada wajah secara efektif. Bilas sampai bersih.

Product 7



Data 21

- SL : Gently massage on wet face, lather and rinse with water.
Avoid eye area.
- TL : Gunakan pada wajah yang basah, bilas dengan air. Hindari daerah/kawasan sekitar mata.
- TL by respondent : Pijat lembut pada wajah yang basah, basu dan bilis dengan air. Hindari area mata

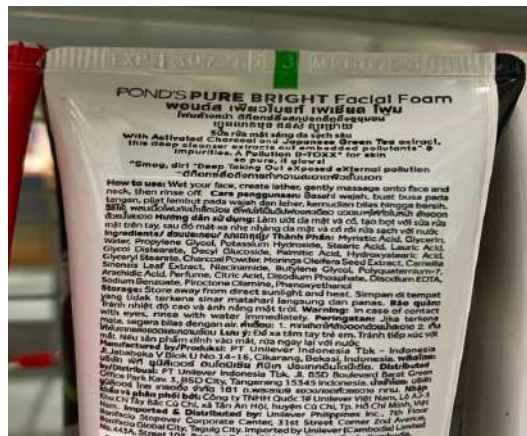
Product 8



Data 22

- SL : Pour onto cotton pad and swipe gently on skin, eyes and lips. No rinsing required.
- TL : Tuang ke kapas dan usapkan ke wajah, mata, dan bibir.
Tidak perlu dibilas.
- TL by respondent : Tuangkan ke kapas dan usapkan dengan lembut pada kulit, mata, dan bibir. Tidak perlu dibilas.

Product 9



Data 23

- SL : Wet your face, create lather, gently massage onto face and neck, then rinse off.
- TL : Basahi wajah, buat busa pada tangan, pijat lembut pada wajah dan leher, kemudian bilas hingga bersih.
- TL by respondent : Basahi wajah anda, buat busa, pijat lembut ke wajah dan leher, lalu bilas.

Product 10



Data 24

- SL : Pour Ovale Natural H2O Micellar Cleansing Water
Brightening on cotton.
- TL : Tuangkan Ovale Natural H2O Micellar Cleansing Water
Brightening pada kapas.
- TL by respondent : Tuangkan Ovale Natural H2O Micellar cleansing
water pada kapas.

Data 25

- SL : Apply on the face and eye area.
- TL : Usapkan pada wajah dan area mata hingga bersih dari
kotoran make up.
- TL by respondent : Oleskan pada area wajah dan mata.

Data 26

- SL : Use in the morning and evening. No need to rinse.
- TL : Gunakan pada pagi hari dan malam hari. Tidak perlu
dibilas.
- TL by respondent : Gunakan pada pagi dan sore hari. Tidak perlu di
bilas

Product 11



Data 27

- SL : Apply on clean nose area.
- TL : Gunakan pada area hidung yang bersih.
- TL by respondent : Oleskan pada area hidung yang bersih

Data 28

- SL : Leave on for 15-20 minutes or until dry
- TL : Diamkan selama 15-20 menit atau hingga kering.
- TL by respondent : Biarkan selama 15-20 menit atau sampai kering

Data 29

- SL : Gently peel away from the edge. Use once or twice a week.
- TL : Angkat masker perlahan dengan menarik dari ujung.
Gunakan sekali atau dua kali dalam seminggu.
- TL by respondent : Kupas perlahan dari tepi gunakan sekali atau dua kali seminggu

Data 30

- SL : Rinse off. Not for use on sensitive or broken skin.
- TL : Bilas bersih. Hindari penggunaan pada kulit sensitif dan kulit bermasalah.
- TL by respondent : Bilas tidak untuk di gunakan pada kulit sensitif rusak.

Product 12



Data 31

- SL : Wash the face and pat dry. Removes the mask from package.
- TL : Bersihkan wajah dan keringkan. Keluarkan masker dari kemasan.
- TL by respondent : Cuci muka dan keringkan. Menghapus topeng dari paket

Data 32

- SL : Pull the adges backwards and hang on ears.
- TL : Tarik bagian ujung masker kearah belakang dan kaitkan ke telinga.
- TL by respondent : Tarik ujungnya ke belakang dan gantung di telinga

Data 33

- SL : Pull up the part near chin along the face profile and hang on ears

- TL : Tarik bagian dekat dagu keliling sepanjang bentuk dagu dan kaitkan ke telinga
- TL by respondent : Tarik bagian dekat dagu keatas sepanjang profil wajah dan gantung di telinga.

Data 34

- SL : Apply evenly and firmly onto face. Remove the mask after 15-20 minutes
- TL : Pasangkan secara merata dan kencangkan pada wajah. Angkat masker 15-20 menit.
- TL by respondent : Oleskan secara merata dan kuat pada wajah.
Lepaskan masker setelah 15-20 menit

Data 35

- SL : Gently pat to promote the absorption of remaining essence. Apply 1x or 2x a week.
- TL : Tepuk perlahan untuk membantu penyerapan dari sisa esens. Gunakan 1x atau 2x seminggu.
- TL by respondent : Tepuk lembut untuk meningkatkan penyerapan esensi yang tersisa. Terapkan 1x atau 2x seminggu.

Product 13



Data 36

- SL : Cleanse your eye area. Place the mask with the film cover side up, with the broader end meeting the outer corner of your eye. Remove the film.
- TL : Bersihkan bagian mata. Pasangkan masker dengan penutup film dibagian atas, dengan ujung lebar pada sudut mata bagian luar. Angkat film.
- TL by respondent : Bersihkan area mata anda. Tempatkan topeng dengan penutup film menghadap keatas, dengan ujung yang lebih lebar bertemu dengan sudut luar mata anda. Hapus filmnya.

Data 37

- SL: Leave on for 15 minutes
- TL: Diamkan selama 15 menit
- TL by respondent : Biarkan selama 15 menit

Data 38

- SL : Gently massage the excess of serum for absorption. No rinse. Use twice weekly.
- TL : Pijat perlahan sisa serum agar terserap. Tanpa bilas. Gunakan dua kali seminggu.
- TL by respondent : Pijat dengan lembut kelebihan serum untuk penyerapan. Tanpa bilas. Gunakan dua kali seminggu.

3. Data analysis

This section describes the results of data analysis to determine the translation techniques in 13 beauty products.

Table 4. Data On Translation Techniques

SL	Remove and unfold mask from package to place onto clean, dry face
TL	Keluarkan / dan / buka / lembaran / masker ee ee ee exp ee
	(4= Established Equivalent, 1= Explication, 1= Reduction) = 6 Techniques For sentence “from package to place onto clean, dry face” this is a reduction technique.
SL	Adjust eye, nose and mouth opening to fit
TL	Sesuaikan / masker dengan bentuk / wajah ee exp g
	(1= Established Equivalent, 1= Explication, 1= Generalization) = 3 techniques

SL	Let the goodness soak in for 15-20 minutes
TL	Biarkan / masker menutrisi kulit / selama / 15-20 / menit. ee dc ee pb ee
	(3= Established Equivalent, 1= Discursive Creation, 1= Pure Borrowing) = 5 techniques

SL	Remove mask. Pat in excess serum into face and neck
TL	Lepaskan / masker / dan lanjutkan dengan / memijat / perlahan / serum / ee ee add mod exp pb yang terpisah/pada/ wajah / dan / leher. mod ee ee ee ee
	(6 = Established Equivalent, 1 = Additions, 2 = Modulation, 1 = Explicitation, 1 = Pure Borrowing) = 11 techniques

SL	Do not rinse off and feel your skin more nourished, soft and smooth!
TL	Jangan / bilas / dan / rasakan / kulit/mu / yang sudah / lebih / ternutrisi / ee ee ee ee ee ee exp ee ee halus / dan /lembut. ee ee ee
	(11= Established Equivalence, 1= Explicitation) = 12 techniques

SL	Unfold the mask
TL	Buka / lipatan / masker ee exp ee
	(2= Established Equivalence, 1=Explicitation) = 3 techniques

SL	Apply on cleansed face. Adjust the mask to the contours of your face.
TL	Gunakan / pada / wajah / yang sudah / dibersihkan./ Sesuaikan / dengan / ee ee ee exp ee ee mod bentuk /wajah / kamu.

	ee ee ee
	(8= Established Equivalence, 1= Explicitation, 1= Modulation, 1= Reduction) = 11 techniques For word “the mask” this is a reduction technique .

SL	Leave it on for 15mins
TL	Diamkan / selama / 15 / menit. ee ee pb ee
	(3=Established equivalence, 1=Pure Borrowing, 1=Reduction) = 5 techniques For word “it” this is reduction technique .

SL	Remove mask.
TL	Lepaskan / masker ee ee
	(2=Established equivalence) = 2 techniques

SL	Gently massage in any excess serum, or use a cotton pad to remove.
TL	Pijat / perlahan / cairan / serum / yang tersisa / atau / bersihkan / dengan / ee mod exp pb mod ee mod pf kapas / wajah ee exp
	(3= Established equivalence, 3=Modulation, 2= Explicitation, 1=pure borrowing, 1=paraphrase) = 10 techniques

SL	Cleanse your face
TL	Bersihkan / wajah ee ee
	(2=Established equivalence, 1=Reduction) = 3 techniques For word “your” this is reduction technique .

SL	Remove mask from pouch and apply to face, placing mask to fit eye and lip areah
TL	Lepaskan / masker / dari / kemasan/nya / dan / gunakan / pada wajah, / ee ee ee mod add ee ee ee letakkan /masker / agar sesuai / pada / daerah / mata / dan / bibir. ee ee ee ee ee ee ee ee
	(14= Established equivalence, 1=Modulation, 1=Addition) = 16 techniques

SL	Remove mask after 10-20 minutes and lightly massage remaining solution into with hands
TL	Lepaskan / masker / setelah / 10-20 / menit / dan / pijat / dengan lembut / ee ee ee pb ee ee exp ee agar sisah /cairan menyerap / pada / kulit. ee exp ee ee
	(9= Established equivalence, 1= Pure borrowing, 2= Explication, 1=Reduction) = 13 techniques For word “the mask” this is reduction technique .

SL	Spread evenly on perfectly cleansed face and neck.
TL	Oleskan / secara merata / pada / wajah / dan / leher / ee ee ee ee ee ee / yang telah di bersihkan. ee
14	(7= Established equivalence) = 7 techniques

SL	Use every day and night before your regular moisturizer.
TL	/Sebelum menggunakan krim pelembap wajah di pagi hari dan malam hari./ pf

	(1= Paraphrase) = 1 technique
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SL	For best results, use with other Sakura Glow products.
TL	Untuk hasil yang optimal, / gunakan / dengan rangkaian / produk / ee ee exp nb Sakura Glow / lainnya. / pb ee add
	(3= Established equivalence, 1= Pure borrowing, 1= Explication, 1= Naturalized borrowing, 1= Addition) = 7 techniques

SL	Apply all over cleansed face, especially on areas of concerns by genty massaging it in.
TL	Oleskan / secara merata / di / kulit / bersih, / pijat halus / di areah / yang / ee ee add g ee ee ee add bermasalah ee
	(6= Established equivalence, 2=Addition, 1= Generalization, 1= Reduction) = 10 techniques For word “ especially ” this is reduction technique

SL	To Open, hold the Ampoule upright, push back the top tab the squeeze.
TL	Untuk membuka / dorong / bagian atas tutup / Ampoule / Serum, / ee ee exp pb exp sehingga /tutup terbuka sebelum / dipencet. add exp ee
	(3= Established equivalence, 3= Explication, 1= Pure borrowing, 1= Addition) = 8 techniques

SL	Apply 1 Ampoule in the morning and another Ampoule at night for best results in 6 days.
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TL	Gunakan / 1 Ampoule / di pagi hari / dan / 1 / Ampoule / di malam hari / ee pb ee ee mod pb ee untuk / hasil / optimal / dalam / 6 / hari. ee ee ee ee pb ee
	(9= Established equivalence, 3= Pure borrowing, 1= Modulation) = 13 techniques

SL	Foam with water, rub it on the face evenly. Rinse thoroughly
TL	Busakan / dengan / air, / sapkan / pada / wajah / secara merata. / Bilas / ee ee ee ee ee ee ee ee hingga / bersih. add ee
	(9= Established equivalence, 1= Addition) = 10 techniques

SL	Gently massage on wet face, lather and rinse with water. Avoid eye area.
TL	Gunakan pada wajah / yang basah, / bilas / dengan / air. / Hindari / dc ee ee ee ee ee daerah/Kawasan / sekitar / mata. ee add ee
	(1= Discursive creation, 7= Established equivalence, 1= Addition) = 9 techniques

SL	Pour onto cotton pad and swipe gently on skin, eyes and lips. No rinsing required.
TL	Tuang / ke kapas / dan / usapkan / kewajah, / mata, / dan / bibir. / Tidak / ee ee ee ee g ee ee ee ee perlu / dibilas. ee ee
	(10= Established equivalence, 1= Generalization) = 11 techniques

SL	Wet your face, create lather, gently massage onto face and neck, then rinse off
TL	Basahi / wajah, / buat / busa / pada tangan, / pijat / lembut / pada wajah / ee ee ee ee exp ee ee ee dan / leher, / kemudian / bilas / hingga bersih. ee ee ee ee exp
	(11= Established equivalence, 1=Reduction, 2=) = 11 techniques

SL	Pour Ovale Natural H2O Micellar Cleansing Water Brightening on cotton.
TL	Tuangkan / Ovale Natural H2O Micellar Cleansing Water Brightening / ee pb pada / kapas. ee ee
	(3= Established equivalence, 1= Pure borrowing) = 4 techniques

SL	Apply on the face and eye area.
TL	Usapkan / pada wajah / dan / area / mata / ee ee ee pb ee hingga bersih dari kotoran make up. exp
	(4= Established equivalence, 1= Pure borrowing, 1= Explicitation) = 6 techniques

SL	Use in the morning and evening. No need to rinse.
TL	Gunakan / pada pagi hari / dan / malam hari. / Tidak / perlu / dibilas. ee ee ee ee ee ee ee
	(7= Established equivalence, 1= Reduction) = 8 techniques For word “ to ” this is reduction technique

SL	Apply on clean nose area.
TL	Gunakan / pada / area / hidung / yang bersih. ee ee pb ee ee
	(4 = Established equivalence, 1= Pure borrowing) = 5 techniques

SL	Leave on for 15-20 minutes or until dry
TL	Diamkan / selama / 15-20 / menit / atau / hingga / kering. ee ee pb ee ee ee ee
	(6= Established equivalence, 1= Pure borrowing) = 7 techniques

SL	Gently peel away from the edge. Use once or twice a week.
TL	Angkat / masker / perlahan / dengan menarik / dari / ujung. / Gunakan / mod exp mod exp ee mod ee sekali / atau / dua kali / dalam / seminggu. ee ee ee exp ee
	(6= Established equivalence, 3= Modulation, 3= Explication) = 12 techniques

SL	Rinse off . Not for use on sensitive or broken skin.
TL	Bilas / bersih. / Hindari / penggunaan / pada / kulit / sensitif / dan / kulit / ee exp mod ee ee ee ee dc ee bermasalah mod
	(6= Established equivalence, 1= Explication, 2= Modulation, 2= Reduction, 1= Discursive creation) = 12 techniques For word “ off ” and “ for ” these are reduction techniques

SL	Wash the face and pat dry. Removes the mask from package.
TL	Bersihkan / wajah / dan / keringkan. / Keluarkan / masker / dari /

	<p style="text-align: center;">ee ee ee ee ee ee ee</p> <p>kemasan.</p> <p style="text-align: center;">ee</p>
	<p>(8= Established equivalence, 1= Reduction) = 9 techniques</p> <p>For word “pat” this is reduction techniques</p>

SL	Pull the adges backwards and hang on ears.
TL	<p>Tarik / bagian ujung / masker / kearah belakang / dan / kaitkan /</p> <p style="text-align: center;">ee mod exp mod ee ee</p> <p>ke telinga.</p> <p style="text-align: center;">ee</p>
	<p>(4= Established equivalence, 2= Modulation, 1= Explication) = 7 techniques</p>

SL	Pull up the part near chin along the face profile and hang on ears
TL	<p>Tarik / bagian / dekat / dagu / keliling / sepanjang / bentuk dagu / dan /</p> <p style="text-align: center;">ee ee ee ee exp ee ee ee</p> <p>kaitkan / ke telinga.</p> <p style="text-align: center;">ee ee</p>
	<p>(9= Established equivalence, 1= Explication) = 10 techniques</p>

SL	Apply evenly and firmly onto face. Remove the mask after 15-20 minutes
TL	<p>Pasangkan / secara merata / dan / kencangkan / pada wajah. / Angkat /</p> <p style="text-align: center;">ee mod ee mod ee ee</p> <p>masker / 15-20 / menit</p> <p style="text-align: center;">ee pb ee</p>
	<p>(6= Established equivalence, 2= Modulation, 1= Pure borrowing) = 9 techniques</p>

SL	Gently pat to promote the absorption of remaining essence. Apply 1x or 2x a week.
TL	Tepuk / perlahan / untuk / membantu / penyerapan / dari sisa / esens. / ee mod ee mod ee ee nb Gunakan / 1x / atau / 2x / seminggu. ee pb ee pb ee
	(7= Established equivalence, 2= Modulation, 1= Naturalised borrowing, 2= Pure borrowing) = 12 techniques

SL	Cleanse your eye areah. Place the mask with the film cover side up, with the broader end meeting the outer corner of your eye. Remove the film.
TL	Bersihkan / bagian / mata. / Pasangkan / masker / dengan / penutup / film/ ee mod ee mod ee ee ee pb / di bagian atas, / dengan / ujung lebar / pada / sudut / mata / bagian luar. / ee ee mod add ee ee ee Angkat / film. ee pb
	(11= Established equivalence, 3= Modulation, 1= Reduction, 2= Pure borrowing, 1= Additions) = 18 techniques For word “ your ” this is reduction techniques

SL	Leave on for 15 minutes
TL	Diamkan / selama / 15 / minutes ee ee pb ee
	(3= Established equivalence, 1= Pure borrowing) = 4 techniques

SL	Gently massage the excess of serum for absorption. No rinse. Use twice weekly.
TL	Pijat / perlahan / sisa / serum / agar terserap. / Tanpa bilas./ Gunakan / ee ee mod pb ee ee ee

	dua kali / seminggu. ee ee
	(7= Established equivalence, 1= Modulation, 1= Pure borrowing) = 9 techniques

b. Result

This section will present the percentage of each translation technique used in the translation of beauty products.

Table 5: Calculation Data on Translation Techniques

No.	Types of Technique	Amount	Percentage %
1.	Established Equivalence	229	70,0
3.	Explicitation	24	7,3
3.	Modulation	23	7,0
4.	Pure borrowing	21	6,4
5.	Reduction	11	3,4
6.	Additions	9	2,8
7.	Discursive Creation	3	0,9
8.	Generalization	3	0,9
9.	Naturalized borrowing	2	0,6
10.	Paraphrase	2	0,6
	Amount	327	100,0

CHAPTER V

DISCUSSIONS

The main research objective of this study is about students' perceptions of the use of beauty product translation in learning vocabulary of Universitas PGRI Yogyakarta students. The researcher then formulated two research questions, namely students' perceptions of the use of translations of beauty products and what techniques are used in the translation of beauty products. After that, the researcher provides further interpretation and discussion as follows:

A. Students' Perception on the Use of Beauty Product Translation in Learning Vocabulary at Universitas PGRI Yogyakarta

Students' perceptions of the use of beauty product translation in vocabulary learning based on the results of student questionnaires that have been given by researcher related to the questions answered by students in the questionnaire session using google form. These are categorized as the benefits of using translated beauty products and will be explained as follows:

First, students can feel happy in learning vocabulary. Based on the findings, it is found that using beauty product translation makes students feel happy in learning vocabulary. When they feel happy in learning vocabulary, then it can be categorized as a perception of acceptance to increase the passion for learning vocabulary. This is in accordance with the opinion of Robbins (1977) which states that to find out how the process of collecting information through human perception is through indicators of perception, namely student acceptance. Acceptance means that students agree with the use of translations of beauty products in learning vocabulary because they feel happy in learning

English vocabulary when using translations on products. This is because beauty products can help students become aware of vocabulary that has never been known.

The second perception from student is about the benefits of using translations of beauty products used to facilitate learning vocabulary. Based on the google form submission from the students when the researcher conducted the study, the students found it easy to learn vocabulary. In the process of teaching and learning English, according to Robbins (1977) that to find out how the process of collecting information through human perception is through indicators of perception, the indicator he means is student understanding. In line with this theory, in the research findings that students understand vocabulary more easily when using translation in products in the learning vocabulary process. This is because translations on products provide simple vocabulary on products in learning, in addition students stated that using translations of beauty products can easily understand what is contained in skin care. Therefore, beauty products have translations made in two languages that can make it easier for readers to understand the meaning.

The third student perception of the benefits of using translations of beauty products in learning vocabulary is that it can increase their vocabulary. Knowing vocabulary has a big influence in learning English. This influence occurs because of the use of materials or media so that it has a great influence in learning English, namely students can increase their vocabulary. The vocabulary listed in the product is a lot of vocabulary that we often use in

Indonesian and can know what is not yet known or something new. Therefore, the translation of beauty products provides a lot of vocabulary that is not yet known by students. Meanwhile, students found it very helpful because this product has translated vocabulary that is easy to understand. With the vocabulary that is easy to understand, students are interested in learning English.

The fourth perception from student about the benefits of using translated beauty products in learning vocabulary is that they can relate the material to daily life. The researcher found that the students mostly gave positive perceptions about the use of beauty product translation because the students could relate the material to their daily lives. This is because the vocabulary used is very easy to understand because it uses everyday language so it is easy to use and some students said that the ingredients are more or less around us. The translation of beauty products can stimulate students to speak every day and practice so that they can master and apply English in everyday life.

The fifth student perception of the benefits of using beauty product translation in learning vocabulary is that it can stimulate students' interest in learning English. The researcher found that the students mostly gave a positive perception about the use of beauty product translation because it can stimulate students' interest in learning English especially learning vocabulary. This is based on the results of the study, some students said that learning English does not have to be in class but in the dormitory can also learn, for example beauty products that they often use everyday. With products that present two

languages, students find new ideas and can stimulate interest in learning English. Meanwhile, very easy for them to find vocabulary that often existed in their living environment. In addition to bilingual products, beauty products also use familiar vocabulary in daily life so as to stimulate students' interest in learning.

B. Translation Techniques

Based on the researcher findings after determining the translation techniques in beauty products used for students' learning vocabulary, the researcher found three techniques that are not included in the 18 types of translation techniques. The translation techniques are explicit, addition and paraphrase. However, paraphrase, addition, explicit techniques according to the views of Molina and Albir 2002, are made into one technique, namely the amplification technique. Based on the calculation of data for techniques that translation techniques in beauty products are dominated by established equivalence translation, followed by explicitation, modulation, pure borrowing, reduction, addition, discursive creation, generalization, naturalized borrowing and paraphrasing.

This is because the established equivalent translation technique is commonly used for words that already have a formal equivalent in the target language as found in the dictionary or agreed upon by a certain community of language users (colloquial usage). In this study, 229 (70.0) data were translated using this technique. The use of this technique refers to the communicative translation method with domestication ideology. By using terms/words that

already have formal equivalents, the translation becomes easier to understand, more acceptable to the readers and the accuracy of the message can be achieved maximally.

There are also several translation techniques that have never been used in this research, including: First, Adaptation, in the translation of beauty products, adaptation technique is not used because adaptation technique is a technique of replacing source text elements with elements that are accepted and known in the target text. Second Amplification, in the translation of beauty products, the amplification technique is not used because this technique is to provide details that are not formulated in the target text, namely explicative paraphrase or explication. Third, description, this technique is not used in the translation of beauty products because this technique is to replace a term or expression with a description of its form and function. Fourth, compensation, because this technique is a translation technique that brings information elements or stylistic influences from the source language text into the target language. Fifth, linguistic amplification, is not used because this technique is to add linguistic elements. Sixth, linguistic compression, because this technique is often used for spontaneous oral translation and subtitling, it is not used in the explanation of the use of beauty products. Next is Literal, because the function of literal is to transfer an expression word by word but the structure already follows the rules in the target language. Eighth, Substitution, this technique is more precisely used in the translation of a movie because substitution is intonation or gesture. Particularization is not used in the translation of beauty products

because this technique is about using more concrete or specific terms. And then transposition, this technique is not used in the translation of beauty products because this technique is to replace grammatical categories. Finally, variation, because this technique is about changing tone, language style, social dialect, and also geographical dialect and also this technique can be found in the translation of drama or children's stories.

Based on the results of the researcher's correction, many students' translations are still wrong. The errors in the use of word choice lie in the incongruity of word choice, inaccuracy of word choice, and inconsistency of word choice based on the translation analysis. Students experience many mistakes in choosing the right words to convey the intended meaning. Some words are used according to what they think without seeing whether the words or phrases used are readable or not. There is also an inaccuracy in the choice of words that the researcher corrects, the translation errors that have been made are the use of multiple plural meanings, using words that have similar meanings so as to cause redundancy. In addition, the deviation is also influenced by the lack of accuracy of the writing by the students. And then inconsistency in word choice based on the data correction that has been done, namely the use of words that are not in accordance with the context or situation of the user. From these errors, the researcher confirmed the students' translation according to the translation contained in the beauty product and gave an explanation of translation techniques so that the students knew the translation techniques.

BAB VI

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the results of descriptive qualitative research with Observation techniques, Data collection, Tests on respondents, Identifying and calculating conducted at Universitas PGRI Yogyakarta. About the use of beauty product translation in learning vocabulary for students of Universitas PGRI Yogyakarta, conclusions can be drawn. The conclusions are presented as follows:

1. With the respondent trials given to students to translate into the target language can have a positive influence, among others; respondents can find out new vocabulary, respondents are able to memorize and then develop new vocabulary, and motivate respondents that learning English is not only in schools, campuses and courses but can learn anywhere using products that are always encountered in everyday life. This encourages respondents to learn vocabulary that is easily available at any time.
2. The technique that is often used in translating the use of beauty products in this research is the Established Equivalence technique. Because this technique uses terms or expressions that are already common (based on dictionaries or daily use).

B. SUGGESTIONS

This research is a research on the translation of beauty products that can increase vocabulary and the use of translation techniques in beauty products. The researcher found unresolved problems, so the author wrote suggestions. The author still finds many students have difficulty in learning English vocabulary. Therefore, the researcher suggests to all readers who are interested in English, the researcher also suggests that learning English does not have to happen at school, on campus or in courses. Start learning from small things around us. For other researchers, the researcher hopes that the results of this study can be used to design further research plans that are relevant and more varied. This research is also expected to encourage future researchers to ask questions that have not been examined in research.


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APPENDIX

Appendix 01. Research Permit 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. 1374/FKIP-UPY/R/VII/2023
 Hal : **Ijin Penelitian**

Kepada Yth :
Ketua Program Studi
 Di Universitas PGRI Yogyakarta



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

Nama Mahasiswa : **Bani Maga Yohana Agapa**
 Nomor Mahasiswa : 19144700031
 Semester/Prodi : Genap/Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Alamat : Jl. IKIP PGRI I Sonosewu No.117, Sonosewu, Ngestiharjo, Kec. Kasihan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55182

Judul penelitian : "Students' Perception On The Use Of Beauty Product Translation In Learning Vocabulary At University PGRI Of Yogyakarta"

Waktu Penelitian : Agustus- Oktober 2023
 Tempat Penelitian : Program Studi di Universitas PGRI Yogyakarta

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

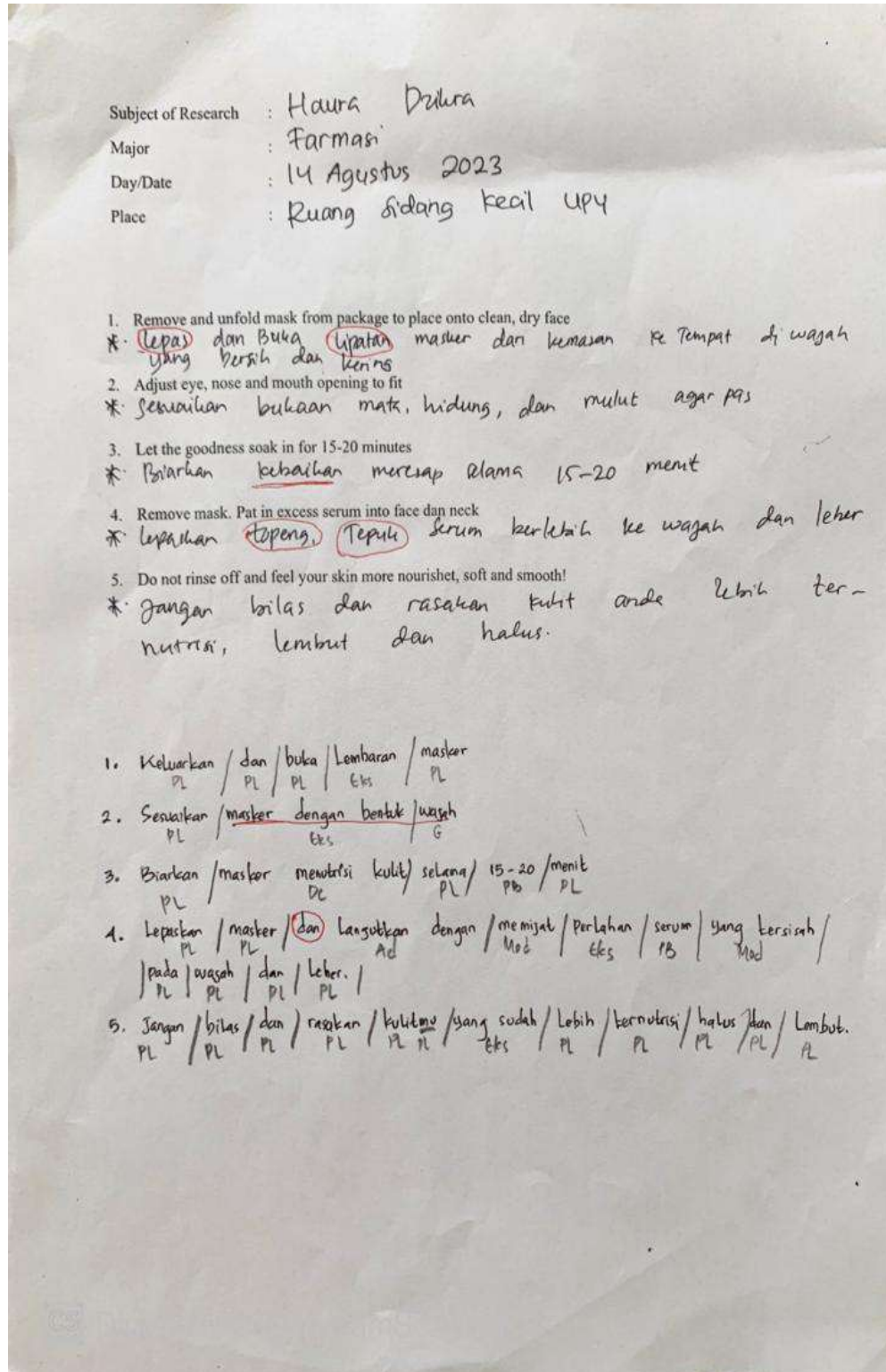

 Yogyakarta, 28 July 2023
 Dekan FKIP

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

Tembusan:

1. Mahasiswa yang bersangkutan
2. Arsip

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Appendix 02. Testing the Respondent



Subject of Research : Yosina Togi
 Major : IKOR / Ilmu Keolahragaan
 Day/Date : Senin, 14 Agustus 2023
 Place : kos mangga dua

1. Unfold the mask
 Buka fopengnya
2. Apply on cleansed face. Adjust the mask to the contours of your face
 Aplikasi pada wajah yang telah dibersihkan.
 Sesuaikan masker dengan kontur wajah anda.
3. Leave it on for 15mins
 Biarkan selama 15 menit
4. Remove mask.
 Lepaskan fopeng
5. Gently massage in any excess serum, or use a cotton pad to remove
 Pijat tangan lembut serum yang berlebih, atau gunakan kapas untuk menghilangkannya.

1. Buka / lipatan / masker
 PL / les / PL
2. Gunakan / pada / wajah / yang sudah / dibersihkan. / Sesuaikan / dengan / bentuk / wajah / kamu
 PL / PL / PL / PL / PL / PL / Mod / PL / PL / PL
3. Diamkan / selama / 15 menit
 PL / PL / PL / PL
4. Lepaskan / masker
 PL / PL
5. Pijat / perlahan / cairan / serum / yang berlebih / atau / bersihkan / dengan / kapas / wajah
 PL / Mod / les / PL / Mod / PL / Mod / PL / PL / les

Subject of Research : Lemek Tebai
 Major : PBSI
 Day/Date : Selasa, 8 Agustus 2023
 Place : Kelurahan, Depok, Sleman D.I.Y

1. Cleanse your face
(Bersihkan wajah Anda)
2. Remove mask from pouch and apply to face, placing mask to fit eye and lip area
(Keluarkan masker dari kantong Anda dan aplikasikan ke wajah, tempatkan masker agar pas dan area mata dan bibir)
3. Remove mask after 10-20 minutes and lightly massage remaining solution into skin with hands
(hapus mask setelah 10-20 menit dan pijat ringan larutan yang tersisa ke kulit dengan tangan.)

1. Bersihkan / wajah
PL / PL
2. Lepaskan / masker / dari / kemasaannya / dan / gunakan / pada / wajah, / letakkan / masker / agar / sesuai /
PL / PL / PL / Mod / ke / PL / PL / PL / PL / PL / PL / PL / PL / PL
pada / daerah / mata / dan / bibir
PL / PL / PL / PL / PL
3. Lepaskan / masker / setelah / 10-20 / menit / dan / pijat / dengan / lembut / agar / sisa / Cairan / mengrap /
PL / PL / PL / PB / PL / PL / Eks / PL / PL / PL / Eks /
/ pada / kulit /
PL / PL /

Subject of Research : Helena Mileniana Agapa
 Major : Farmasi
 Day/Date : 14 Agustus 2023
 Place : Ruang sidang kecil UP4

1. Spread evenly on perfectly cleansed face and neck.
- * Oleskan secara merata pada wajah dan leher yang telah dibersihkan secara sempurna
2. Use every day and night before your regular moisturizer
- * Gunakan setiap pagi dan malam sebelum menggunakan moisturizer
3. For best results, use with other Sakura Glow products.
- * Untuk hasil terbaik gunakan dengan produk sakura glow lainnya

~~Paraphrase~~

X.

1. Oleskan / secara merata / pada / wajah / dan / leher / yang telah dibersihkan.
 PL / PL / PL / PL / PL / PL / PL
2. Sebelum menggunakan krim pelembap wajah setiap hari dan malam hari.
3. Untuk hasil yang optimal, gunakan dengan rangkaian / produk / Sakura Glow / lainnya.
 PL / PL / PL / PL / PL / PL / PL

Subject of Research : SKRIPSI AGAPA
 Major : MANAJEMEN
 Day/Date : 17 AGUSTUS 2023
 Place : KONTRAKAN AGABER'S

1. Apply all over cleansed face, especially on areas of concerns by gently massaging it in.
 Oleskan ke seluruh wajah yang telah dibersihkan, terutama pada area yang bermasalah dengan memijat lembut.
2. To Open, hold the Ampoule upright, push back the top tab the squeeze.
 Untuk membuka, pegang ampoule dengan tegak, dorong kembali tab atas hingga menekan.
3. Apply 1 Ampoule in the morning and another Ampoule at night for best results in 6 days.
 Oleskan 1 ampoule di pagi hari dan ampoule lainnya di malam hari untuk hasil terbaik dalam 6 hari.

1. Oleskan / secara merata / di kulit / bersih, / pijat / halus / di area / yang / bermasalah.
 PL / PL / di / G / PL / PL / PL / ad / PL
2. Untuk membuka / dorong / bagian atas tutup / Ampoule / serum, / sehingga / tutup terbuka sebelum /
 di pasang
 PL / PL / PL / Ets / PB / Ets / Ad / Ets
3. Gunakan / 1 Ampoule / di pagi hari / dan / 1 Ampoule / di malam hari / untuk / hasil /
 optimal / dalam / 6 / hari /
 PL / PL / PB / PL /

Subject of Research : Amos kegiye
 Major : Agroteknologi
 Day/Date : Selasa 8-8-2023
 Place : Asrama dogiyai

1. Foam with water, rub it on the face evenly. Rinse thoroughly

1. busakan dengan air, gosokan pada wajah
 Secara efektif bilas sampai bersih

1. Busakan / dengan / air / sapkan / pada / wajah / secara merata / Bilas / hingga / bersih.
 PL PL PL PL PL PL PL PL PL PL

Subject of Research : ALFRET TAGI
 Major : PENDIDIKAN KEWARGANEGERAAN PEN
 Day/Date : SELASA 8 AGUSTUS 2023
 Place : ASPAMA DOGITAL

1. Gently massage on wet face, lather and rinse with water. Avoid eye area

1. Pijat lembut pada wajah yang basah & busu dari bilis dengan air hindari area mata

1. Gunakan pada wajah / yang basah / bilas / dengan air / hindari daerah / kawasan / sekitar / mata.

Ad PL PL PL PL PL PL

Subject of Research : Yohanes Dimi
 Major : PBS1
 Day/Date : Selasa 8 Agustus 2023
 Place : Astama Dogiyu

1. Pour onto cotton pad and swipe gently on skin, eyes and lips. No rinsing required.

tuangkan ke kapas dan usapkan dengan lembut pada Kulit,
 mata, dan bibir. tidak perlu dibilas.

1. Tuang / ke kapas / dan / usapkan / ke wajah, mata, dan / bibir. / Tidak / perlu / dibilas
 PL / PL / PL / PL / G / PL / PL / PL / PL / PL / PL

Subject of Research : DIMAN MAGAI
 Major : PBSI
 Day/Date : Selasa 18/8/2003
 Place : Asrama Dogitai

1. Wet your face, create lather, gently massage onto face and neck, then rinse off.

Basahi wajah anda, buat busa. Pijat lembut ke
 wajah dan leher, lalu bilas

1. Basahi / wajah / buat / busa / pada / tangan / pijat / lembut / pada / wajah / dan / leher /
 PL / PL / PL / PL / Ets / PL / PL / PL / PL / PL / PL / PL /
 kemudian / bilas / hingga / bersih /
 PL / PL / Ets

Subject of Research : Fransiskus .x. kedetikoto
 Major : IKOR/ILMU KEOLARAGGAN
 Day/Date : Selasa 18/08/2023
 Place : ASRAMA DOBIYAI

1. Pour Ovale Natural H2O Micellar Cleansing Water Brightening on cotton.
 * tuangkan ovale Natural H2O Micellar cleansing water pada kapas.
2. Apply on the face and eye area.
 * Oleskan Pada area wajah dan mata.
3. Use in the morning and evening. No need to rinse.
 * Gunakan pada Pagi dan Sore hari. Tidak Perlu di bilas

1. Tuangkan /
 PL /
 Ovale Natural H2O Micellar Cleansing Water Brightening /
 PB
 Pada /
 PL /
 kapas. /
2. Usapkan /
 PL /
 pada wajah / dan /
 PL /
 area / mata / hingga bersih dari kotoran make up /
 PL /
 Etc
3. Gunakan /
 PL /
 pada pagi hari / dan /
 PL /
 malam hari. / Tidak /
 PL /
 perlu /
 PL /
 di bilas.
 PL

Subject of Research : IMelda krenda
 Major : PPKn
 Day/Date : Senin, 14-08-AGUSTUS 2023
 Place : KONTAKAN LANE JAJA

1. Apply on clean nose area.
 Menerapkan Oleskan pada area hidung yang bersih
2. Leave on for 15-20 minutes or until dry.
 Biarkan Selama 15-20 menit atau sampai kering
3. Gently peel away from the edge. Use once or twice a week.
 Kupas perlahan dari tepi gunakan sekali atau dua kali, seminggu
4. Rinse off. Not for use on sensitive or broken skin.
 Bilas Tidak untuk digunakan pada kulit sensitif dan rusak

1. Gunakan / pada / area / hidung / yang bersih.
 PL / PL / PB / PL / PL
2. Diamkan / selama / 15-20 / menit / atau / hingga / kering
 PL / PL / PB / PL / PL / PL / PL
3. Angkat / masker / perlahan / dengan menarik / dari / ujung. / Gunakan / sekali / atau / dua kali /
 Mod / Eks / Mod / Eks / PL / Mod / PL / PL / PL / PL / PL / PL
 dalam / seminggu
 PL
4. Bilas / bersih. / Hindari / penggunaan / pada / kulit / sensitif / dan / kulit / bermasalah. /
 PL / Eks / Mod / PL / PL / PL / PL / PL / PL / PL / Mod / PL

Subject of Research : Dewi Fitriani
 Major : Pharmacy
 Day/Date : 14 April 2023
 Place : Gedung dan Ruang Sidang Kecil UPY

1. Wash the face and pat dry. Removes the mask from package.
 Cuci muka dan keringkan. menhapus topeng dari plastik.
2. Pull the edges backwards and hang on ears.
 Tarik ujungnya ke belakang dan gantung di telinga.
3. Pull up the part near chin along the face profile and hang on ears.
 Tarik bagian dekat dagu ke atas sepanjang profil wajah dan gantung di telinga.
4. Apply evenly and firmly onto face. Remove the mask after 15-20 minutes.
 Oleskan secara merata dan kuat pada wajah. Lepaskan masker setelah 15-20 menit.
5. Gently pat to promote the absorption of remaining essence. Apply 1x or 2x a week.
 Tepuk lembut untuk meningkatkan penyerapan esensi yang tersisa. Terapkan 1x atau 2x seminggu.

1. Bersihkan / wajah / dan / keringkan / Keluarkan / masker / dari / kemasan /
 PL PL PL PL PL PL PL PL
2. Tarik / bagian / ujung / masker / kearah / belakang / dan / kaitkan / ke / telinga /
 PL Mod Ets Mod PL PL PL PL
3. Tarik / bagian / dekat / dagu / keliling / sepanjang / bentuk / dagu / dan / kaitkan /
 PL PL PL Ets PL PL PL PL PL PL /
 ke telinga /
 PL
4. Pasangkan / secara / merata / dan / kencangkan / pada / wajah / Angkat / masker /
 PL Mod PL Mod PL PL PL PL /
 15-20 / menit /
 PL PL
5. Tepuk / perlahan / untuk / membantu / penyerapan / dari / sisa / esensi / Gunakan / 1x /
 PL Mod PL Mod PL PL PL NB PL PL /
 atau / 2x / seminggu /
 PL PL PL

Subject of Research : Hatiah Nankatu
 Major : Farmasi
 Day/Date : Senin, 14 Agustus 2023
 Place : Ruang Sidang Kelas U10
 Ruang Sidang Kecil U10

1. Cleanse/^Ryour eye area. Place the mask with the film cover side up, with the broader end meeting the outer corner of your eye. Remove the film.
 Bersihkan area mata Anda. Tempatkan topeng dengan penutup film menghadap keatas, dengan ujung yang bertam dengan sudut luar mata Anda. Hapus filmnya. Lebih benar
2. Leave on for 15 minutes
 Biarkan selama 15 menit
3. Gently massage the excess of serum for absorption. No rinse. Use twice weekly.
 Pijat dengan lembut (kelebihan) serum untuk penyerapan. Tanpa bilas. Gunakan dua kali seminggu.

1. Bersihkan / bagian / mata / pasang / masker / dengan / penutup / film / di bagian atas /
 PL Mod PL Mod PL PL PL PL PL PL
 dengan / ujung lebar / pada / sudut / mata / bagian luar / Angkat / film /
 PL Mod Ad PL PL PL PL PL PL PL
2. Diamkan / selama / 15 / menit
 PL PL PL PL
3. Pijat / perlahan / sisa / serum / agar / terserap / Tanpa bilas / Gunakan / dua kali
 PL Mod PL PL PL PL PL PL PL PL
 seminggu /
 PL

Appendix 03. Students' perceptions

10/25/23, 1:43 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Haura D

MAJOR / DEPARTMENT *

Pharmacy Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

Yes I know because I use beauty product like face wash soap

2. Did you previously know what the source language and target language are? *

I did not know

3. Are you happy if you use beauty product translation in vocabulary learning? *

10/25/23, 1:43 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? Why? *

Yes that easy to learn English vocabulary because beauty products are often used by many people including me, so it is easy to learn.

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yeah it helps a lot because products are easy to find and also beauty have two languages that are easy to understand.

6. Does the translation help you relate the material to your daily life? Why? *

Yes it helps because the beauty product has vocabulary that is easy to understand but I rarely use it

7. Does using translated beauty products stimulate your interest in learning English? *

Yes slightly interested

8. Did you know that English has translation techniques in translating? *

I did not know it

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10/25/23, 1:42 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Yosina Tagi

MAJOR / DEPARTMENT *

Sports Science Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

Yes

2. Did you previously know what the source language and target language are? *

Yes

3. Are you happy if you use beauty product translation in vocabulary learning? *

Not really

Dipindai dengan CamScanner

https://docs.google.com/forms/d/1Z3rydzawEvGF5L3onsp3hwC3k5SzrM_bjG7YNLW8ted7/p1#response=ACYDBN2em6QB4n2mYqWIK... 1/2

10/25/23, 1:42 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? Why? *

Yes, but understand a little bit

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

understand only part of it

6. Does the translation help you relate the material to your daily life? Why? *

not really, because I rarely use beauty products

7. Does using translated beauty products stimulate your interest in learning English? *

not really, because I don't really like English

8. Did you know that English has translation techniques in translating? *

No

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10/29/23, 1:44 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Lamek Tebal

MAJOR / DEPARTMENT *

Elementary School Teacher Education Department ▾

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

No

2. Did you previously know what the source language and target language are? *

No

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I am happy

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *
Why?

Yes because using beauty product translation in vocabulary learning is very easy to understand.

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes because there are many new vocabulary words that I learned.

6. Does the translation help you relate the material to your daily life? Why? *

Yes because there are more or less several vocabularies about things we often do and use.

7. Does using translated beauty products stimulate your interest in learning English? *

Yeah a little bit

8. Did you know that English has translation techniques in translating? *

no

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10/25/23, 1:43 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Helena Mileniana Agapa

MAJOR / DEPARTMENT *

Pharmacy Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

Yes

2. Did you previously know what the source language and target language are? *

Don't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I'm happy

Dipindai dengan CamScanner

https://docs.google.com/forms/d/1QzbydzawEvGF5Aooosp3hwC3dS2zeM_lpGjYNLW3/edit?pli=1#response=ACYDBNgEHWYSMY4cYkvnGp... 1/2

10/25/23, 1:43 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *

Why?

Yes because the translation on beauty products can be an additional learning material in order to understand English vocabulary.

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yeah it helps a little bit that we can learn to understand the vocabulary in beauty products.

6. Does the translation help you relate the material to your daily life? Why? *

Yes, because the materials are more or less around us.

7. Does using translated beauty products stimulate your interest in learning English? *

Yes

8. Did you know that English has translation techniques in translating? *

Don't know

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10/25/23, 1:43 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Saverius Agapa

MAJOR / DEPARTMENT *

Management Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

No because I don't use that product

2. Did you previously know what the source language and target language are? *

I don't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I am happy

10/25/23, 1:43 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *
Why?

Yes because the products are easy to find

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes, it was very helpful

6. Does the translation help you relate the material to your daily life? Why? *

Yes but sometimes difficult for me to apply

7. Does using translated beauty products stimulate your interest in learning English? *

A little

8. Did you know that English has translation techniques in translating? *

I don't know

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10/25/23, 1:44 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Amos Keglye

MAJOR / DEPARTMENT *

Agrotechnology Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

No

2. Did you previously know what the source language and target language are? *

No

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I am happy

https://docs.google.com/forms/d/1Q2rydzawEvGfSJoosnp3JwC3zS2wM_tgGJYNLWbedt?pli=1#response=ACYDBNWNVP6z3VYR6u6EtM... 1/2

10/25/23, 1:44 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? Why? *

Yes, because the beauty product uses vocabulary that is easy to understand.

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes, I find it helpful because I know a lot of vocabulary that I don't know.

6. Does the translation help you relate the material to your daily life? Why? *

Yes, because a lot of vocabulary is more or less around us and we say it often.

7. Does using translated beauty products stimulate your interest in learning English? *

Yes

8. Did you know that English has translation techniques in translating? *

No

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10/25/23, 1:44 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Alfred Tagi

MAJOR / DEPARTMENT *

Pancasila and Citizenship Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

No, I don't know

2. Did you previously know what the source language and target language are? *

No, I don't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes, I am happy to learn

10/25/23, 1:44 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? Why? *

Yes because it is easy to find these products

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes, because the vocabulary listed on the product is a lot of vocabulary that we often use in Indonesian and I can know what I don't know.

6. Does the translation help you relate the material to your daily life? Why? *

Yes, because the vocabulary in the beauty product is always spoken in Indonesian.

7. Does using translated beauty products stimulate your interest in learning English? *

Yes quite interesting

8. Did you know that English has translation techniques in translating? *

I don't know

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Google Formulir

10/25/23, 1:43 PM Perception guide for UPY students

Perception guide for UPY students

NAME *

Yohanes Dimi

MAJOR / DEPARTMENT *

Indonesian Language and Literature Department ▾

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

don't know

2. Did you previously know what the source language and target language are? *

Don't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

I'm happy

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10/25/23, 1:43 PM Perception guide for UPY students

4. Does using the translation of beauty products make it easier for you to learn English vocabulary? Why? *

yes, because I think it helps

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

yes very helpful

6. Does the translation help you relate the material to your daily life? Why? *

no because I don't use the product

7. Does using translated beauty products stimulate your interest in learning English? *

yeah, a little interested

8. Did you know that English has translation techniques in translating? *

A little bit

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Perception guide for UPY students

NAME *

Dinan Magai

MAJOR / DEPARTMENT *

Indonesian Language and Literature Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

I didn't know

2. Did you previously know what the source language and target language are? *

I didn't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I am happy because beauty products using simple vocabulary

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4. Does using the translation of beauty products make it easier for you to learn English vocabulary? Why? *

Yes very helpful and easy to understand because the translation of beauty products has English and Indonesian so it's easy to know the meaning of some vocabulary.

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes, because I was able to learn some vocabulary that I didn't know and it was new.

6. Does the translation help you relate the material to your daily life? Why? *

Yes, because the vocabulary written on the product is easy to understand and we can use it for learning materials, especially vocabulary every day anywhere.

7. Does using translated beauty products stimulate your interest in learning English? *

Yes a little bit interested

8. Did you know that English has translation techniques in translating? *

I didn't know

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Perception guide for UPY students

NAME *

Fransiskus X. Kedeikoto

MAJOR / DEPARTMENT *

Sports Scirnce Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

No

2. Did you previously know what the source language and target language are? *

No

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes because I want to study english

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4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *

Why?

Yes because I think easy to find around us

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes it is help me

6. Does the translation help you relate the material to your daily life? Why? *

Yes because there are some vocabularies that I can use

7. Does using translated beauty products stimulate your interest in learning English? *

Easy for me to read and learn because we always use these products

8. Did you know that English has translation techniques in translating? *

No

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Perception guide for UPY students

NAME *

Imelda Wenda

MAJOR / DEPARTMENT *

Pancasila and Citizenship Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

Yes

2. Did you previously know what the source language and target language are? *

Yes.

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes, because it can help increase vocabulary in English.

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4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *

Why?

yes, that way we can easily understand what is contained in skincare,

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

very helpful, because there is new vocabulary there

6. Does the translation help you relate the material to your daily life? Why? *

Yes, because before we use these beauty products, we have to know what the product is used for

7. Does using translated beauty products stimulate your interest in learning English? *

not really, depends on mood

8. Did you know that English has translation techniques in translating? *

Yes

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Perception guide for UPY students

NAME *

Duwi Fitriani

MAJOR / DEPARTMENT *

Pharmacy Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

Yes I know

2. Did you previously know what the source language and target language are? *

No I don't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I like

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4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *

Why?

Yes because the beauty product has a translation in Indonesia so it is easy to learn

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes really help me because the products has vocabulary translations that are easy to understand.

6. Does the translation help you relate the material to your daily life? Why? *

Yes it is help me because the vocabulary is very easy to understand because it uses everyday language so it easy to use.

7. Does using translated beauty products stimulate your interest in learning English? *

Yes because learning English does not have to be in class but in the boarding house I can also learn, for example beauty products that I often use every day.

8. Did you know that English has translation techniques in translating? *

I didn't know

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Perception guide for UPY students

NAME *

Hatiyah Namkatu

MAJOR / DEPARTMENT *

Pharmacy Department

Please answer the questions in English!

1. Did you know that there are instructions for using beauty products in two languages? *

Yes because I always use beauty products

2. Did you previously know what the source language and target language are? *

I didn't know

3. Are you happy if you use beauty product translation in vocabulary learning? *

Yes I am happy because I like english

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4. Does using the translation of beauty products make it easier for you to learn English vocabulary? *

Why?

Yes because I can find the vocabularies with the beauty product that I use

5. Does the translation of the beauty products help you to increase your English vocabulary? Why? *

Yes it really helps me to increase my vocabulary

6. Does the translation help you relate the material to your daily life? Why? *

Yes because it really helps me

7. Does using translated beauty products stimulate your interest in learning English? *

Yes because it is very easy for me to encounter vocabulary that is often in my living environment.

8. Did you know that English has translation techniques in translating? *

No I didn't know about that

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Appendix 04. Research Documentation























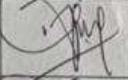
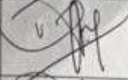


Appendix 06. Guidance Blank Form


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 : Bani Maga Yohana Agapa
 NPM : 19144700031
 Judul Skripsi : Students' Perception on The use of Beauty Product Translation in Learning Vocabulary
 Dosen Pembimbing : Dr. Sujatmiko, M.Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	18/04/2023	Mengumpulkan data subtitle film movie BSA dan BSA	
2	14/06/2023	- Melaporkan hasil penelitian data subtitle - Ganti judul baru	
3	11/07/2023	- Menyampaikan data terjemahan produk kecantikan - Bimbingan terkait cara mengaitkan Translation di dunia Pendidikan	
4	02/08/2023	- Instrumen/strategi persiapan turun lapangan (penelitian ke mahasiswa) - Meninjau BSM untuk turun lapangan/penelitian	
5	15/08/2023	Melaporkan hasil penelitian	
6	29/09/2023	Memeriksa kembali secara keseluruhan (Bab I-vi)	
7	10/10/2023	- Meringkas kembali judul skripsi - Revisi penambahan angket	
8	11/10/2023	Revisi bab 1-vi	
9	01/11/2023	Finalisasi skripsi mulai dari cover sampai lampiran	
10	14/11/2023	ACC skripsi	