

SEMANTIC TRANSLATION METHOD AND TRANSLATION

STRATEGIES IN TIKTOK VIDEO ENTITLED

WHAT TYPE OF PERSON ARE YOU?

A FINAL REPORT



by:

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2024

STATEMENT OF ORIGINALITY

I, Aulia Suci Wulandari (Student Number: 152111813045), hereby declare that the final report I wrote does not contain or parts of the works of other people, except those cited in the quotation and the references, as a scientific paper should.

Surabaya, 21st June 2024



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APPROVAL

**SEMANTIC TRANSLATION METHOD AND TRANSLATION
STRATEGIES IN TIKTOK VIDEO ENTITLED
*WHAT TYPE OF PERSON ARE YOU?***

Presented in partial fulfillment of the requirement for the Diploma Degree in
English Language
Department of Business, Faculty of Vocational Studies
Universitas Airlangga

By:

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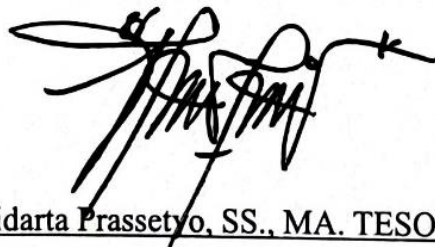
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ACKNOWLEDGEMENT

The writer wishes to express her heartfelt thanks to Allah SWT for the endless blessings to complete this final report. The writer also want to thank everyone who has been there for her through thick and thin till she can finish her final report.

1. The writer wants to express appreciation to her family, who have always offered inspiration, moral and financial support, guidance, blessings, limitless encouragement, and incessant motivation.
2. Mr. Sidarta Prasetyo, SS., MA. TESOL, as the head of English Diploma Universitas Airlangga as well as the writer's advisor, and lecturer in English Diploma Universitas Airlangga and, who has been leading, managing and improving the major in greater version, also motivate the students to do their best to conduct the internship.
3. All of the writer's lecturers in English Diploma III Universitas Airlangga, thank you for the time, the wonderful knowledge, and the experiences that were given to the writer.
4. Anggun, Khayun, and Nanda, who have been so helpful and supportive friends during her study in English Diploma. She cannot thank enough for every assistance you have given until this day. I love you guys.
5. All the writer's friends in BI-2. Thank you for the support, praises, and motivation.
6. All students of English Diploma 2021. Thank you for the past three years.

Surabaya, 21st June 2024

The writer

ABSTRACT

The purpose of using learning media is to make the teaching and learning process more effective and meaningful. TikTok is defined as an application to share a video that can be used to create, share, and watch many kinds of videos. Learning english is very important because almost all nations use the English language. Vocabulary is the basic skill that must be reached. Translating is not easy. Newmark (1988), defined translation as a process of transferring the meaning of a source language into the target language in the manner in which the translator aimed. Moreover, creating video content on TikTok in two languages, namely Indonesian and English, to assess its effectiveness in achieving learning goals. It takes time and a lot of consideration to produce a good translation. The writer should identify how the semantic translation method used in translating the content and strategies that are suitable for the project. The writer also uses social media post, journals, research reports, and academic publications that discuss the use of social media in education to assist the content translation process. The writer decided to use the semantic translation and how the semantic translation method used in her project, which is a video TikTok entitled *What Type of Person Are You?* After determining the method, the writer also used two strategies, which are addition and cultural equivalent. Additionally, by analyzing the translation method and strategies, the writer was able to produce better translation results.

Keywords: TikTok, Translation Method, Translation Strategy

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CHAPTER 1

INTRODUCTION

1.1 Background

According to Bahiyah Omar (2020), TikTok is defined as an application to share a video that can be used to create, share, and watch many kinds of videos. Newman (2021), also states that TikTok became a popular source of information for learning and knowing about popular culture and other issues, and even news (Newman et al., 2021). In line with Newman (2021), Roumeliotis (2019), also says that TikTok increases education and learning (Roumeliotis et al., 2019). The educational potential of TikTok lies in its ability to provide a unique blend of audio-visual learning media. The app's features, such as the ability to record and share videos, add background sounds, and edit content, make it an effective tool for improving English skills. These features can be used to learn various aspects of the English language, including listening, speaking, reading, and writing.

TikTok has proven effective in increasing people's interest in learning English (Pratiwi et al., 2022). TikTok can be an effective tool to educate, inform and entertain viewers. The interactive and entertaining nature of TikTok content makes the learning process interesting and effective (Sanusi et al., 2023). In other words, TikTok has emerged as a powerful tool for learning English language skills. Its engaging and interactive features, combined with its accessibility and flexibility, make it an effective medium for teaching and

learning. As a result, TikTok has become a valuable addition to the arsenal of educational tools available to teachers and students.

In order to analyze the content of the TikTok, the writer created content in the form of Indonesian-language videos with the aim of attracting audiences, especially Indonesian people who want to learn English. Then, the writer translates it into English using the semantic translation method. According to Newmark (1988), “semantic translation takes more account of the aesthetic value”. Later, he adds that “semantic translation is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original; semantic translations is used for expressive texts; semantic translation is personal and individual, follows the thought processes of the writer, tends to over-translate, pursues nuances of meaning, yet aims at concision in order to reproduce pragmatic impact.” Based on Yelamos-Guerra et al. (2022), the use of two or more languages in the content uploaded on the TikTok application is very important because the TikTok application has become a global application, of course the video will also be watched by people abroad.

One of the most important aspects that must be considered when translating a sentence is the translation strategy. Translation strategies used in TikTok video content serve to help improve the quality of the translation and ensure that the message is well received by the audience. Lörcher (1991, as cited in Kovács, 2016) defined the translation strategy is a procedure to solve the problem encountered when translating a text from one language to another.

The writer got the idea to create content in the form of videos published on the TikTok application because in this digital era, the use of gadgets is increasing and almost everyone has the TikTok application which is a very popular application at the moment. By using this application, the writer hope that can reach a large audience, from within the country and abroad. The writer also hopes that using this application can make it easier for them to practice and learn anything at any time.

The writer personally hopes that this project could improve her analytical thinking in solving the obstacles she encountered from translating the content and exceed her current skill in translating. Additionally, this project was created with the aim of increasing knowledge for society, especially for teenagers and adults who want to learn and improve their English. Concerning the reasons mentioned above, the title of this final report is SEMANTIC TRANSLATION METHOD AND TRANSLATING STRATEGIES IN TIKTOK VIDEO ENTITLED *WHAT TYPE OF PERSON ARE YOU?*

1.2 Statements of the Problems

- a. How the semantic translation method was used in translating the TikTok video entitled *What Type of Person Are You? ?*
- b. What strategies were used in translating the TikTok video entitled *What Type of Person Are You? ?*

1.3 Objectives of the Report

- a. To find out how the semantic translation method used in translating the TikTok video *entitled What Type of Person Are You?*
- b. To find out the strategies used in translating the TikTok video *entitled What Type of Person Are You?*

1.4 Significance of the Report

1.4.1 For the writer

This final report is expected to be beneficial for the writer in;

- a. Fulfilling the writer's report assignment.
- b. Implementing what has been learned in class about course and materials into practice.
- c. Gaining the knowledge about how to choose the translation method and translation strategy in translation.

1.4.2 For the alma mater

The final report is expected to be beneficial for the alma mater in;

- a. Exposing Universitas Airlangga that has potential students who can produce beneficial works.
- b. Adding up the current references for Universitas Airlangga that will be useful for other new students who need fresh references.
- c. Inspiring other students of Universitas Airlangga in producing excellent work.

1.4.3 For the English Diploma Program

The final report is expected to be beneficial for the English Diploma Program in;

- a. Adding up the creation in English Diploma.
- b. Contributing to English Diploma accomplishments.
- c. Applying what has been learned during the lecture.
- d. Highlighting English Diploma as a potential major amongst the society through its students' works.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 TikTok as Media of Learning English

Zhong (2018), defines TikTok as a famous social media that is quickly growing globally, including over a half-billion users worldwide (Zhong, 2018). The TikTok application is a social media application that contains video content about anything, including some English learning content. Using TikTok makes it easier for people to access video content that contains English, discusses vocabulary, speaking, and grammar, which is easy to remember. TikTok gives people the opportunity to hone their English skills. TikTok has had a positive impact on people in various aspects. The interactive and entertaining nature of TikTok content makes the learning process interesting and effective (Sanusi et al., 2023)

TikTok offers several possibilities for establishing an exciting learning environment for people. People endorse the usage of TikTok as a venue to boost creativity, excitement, active learning, and inspiration (Escamilla-Fajardo et al., 2021). Because of those explanations, using TikTok is one reason people speak actively, get many sources of speaking learning videos, and have a lot of time to practice it whenever and wherever.

2.2 The Methods in Translating The Bilingual Content of Video Tiktok

Newmark (1988) in his book has classified translation methods into eight types, which is divided into two groups. The first one mainly focuses on the source

language-oriented methods as the result, which are word-for-word translation, literal translation, faithful translation, and semantic translation. Meanwhile, the second group's concern is derived from target language, which are adaptation, free translation, idiomatic translation, and communicative translation.

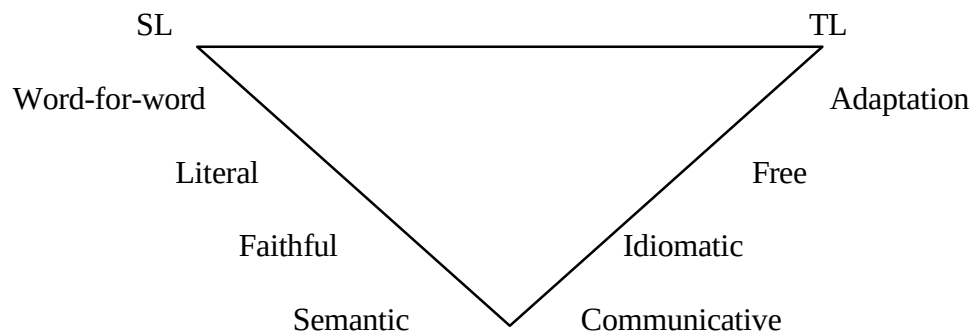


Table 1. Newmark's (1988) V Diagram.

The extent of emphasis on the source language is increasing, ranging from semantic translation to word-for-word translation. In an SL-oriented approach, semantic translation is the freest method while word-for-word translation is the strictest one. Conversely, from communicative translation to adaptation, the extent of emphasis on the target language is increasing. Communicative translation is the strictest method while adaptation is the freest one in a TL-oriented approach.

2.2.1 Word-for-word Translation

According to Newmark (1988), word-for-word translation directly translates the source-language into target language using the word-order from source-language. The word will be translated into general meanings and frequently out of context. Hence, word-for-word translation is often recognized as interlinear translation because the words of target-language are under the words of source-language.

e.g **SL:** Retriever is a clever dog.

TL: *Retriever adalah seekor pintar anjing.*

2.2.2 Literal Translation

Newmark (1988) stated that The SL grammatical structures are converted to their closest TL equivalents, while the lexical words are translated separately and out of context once more. This is a pre-translation procedure that identifies the issues that need to be resolved. This method is suitable in a linguistic study because of its character that tends to translate the lexical words singly. However, this type of translation will lead to mistranslating if it is used in a particular context, especially literature. In literature forms of fiction, literal translation will be inconvenient since fiction consists of idioms, poetic diction, cultural context, etc. Here is an example where literal translation is applied to translate a noun phrase.

e.g **SL :** It's raining cats and dogs.

TL : *Hujan kucing dan anjing.*

2.2.3 Faithful Translation

Newmark (1988) stated that a faithful translation must consider the grammatical context of the text which is translated. Faithful translation is nearly similar with the word-for-word translation. The difference is in the unit of the text which is translated. In word-for-word translation, text unit which is translated is in the level of word. Meanwhile in faithful translation, text unit which is translated is in the level of phrase or clause, depending on the source text. If the source language

is in a noun phrase, so it must be a noun phrase too in target-language. So does if the source-language is an adjective clause.

e.g. **SL:** The book that you gave me is interesting.

TL: *Buku yang kamu berikan kepada saya sangat menarik.*

2.2.4 Semantic Translation

Newmark (1988) stated that, “*Semantic translation differs from 'faithful translation' only in so far as it must take more account of the aesthetic value that is the beautiful and natural sounds of the source language text*”. In other words, this translation method is not much different from faithful translation except that it must take more account of the aesthetic value and naturalness of the TL. In terms of attachment to the SL, this method is more flexible than the faithful translation method. The translated cultural terms are easier for readers to understand. For example, Newmark (1988, cited in Machali, 2000).

e.g. **SL:** He is a book-worm.

TL: *Dia (laki-laki) adalah seorang yang suka sekali membaca.*

2.2.5 Adaptation

Based on Newmark (1988), the adaptation method is the freest translation because it does not have any boundaries with the translation rules. It is transformed the source-language culture into the target-language culture. In addition, the adaptation method is generally applied for arts and cultural purposes such as comedies, dramas, and poetry.

e.g **SL** : As white as snow.

TL : *Seputih kapas.*

2.2.6 Free Translation

Based on Newmark (1988), free translation is the easiest way of the translation because it is only maintaining the meaning. Free translation reproduces the messages without paying attention to the original grammatical structure or the original form of the source-language. Therefore, the translation of the has longer pharaprasing.

e.g **SL** : The flowers in the garden.

TL : *Bunga-bunga yang tumbuh di kebun.*

2.2.7 Idiomatic Translation

Newmark (1988), stated that idiomatic translation reproduces the meaning and sense from the source-language with selection of colloquial expression and idioms in target-language. These selections create natural translation result on target-language and feel like original contents from the writer. Larson in Choliludin (2006) adds that idiomatic translation uses natural forms in its TL text, in accordance with its grammatical construction and lexical choices. A truly idiomatic translation doesn't look like a translation. The translation results appear to be written directly from native speakers. So a good translator will try to translate the text idiomatically.

e.g **SL** : You're cheery mood.

TL : *Kamu kelihatan ceria.*

2.2.8 Communicative Translation

The communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under-translate. Newmark (1988), stated that communicative translation is a translation that tries to present the precise contextual meaning from the source-language thus the target readers can accept and comprehend the language of the text. In a nutshell, communicative translation secures equivalent and identical meanings to the target-language.

e.g **SL** : No Smoking!

TL : *Dilarang merokok!*

2.3 The Strategies in Translating The Bilingual Content of Video Tiktok

Lörscher (1991, as cited in Kovács, 2016) described the translation strategy is a procedure to solve the problem encountered when translating a text from one language to another. Regarding its definition, strategy and procedure in translation share the same meaning, and so does translation technique. Unlike the translation method that involves the entire translation result, strategy focuses on cracking the problems encountered in the process of translating with a practical decision. According to Zuchridin & Sugeng (2003, cited by Munip, 2008), translation strategies are split into two categories, semantic strategy and structural strategy.

2.3.1 Structural Strategy

This strategy is related to structure terms, as its name. As a translator starts translating, he or she needs to apply this strategy if they expect an acceptable result

in structural terms of the target language (TL). Moreover, the translation will remain a generic result in target language (Munip, 2008).

a. Addition

Adding certain words to the target in order words to comply with the grammatical rule of target language (TL). This action is not considered an option, yet a necessary action.

e.g. **SL** : *Saya dokter.*

TL : I **am a** doctor.

b. Subtraction

This strategy is the opposite of addition. It requires reducing the grammatical elements of the source language in order to comply the grammatical rule of target language.

e.g **SL** : My father **is a** teacher.

TL : *Ayahku guru.*

c. Transposition

Transposition can be utilized and applied in deciphering expressions or sentences, which is viewed as an unquestionable requirement or a choice. In order to achieve the general meaning of equivalence, translators alter the structural order of the source language. The first example below refers to the transposition strategy applied at the phrase level.

e.g. **SL** : *Perlu **diketahui** bahwa menulis modul itu memakan waktu.*

TL : You **should know** that module writing takes time.

2.3.5 Semantic Strategy

A semantic strategy is a translation strategy that is more adaptable than a structural strategy because it takes into account the meaning of the target language. To make the result of the translation more widely understood in the target language, this strategy is used at the level of words, phrases, clauses, and sentences. This strategy consists of seven parts as follows.

a. Borrowing

According to Molina and Albir (2002), the borrowing technique is, *“To take a word or expression straight from another language”*. In other words, this technique takes a word from the SL and uses it in the TL text. This technique is also known as transference by Newmark (1988), which means that it does not change the word in SL at all and is directly absorbed into the TL text. The following is an example of a borrowing technique according to Molina and Albir (2002) in Diyantika (2014)..

e.g. **SL:** Premiun

TL: *Premium*

b. Cultural Equivalent

Cultural equivalent leans on the target language culture terms which might be particularly diverse from SL. The translator uses cultural words that have the same level of meaning from source language. Newmark (1988) stated that a translator needs to be aware of the culture in target language to

achieve the natural result, not only the sentences that had been translated will make sense linguistically.

e.g. **SL** : Next week the **Attorney General** will be questioned.

TL : *Minggu depan **Jaksa Agung** akan diperiksa.*

c. Descriptive Equivalent

This technique implies a replacement of the terms or expressions from source language descriptively (Newmark, 1988). Therefore, it may require explanation words in order to reach the neutral and understandable translation result. The example is the word *lemper* is translated as “a snack made of steamed glutinous rice with meat or other stuffing and wrapped in a bananas leaf”.

e.g. **SL**: *Gadis itu menari dengan **luwesnya**.*

TL: The girl is dancing with **great fluidity and grace**.

d. Synonym

Synonym in this strategy aims to discover the closest meaning of target language to source language, in which the precise equivalent may exist or not. Moreover, the use of synonym as a translation strategy is to make the words, terms, or sentences to be more specific, meaningful and accurate (Newmark, 1988). As an instance, the word “great” in English can be translated in Indonesian as *besar*, *hebat*, *baik*, *agung*, *raya*, and *megah* based on the context of the sentence.

e.g **SL:** What a **cute** baby you've got!

TL: *Alangkah **lucunya** bayi Anda!*

e. Reduction and Expansion

Newmark (1988) argues that Reduction and Expansion can be practiced intuitively when the translator is conducting the work since it is the translator's job to transfer the message from source language into target language accurately. In this case, the translator needs to make some adjustments either by reducing or expanding the translation. In the reduction procedure, the translator is more likely to reduce in the number of elements from the source language. When applying this procedure, the translator needs to make sure that no crucial information is dropped in translation. An example is the translation of the word *ikan paus* into *whale*. Here the word *ikan* element is removed. So, the word *ikan paus* are shrinking. Expansion is the opposite of reduction. An example is the translation of the word *mobil* into *automobile*. *Auto* word element added.

f. Omission

Omission is one of strategy that is not structurally restricted with source language. In the usage of this strategy, omission eliminates some words of source language that are considered unnecessary words, wordy sentence, and commonly a bit difficult to translate in the sentence. However, the omission does not reduce the meaning of the whole sentence. The following sentences here is an example of omission.

e.g **SL** : *Kami begitu menyukai buah kiwi karena rasanya begitu lezat sekali.*

TL : We like kiwi since it tastes so good.

g. Modulation

Newmark (1988) argues that by applying modulation, translator is able to express a different point of view in the translation. The change in the point of view does not alter the message of source language and does not generate a sense of strangeness in the target language. Here is an example that shows the use of modulation.

e.g **SL** : Nobody doesn't like it.

TL : *Semua orang menyukainya.*

CHAPTER 3

METHODOLOGY

3.1 Location and Participant

In this project, the writer conducted a product at her house. Based on the product to be created, the writer can work on it at her house and her campus which is Universitas Airlangga, such as designing product at home or in between free time when the writer was carrying out an event with the help of editing media and computers.

The writer observed on semantic method and what strategies applied in producing the bilingual content of English vocabularies by using TikTok application as a media. In terms of the background of the participants, there is no participant because herself created the project in the form of a video to be uploaded on the TikTok application.

3.2 Data Collection

In carrying out the project, the writer used several instruments below:

3.2.1 Observation

The writer conducted an observation to identify the exact method that would be suitable for her project to translating the bilingual content of video TikTok entitled *What Type of Person Are You?*. Then, she analyzed her work in terms of method to produce the right product. By observing her work, she was able to conceive what method should be applied in her work.

First, to answer the first problem statement, the writer uses several translation theories as a comparative reference. Second, for the second statement of the problem, the writer focuses on the sentences and analyzes each word in the sentences to help her identify the strategies that would be suitable for her project.

3.2.2 Documents

The writer used several references she gathered from many sources to her product as a part of data collection. She used social media posts to identify and collect TikTok posts related to English language learning. Analyze the video content to assess its effectiveness in achieving learning objectives. She also used several digital dictionaries to find out the actual meaning of the terms. In addition, the writer also used journals, articles, research reports, and academic publications discussing the use of social media in education to assist the translation process of the content.

3.2.3 The Video

The video that the writer made is about someone who refers to feelings of liking, interest, or tendency to like something. The writer made the video using editing applications, namely CapCut and Canva. In the CapCut application, the writer edits the sentences discussed in the video and chooses the appropriate font and font size. The writer also uses the Canva application to add effects to the videos, such as sound effects and light

effects. The writer also choose those terms by considering the many terms that are often found on social media and commonly used by audiences.

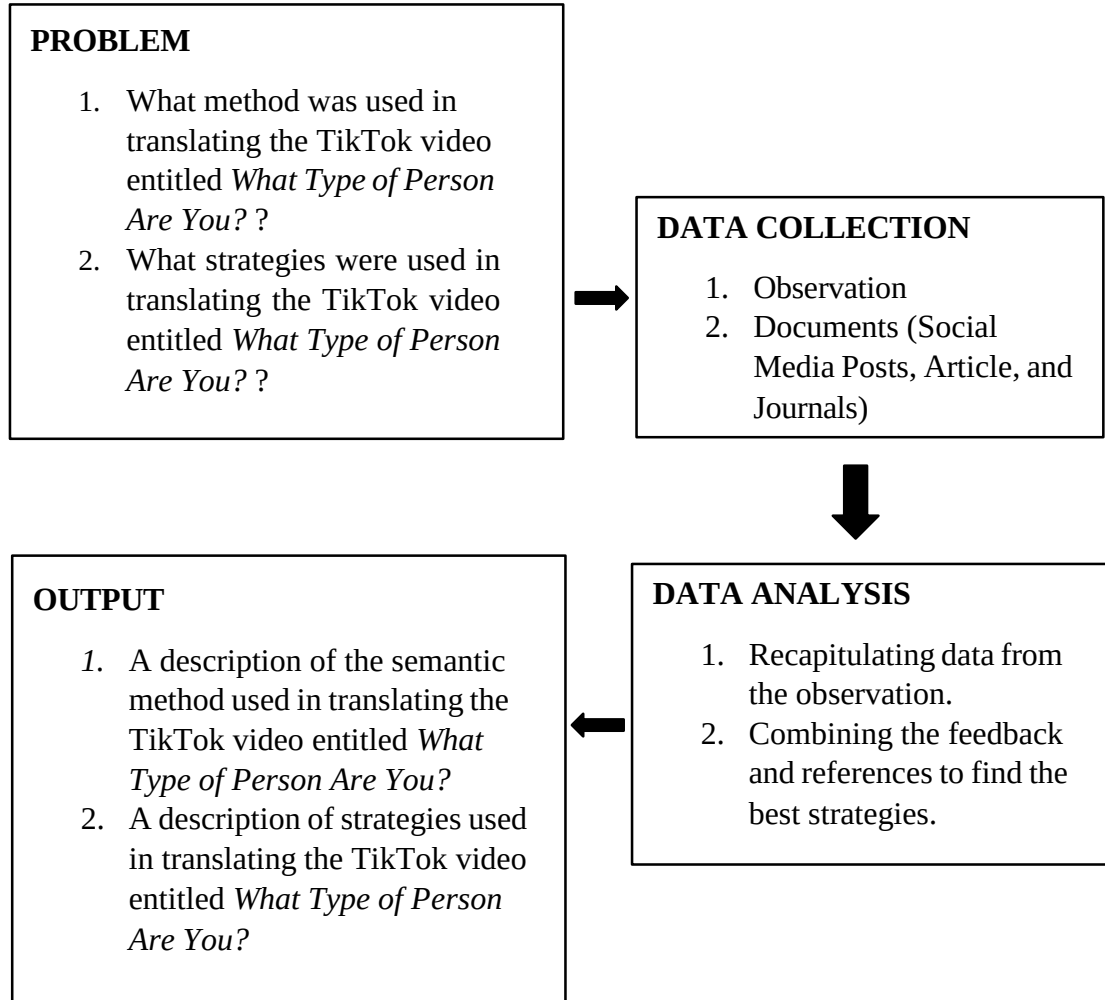
3.3 Data Analysis

In terms of analyzing data, the writer used triangulation of data collection techniques to answer the statement of the problems. She used the feedback provided by the advisor that was given to her to know the mistakes that she made during developing the video content. The writer uses data from several digital dictionaries that have been collected to analyze those terms. She additionally utilized a few references to know the right methods and strategies to be applied in translating her bilingual content.

NO.	Unit of Analysis	Data Colletion Techniques
1.	What method was used in translating the TikTok video entitled <i>What Type of Person Are You? ?</i>	1. Observation 2. Documents (Social Media Posts or Video, Article, and Journals)
2.	What strategies were used in translating the TikTok video entitled <i>What Type of Person Are You? ?</i>	

Table 2. Triangulation of Data Collection Techniques.

3.4 Framework of the Report



CHAPTER 4

RESULT AND DISCUSSION

4.1 Description

The writer focused on the creation of English language learning content disseminated via the TikTok platform. This effort is carried out carefully with the aim of increasing the insight of individuals who want to enrich their vocabulary in English. The writer also finds out the effectiveness of the implemented strategies, and the impact of utilizing TikTok as a media for educational content delivery. Additionally, it sheds light on the challenges encountered during the project's execution and explain the strategies devised to overcome them. Furthermore, it highlights the project's significance in addressing the needs of learners seeking accessible and engaging avenues for language acquisition, thereby contributing to the broader discourse on innovative language learning methodologies in the digital age.

Then, the writer decided to create a content video TikTok entitled *What Type of Person Are You?*. As stated by Newmark (1988), translation is a process of transferring the meaning of a source language into the target language, so the writer had to render the content video from Indonesia to English and retain the original meaning of the source language. In this chapter, the writer would like to answer the statement of the problems mentioned in the first chapter, which are (1) What method was used in translating the Tiktok video entitled *What Type of Person Are You?*,

(2) What strategies were used in translating the Tiktok video entitled *What Type of Person Are You?*

4.1.1 The method used in translating the TikTok video entitled *What Type of Person Are You?*

In conducting her project, the writer is assigned to create a content video entitled *What Type of Person Are You?*. The content is conducted in Indonesian language and translated into English language. As stated by Newmark (1988) in chapter two, he has classified translation methods into eight types, which is divided into two groups. The first one mainly focuses on the source language oriented methods as the result, which are word-for-word translation, literal translation, faithful translation, and semantic translation. Meanwhile, the second group's concern is derived from target language, which are adaptation, free translation, idiomatic translation, and communicative translation. Moreover, he also stated that translation methods cover the whole text.

In accordance with the single context in the content video she created, the result of the writer's observation and analysis, she made own decision to create the content video with one translation method that fit with her project, which is the semantic translation method. The following texts below will show the use of semantic translation method in her project.

Sentence 1

SL: *Dia sangat menyukai langit dan seisinya.*

TL: She/He is an astrophile.

Based on the first sentence mentioned above, it is vivid that the writer applied semantic translation for her translation. Instead of translating the sentence “*Dia sangat menyukai langit dan seisinya*” into “*She/He really loves the sky and everything in it*”. This sentence can be translated into “*She/He is an astrophile*” to reach the natural translation result. If it is translated with the literal method, the translation might be still understandable for the readers, but lacking the aesthetic element. In his book “A Textbook of Translation” Newmark (1988), stated that semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original. “Astrophile” refers to someone who has a deep love or passion for astronomy, space, and celestial objects. It's composed of the prefix “astro-” which relates to stars or celestial bodies, and the suffix “-phile” indicating love or fondness. Furthermore, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 2

SL: *Saya sangat suka sendirian.*

TL: I am an autophile.

The same indication emerges in the next example mentioned above. In order to captivate readers’ interests and produce an aesthetic translation that does not lose the meaning of the source language. The sentence “*Saya sangat suka sendirian*” becomes “*I am an autophile*” to reach the natural and aesthetic translation result,

instead of translating that sentence using the literal method into “*I really like being alone.*” In Ancient Greek, “autos” means “self” or “oneself”, and “phile” means “love” or “fondness”. So, “autophilie” would refer to someone who loves to be alone. If it is translated with the literal method, the translation might be still understandable for the readers, but lacking the aesthetic sound. Furthermore, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts. Additionally, the term “autophile” also refers to someone who has a strong interest or love for cars. The term is often used to describe enthusiasts who are passionate about cars and may engage in activities such as collecting, restoring or racing. However, on this occasion the writer decided to use the term “autophile” as the word that translates the phrase “*sangat suka sendirian*” because it is the term that is often encountered and used on social media.

Sentence 3

SL: *Wulan sangat suka menonton film.*

TL: Wulan is a cinephile.

The source sentence “*Wulan sangat suka menonton film*” literally means “*Wulan really likes watching movies.*” Instead of a phrase describing Wulan's actions (likes watching movies), it uses a noun (cinephile) to describe Wulan directly. The word “cinephile” adds a nuance that the person has a profound love or passion for films, which may not be explicitly stated but is implied in the source sentence. So, that sentence can be translated into “*Wulan is a cinephile.*” It's derived

from the Greek word "kínēma," meaning motion, and the suffix "-phile," indicating love or fondness. Therefore, based on Peter Newmark's theory, this translation can be accepted and considered correct because it fulfills the aim of conveying the same meaning in a way that is natural and easy to understand in the target language. Additionally, the use of words with "-phile" endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 4

SL: *Gadis itu sangat suka bepergian.*

TL: The girl is a hodophile.

The same indications appear as mentioned above. In this case, the source sentence "*Gadis itu sangat suka bepergian.*" is translated into "*The girl is a hodophile.*" In semantic translation, the chosen translation is one that preserves the original meaning of the source text. Instead of "*The girl is very fond of travelling*" in literal. The term "hodophile" derived from the Greek words "hodos," meaning journey or travel, and "phile," meaning love or fondness. So, a "hodophile" is someone who has a deep affection for journeys or traveling as a hobby. Additionally, the use of words with "-phile" endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 5

SL: *Saya sangat suka matahari terbenam atau senja.*

TL: I am an opacarophile.

The fifth sentence, "*Saya sangat suka matahari terbenam atau senja*" is translated into "*I am an opacarophile.*" Using Peter Newmark's semantic translation method, since the translation preserves the original meaning of the source text and has a strong semantic connection with the original meaning of the source text. Rather than translating the sentence into "*I really like sunsets or twilight*" using literal method. The term "Opacarophile" is used to describe someone who greatly enjoys sunsets or dusk. "Opacarophile" is derived from the Latin word "opacare," meaning sunset or twilight, and "phile," meaning love or fondness. Additionally, the use of words with "-phile" endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 6

SL: *Saya sangat menyukai hujan.*

TL: I am a pluviophile.

The sentence "*Saya sangat menyukai hujan*" is translated as "*I am a pluviophile*". Instead of translating it as "*I really like rain*" in literal. The term "pluviophile" is derived from the Latin word "pluvia," meaning "rain," combined with the suffix "-phile," indicating love or fondness. So, "pluviophile" is used to

describe someone who has a great fondness for rain or feels joy when it rains, possibly because they enjoy the sound, smell, or atmosphere created by the rain. Additionally, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 7

SL: *Saya sangat menyukai laut.*

TL: I am a thalassophile.

In this sentence also gives an illustration of semantic translation usage. The sentence, "*Saya sangat menyukai laut*" is translated into "*I am a thalassophile.*" The term "thalassophile" refers to someone who has a strong love or affinity for the sea. It originates from the Greek word "thalassa," meaning "sea," and the suffix "-phile," indicating love or fondness. Instead of using the literal translation method, it becomes, "*I really love the sea.*" Additionally, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 8

SL: *Jake sangat menyukai teknologi.*

TL: Jake is a technophile.

Instead of translating that sentence into “*Jake really likes teknologi*” in literal. The sentence “*Jake sangat menyukai teknologi*” can be translated into “*Jake is a technophile*.” The term “technophile” refers to someone who has a strong love or affinity for technology. It originates from the combination of the word “techno,” meaning “technology,” and the suffix “-phile,” indicating love or fondness. Therefore, the translation elucidates that Jake has a significant obsession or interest in technology. Additionally, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 9

SL: *Saya sangat menyukai musik.*

TL: I am a melophile.

The sentence “*Saya sangat menyukai musik*” is converted into “*I am a melophile*” by using the semantic translation method, instead of using the literal translation method, “*I really enjoy music*”. The term “melophile” is not widely used in English. However, if we break it down, “melo-” could be interpreted as relating to “melody” or “music,” and “-phile” indicates a love or fondness for something. So, “melophile” refer to someone who loves music or is passionate about melodies. While it's not commonly used, it could be understood as a playful way to describe a music enthusiast. Additionally, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile

endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 10

SL: *Cia sangat suka mendaki gunung ketika berusia tujuh belas tahun.*

TL: Cia was an orophile when she was seventeen years old.

The result does not seem like a translated text because the writer applies the semantic method for her translation. Instead of translating that sentence into “*Cia really liked climbing mountains when she was seventeen years old*” in literal. In this case, “*Cia sangat suka mendaki gunung ketika berusia tujuh belas tahun*” is translated into “*Cia was an orophile when she was seventeen years old*”, to preserve the original meaning that describes Cia's fondness for climbing mountains when she was seventeen years old. The term “orophile” refers to someone who is extremely obsessed with mountains. Besides enjoying them from afar, orophile also engage in hiking to satisfy their interest. In Greek “oro-” is a prefix meaning “mountain” and “-phile” indicates a love or strong attraction. Additionally, the use of words with “-phile” endings is considered aesthetic because the overall impression given by words with -phile endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 11

SL: *Jessy suka sekali berbelanja.*

TL: Jessy is a shopaholic.

In semantic translation, the chosen translation preserves the original meaning of the source text in a more flexible and adaptable manner. In this case, *“Jessy suka sekali berbelanja”* is translated into *“Jessy is a shopaholic”*, instead of *“Jessy is very fond of shopping”*. The word "shopaholic" originates from the combination of the word "shop" meaning "shopping," and "-holic" which indicates that someone has an uncontrollable tendency or habit towards something. So, the term “shopaholic” refers to someone who has a strong tendency or habit of excessive and often impulsive shopping. They experience satisfaction or comfort when shopping, even when the items purchased are not needed or affordable. This behavior often leads to financial problems and emotional stress. Additionally, the use of words with “-holic” endings is considered aesthetic because the overall impression given by words with -holic endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 12

SL: *Mereka bekerja tanpa henti.*

TL: They are a workaholic.

In this case, *“Mereka bekerja tanpa henti”* is translated into *“They are a workaholic”*, to preserve the original meaning that describes their dedication to work. Rather than translating it into *“They work tirelessly”*. "Workaholic" is derived from the combination of the word "work," referring to one's job or employment, and "-holic," which implies a compulsive tendency or addiction to something. So, a workaholic is someone who has an obsession or strong

dependence on work. They tend to work continuously without regard to time or the need for rest and recreation. Workaholics often sacrifice the balance between work life and personal life, which can lead to stress, fatigue, and other health issues. Additionally, the use of words with “-holic” endings is considered aesthetic because the overall impression given by words with -holic endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 13

SL: *David kecanduan alkohol.*

TL: David is an alcoholic.

In this instance, the translation of “*David kecanduan alkohol*” is translated into “*David is an alcoholic*”. Instead of rendering it as “*David is an alcohol addict*”. “Alcoholic” is derived from the noun “alcohol,” which refers to a chemical compound, typically ethanol (ethyl alcohol), found in alcoholic beverages. The suffix “-ic” is added to “alcohol” to form “alcoholic,” which denotes a person who is addicted to or excessively consumes alcoholic drinks. Additionally, the use of words with “-holic” endings is considered aesthetic because the overall impression given by words with -holic endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 14

SL: *Sarah sangat menyukai kopi.*

TL: Sarah is a coffeeholic.

As mentioned above, the writer still uses semantic translation in order to achieve the proper result. The sentence “*Sarah sangat menyukai kopi*” is translated into “*Sarah is a coffeeholic.*” Rather than translating it into “*Sarah really loves coffee*”. “Coffeeholic” is derived from the noun “coffee,” which refers to a popular beverage made from roasted coffee beans, and the suffix “-holic,” which is used to denote a person who has a strong addiction or dependency on something. So, “coffeeholic” describes a person who is addicted to or excessively consumes coffee. Additionally, the use of words with “-holic” endings is considered aesthetic because the overall impression given by words with -holic endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 15

SL: *Ruby sangat menyukai coklat.*

TL: Ruby is a chocoholic.

It can be seen that the writer still uses semantic translation. The sentence “*Ruby sangat menyukai coklat*” is not translated into “*Ruby loves chocolate*”, but is translated into “*Ruby is a chocoholic*”. The term “Chocoholic” is derived from the word “chocolate,” which refers to a sweet, usually brown food made from cacao seeds. The suffix “-holic” is added to “chocolate” to form “chocoholic,” which denotes a person who is addicted to or has an excessive craving for chocolate.

Additionally, the use of words with “-holic” endings is considered aesthetic because the overall impression given by words with -holic endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 16

SL: *Rista sangat suka mengoleksi buku.*

TL: Rista is a bibliomaniac.

In this occasion, the interpretation of “*Rista sangat suka mengoleksi buku.*” is translated into “*Rista is a bibliomaniac.*” Instead of writing “*Rista is very fond of collecting books.*” “Bibliomaniac” is derived from the combination of two words “biblio,” which comes from the Greek word “biblion” meaning book, and “-maniac,” which refers to a person who has an excessive enthusiasm or obsession for something. So, “bibliomaniac” describes a person who has an extreme love for books, often to the point of obsession. This obsession often manifests in an excessive desire to own books, regardless of whether they actually read or utilize them. Additionally, the use of words with “-maniac” endings is considered aesthetic because the overall impression given by words with -maniac endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 17

SL: *Damian sangat egois.*

TL: Damian is an egomaniac.

The word “egomaniac” accurately conveys the idea of Damian being excessively self-centered, which is the intended meaning of the original sentence. So, the sentence “*Damian sangat egois*” is translated into “*Damian is an egomaniac*”. Rather than translating into “*Damian is very selfish.*” “Egomaniac” is derived from the word “ego,” which refers to a person's sense of self-esteem or self-importance, and the suffix “-maniac,” which is used to describe a person who has an excessive enthusiasm or obsession for something. Additionally, the use of words with “-maniac” endings is considered aesthetic because the overall impression given by words with -maniac endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 18

SL: *Dia suka sekali mencuri.*

TL: She/He is a kleptomaniac.

Rather than translating that sentence into “*She/He really likes to steal*”. The sentence “*Dia suka sekali mencuri*” is translated into “*She/He is a kleptomaniac*”. It can be less entertaining for the reader since the result does not captivate their interest. Hence, the writer decided to apply the semantic method to capture the beauty and naturalness in the translated version. The word “kleptomaniac” accurately conveys the idea of the person having a strong inclination to steal, which is the intended meaning of the original sentence. The term “kleptomaniac” is derived from two components: “klepto,” which comes from the Greek word “kleptes” meaning thief, and the suffix “-maniac,” which denotes a person who has

an excessive enthusiasm or obsession for something. Additionally, the use of words with “-maniac” endings is considered aesthetic because the overall impression given by words with -maniac endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 19

SL: *Reta terobsesi dengan kekuasaan.*

TL: Reta is a megalomaniac.

If the following text is translated literally, it will lose the natural result, and remain a rigid text. So, the sentence “*Reta terobsesi dengan kekuasaan*” is rendered into “*Reta is a megalomaniac*”, instead of translating into “*Reta is obsessed with power*”. The word “megalomaniac” accurately conveys the idea of Reta being excessively obsessed with power, which is the intended meaning of the original sentence. The term “megalomaniac” is derived from the combination of two components: “megal,” which comes from the Greek word “megalos” meaning great, and the suffix “-maniac,” which denotes a person who has an excessive enthusiasm or obsession for something. Additionally, the use of words with “-maniac” endings is considered aesthetic because the overall impression given by words with -maniac endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

Sentence 20

SL: *Olivia sangat menyukai pepohonan.*

TL: Olivia is a dendrophile.

The writer still uses semantic translation for the last sentence. The sentence “*Olivia sangat menyukai pepohonan*” is translated into “*Olivia is a dendrophile*”. The term “dendrophile” is a more specific and accurate term to describe Olivia's love for trees. Instead of translating that sentence into “*Olivia really likes trees*”. The term “dendrophile” was coined by combining the Greek words "dendro-" meaning tree and “-phile” meaning lover or one who loves. Additionally, the use of words with “-maniac” endings is considered aesthetic because the overall impression given by words with -maniac endings is aesthetic. The harmony, linguistic quality, and uniqueness of the word make it feel more beautiful and more interesting to use in certain contexts.

4.1.2 The strategy in translating the TikTok Video entitled *What Type of Person Are You?*

According to the explanation from chapter two, many authors provide diverse definitions and even the names of translation strategies, such as procedures or techniques. However, the point that the writer captured here is that the translation strategy is a procedure to solve the problem encountered when translating text from one language to another. Regarding its definition, it is understandable that translation strategies are the key to problem-solving in the translation process. Unlike translation methods that cover the entire text, translation strategies cover narrower scope in text, such as sentence, clause, phrase, or even word. The

translation strategies are divided into ten parts. However, there are only seven strategies that the writer employed in her project and those strategies complemented the entire context of the sentence. Those strategies are addition and cultural equivalent.

1. Addition

Additional is an approach of adding certain words to the target in order words to comply with the grammatical rule of target language (TL). As a structural strategy, applying an addition approach cannot be considered as an option, yet a strict demand.

The following text below will show how the addition strategy was applied in translation.

Sentence 1

SL: *Dia sangat menyukai langit dan seisinya.*

TL: She/He is an astrophile.

It can be seen that there are several examples using additional approach to reach the appropriate translation result. In this translation, the addition of the words "is" and "an" before "astrophile" ensures grammatical correctness in the target language. "Is" is added because in this context, the subject is singular. Furthermore, the use of "a" and "an" in English relates to the type of noun that follows. Generally, "a" is used before nouns followed by a consonant or the sound of a consonant at the beginning. "An" is used before nouns followed by a vowel or the sound of a vowel at the beginning.

Sentence 2

SL: *Saya sangat suka sendirian.*

TL: I am an autophile.

In this translation, the addition of the words “am” and “an” before “autophile” ensures grammatical correctness in the target language. In English, nouns usually require an article (such as “a” or “an”), whereas in Indonesian, articles are sometimes not required in certain cases. This addition helps ensure grammatical coherence and clarity in the translation. “Am” is added because in this context, the subject is “I”. Furthermore, the addition of “an” before “autophile” is because the word starts with the sound of a vowel.

Sentence 3

SL: *Wulan sangat suka menonton film.*

TL: Wulan is a cinephile.

The addition of the words “is” and “a” before “cinephile” in the translation constitutes an addition strategy. “Is” is added because in this context, the subject is singular. Furthermore, the addition of “a” before “cinephile” is because the word starts with the sound of a consonant.

Sentence 4

SL: *Gadis itu sangat suka bepergian.*

TL: The girl is a hodophile.

The writer added the words “is” and “a” before “hodophile” ensures grammatical correctness in the target language. “Is” is added because in this context the subject is singular. Furthermore, the addition of “a” before “hodophile” is because the word starts with the sound of a vowel.

Sentence 5

SL: *Saya sangat suka matahari terbenam atau senja.*

TL: I am an opacarophile.

The addition of the words "am" before "an opacarophile" is done to ensure the continuity of grammatical structure in English. In English, the correct grammatical construction to express personal identity or state is by using the verb "to be" in a form that corresponds to the subject, which in this context is "I." Therefore, adding "am" clarifies that the subject "I" is an opacarophile. Furthermore, the addition of the word "an" before "opacarophile" is because the word starts with a vowel sound ("o").

Sentence 6

SL: *Saya sangat menyukai hujan.*

TL: I am a pluviophile.

The words "am" and "a" are added before "pluviophile" to ensure grammatical correctness in English. "Am" is added because in this context, the subject is “I”. Furthermore, the addition of "a" before "pluviophile" is because the word starts with the sound of a consonant.

Sentence 7

SL: *Saya sangat menyukai laut.*

TL: I am a thalassophile.

As the following example above, the writer added the words “am” and “a” before “thalassophile” to ensure grammatical correctness in English. “Am” is added because in this context, the subject is “I”. Furthermore, the addition of “a” before “thalassophile” is because the word starts with the sound of a consonant.

Sentence 8

SL: *Jake sangat menyukai teknologi.*

TL: Jake is a technophile.

In this translation, the words “is” and “a” are added before “technophile” to ensure grammatical correctness in English. “Is” is added because in this context, the subject is singular. Furthermore, the addition of “a” before “technophile” is because the word starts with the sound of a consonant.

Sentence 9

SL: *Saya sangat menyukai musik.*

TL: I am a melophile.

The words “am” and “a” are added before “melophile” to ensure grammatical correctness in English. “Am” is added because in this context,

the subject is “I”. Furthermore, the addition of "a" before "melophile" is because the word starts with the sound of a consonant.

Sentence 10

SL: *Cia sangat suka mendaki gunung ketika berusia tujuh belas tahun.*

TL: Cia was an orophile when she was seventeen years old.

In this occasion, the words “was”, “an”, and “she” are added to ensure grammatical correctness in English. The addition of "was" before "an orophile" ensures grammatical correctness in English. In English, the appropriate construction to express the state or identity of the subject in the past is by using the verb "to be" in a form that corresponds to the subject. This addition also helps clarify that Cia's interest in mountain climbing occurred in the past, when she was seventeen years old.

The addition of "an" before "orophile" is because the word starts with the sound of a vowel. Furthermore, the use of "she" referring to a woman in the sentence serves as a pronoun for the subject mentioned earlier, which is "Cia." Therefore, by using "she," the sentence becomes clearer that the subject referred to “Cia”. Then followed by the word "was," which indicates that the event occurred in the past when Cia was seventeen years old.

Sentence 11

SL: *Jessy suka sekali berbelanja.*

TL: Jessy is a shopaholic.

The underlined word above gives an illustration the additon strategy. The words "is" and "a" are added before "shopaholic" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the addition of "a" before "shopaholic" is because the word starts with the sound of a consonant.

Sentence 12

SL: *Mereka bekerja tanpa henti.*

TL: They are a workaholic.

In this translation, the words "are" and "a" are added before "workaholic" to ensure grammatical correctness in English. "Are" is added because in this context, the subject is plural. Furthermore, the addition of "a" before "workaholic" is because the word starts with the sound of a consonant.

Sentence 13

SL: *David kecanduan alkohol.*

TL: David is an alcoholic.

The underlined words above is indicating the addition strategy. The words "is" and "an" are added before "alcoholic" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the addition of "an" before "alcoholic" is because the word starts with the sound of a vowel.

Sentence 14

SL: *Sarah sangat menyukai kopi.*

TL: Sarah is a coffeeholic.

It can be seen that the words "is" and "a" are added before "coffeeholic" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the addition of "a" before "coffeeholic" is because the word starts with the sound of a consonant.

Sentence 15

SL: *Ruby sangat menyukai coklat.*

TL: Ruby is a chocoholic.

In this translation, the words "is" and "a" are added before "chocoholic" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the addition of "a" before "chocoholic" is because the word starts with the sound of a consonant.

Sentence 16

SL: *Rista sangat suka mengoleksi buku.*

TL: Rista is a bibliomaniac.

It can be seen from text above that the words "is" and "a" are added before "bibliomaniac" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the

addition of "a" before "bibliomaniac" is because the word starts with the sound of a consonant.

Sentence 17

SL: *Damian sangat egois.*

TL: Damian is an egomaniac.

The underlined words are added in target language, which are “is” and “an” are added before "egomaniac" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the addition of "an" before "egomaniac" is because the word starts with the sound of a vowel.

Sentence 18

SL: *Dia suka sekali mencuri.*

TL: She/He is a kleptomaniac.

As mentioned above, the underlined words illustrated the addition strategy. The words "is" and "a" are added before "kleptomaniac" to ensure grammatical correctness in English. "Is" is added because in this context, the subject is singular. Furthermore, the addition of "a" before "kleptomaniac" is because the word starts with the sound of a consonant.

Sentence 19

SL: *Reta terobsesi dengan kekuasaan.*

TL: Reta is a megalomaniac.

In this sentence there are still additional words, which are “is” and “a” are added before “megalomaniac” to ensure grammatical correctness in English. “Is” is added because in this context, the subject is singular. Furthermore, the addition of “a” before “megalomaniac” is because the word starts with the sound of a consonant.

Sentence 20

SL: *Olivia sangat menyukai pepohonan .*

TL: Olivia is a dendrophile.

In this last sentence, still the same as the previous sentences. The underlined words show the addition strategy, which are “is” and “a” are added before “dendrophile” to ensure grammatical correctness in English. “Is” is added because in this context, the subject is singular. Furthermore, the addition of “a” before “dendrophile” is because the word starts with the sound of a consonant.

2. Cultural Equivalent

The second strategy is derived from semantic strategy, which is cultural equivalent. This strategy leans on the target language cultural terms which might be particularly diverse from SL. The translator uses the cultural words that have the same level of meaning as source language. Cultural equivalent here aimed to make the reader felt closer to the text. In applying this strategy, this translation might not be accurate to SL, but accurate to TL

readers. The following text below will show how the addition strategy was applied in translation.

Sentence 1

SL: *Dia sangat menyukai langit dan seisinya.*

TL: She/He is an **astrophile**.

In the translated sentence, there is the use of the cultural equivalent translation strategy. The term "astrophile" is used to translate the phrase "*sangat menyukai langit dan seisinya*." Although there is no direct word in Indonesian that precisely describes someone who really likes the sky and all its contents, the term "astrophile" is chosen because it has a meaning closely related to that specific interest in the context of astronomy, which aligns with the cultural equivalent translation. It's composed of the prefix "astro-" which relates to stars or celestial bodies, and the suffix "-phile" indicating love or fondness.

Sentence 2

SL: *Saya sangat suka sendirian.*

TL: I am an **autophile**.

It can be seen that the term "autophile" is used to translate the phrase "*sangat suka sendirian*." "Autophile" is chosen because it accurately conveys the meaning of someone who enjoys solitude or prefers spending time alone. In Ancient Greek, "autos" means "self" or "oneself", and "phile" means "love" or "fondness". If it is translated with the literal method, the

translation might be still understandable for the readers, but lacking the aesthetic element.

Sentence 3

SL: *Wulan sangat suka menonton film.*

TL: Wulan is a **cinephile**.

The term “cinephile” is used to translate the phrase “*sangat suka menonton film.*” “Cinephile” is chosen because it accurately conveys the meaning of someone who has a strong interest in films or cinema. It's derived from the Greek word “*kínēma*,” meaning motion, and the suffix “-phile,” indicating love or fondness. This reflects the use of the cultural equivalent translation strategy by matching the concept from the source language to an appropriate term in the target language.

Sentence 4

SL: *Gadis itu sangat suka bepergian.*

TL: The girl is a **hodophile**.

The use of the term “hodophile” to translate the phrase “*sangat suka bepergian*” reflects the utilization of the cultural equivalent translation strategy. It's derived from the Greek words “*hodos*,” meaning journey or travel, and “*phile*,” meaning love or fondness. So, a “hodophile” is someone who has a deep affection for journeys or traveling.

Sentence 5

SL: *Saya sangat suka matahari terbenam atau senja.*

TL: I am an **opacarophile**.

The fifth sentence above indicating the cultural equivalent. The use of the term "opacarophile" to translate the phrase "*sangat suka matahari terbenam atau senja*". "Opacarophile" is derived from the Latin word "opacare," meaning sunset or twilight, and "phile," meaning love or fondness. Therefore, the translation elucidates that the speaker is someone who highly appreciates and delights in sunset or dusk moments.

Sentence 6

SL: *Saya sangat menyukai hujan.*

TL: I am a **pluviophile**.

The phrase "*sangat menyukai hujan*" is translated using the term "pluviophile". This term is formed from the Latin word "pluvia" which means "rain" and the suffix "-phile" which indicates inclination or love. So, a pluviophile is someone who feels happy or happy when it rains, perhaps because they enjoy the sound, smell or atmosphere produced by the rain.

Sentence 7

SL: *Saya sangat menyukai laut.*

TL: I am a **thalassophile**.

The term "thalassophile" to translate the phrase "*sangat menyukai laut*". It originates from the Greek word "thalassa," meaning "sea," and the

suffix "-phile," indicating love or fondness. Therefore, the translation elucidates that the speaker greatly enjoys or loves the sea.

Sentence 8

SL: *Jake sangat menyukai teknologi.*

TL: Jake is a **technophile**.

The translation of the phrase "*sangat menyukai teknologi*" as "technophile." The word "techno," which means technology, and the suffix "-phile," which means love or fondness. As a result, the translation makes it clear that Jake has a significant fascination with technology.

Sentence 9

SL: *Saya sangat menyukai musik.*

TL: I am a **melophile**.

The utilization of the expression "melophile" to interpret the phrase "*sangat menyukai musik*". "Melo-" could be interpreted as relating to "melody" or "music," and "-phile" indicates a love or fondness for something. So, "melophile" refers to someone who loves music or is passionate about melodies. While it's not commonly used, it could be understood as a playful way to describe a music enthusiast.

Sentence 10

SL: *Cia sangat suka mendaki gunung ketika berusia tujuh belas tahun.*

TL: Cia was an **orophile** when she was seventeen years old.

The term "orophile" to translate the phrase “*sangat suka mendaki gunung*”. In Greek "oro-" is a prefix meaning "mountain" and "-phile" indicates a love or strong attraction. So, the term "orophile" refers to someone who loves or has a strong attraction to mountains.

Sentence 11

SL: *Jessy suka sekali berbelanja.*

TL: Jessy is a **shopaholic**.

The use of the term "shopaholic" to translate the phrase “*suka sekali berbelanja*”. The word "shopaholic" originates from the combination of the word "shop" meaning "shopping," and "-holic" which indicates that someone has an uncontrollable tendency or habit towards something. So, the term “shopaholic” refers to someone who has a strong tendency or habit of excessive and often impulsive shopping. They experience satisfaction or comfort when shopping, even when the items purchased are not needed or affordable. This behavior often leads to financial problems and emotional stress.

Sentence 12

SL: *Mereka bekerja tanpa henti.*

TL: They are a **workaholic**.

The utilization of the term “workaholic” to translate the phrase “*bekerja tanpa henti*”. “Workaholic” is derived from the combination of the word "work," referring to one's job or employment, and "-holic," which

implies a compulsive tendency or addiction to something. So, a “workaholic” is someone who has an obsession or strong dependence on work.

Sentence 13

SL: *David kecanduan alkohol.*

TL: David is an **alcoholic**.

The term "alcoholic" is employed to translate the phrase “*kecanduan alkohol*”. “Alcoholic” is derived from the noun "alcohol," which refers to a chemical compound, typically ethanol (ethyl alcohol), found in alcoholic beverages. The suffix "-ic" is added to "alcohol" to form "alcoholic," which denotes a person who is addicted to or excessively consumes alcoholic drinks.

Sentence 14

SL: *Sarah sangat menyukai kopi.*

TL: Sarah is a **coffeeholic**.

The term “coffeeholic” is utilized to translate the phrase “*sangat menyukai kopi*”, because it effectively conveys the meaning of a strong affection or addiction to coffee. “Coffeeholic” is derived from the noun "coffee," which refers to a popular beverage made from roasted coffee beans, and the suffix "-holic," which is used to denote a person who has a strong addiction or dependency on something.

Sentence 15

SL: *Ruby sangat menyukai coklat.*

TL: Ruby is a **chocoholic**.

The suffix “-holic” is added to “chocolate” to form “chocoholic,” which denotes a person who is addicted to or has an excessive craving for chocolate. Then the writer, using that term to translate the phrase “*sangat menyukai coklat*”.

Sentence 16

SL: *Rista sangat suka mengoleksi buku.*

TL: Rista is a **bibliomaniac**.

The term “bibliomaniac” is employed to translate the phrase “*sangat suka mengoleksi buku*” because it effectively conveys the meaning of an intense passion or obsession for collecting books. This term is derived from the combination of two words: “biblio,” which comes from the Greek word “biblio,” meaning book, and “maniac,” which refers to a person who has an excessive enthusiasm or obsession for something.

Sentence 17

SL: *Damian sangat egois.*

TL: Damian is an **egomaniac**.

The use of the term “egomaniac” to translate the phrase “*sangat egois*”. “Egomaniac” is derived from the word “ego,” which refers to a person's sense of self-esteem or self-importance, and the suffix “-maniac,”

which is used to describe a person who has an excessive enthusiasm or obsession for something. So, “egomaniac” describes a person who is excessively self-centered, self-absorbed, or has an exaggerated sense of their own importance.

Sentence 18

SL: *Dia suka sekali mencuri.*

TL: She/He is a **kleptomaniac**.

Implementation of the term “kleptomaniac” to translate the phrase “*suka sekali mencuri*”. The term “kleptomaniac” is derived from two components: “klepto,” which comes from the Greek word “kleptes” meaning thief, and the suffix “-maniac,” which denotes a person who has an excessive enthusiasm or obsession for something. So, “kleptomaniac” describes a person who has an irresistible urge to steal, often without regard for need or profit.

Sentence 19

SL: *Reta terobsesi dengan kekuasaan.*

TL: Reta is a **megalomaniac**.

The term “megalomaniac” is derived from the combination of two components: “megal,” which comes from the Greek word “megalos” meaning great, and the suffix “-maniac,” which denotes a person who has excessive enthusiasm or obsession for something. So, a “megalomaniac” describes a person who has an obsessive desire for power, wealth, or

greatness, often with delusions of grandeur. Therefore, the writer uses the term “megalomaniac” to translate the phrase “*terobsesi dengan kekuasaan*”.

Sentence 20

SL: *Olivia sangat menyukai pepohonan.*

TL: Olivia is a **dendrophile**.

It can be seen that the writer uses the term “dendrophile” to translate the phrase “*sangat menyukai pepohonan*” because the term “dendrophile” is used to describe individuals who have a strong affection or appreciation for trees and their role in the environment. The term “dendrophile” was combining by the Greek words “dendro,” meaning tree, and the suffix “-phile,” meaning lover or fondness.

4.2 Obstacles

4.2.1 Obstacle related to method used in translating the TikTok video entitled *What Type of Person Are You?*

During her progress of the translation project, the writer was faced with obstacles that detained her from deciding the most proper translation method for the project of translating. There are two primary obstacles that the writer dealt with. The obstacle is arranging the proper structural terms to achieve the understandable translation result from source language into target language. As stated in the previous paragraph, the writer found it difficult to arrange the proper structural terms in source language for her project. The sentences that she has translated need precise diction to attract the reader, which is targeted for society, especially

teenagers and adults. The writer is confused about making source language sentences that are suitable and easy to understand by the readers or viewers. It took time to eventually release from it. At first, the writer was not sure whether the sentence is appropriate and easy to understand. Then, the writer decided to analyze the context generally so it could be understandably.

Throughout her process of finishing the project, many errors were made during her project, yet it did not prevent to complete her project well. The obstacle that the writer encountered helped her to improve the writer's analytical thinking and perseverance. She also learns that being faced with obstacles is not a bad condition, yet a fortune experience.

4.2.2 Obstacle related to strategy used in translating the TikTok video entitled *What Type of Person Are You?*

The writer got some obstacles in identifying translation strategies used to translate the content of the video. Several problems, such as lack of knowledge about translation strategies, got confused in creating the source language. First, the writer lacked knowledge about translation strategies. Sometimes the writer still confused while identifying the data. It took time to determine what translation strategies were used in translating the sentence. To solve this problem, the writer learned about translation strategies on the internet, journals, or books. Last, the writer got obstacles to understanding the source language. To make a good translation result, the writer should understand the source language first.

4.3 Added Values

4.3.1 Added values related to method used in translating the TikTok video entitled *What Type of Person Are You?*

In terms of added values, the writer has learnt essential knowledge related to the method of translating a sentence. The added value she obtained is about her understanding of translation methods, especially semantic translation. The writer earns her capability in deciding what method will be perfect to be used for the current text. The insight of the translation method also helped the writer in analytical thinking and problem-solving in completing her translation project thoroughly. The writer is conscious that conducting research related to the translation method needs persevered attitude since it was not easy to finally discover the precise method. The added values also helped the writer in figuring out her passion for translation subjects for her further career. Shortly, it helps the writer's character development to improve.

4.3.2 Added values related to strategy used in translating the TikTok video entitled *What Type of Person Are You?*

During the process, the writer got many things in the process of translating. There were three things that the writer learned by implementing translation strategies. The first thing the writer learned was finding new vocabulary and terms. The second was finding the translation strategy. The last was making a good translation result.

First, the writer got new vocabularies and terms that she never found before. Translator needs to know a lot vocabularies and terms because it makes the translator understand the source language and make good translation result.

Second, the writer had to find out the translation strategies used, which were suitable for the writer's texts. Thus, the writer could find suitable translation strategies in translating those sentences .

Last, by analyzing the strategy translation, the writer could make the better translation result. In addition, the writer gains some knowledge of translation strategies that could be used in the future.

4.4 Related Course

4.4.1 Introduction to Translation

The fundamentals of translation are covered in this course, including expert translation meaning, translation methods, and translation strategies. This course was beneficial to the writer since it introduced her to the foundation of translation. This course taught the writer how to translate English to Indonesian, which was very useful for her in translating.

4.4.2 Indonesian-English Translation

The writer learned how to translate Indonesian into English in this course. Text was used to convey the information. The writer improved her translation results by double-checking the translation results' accuracy, the compatibility of the context between the source and target languages, and the appropriateness of word choices, all of which she learned in this course.

4.4.3 Advanced Structure

This course taught the writer all she needed to know about English grammar. With regards to syntactic construction, English and Indonesian were completely different. The writer was able to comprehend all of the various tenses, word classes, plural forms, and so on. That was particularly beneficial since, when translating a book for her final assignment, the writer frequently encountered diverse structure orders and forms that needed to grasp both languages properly.

4.4.4 Sentence-based Writing

The writer was taught how to write with the right punctuation and grammar in sentence-based writing. During the translating process of the text, the outcomes of this course support the writer.

4.4.5 Academic Writing

This course is conducted in the fifth semester. This course has an academic systematic sentence structure and employs scientific-educational language when students are required to submit proposals or final tasks. This course is beneficial for the writer who is arranging this final report in her final study.

4.4.6 Media-Assisted Language Learning

In this course, the writer learned to creating and editing some video. This course is designed to empower students with the practical skills needed to effectively utilize the audio-video creating and editing application, such as Capcut, in order to craft engaging and educational English learning videos tailored for English as a Foreign Language (EFL) learners.

4.4.7 Computer Application

In this course, the writer learned to use graphic design applications such as Canva to create typography with English text.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

Translating is not easy. It needs time and a lot of consideration to make a good translation. There are several conclusions that the writer wants to address. The first one is about translating, which means about the usage of method and strategies. The second one is about the obstacles during the process of translation. The last one is about the added value that the writer gets in the process of translation.

The first one is about translating sentences of the video. There were several things that should be considered before start translating. The first one was the writer needed to know which method that was going to be used to translate. The method helped the writer in deciding the result of the translation, whether the result should be natural to the TL readers or should introduce the author style. In this case, the writer had to make the result well because the language culture between Bahasa Indonesia and English was different. The important thing in translating was to make the readers or viewers understand the message that was being informed. So, the writer decided to use semantic translation for her project. The second one was the strategies of the translation. After deciding the method, the writer used several strategies in order to focus on the smaller units such as sentences and words. During her process, the writer used two strategies. They are addition and cultural equivalent. Out of the ten strategies that the writer had mentioned on the second chapter. The strategies helped the writer in changing smaller units, which were sentences and words, in SL and matched them into TL culture.

In term obstacles, the writer realized that translating was not easy. It took time to make the translation result well. One of the major obstacles in translating was to understand the sentence of the SL text. Since the important aspect in translating was to make the readers or viewers understand the sentence that was being informed in the video, the writer also needed to understand the sentence before translating. The lack of understanding could misinterpret the SL text. As a result, the viewers could be confused with the sentence/message if the writer did not understand the sentence in TL text.

Furthermore, there are several added values that the writer obtained from translating. The first one is the writer gained essential knowledge about translation methods, especially semantic translation, which helped in analytical thinking and problem-solving. The writer had to make sure that all the audience understood the sentences or message despite all the different backgrounds and ages. The next one is the writer got new vocabularies that she never found before. The writer also discovered the translation strategies that were most suitable for the text. Additionally, by analyzing the translation strategies, the writer was able to produce better translation results.

In conclusion, by doing this project, the writer learned more about the method and strategies that were used in making a good translation result. She also faced many obstacles during translating the sentence such as making and understanding the source language and also making a good translation result. By doing this project, the writer realized that translation was not the thing that should

be scared. Translation should be whole-heartedly in order to make a good translation results.

5.2 Suggestion

5.2.1 Suggestion for D-III Bahasa Inggris

The writer suggests D-III Bahasa Inggris to push all the students to improve their skills in translating. Students should be given challenges in D-III Bahasa Inggris to improve their ability and prepare them for difficult situations. Additionally, the writer also suggests D-III Bahasa Inggris develop its program in a practical activity that involves every student thoroughly in order to build the student's character as a vocational student that is ready to compete in the real work field.

5.2.2 Suggestion for Universitas Airlangga

The writer suggests Universitas Airlangga to enhance its support for student research initiatives, particularly in the field of language studies. This can be achieved by providing additional funding and resources for projects that encourage innovation and critical thinking. Furthermore, the university should foster greater collaboration with international institutions, creating more opportunities for student exchange programs and joint research endeavors. Lastly, increasing the focus on practical, hands-on learning experiences, such as internships and community engagement projects, will help students apply their knowledge in real-world settings.

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APPENDICES

Appendix 1. The Project

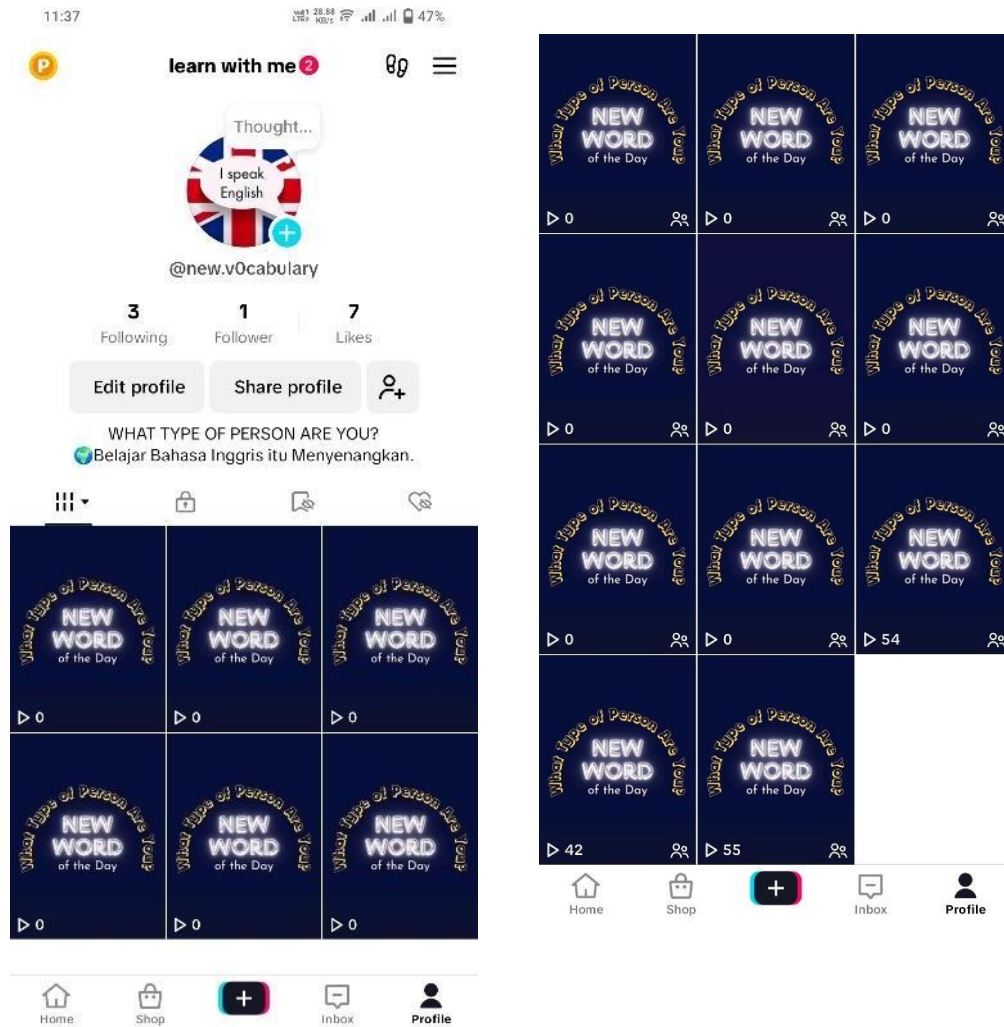


Figure 1. TikTok account of the video

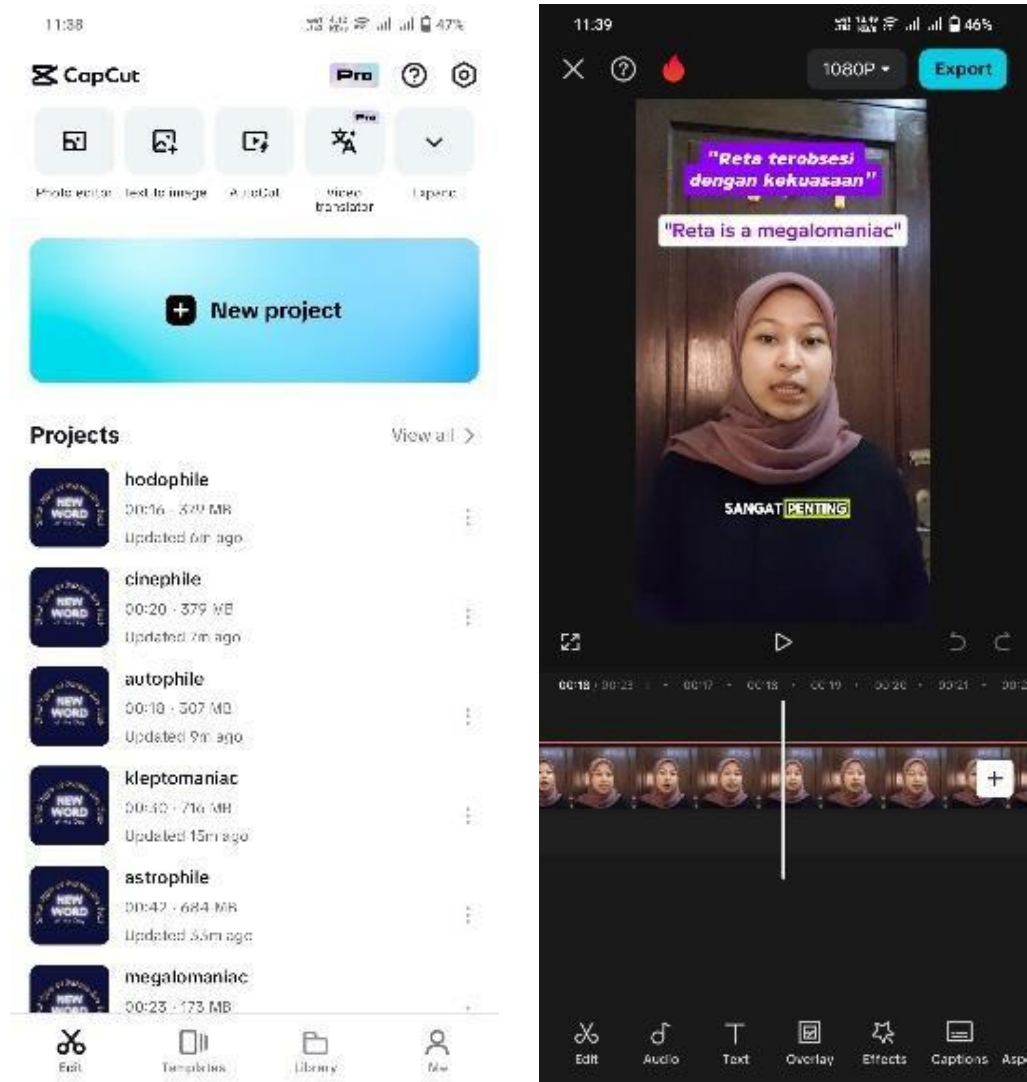


Figure 2. Creating and editing the video

Appendix 2. Photograph



Figure 3. Editing and translating process

Appendix 3. Data Analysis (Translation Method)

NO.	Source Language	Target Language
1.	<i>Dia sangat menyukai langit dan seisinya.</i>	She/He is an astrophile.
2.	<i>Saya sangat suka sendirian.</i>	I am an autophile.
3.	<i>Wulan sangat suka menonton film.</i>	Wulan is a cineophile.
4.	<i>Gadis itu sangat suka bepergian.</i>	The girl is a hodophile.
5.	<i>Saya sangat suka matahari terbenam atau senja.</i>	I am an opacarophile.
6.	<i>Saya sangat menyukai hujan.</i>	I am a pluviophile.
7.	<i>Saya sangat menyukai laut.</i>	I am a thalassophile.
8.	<i>Jake sangat menyukai teknologi.</i>	Jake is a technophile.
9.	<i>Saya sangat menyukai musik.</i>	I am a melophile.
10.	<i>Cia sangat suka mendaki gunung ketika berusia tujuh belas tahun.</i>	Cia was an orophile when she was seventeen years old.
11.	<i>Jessy suka sekali berbelanja.</i>	Jessy is a shopaholic.
12.	<i>Mereka bekerja tanpa henti.</i>	They are a workaholic.
13.	<i>David kecanduan alkohol.</i>	David is an alcoholic.
14.	<i>Sarah sangat menyukai kopi.</i>	Sarah is a coffeeholic.
15.	<i>Ruby sangat menyukai coklat.</i>	Ruby is a chocoholic.
16.	<i>Rista sangat suka mengoleksi buku.</i>	Rista is a bibliomaniac.
17.	<i>Damian sangat egois.</i>	Damian is an egomaniac.
18.	<i>Dia suka sekali mencuri.</i>	She/He is a kleptomaniac.
19.	<i>Reta terobsesi dengan kekuasaan.</i>	Reta is a megalomaniac.
20.	<i>Olivia sangat menyukai pepohonan.</i>	Olivia is a dendrophile.

Table 3. Semantic translation method

Appendix 4. Data Analysis (Translation Strategy)

NO.	Source Language	Target Language	Strategy
1.	<i>Dia sangat menyukai langit dan seisinya.</i>	She/He <u>is an</u> astrophile .	<u>Addition</u> and Cultural Equivalent
2.	<i>Saya sangat suka sendirian.</i>	I <u>am an</u> autophile .	
3.	<i>Wulan sangat suka menonton film.</i>	Wulan <u>is a</u> cinophile .	
4.	<i>Gadis itu sangat suka bepergian.</i>	The girl <u>is a</u> hodophile .	
5.	<i>Saya sangat suka matahari terbenam atau senja.</i>	I <u>am an</u> opacarophile .	
6.	<i>Saya sangat menyukai hujan.</i>	I <u>am a</u> pluviophile .	
7.	<i>Saya sangat menyukai laut.</i>	I <u>am a</u> thalassophile .	
8.	<i>Jake sangat menyukai teknologi.</i>	Jake <u>is a</u> technophile .	
9.	<i>Saya sangat menyukai musik.</i>	I <u>am a</u> melophile .	
10.	<i>Cia sangat suka mendaki gunung ketika berusia tujuh belas tahun.</i>	Cia <u>was an</u> orophile when <u>she was</u> seventeen years old.	
11.	<i>Jessy suka sekali berbelanja.</i>	Jessy <u>is a</u> shopaholic .	
12.	<i>Mereka bekerja tanpa henti.</i>	They <u>are a</u> workaholic .	
13.	<i>David kecanduan alkohol.</i>	David <u>is an</u> alcoholic .	
14.	<i>Sarah sangat menyukai kopi.</i>	Sarah <u>is a</u> coffeeholic .	
15.	<i>Ruby sangat menyukai coklat.</i>	Ruby <u>is a</u> chocoholic .	
16.	<i>Rista sangat suka mengoleksi buku.</i>	Rista <u>is a</u> bibliomaniac .	
17.	<i>Damian sangat egois.</i>	Damian <u>is an</u> egomaniac .	
18.	<i>Dia suka sekali mencuri.</i>	She/He <u>is a</u> kleptomaniac .	
19.	<i>Reta terobsesi dengan kekuasaan.</i>	Reta <u>is a</u> megalomaniac .	
20.	<i>Olivia sangat menyukai pepohonan.</i>	Olivia <u>is a</u> dendrophile .	

Table 4. Addition and cultural equivalent strategy

Appendix 5. Digital Dictionary



Figure 4. Display the word “Astrophile” from Webster-Merriam

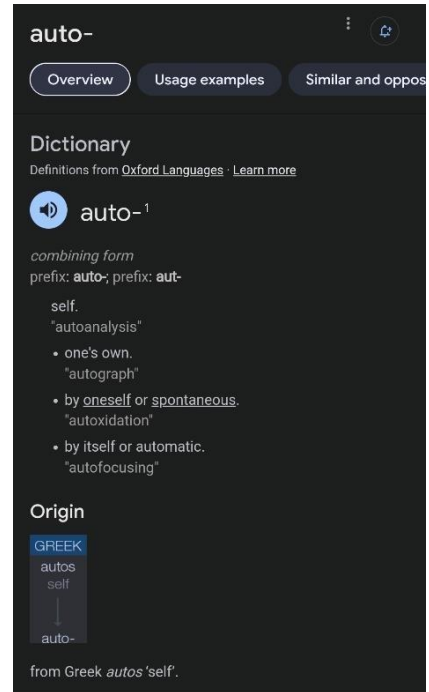


Figure 5. Display the word “Autophile” from a Dictionary



Figure 6. Display the word “Cinephile” from Oxford Learner’s Dictionary

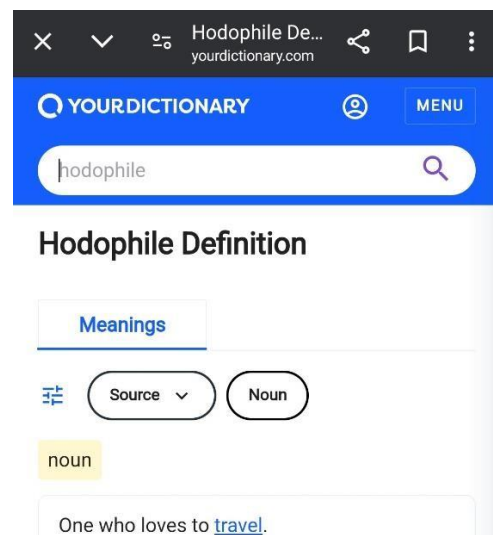


Figure 7. Display the word “Hodophile” from YourDictionary

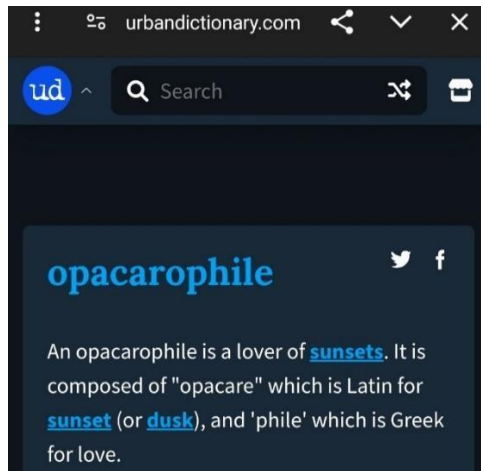


Figure 8. Display the word “Opacarophile” from Urban Dictionary

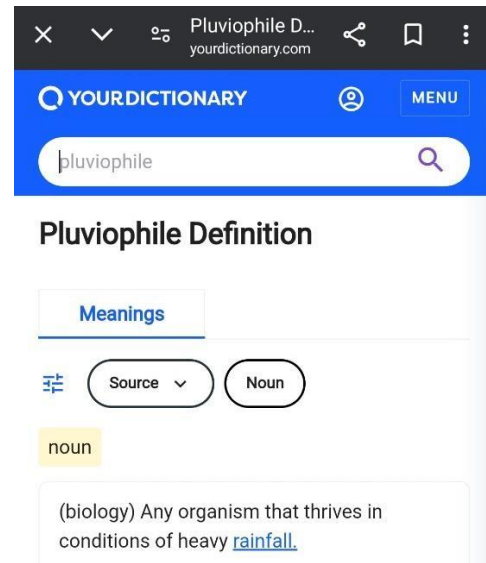


Figure 9. Display the word “Pluviophile” from YourDictionary

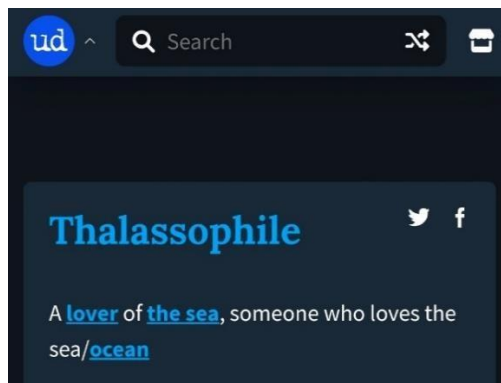


Figure 10. Display the word “Thalassophile” from Urban Dictionary



Figure 11. Display the word “Technophile” from Oxford Learner’s Dictionary



Figure 12. Display the word “Melophile” from YourDictionary

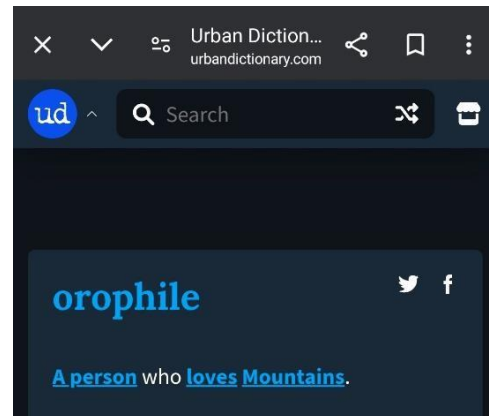
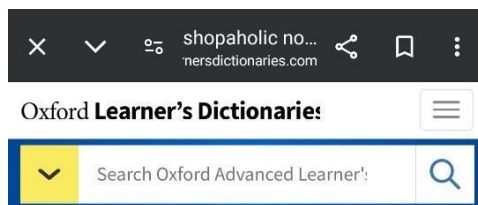


Figure 13. Display the word “Orophile” from Urban Dictionary



Definition of **shopaholic** noun from the Oxford Advanced Learner's Dictionary

shopaholic noun

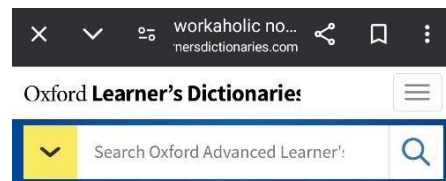
/ˈʃɒpəˈhɒlɪk/

/ˈʃɑːpəˈhɑːlɪk/

(informal)

★ a person who enjoys shopping very much and spends too much time or money doing it

Figure 14. Display the word “Shopaholic” from Oxford Learner’s Dictionary



Definition of **workaholic** noun from the Oxford Advanced Learner's Dictionary

workaholic noun

/wɜːkəˈhɒlɪk/

/wɜːrkəˈhɑːlɪk/

(informal, usually disapproving)

★ a person who works very hard and finds it difficult to stop working and do other things

Figure 15. Display the word “Workaholic” from Oxford Learner’s Dictionary



Definition of **alcoholic** noun from the Oxford Advanced Learner's Dictionary

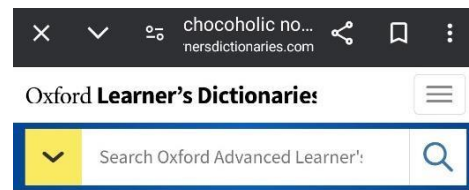
alcoholic noun

▶ /ælkə'hɒlɪk/

▶ /ælkə'hɑ:lɪk/

★ a person who regularly drinks too much alcohol and cannot easily stop drinking, so that it has become an illness

Figure 16. Display the word “Alcoholic” from Oxford Learner’s Dictionary



Definition of **chocoholic** noun from the Oxford Advanced Learner's Dictionary

chocoholic noun

▶ /tʃɒkə'hɒlɪk/

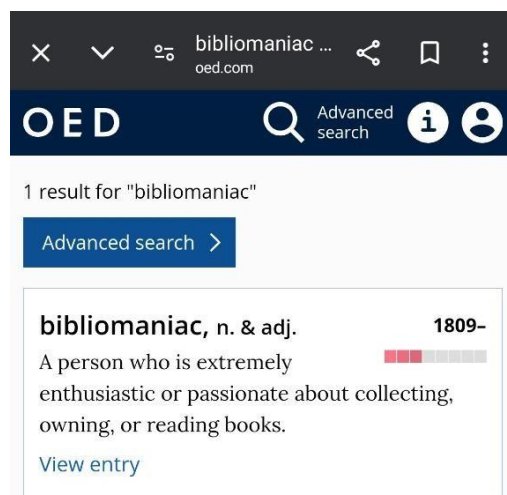
▶ /tʃɑ:kə'hɑ:lɪk/

(also **chocaholic**)

(informal)

★ a person who likes chocolate very much and eats a lot of it

Figure 17. Display the word “Chocoholic” from Oxford Learner’s Dictionary



1 result for "bibliomaniac"

Advanced search >

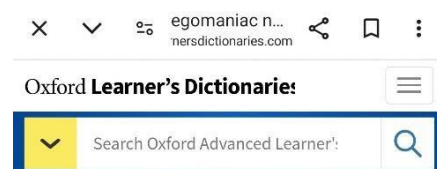
bibliomaniac, n. & adj.

1809-

A person who is extremely enthusiastic or passionate about collecting, owning, or reading books.

[View entry](#)

Figure 18. Display the word “Bibliomaniac” from Oxford English Dictionary



Definition of **egomaniac** noun from the Oxford Advanced Learner's Dictionary

egomaniac noun

▶ /i:gəʊ'meɪniæk/, ▶ /egəʊ'meɪniæk/

▶ /i:gəʊ'meɪniæk/

★ a person who is extremely interested in or concerned about themselves, in a way that is not reasonable

Figure 19. Display the word “Egomaniac” from Oxford Learner’s Dictionary



Figure 20. Display the word “Kleptomaniac” from Oxford Learner’s Dictionary



Figure 21. Display the word “Megalomaniac” from Oxford Learner’s Dictionary



Figure 22. Display the word “Dendrophile” from Cambridge Dictionary



Figure 23. Display the word “Coffeeholic” from Wiktionary and DeepL

BIOGRAPHICAL SKETCH



The writer's name is Aulia Suci Wulandari. People called her "Suci". She was born in Nganjuk, on August 16th, 2002. She lives in Nganjuk with her beloved parents. Being the third-born child of her family.

The writer started her elementary education (2009 – 2015) at SD Negeri Malangsari II. After she finished elementary education, she attended her middle school (2015 – 2018) at SMP Negeri 2 Tanjunganom and continued her high school education (2018 – 2021) at SMA Negeri 1 Tanjunganom.

After finished her high school, the writer continued her study to the Faculty of Vocational Studies at Universitas Airlangga, majoring in English Diploma Program in 2021. During her study she also participated in several committees to expand her connection. In her final year as a student of English Diploma, the writer hopes she could finish her study on time, and get a job soon. She expects the skill and knowledge that she obtained throughout her study can be well employed whether in pursuing her career or living in society. Besides, she could not await hearing good updates from English Diploma in the future.