

THE ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGE

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Abstract

This study aimed to find (1) the translation techniques applied by students in translating meme images, (2) the translation quality of translating meme images and (3) the student problems in translating meme images. This research used a qualitative with case study approach, and the data collection was done by content analysis, Focus Group Discussion (FGD) and interview, so that it could explore more deeply related problems found at English Department at Universitas PGRI Yogyakarta. The subjects of this research were 27 fourth semester students. The results of this study showed that the students applied 9 types of translation techniques to meme images, namely established equivalent, pure borrowing, addition, modulation, generalization, natural borrowing, explicitation, literal translation, and description. The results of the Focus Group Discussion (FGD) with experts showed that the quality of the translations of meme images by the students was 2,44 (less accurate), 2,54 (less acceptable) and 2,78 (readable). The interviews with 10 students showed that the problems in translating meme images were lack of vocabulary, confusion with meme images and not understanding the context. It was concluded that the translation techniques applied by the students contributed to the quality of the translation. The description technique contributed negatively to the accuracy of meme image translation, while the addition technique contributed negatively to the acceptability, and the established equivalent technique contributed positively to the readability in meme image translation.

Keywords: *Translation techniques, Translation quality, Meme images, Student problems in translation*

INTRODUCTION

Translation skill is one of the characteristics that the graduates of English Department at Universitas PGRI Yogyakarta must have. Universitas PGRI Yogyakarta has a certain objective in this context, which is educating students to become competitive professional graduates with

global perspectives. Therefore, the English Department emphasizes that the graduates have adequate abilities in the field they take. Being a translator, an edupreneur, and an educator are the main career focuses that should be mastered by the graduates of the English Department.

The translation course in the English Department, Universitas PGRI Yogyakarta is divided into six credits (semester credit units). The lecturer said that the translation class always used texts without images and other sources from the internet, books, English newspaper, etc. Based on an interview with the students, they were bored using the same medium in the translation class due to the academic vocabulary and the topic. So, the researchers proposed using meme images as a medium in the translation course due to the simple words and interesting images. Translating meme images became something new for them. They had to pay attention not only to the text they have to translate but also to the meme images. Understanding the images could help them to translate the text correctly. In this case, studying translation using meme images could attract the students' interest in the translation class.

As Yun (2014) stated, a meme is an unwanted relationship between text and the displayed image. This means the integration between the image or photo and the text, where--if the two elements are removed--the meaning of the meme is lost. The problems faced by students in translating English texts are caused by failure to understand the vocabulary and language provisions (Munibi, 2023). However, memes can also perpetuate negative stereotypes, especially when they use derogatory humor (Duchscherer & Dovidio, 2016). Automatic meme image generation uses a neural and probabilistic approach, in which usually the meme creator selects a meme template image and creates a text caption to create a new meme (Sadasivam et al., 2020). The use of meme images as text-based visual media in EFL/ESL university classroom teaching shows the need for emphasis on critical thinking skills and visual literacy in university EFL/ESL classes, as visual communication has become popular in global competitions, while students remain underprepared in this area (Romero & Bobkina, 2021).

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

Memes typically combine textual and visual components, allowing for a synergistic blend that helps convey their creator's intended message more effectively to the audience (Fachrezi, 2022). Beyond serving as sources of humor, memes are evolving to become integral elements of digital communication culture, characterized by a distinct style (Taufikurrahman, 2022). Translation involves efforts to translate messages from the source language (SL) into the target language (TL) by approaching natural equivalents both in meaning and style. This process is complex and multifaceted, aiming to convey the meaning of content from one language to another (Aus-

tin, 2018). As described by Molina & Albir (2002), translation techniques include the real actions carried out by the translator in each micro-textual unit. These techniques, as described by Molina & Albir (2002), cover a wide spectrum of strategies, including pure borrowing and naturalization, calque, literal translation, compensation, transposition, description, modulation, amplification, adaptation, established equivalence, generalization, particularization, reduction, discursive creation, substitution, language compression, and variation.

The objectives of this research are to find out the translation techniques used by the students in translating meme images, to find out the translation quality of translating meme images, and to identify student problems in translating meme images.

METHODS

Research Design

This research uses a qualitative research method with a case study approach. A case study is like telling a detailed story about a particular situation or problem. This chapter looks at one example and explains it thoroughly, but does not necessarily involve complex analysis (Merriam, 2009), meaning that the case study describes the data collected in depth. A case study approach is a detailed study of a particular subject, in this case examining translations of meme images by students. As stated by Creswell, J.W. (1999), qualitative research is a process of inquiry into understanding based on different methodological traditions of inquiry that explore social or human problems. Thus, researchers have to build a complex and holistic picture, analyse words, report information in details, and conduct research in a natural setting.

In this case the researchers compiled a complex picture, analyse it word for word, convey and compile the research results in a reasonable way according to the problem facts in the research field. The researchers are of the view that in-depth textual data analysis is needed based on the perspective of a student as a research subject from various orientations and philosophical views (Merriam, 2009).

Data Source

The data used in this research is 10 primary data in the form of meme images from several social media such as Instagram and X (Twitter). There are several accounts on social media taken by the researchers such as @education_meme.in, @school_memes_official, and @sarcastic_us. Below is the example of the data.

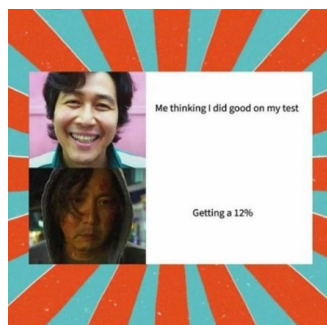


Figure 1. The Example of the Data from @school_meme_official

Participants

This research involved 27 participants of the fourth semester students of English Department at Universitas PGRI Yogyakarta. It consisted of 10 men and 17 women, to collect text translation data on meme images from English to Indonesian which had been provided by the researchers. The researchers chose 4th semester English Department students for the following reasons. First, the 4th semester students had taken the translation course to make it easier for the researchers to collect data. Second, the 4th semester students had more flexible time to participate in this research.

Data collection

The researchers used data collection techniques with document (content) analysis, questionnaires, interviews, and documentation. In this study, the researchers collected data from students' initial translation results and then analysed the techniques used by the students together with some experts in the field of translation to determine students' translation techniques and quality.

Focus Group Discussion (FGD) was the method chosen by the researchers to strengthen the research data obtained temporarily from the content analysis method. The purpose of using FGD is to determine what the researchers could not solve themselves such as identifying the translation techniques and translation quality. FGD was conducted with supervisor who had the knowledge and capability in the translation field. The aims of FGD were to find and decide the translation quality and translation quality of meme images translated by students. In this research, the researchers conducted interviews to 1) find out the problems that existed in the translation, 2) find out lecturer's statement regarding meme media in translation class, and 3) interview at least 10 students to know their problems in translating meme images.

Data Analysis

In analyzing the data, the researchers adopted the Miles and Huberman framework. There were three paths to qualitative data analysis, namely data reduction, data presentation, and drawing conclusions (Miles and Huberman, 1994). Data reduction included summarizing data, coding, browsing themes, and creating clusters. In this case, the researcher summarized the data that were collected in the form of the results of student translations, analyzed using 18 translation techniques from Molina & Albir, (2002) and translation quality by Nababan et al., (2012).

Translation Techniques

(SL=Source language, TL=Target Language)

Adaptation (Adp) is a translation technique by replacing cultural elements of the source language into the target language. For example: English to Indonesian are: (SL) I cook Spaghetti, and (TL) *aku memasak mie jawa*. **Amplification (Amp)** is the addition of detailed information in the target language. This addition can be through paraphrasing, explicitization and addition of information. For example: English (SL) She likes swimming, to Indonesian (TL) *shanty suka berenang*. **Linguistic Amplification (LA)** is the addition of linguistic elements to the target language. In fact, these linguistic elements do not exist in the source language. Example: English (ST) "Go?" to Indonesian (TL) *apakah kamu mau pergi?*

Description (Des) refers to the replacement of terms with descriptions with an overview of the form or function of the term being described. Example: 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*. **Generalization (G)** 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: English (SL) I go to Palembang by bus, to Indonesian (TL) *Aku pergi ke Palembang dengan angkutan umum*. **Calque (Cal)** refers to literal translation. The unit of translation in Calque is a phrase. Calque translation follows the rules of the target language. Example: English (SL) Vice president, to Indonesian (TL) *Wakil presiden*. **Establish Equivalence (EE)** 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. **Compensation (C)** 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*.

Linguistic compression (LC). The opposite of linguistic amplification, which is linguistic compression, is the condensation of linguistic elements. Example: English (SL) Do you want to leave now? To Indonesian (TL): *pergi sekarang?* **Discursive Creation (DC)** 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: English (SL): Gone Girl, Into Indonesian (TL): *Yang hilang*. **Modulation (Mod)** is a change of point of view, but still refers to the same meaning. An example of translation from English (SL): Nobody hates me, into Indonesian (TL): *Semua orang menyukaiku*. **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: English (SL): I got here by mass transportation, to Indonesian (TL): *Aku ke sini dengan angkot*. **Borrowing (Bor)** 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*.

Literal translation (LT) is a word for word translation. Example: English (SL): Like father, like son, to Indonesian (TL): *seperti ayah seperti anak*. **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*. **Substitution (S)** 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*. **Transposition (T)** refers to changing grammatical or structural elements. Example of translation from English (SL): I like his cheer, to Indonesian (TL): *Aku suka dia bersemangat*. **Variation (V)** 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*.

Translation Quality

According to Nababan et al., (2012) a qualified translation consisted of three aspects, namely accuracy, acceptability, and readability.

Table 1. Scale for Scoring 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 meanings or double meaning translations (taxa) or omitted meanings which disturb the integrity of the message.
Inaccurate	1	The meanings of words, technical terms, phrases, clauses, sentences or source language texts are inaccurately transferred to the target language or deleted.

Table 2. Scale for Scoring Acceptability

Translation Categories	Scores	Qualitative Parameters
Acceptable	3	Translation sounds 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 sounds natural; however, there are slight problems with the use of technical terms or slight grammatical errors.
Unacceptable	1	The translation is not natural or sounds like a translation work; the technical terms used are not commonly used and are not familiar to readers; the phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language

Table 3 Scale for Scoring Readability

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

The researchers calculated the mean score translation quality results using three types of categories based on the quality assessment aspects by Nababan in Microsoft excel it calculated by the total data and score that students get, as follows: Accuracy: Accurate (with mean score

2,6 – 3,0), Less accurate (with mean score 2,0 – 2,5), Inaccurate (with mean score 1,0 – 1,9). Acceptability: Acceptable (with mean score 2,6 – 3,0), Less acceptable (with mean score 2,0 – 2,5), Unacceptable (with mean score 1,0 – 1,9). Readability: Readable (with mean score 2,6 – 3,0), Less readable (with mean score 2,0 – 2,5), Unreadable (with mean score 1,0 – 1,9).

After analyzing the translation techniques and translation quality of the students' translation results, the researchers presented the results of the analysis in a table consisting of the results of the translation techniques used by the students and the results of the quality of the translation techniques. Then conclusions were drawn from the data displayed about what translation techniques students used and what the level of quality of students' translations was.

FINDINGS AND DISCUSSIONS

The result of the data analysis was taken by content analysis of the student translation, FGD and interviews, while discussion presented the result of the research findings. The results of the students' translations were analysed by the researchers using the translation techniques. The researchers compared them with the answer key that the researchers discussed with the expert lecturers in the field of translation at Universitas PGRI Yogyakarta.

Description:

SL: Source Language

TL: Target Language

TT: Translation Technique

The translation techniques applied by the students in translating meme images

The results of the students' translations were analysed by the researchers using the translation techniques. The researchers compared them with the answer key that the researchers discussed with the expert lecturers in the field of translation at Universitas PGRI Yogyakarta.

Table 4. Use of Translation Techniques by All Students

NO	Kinds of Translation Techniques	Total	Percentage
1	Establish Equivalent (EE)	2.436	87,75%
2	Pure Borrowing (PB)	182	6,55%
3	Addition (Add)	83	3,00%
4	Modulation (Mod)	24	0,86%
5	Generalization (Gen)	21	0,75%
6	Natural Borrowing (NB)	14	0,50%
7	Explicitation (Exp)	7	0,25%
8	Literal Translation (LT)	5	0,20%
9	Description (Des)	4	0,14%
Total		2.776	100%

Establish Equivalent (EE)

Establish Equivalent (EE) was the most widely used by the students in translating meme im-

ages. This was because in translation balancing the equivalent to the source language was a necessity to avoid distortion of meaning. Below are some results from student translations used to establish equivalent translation techniques.

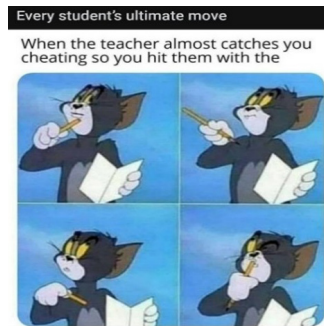


Figure 2. Example of Data from @Sarcastic_us

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

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

TT: 12 Establish Equivalent

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

TT by student

Nine Established Equivalent

There are 9 Establish Equivalent used, each student adding this technique on their translation data so no wonder if ten data (meme images) average use by 27 students reaches 2.436 total. However, the data above shows the word 'hit', which in the dictionary means 'sebuah pukulan', but in this context it can be used to mean pretentious behavior. Therefore, the meaning of 'menipu' is inappropriate because it does not explicitly explain the meaning of the image.

Pure Borrowing (PB)

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

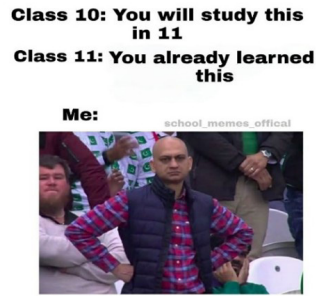


Figure 3. Example of Pure Borrowing

- SL: (1) class 10: you will study this in 11 (2) class 11: you already learned this (3) me
- TL: (1) kelas / 10: / kamu / akan / belajar / ini / dikelas / 11
 EE PB EE EE EE EE EE PB
 (2) kelas / 11: / kamu / harusnya / sudah / belajar / ini (3) / aku:
 EE PB EE Add EE EE EE EE
- TT: 12 Establish Equivalent, 1 Addition, 3 Pure Borrowing
- TL by student: (1) **class** / 10: / anda / akan / mempelajarinya / dikelas / 11
 PB PB EE EE EE EE PB
 (2) **class** / 11: / anda / sudah mempelajarinya / kan / dikelas / 10?
 PB PB EE EE EE add PB
- TT by student: 8 Establish Equivalent, **6 Pure Borrowing**, 1 addition

The word ‘class’ should be translated into the target language (Indonesian) but students still wrote it in the source language and it made a lot of PB. The student also put question mark at the second sentence but there was nothing on the source language.

Addition (Add)

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



Figure 4. Example of Addition

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

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

TT: 11 Establish Equivalent

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

TT by student: 11 Establish Equivalent, 3 Addition

The word ‘penjelasan’ was added by the students in the target language, while actually the addition was not needed because the lecturer at a university usually just wrote the learning points on the board. It influenced the translation result. For others addition “setelah itu” should be “saya/aku”, it made the translation more accurate.

Modulation (Mod)

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



Figure 4. Example of Modulation

- SL: (1) teachers in normal classes: “stop talking” (2) teachers now: “please guys say something”
- TL: (1) *guru-guru / di / kelas / normal: / “diam / anak-anak”/*
EE EE EE PB Mod Exp
 (2) *guru-guru / sekarang: / “tolong / anak-anak / katakan / sesuatu”*
EE EE EE Mod EE EE
- TT: 8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explication
- TL by student: (1) *guru / dikelas / normal / **adalah guru yg tidak banyak***
EE EE PB Mod
Bicara (2) guru / yang sekarang / adalah guru yang sering
EE EE
menyuruh muridnya untuk mengatakan sesuatu
Mod
- TT by student: 4 Establish Equivalent, 1 Pure Borrowing, 2 Modulation

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

Generalization (Gen)

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

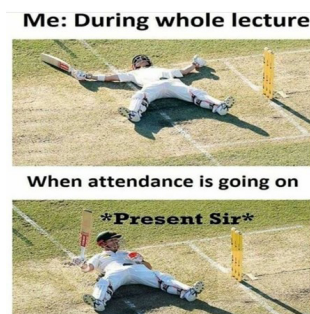


Figure 5. Example of Generalization

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

The student used generalization on word ‘**attendance**’ to be ‘*presensi*’, *which* is correct, but word ‘*selama*’ could represent the time a student spends during college, which could be a year or more. Therefore, the words ‘**during whole lecture**’ should be interpreted as ‘*selama perkuliahan berlangsung*’ which is more accurate.

Natural Borrowing (NB)

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

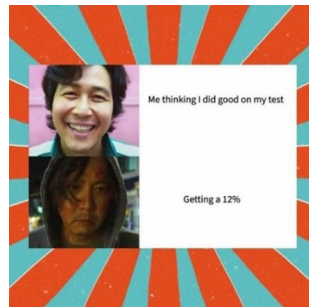


Figure 6. Example of Natural Borrowing

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

The student used Natural Borrowing but it was incomplete; the word ‘**my test**’ from the source language was only translated as ‘*tes*’ using the Natural Borrowing translation technique. This made the student’s translation result inaccurate.

Explicitation (Exp)

Translators use explicitation technique to explain a word directly without being complicated. Explanation in this research on translating meme images was only found in data 10. The following is the translation result by student 20.



Figure 7. Example of Explication

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

TL: (1) *guru-guru / di / kelas / normal: / “diam / anak-anak”/*
EE EE EE PB Mod Exp

(2) *guru-guru / sekarang: / “tolong / anak-anak / katakan / sesuatu”*
EE EE EE Mod EE EE

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

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

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

There are words translated by the student using explanation style, but in this meme image ask student to translate it based on the text so it makes student translation inaccurate. The word “teachers” was only translated to be “guru” instead of “guru-guru”. The word “normal” here refers to a class as usual but the TL by student made the translated sentence ambiguous.

Literal Translation (LT)

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

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



Figure 8. Example of Literal Translation

- SL: (1) teacher: if you're stuck on a problem ask your partner (2) me and my partner:
- TL: (1) *Guru: / jika / kamu / menemukan / suatu/ masalah / tanya / temanmu*
EE EE EE EE EE EE EE EE EE
 (2) *aku / dan / temanku*
EE EE EE
- TT: 11 Establish Equivalent
- TL by student: (1) *guru: / jika / kamu / terjebak / dalam / sebuah / masa-lah/*
EE EE EE EE EE EE EE
Tanyakan / pada / pasangan kamu (2) saya / dan / pasangan
EE EE LT EE EE LT
- TT by student: 11 Establish Equivalent, **2 Literal Translation**

The words **'my partner'** would be more suitable if translated as **'temanku'** instead of the word **'pasanganku'** because the context of this translation was education.

Description (Des)

Description (Des) is used to describe a word that is not commonly used in the target language but can be translated into an explanation so that the reader can understand the message conveyed. The following are the results of the translation by student 26.



Figure 9. Example of Description

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

Adding a description of the word ‘mall’ here was not appropriate because ‘mall’ was common for everyone unless it was said or written for people who did not understand a mall.

The quality of translating meme images

A great translation should be getting the score 3 for accuracy, 3 for acceptability, and 3 for readability and accurately communicating the intended message from the source language to the target language while preserving its meaning. In producing a quality translation, a translator must pay attention to the translation quality score by Nababan et al., (2012)

Table 5. The Overall Mean Score of Students from Each Category of Translation Quality

Students	Translation Quality		
	Accuracy	Acceptability	Readability
01	2,4	2,6	2,8
02	2,7	2,7	2,8
03	2,4	2,6	2,7
04	2,5	2,9	2,9
05	2,1	2,6	2,6
06	1,7	2,1	2,7
07	1,8	2,2	2,5
08	1,8	2,2	2,5
09	2,3	2,6	2,9
10	2,8	2,8	2,8
11	2,5	2,7	2,8
12	2,8	2,6	3
13	2,6	2,8	2,9
14	2,5	2,9	3
15	1,9	2,3	2,2
16	2,4	2,7	3
17	2,2	2,6	2,9
18	2,1	2,6	2,8
19	1,8	2,1	2,7

20	2,1	2,6	2,9
21	1,8	1,9	2,6
22	2	2,5	3
23	2,3	2,8	2,9
24	2,1	2,5	2,8
25	2,3	2,6	2,9
26	2,3	2,8	2,9
27	2,2	2,4	2,9

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

Vocabulary deficiency

Students' vocabulary skills is important when they want to know the purpose and meaning of the source language. Vocabulary determines the accuracy of a translation. However, in the interview results, students said that they had difficulty translating meme images due to problems in vocabulary. This was acknowledged by S1: "Sometimes the vocabulary in the text cannot be translated literally" S2: "I do not know the vocabulary, it makes me difficult to translate" and S3: "I cannot interpret one hundred percent correctly because I have to know the vocabulary first and adding a large vocabulary takes a long time." The students stated that vocabulary was a problem that they faced in translating meme images. There were several words that wee not translated from the source language, such as the words "every student's ultimate move" in data 2. Students also needed longer time when they got vocabulary that they did not know the meaning by searching through an online dictionary.

Perplexed by meme images

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

S4	<i>"I confused about the intended meaning of the images"</i>
S5	<i>"I do not really understand the meme image so it's difficult to translate it"</i>
S6	<i>"I have to carefully observe and understand the intended meaning of the image"</i>

Confusion about meme image made students take more time to translate it into Indonesian, as

in extract 4 students are confused about the appropriate meaning between the image and the words. This is also because students do not understand the meaning of meme images so they have difficulty translating them well (extract 5). S6 decided to observe the meme image carefully before translating to ensure that what was translated was not mistaken. The students on data 5 and 10 were confused of the purpose of meme image.

Not understanding the context

Before translating, the researchers explained that the context of the 10 meme images provided was the context of a student's view of a situation while undergoing education. However, when translating, there were some students who still did not understand the context intended by the meme images. The following are some students' statements regarding the problem of the context of meme images. S7: *"I do not understand the context so I am confused about what technique to translate"* S8: *"In my opinion, understanding the correct translation context for English memes is one of the difficult things, due to differences in habits and cultures abroad and within the country"*

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

The problem of lack of vocabulary in several studies is still frequently encountered, especially among EFL students and it also has an impact on students' translation skill (Raja Muh, Noor Raha, Shahbaz. M, Ainol H, 2018). When the students in this research did not know the meaning of one of the words in a sentence, they often concluded from the context that they think was correct, but in was not so. Apart from that, translating meme images is something new for students because even though students often see meme images from various social media that they have, translating English memes into Indonesian is a new experience for them. However, not all students used social media to see meme images, or saw them but were not interested in trying to understand the meaning, so this made students unfamiliar with the context of the meme image itself.

CONCLUSION

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

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

There were 3 problems faced by students in translating meme images such as vocabulary deficiency, being perplexed by meme images and not understanding the context. The researchers advised the students as translators of meme images for tackling vocabulary deficiencies by reading from novels to news articles, depending on their interests and proficiency level. Looking up unfamiliar words and trying to understand their meanings and usage in different contexts were also needed. Moreover, to understand memes, checking out popular internet jokes and references, looking on social media, forums, and meme websites were also a good practice. Paying attention to the jokes and pictures that keep showing up was another suggestion. Understanding context was also crucial for grasping both words and memes. The researchers recommended practicing by analyzing the text or image around them to guess their meanings.

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