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Nomor : 153/SK/FKIP-UPY/XII/2023

Tentang
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
SEMESTER GASAL TAHUN AKADEMIK 2023/2024
PROGRAM STUDI PBI

DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

- Menimbang : 1. Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Gasal Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
2. Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024.
- Mengingat : 1. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi
2. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
3. Buku Pedoman Akademik UPY Tahun Akademik 2023/2024
4. Statuta Universitas PGRI Yogyakarta
5. Usulan Ketua Prodi PBI

MEMUTUSKAN

- Menetapkan : Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024 di lingkungan Universitas PGRI Yogyakarta
- Pertama : Mengangkat dan menetapkan susunan Dosen Pembimbing Skripsi di lingkungan FKIP dengan perincian tercantum pada lampiran.
- Kedua : Menugaskan kepada para Dosen Pembimbing Skripsi untuk mengevaluasi, memberikan masukan perbaikan dan memberi penilaian pada skripsi mahasiswa.
- Ketiga : Surat Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa segala sesuatunya akan ditinjau kembali apabila terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Yogyakarta

Pada tanggal : 4 Desember 2023

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2. Ketua Program Studi PBI
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RESEARCH PROPOSAL

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



Arranged by

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA
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CHAPTER 1

INTRODUCTION

A. Background of The Study

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

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

as Yun (2014) said, memes are unexpected relationships between text and the images presented. This means integration between images or photos and text, where if these two elements are removed then the meaning of the meme will be lost. Meanwhile, the problems students experience in translating English texts are triggered by a lack of familiarity with vocabulary and grammar rules (Munibi, 2023). However, memes can also perpetuate negative stereotypes, especially when they use disparaging humor (Duchscherer & Dovidio, 2016). Meme image generation has been automated through neural and probabilistic approaches, usually the meme creator selects a meme template image and generates a text caption to create a new meme (Sadasivam et al., 2020).

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

According to Purnama Dian (2017), the use of meme images can increase student participation in class and increase student creativity in writing English text on meme images. In the results of an experiment conducted by White, Hankin and Westbrook (2021) translating research from the International Study of the Social and Emotional Experiences of Early Transitions (iseet) project, it was seen that the experiment participants provided both positive and negative feedback regarding lost in translation from memes. This is influenced by the concept, humor orientation, and culture of the creator of the meme image. The experimental results also show that the translation produced produces a unique translation.

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

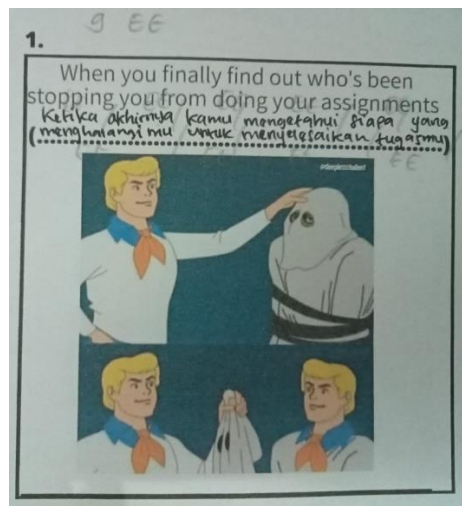


figure 1.1
Source by researcher

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

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

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

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

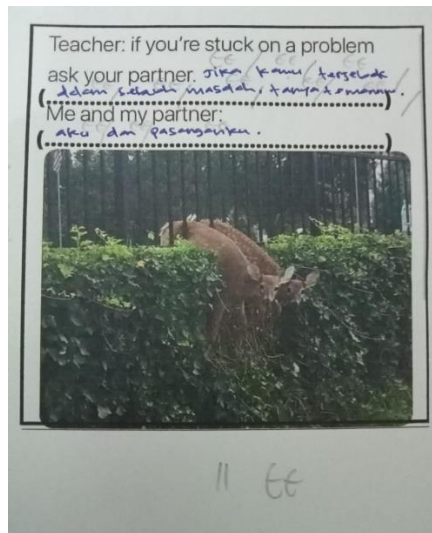


figure 2.1
Source by researcher

SL: Teacher: if you're stuck on a problem ask your partner. Me and partner:
 TL: /jika / kamu / terjebak / dalam / sebuah / masalah /tanya/ temanmu /
 EE EE EE EE EE EE EE EE EE
 aku / dan / pasanganku/
 EE EE EE

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

Based on the explanation above, this research is important to do, so that decent to be inspected and recommended to solve the problem in translating meme images. The writer intends to do analyze factor that affecting low quality of Indonesian

translation from meme images by the English department students. Research would like to conduct a research by title “**Analysis of Translation Technique and Quality (A Case Study of The Fourth Semester Students of English Department in Translating Meme Images)**”.

B. Identification of The Problem

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

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

C. Limitations of The Research

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

D. Research Formula

Research was conducted to answer questions formulated as follows:

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

E. Research Objectives

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

1. To find out the translation techniques are used by students in translating meme images.
2. To find out the impact of translation technique applied to the translation quality of meme image.
3. To explain how student’s problems in translating meme image.

F. Research Benefits

The benefits of this research are as follows:

1. For lecturers

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

2. For students

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

3. For the English study program

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

4. For the university

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

CHAPTER II

THEORITICAL REVIEW AND PREVIOUS STUDY

A. Theoretical Review

1. Definition of Meme Images

The term meme comes from the Greek "*mimema*" which means something imitated. The term meme was actually introduced a long time ago by biologist Richard Dawkins in his book *The Selfish Gene* in 1976 (Shifman, 2013: 363).

Memes use textual and visual elements simultaneously, and the combination of textual elements and visual elements in memes helps the audience more easily understand the message the creator wants to convey (Fachrezi, 2022) . In this case, meme images have an important role in visual communication because they can convey messages in a way that is more interesting and easier for the audience to digest. Apart from their purpose as a source of jokes, memes are also starting to develop as part of digital communication culture with a new style (Taufikurrahman, 2022) .

Meme images are a major component of humor on the internet, they spread quickly and are often humorous or satirical in nature (Lonnberg et al., 2020). Memes can take various forms, including still images, images with phrases, GIFs, and videos (Way, 2019).

Within the framework of relevance theory, the notion of "context" is of great importance. According to (Sperber & Wilson, 1986) in (Wilson, 2020) , the context in a topic of conversation is "a collection of premises used in interpreting [it]". Given these premises, this research seeks to take into account the need to approach 21st century university students as reflective performers and thinking readers, which implies prior identification of their critical and visual literacy needs in reading learning (Domínguez Romero & Bobkina, 2021) .

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

2. Translation

a. Definition of translation

Based on Nida and Taber (1974) translation is an attempt to recreate messages in the source language (SL) into the target language (TL) by using the natural equivalent as closely as possible, both in terms of meaning and in terms of style. Translation is a complex such as multistep process to convey the meaning of content from one language to another language (Austin, 2018). It is a fundamental aspect of human communication, extending across various forms like spoken words, visual representations, and even musical expressions. (Schulte, 2012).

The act of translation is a mode of thinking that combines communication, decoding, and transforming (Eoyang, 1996). It is also a means of accessing the systems of a meaning of other cultures (Jordan, 2021). The field of translation theory further explores the concepts such as translation procedure, strategy, method, technique, and transformation (Jordan, 2021).

Translation, as defined by Taber and Nida, involves the expression of both meaning and style and of the source language into the target language (Tian-xin 2011). Nida's Dynamic Equivalence concept emphasizes the importance of the receiver's response in claiming successful communication (Kim 2015). The approach of this notion has been widely accepted and cited in the field of translation (Kim 2015).

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

b. Translation Techniques

Molina & Albir (2002) which stated that translation techniques refer to "*actual steps taken by translators in each micro-textual unit*". The following translation techniques according to Molina & Albir, (2002) cover a wide range of strategies, including pure borrowing and naturalization, calque, literal translation, compensation, transposition, description, modulation, amplification, adaptation,

established equivalence, generalization, particularization, reduction, discursive creation, substitution, language compression, and variation.

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

1) Adaptation (Adp)

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

2) Amplification (Amp)

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

3) Linguistic Amplification (LA)

Linguistic amplification is the addition of linguistic elements to the target language. In fact, these linguistic elements do not exist in the source language. Example of a translation from English (ST) "Go?" to Indonesian (TL) *apakah kamu mau pergi?*

4) Description (Des)

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

5) Generalization (G)

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

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

6) Calque (Cal)

Calque refers to literal translation. The unit of translation in kalke is a phrase.

Kalke translation follows the rules of the target language.

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

Wakil presiden

7) Establish Equivalence (EE)

Establish equivalence is the use of terms that are common in the target language.

This technique is used based on the existing context. For example, the word “I see” can be translated as “*aku lihat*” or “*saya paham*” depending on the context in the text.

8) Compensation (C)

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

He is my boyfriend

Dia pacar..... ku

9) Linguistic compression (LC)

The opposite of linguistic amplification, linguistic compression is the condensation of linguistic elements. Example of translation from English (SL)

Do you want to leave now? To Indonesian (TL): *pergii sekarang?*

10) Discursive Creation (DC)

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

11) Modulation (Mod)

Modulation is a change of point of view, but still refers to the same meaning.

Example of translation from English (SL): Nobody hates me,

Into Indonesian (TL): *Semua orang menyukaiku*

12) Particularization (P)

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

13) Borrowing (Bor)

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

BSu: There are so many stereotypes

Pure

Ada banyak stereotypes

Natural

Ada banyak steorotip

14) Literal translation. (LT)

Literal translation is a word for word translation.

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

15) Reduction (R)

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

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

16) Substitution (S)

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

17) Transposition (T)

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

18) Variation (V)

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

c. Translation Quality

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

1) Accuracy

Authorship is a term used in evaluating translations to refer to whether the source language of the text and the target language of the text are correct. worth it or not. The concept of equivalence leads to the convenience of content or messages between the two. A text can be called a translation, if the text has the same meaning or message as other texts.

Table 2.1 Instruments for evaluating translation accuracy

Translation categories	scores	Qualitative parameters
Accurate	3	The meanings of words, technical terms, phrases, clauses, sentences or source language texts are accurately transferred to the target language; there is absolutely no distortion of meaning
Less Accurate	2	Most of the meanings of words, technical terms, phrases, clauses, sentences or source language texts have been transferred accurately to the target language. However, there are still distortions of meaning or double meaning translations (taxa) or omitted meanings which disturb the integrity of the message.
Not Accurate	1	The meanings of words, technical terms, phrases, clauses, sentences or source language texts are inaccurately transferred to the target language or deleted.

2) Acceptability

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

Table 2.2 Acceptance translation assessment instrument

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

3) Readability

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

Table 2.3 Readability translation assessment instrument

Translation categories	scores	Qualitative parameters
High readability	3	Words, technical terms, phrases, clauses, sentences or translated texts can be easily understood by readers.

Moderate readability	2	In general, translations can be understood by readers; however there are certain passages that must be read more than once to understand the translation.
Low readability	1	Translation is difficult for readers to understand

B. Previous Study

Research conducted by Maga Agapa, (2023) shows the use of beauty product translation improve college student vocabulary mastery. Students get new vocabulary after translating beauty product from several merks and have a positive influence by the students as participants. For the similiarity this research use translation technique and the research object is college student at university. The difference is the research use beauty product translated by student and this research use meme images and translated by student.

Research conducted by Cholis & Anggani Linggar Barati (2022) “Students’ Use of Translation Techniques: A Case of the 4th Semester Students of Universitas Peradaban” the research result can be concluded that students’ knowledge of translation techniques is limited. In another word, in translating process they must be master translation techniques to translate certain text, and know translation techniques to minimize translation errors in the translation product. Similiarity between this research is use translation techniques and the object is 4th semester student. For the difference, the research done at Universitas Peradaban and this research done at Universitas PGRI Yogyakarta and find out translation quality.

A research by Al Rashdi (2021) “A Small-Scale Exploratory Study on Omani College Students’ Perception of Pragmatic Meaning Embedded in Memes” The findings revealed that most students were able to infer the pragmatic meanings embedded in memes. In addition, students held positive attitudes towards the use of memes in their study. This exploratory study was significantly growed since it contributed more to the body of literature that is done on the field of discourse analysis and memes. Similiarity of this research is use memes and the object is college student but the difference is the research is studied at Omani and focus on pragmatic meaning and this research focus on translation technique, translation quality and the problem faced by student.

C. Framework of Thinking

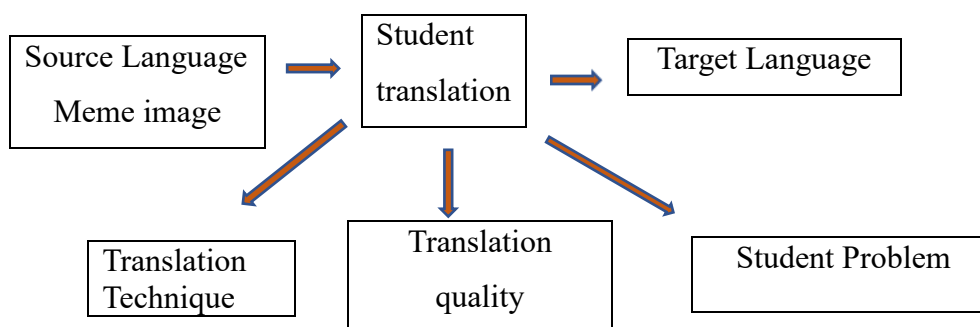


Figure 1.2 Thinking Framework

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

CHAPTER III

METHODOLOGY

A. Research design

This research uses a qualitative research method with a case study approach. case study is an in-depth description and limited system analysis (Merriam, 2009) meaning that the case study describes the data collected in depth. In using a case study approach, researchers will "spend time" in describing the context or setting for a case. In this case the researcher describes the context of the meme images used in translation techniques and the quality of translating meme images.

The case study in this research will focus on analyzing the problem faced by student in translating meme image, types of translation techniques used and the quality of students' translations as well as describing the findings in words. Researchers are of the view that in-depth textual data analysis is needed based on the perspective of student as research objects from various orientations and philosophical views (Merriam, 2009).

Apart from that, the aim of qualitative research is to understand the conditions of a context by leading to a detailed and in-depth description of the condition of the portrait in a natural context, regarding what actually happened according to what was in the field of study (Fadli, 2021) . The case study research approach is used here because the researcher wants to involve active participation from the actors or research subjects in identifying problems in the reading class.

B. Data Source and Data

1. Data Source

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

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

20 a day with various themes and contexts. From this account, researchers got 5 images for this research.

2. Data

Below are 10 data from selected meme images with the theme of education:
Data 1

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



Picture 2.2

Source @education_meme.in

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

TL: *ketika akhirnya kamu menemukan siapa yang menghentikanmu mengerjakan tugas-tugasmu*

Data 2

Every student's ultimate move

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



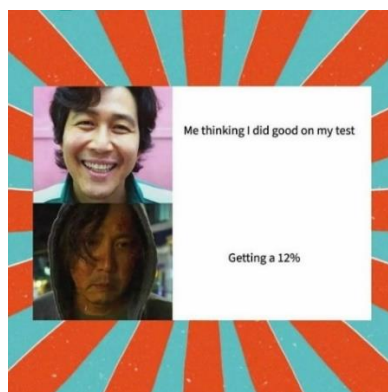
Picture 3.2

Source @education_meme.in

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

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

Data 3



Picture 4.2

Source @school_meme_official

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

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

Data 4



Picture 5.2

Source @sarcastic_us

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

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

Data 5



Picture 6.2

Source @sarcastic_us

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

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

Data 6

**Class 10: You will study this
in 11**
**Class 11: You already learned
this**



Picture 7.2

Source @school_meme_official

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

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

Data 7

Me: I study better at night anyway

Also me at night:



Picture 8.2

Source @sarcastic_us

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

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

Data 8



Picture 9.2

Source @school_meme_official

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

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

Data 9



Picture 10.2

Source @sarcastic_us

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

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

Data 10



Picture 11.2

Source @sarcastic_us

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

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

C. Data collection

collection in case studies can be taken from various sources of information, because case studies involve collecting "rich" data to build an in-depth picture of a case. (Conway, 1991) . Data collection in qualitative research can be done through interviews, observations and documents (Merriam, 2009) . In qualitative research methods, data is also usually collected using several qualitative data collection

techniques, namely; 1) interviews, 2) observations, 3) documentation, 4) Questionnaires and 5) document analysis (Iryana & Kawasati, 2019) .

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

1. Content analysis

Document analysis is carried out by collecting documents or archives that are relevant to the research topic, then analyzing these documents to gain a deeper understanding of the problem being researched (Iryana & Kawasati, 2019) . In this study, researchers collected data from students' initial translation results and then analyzed the techniques used by students together with experts in the field of translation to determine students' reading and translation abilities. Researchers will analyze the students' translation documents, both technical analysis and the quality of the translation techniques carried out by the students, then compare the two results.

2. Focus Group Discussion (FGD)

Focus group discussion (FGD) is a qualitative research method that involves a small group of participants discussing a specific topic to generate data (Wong, 2008). FGD is conducting group discussion with focused in a theme (Riyadi Santoso, 2017). FGD is the method chosen by researcher to strengthen research data that has been obtained temporarily from the content analysis method. The purpose of FGD is to determine what researchers cannot solve themselves. FGD have conducted with supervisor who has knowledge and capability in translation field. The aims of FGD were to find and decide the translation quality and translation quality of meme images translated by students.

3. Interview

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

least 10 students to know their perspectives on the use meme images translation in reading class.

D. Data analysis

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

1. Data reduction

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

2. Data presentation

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

1. narrative text: in the form of field notes
2. matrices, graphs, networks and charts.

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

3. Drawing conclusions

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

E. Data validity

Triangulation is main approach in qualitative research, involves a combination of several research strategies or techniques. This method is used to test the validity or accuracy of data and develop a comprehensive understanding of phenomena (Carter, 2014). Denzin (1978) and Patton (1999) identified four types of triangulation, (a)

method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. So, in this research use data source triangulation because of source data used from several sources.

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

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

F. Research Schedule

The research schedule is planned to be carried out on:

No	Date/month	Activities
1	June 14, 2023	Interview to find problems
2	March 4, 2024	Giving meme images translation
3	March 6, 2024	Doing FGD
4	March 7, 2024	Interviewing students
5	March 11, 2024	Analysis the data
6	March 25, 2024	Making conclusion

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