

AN STUDY OF INTERPRETING BETWEEN INDONESIA-ENGLISH AND ENGLISH-INDONESIA AT STUDENT OF MAN 1 MAKASSAR

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ABSTRACT: The objective of this research was to find out the students' competence in interpreting Indonesia into English and English into Indonesia. This research was conducted to the first year students of MAN 1 Makassar, academic year 2015/2016. This research employed descriptive method. The population is all of students at the first year of Man 1 Makassar where the class X consist 154 students which divided in 6 classes. So the sample is taken by simple random sampling. The researcher took 31 students as sample. The instruments of this research were an essay test and questionnaire. The result of the data indicated that used comparative mean, mean 1 and mean 2 which researcher was found the result of data analysis is the overall result of Interpreting Indonesia-English test is 176.2 or mean is 5.68 and the overall result of Interpreting English to Indonesia test is 185.6 or mean is 5.98. Based on the finding and discussion of the research, the researcher concluded that the first students of MAN 1 Makassar need more time, and focus more on grammar in interpreting Indonesia into English. Therefore, the researcher suggested to the teacher gave more exercises, guidance and motivation in translation teaching.

Keywords: Analysis study, interpreting Indonesia-English, interpreting English-Indonesia.

A. INTRODUCTION

Translation is the one of crucial things in communication as widely spoken languages. It is used to interpret the foreign language for example English. According to Bell (1991:6), "translation is alteration of a same text delegation in second language. Text in two different languages can be same in different phrase".

In real life, translating is a mixture of both code switching and interpretation; this is true of interpreting, too. As soon as a translator works on a text he concentrates on analyzing its meaning and the amount of interpretation involved in his work increases (Brislin, 1945: 94). Translation is very difficult work to do because the students have to know both the source language and the target language, automatically student have to pass a good grammar to know the meaning the sentence or paragraph. The grammar between of English and Indonesian certainly different, there are aspects or rules between Indonesia and English, particularly for structure. Besides grammar, there are still stings that should be

known by the student. They should have a perfect knowledge of the language which they to translate: They should avoid the tendency to translate word by word, sentence by sentence and be paragraph. According to Brislin (1945: 3), translation is the general term referring to the transfer of thought and ideas from one language (source) to another (target), whether the language are in written or oral form; whether the language have established orthographies or do not have such standardization; or whether one or both language is based on sign, as with sign language of the deaf.

On the other hand, the problem of translation in the classroom need more of attention and time because if students want to translate one sentence or paragraph in a story into Indonesia, they need much of time while in the classroom, but students just have a little time to study English.

B. LITERATURE REVIEW

There were some researches findings that have been concluded by the researchers related to translation and what have been shown as follows:

Syamsul (1994) did a research on the students' ability to translate Indonesia sentences into English sentences. He found that the result the students of Unismuh showed that the students have fair achievement this was proved by the scores of the in translating test from the 36 students was 5.9. according to the categories in the research, this mean score problems in translating English sentences that they were difficult to understand the context of the text and they still translated text into word for word translation.

Amrin (1999) did a research on the student FBPS IKIP Ujung Pandang found that in translating from Indonesia to English mode was still poor this can be from their mean score of the 35 students was 3.5 it can classified very poor. Below the standard the students have not achieved good mastery of translation or vocabulary, lack of background knowledge, and lack of understanding of cultures.

From the above research it can be concluded that most of student felt difficult to translate because lack of understand the context of text then translate word for word, lack of background knowledge, and lack of understanding of cultures for those information will be useful to identify the sample that the researcher has.

1. Definition of Interpreting

Brislin (1976:93) wrote interpretation is one type of translation, and its refers to oral communication situations in which one person speaks in the source language, an interpreter processes this input and produces output in the second language. Interpretation focuses on the ideas expressed in life utterances rather than on language itself; it strictly ignores all attempts at finding linguistic equivalent and concentrates on finding the appropriate wording to convey a given meaning at a given point in time and in a given

context, whatever that wording or the original wording may mean under different circumstances.

According to Seleskovitch in Brislin (1945), translation becomes a more specific term and refers to the processing of written input, and interpretation to the processing of oral input. And according to the Minyar- Beloruchev, translation is a type of speech activity, aimed at transmitting a message, doubling the components of communication in those cases, when there is a discrepancy between codes used by the sender and the receiver of the message.

2. Aspects of Interpreting

The first aspect is use of vocabulary, according to Hornby (1985) defined vocabulary as:

- a. Vocabulary is the total number of words that make up a language.
- b. Vocabulary is the body of word known to a person or used in a particular book, subject, etc.
- c. Vocabulary is the list of word with their meaning especially on which accompanies a textbook in a foreign language.

The second aspect is use of tenses, according to Mc Lead(1983: 1206) tenses is grammar, a category of the verb inflection, such as, present, past and future., the expresses the temporal relation between what is reported in a sentence and the time of the utterance.

The third aspect is use of structure, as Larsen-Freeman (2001: 34) in Nunan (2005) writes, "... minimally [grammar seeks] to explain the same phenomena: how words are formed (morphology) and how words are combined (syntax).

3. Procedures of Translating

Suhud (2011) stated that translation procedures are technical devices used to transfer the meaning of a text in one language into a text in another language. The technical translation procedures apply to any type of translation, but there are different types of procedure problems. Pin Chuck in Suhud (2011), the procedures of translating that can be in the form of:

a. Transcriptions

This means rendering the sounds of a source language (SL) into target language (TL) form, for example:

<u>Indonesia</u>	<u>English</u>
<i>Java</i>	Java
<i>Orang Hutan</i>	Rang utan

b. Transliteration

This is the process of rendering the letters of one alphabet into the letter of another with a different alphabetically system.

1) Borrowing

Many types of borrowing are made from one language to another. A procedure often used when target language has an equivalent for the source language units is to adopt them without change but sometimes with spelling or pronunciation and adjustments, e.g.:

<u>Indonesia</u>	<u>English</u>
<i>Durian</i>	Durian
<i>Memo</i>	Memo
<i>Sandal</i>	Sandal

2) Literal

This one is structural and conceptual correspondence. It can include borrowing and word-for word translation. This presupposes a kind of interlingua synonymy, e.g.:

<u>Indonesia</u>	<u>English</u>
<i>Tiga buku</i>	Three books
<i>Dewi telah datang</i>	Dewi has come
<i>Limas</i>	Pyramid

3) Transposition

This one is the most common procedure used in translation it involves replacing a grammatical structure in the source language with one different type in the target language to achieve the same effect. e.g.:

- *Saya tentu datang kalau tahu sekarang, saya tidak tahu maka saya tidak datang.*
- I would have come if I had known.

4) Modulation

Modulation entails change in lexical, a shift in the point of view and may take a place at the same time with transposition, e.g.:

- *Waktu itu sangat berharga.*
- Time is money.
- *Dia berasal dari keluarga ningrat.*
- She is from the Nobel family.

5) Adoption

This procedure is used when the other do not suffice to it involve modifying the concept, or using situation analogues to the SL situation though not identical to it. An adoption may at sometimes until modulation and transposition, it goes beyond language.

4. Criteria of a Good Translation

Newmark (1981: 38) stated, there are four kinds of the criteria of a good translation: (1) A translation must give the word original; (2) A translation must give the idea of the original; (3) A translation should read like an original text; (4) A translation should read like a translation text but does not sound like translation.

5. Challenges of Interpretation

Robinson wrote the type of reliability of text, which are; *first* is literalism, translation following every one word of original text, or come-by with the principle. Syntax structure source text will be visible clearly. *Second* is foreignism. Read of text must be adequately smooth but there are little foreign impression, so the people who read can expect that this text as a translation not original composition. *The third* is fluency. The translation must be good to read, easy to understand by target language reader, and must be felt like reading original text of target language. *Fourth* is summary. The translation includes main point or content of text. *Fifth* is commentary. The translation explains crucial things that explicit of original text. The fifth is adaptation. The translation product original text so the impact that is wanted to the audience is different with the impact of original text.

According to Robinson who states:

“Translation must be timely, not pass over the time and value. Timelines must be lithe in process translating literary. Of course, in fact, this translation not only affected by time, but the time range is long” (Douglas Robinson: 20). The demand of timeliness is seldom admitted of resemble with reliability demand, so it is resemble either with theory norm about equivalence or fidelity” (Robinson: 2005).

6. Obstacles of Interpreting

System in language is poly-systemic because every language have structure syntax, syntagmatic, lexical and morpheme that different with other language system. Nababan (2008: 23) said about the difficulties that appear when process translating, which are; semantic and stylistic complex of source language and target language, the competence level of translation, and the level of writing source language quality. Every ethnic of world has a culture as a result of development think and their interaction to their environments. Language as a culture express tool will be differently. On its reality, language is culture, it make difficulties for interpreter especially if she does not know of source language and target language culture. “Stylistic complexity is one of cause factor to do translate. Literature text, like poetry, prose, and drama is expressed by different style with scientific text style like short paper or research report. Because culture of source language is different, and style that used of language both are different” (Nababan: 2008).

Difficulties of translate also caused by low-quality of source language text. The content of message will be difficult under arrest or understood if the quality of text is bad, like the grammar is uncorrected. If student has comprehensive translate competent, the problem of translate practice can be solve easily. Conversely, translator beginner which their competent still definite will appear some difficulties.

Then, students sometime is lazy if the teacher tell to him for translate because it can make student do itself with their dictionary and make they are boring and headache, so that

is why the researcher try to analysis of comparison from result of process translating. The researcher would know the reason of student, which more difficult to do.

C. RESEARCH METHOD

Descriptive research is research that is intended to investigate the circumstances, conditions, or other things that have been mentioned, the results are presented in the form of research report. Descriptive research is the simplest research, compared with other studies, because in this study the researchers did not do anything to the object or area being studied, as it is (Arikunto, 2013: 3).

Quantitative research is a research method that is deductive, and scientific objects where the data obtained in the form of numbers (scores, grades) or statements are assessed, and analyzed by statistical analysis.

Based on the statement above, the research described the students' competence in interpreting with quantitative approach. This method was chosen because descriptive method, which involved collecting data in order to answer the research questions formulated in problem statement.

1. Population and Sample

The researcher organized this research in MAN 1 Makassar, so the population is all of students at the first year of Man 1 Makassar where the class X consist 154 students which divided in 6 classes, X1 consist 26, X2 consist 27, X3 consist 25, X4 consist 24, X5 consist 27, and X6 consist 25. The researcher used *simple random sampling*, because the researcher took sample member of population by randomly without observing the strata in the population. The researcher took 31 students as sample.

2. Research Instrument

Data collection instruments are tools chosen and used by researchers in activities to collect data for these activities become systematic and facilitated by it (Arikunto, 2013: 67). The instruments of this research are: (a) Essay test, the test that given contains two items, the first is imperative sentence to interpret Indonesia to English and the second is imperative sentence to interpret English to Indonesia; (b) Questionnaire, this instrument was divided into two sections, the first section contain obstacles and challenges when interpreting Indonesia to English and the second section contain obstacles and challenges when interpreting English to Indonesia.

3. Data Collection Procedures

To collect data needed by the researcher, the researcher would carry out the following procedures based on the descriptive method; 1) Observing literature relevant of the problem of interpreting. Especially, for student of senior high school. 2) Identifying and define the problem. 3) Making initial report (draft) and research planning. 4) Designing

English-Indonesia tests and Indonesia-English tests. 5) Giving tests to all of class X student of SMAN 1 Makassar. 6) Correcting of the result of the test. 7) Analyze the result of the questionnaire instrument.

4. Data Analysis Technique

The data obtained from result of this research analyzed by using descriptive analysis. Descriptive analysis is aimed to supply or express the distribution characteristic of result score of interpreting test. The score of the English test used the rubric and scale as follow:

Table 1
Scoring Rubric of Interpreting Indonesia-English and Interpreting English-Indonesia

No	Aspect	Score	Criteria	Classification
1	Use of vocabulary	8.6 – 10	Students use exact vocabulary in the whole of the text	Excellent to Good
		6.6 – 8.5	Students use exact vocabulary almost of whole of the text	Good to Fairly
		3.6 – 6.5	There are some use inexact vocabulary that influence the meaning of the sentences	Fair to Poor
		0.3 – 3.5	There are many errors of using vocabulary that influence the meaning of paragraph	Very Poor
2	Use of tenses	8.6 – 10	Students used exact tenses and there is no grammar errors	Excellent to Good
		6.6 – 8.5	Students use exact tenses, but there is a few of grammar errors	Good to Fairly
		3.6 – 6.5	There are some grammar errors and use inexact tenses	Fair to Poor
		0.3 – 3.5	There are a lot of/ many grammar errors and use inexact tenses almost of whole of the text	Very Poor
3	Structure	8.6 – 10	Student interpret the test with there is no error of word order	Excellent to Good
		6.6 – 8.5	Student interpret the test with a few errors of word order	Good to Fairly
		3.6 – 6.5	There are some errors of word order	Fair to Poor
		0.3 – 3.5	There are a lot of/ many errors of word order	Very Poor

(Depdikbud, 1985)

Table 2
Scale of Students' Score

Score	Interpreting
9.6 – 10	Excellent
8.6 – 9.5	Very Good
7.6 – 8.5	Good
6.6 – 7.5	Fairly Good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0.0 – 3.5	Very Poor

D. FINDINGS AND DISCUSSION

1. Findings

The findings of the research were based on the result of the data analysis. The data analysis consisted of two sections; the data analysis of objective test and questionnaire.

a. The Analysis of the Data Collection from the Essay Test

The data from objective test was used to know the students' competence in interpreting between Indonesia-English and English-Indonesia. The test distributed to the students consisted of 2 of items of essay by writing test. To know the result of the students' score clearly, the researcher used the following table which consisted of students' score of the Essay test as follows:

Table 3

The Students' Score through the Essay Test of Interpreting Indonesia-English

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	8	8	6	7.4	Good
2	8	6	4	6	Fair
3	4	6	6	6	Fair
4	8	8	10	8.6	Very Good
5	8	6	6	6.6	Fairly Good
6	8	6	6	6.6	Fairly Good
7	6	8	6	6.6	Fairly Good
8	10	8	6	8	Good
9	8	6	4	6	Fair
10	6	6	4	5.4	Poor
11	8	6	6	6.6	Fairly Good
12	4	4	4	4	Poor
13	6	4	4	4.6	Poor
14	4	4	4	4	Poor
15	8	6	4	6	Fair
16	8	6	4	6	Fair

17	6	6	6	6	Fair
18	8	8	8	8	Good
19	6	6	6	6	Fairly Good
20	4	4	4	4	Poor
21	6	4	4	4.6	Poor
22	8	6	6	6.6	Fairly Good
23	6	4	6	5.4	Poor
24	6	4	4	4.6	Poor
25	4	4	4	4	Poor
26	4	6	6	6	Fairly Good
27	6	6	6	6	Fairly Good
28	4	6	6	5.4	Poor
29	4	4	4	4	Poor
30	4	4	6	4.6	Poor
31	4	4	4	4	Poor
Total	194	172	164	176.2	Fair
Mean				5.68	

The students' Essay test showed that the overall result of Interpreting Indonesia-English test is 176.2 or mean is 5.68. Based on the table above, the test showed students' score are "Fair". From the table above the researcher has found use of vocabulary in interpreting Indonesia to English is 194. While use of tenses in interpreting Indonesia to English is 172. The use of structure in interpreting Indonesia to English is 164.

Table 4

The Students' Score through the Essay Test of Interpreting English-Indonesia

Students	Score			Average	Interpreting
	Use of Vocabulary	Use of Tenses	Structure		
1	6	6	6	6	Fair
2	8	8	8	8	Good
3	6	6	6	6	Fair
4	8	6	3	6.6	Fairly Good
5	8	8	8	8	Good
6	6	6	6	6	Fairly Good
7	6	6	6	6	Fairly Good
8	10	8	8	8.6	Very Good
9	8	6	6	6.6	Fairly Good
10	6	6	4	5.2	Poor
11	6	6	4	5.2	Poor
12	6	6	4	5.2	Poor
13	8	6	6	6.6	Fairly Good
14	6	6	4	5.2	Poor
15	8	4	6	6	Fairly Good
16	6	4	6	5.2	Poor
17	8	6	6	6.6	Fairly Good
18	6	8	8	7.2	Good
19	6	4	6	5.2	Poor
20	8	6	6	6.6	Fairly Good

21	8	8	6	7.2	Good
22	6	6	6	6	Fairly Good
23	4	6	6	5.2	Poor
24	6	6	6	6	Fairly Good
25	4	4	4	4.6	Poor
26	4	4	4	4	Poor
27	6	8	6	6.6	Fairly Good
28	4	4	4	4.6	Poor
29	6	6	4	5.2	Poor
30	8	6	4	6	Fairly Good
31	6	5	4	5	Poor
Total	200	185	174	185.6	Fair
Mean				5.98	

The students' Essay test showed that the overall result of Interpreting English to Indonesia test is 185.6 or mean is 5.98. Based on the table above, the test showed students' score are "Fair". From the table above the researcher has found use of vocabulary in interpreting English to Indonesia is 200. While use of tenses in interpreting English to Indonesia is 185. The use of structure in interpreting English to Indonesia is 174.

The researcher found the result of writing test, from the both test (interpreting Indonesia-English test and interpreting English-Indonesia test).

Table 5
Means of the Both Objective Test

Mean		
Interpreting Indonesia to English	5.68	Fair
Interpreting English to Indonesia	5.98	Fair

b. The Analysis of the Data Collection from Questionnaire

The researcher used the instrument to collect data about students' challenges and obstacles in interpreting between English to Indonesia and conversely. The questionnaires content two sections, which contain 10 statements every section. The data that are gathered by the researcher presented in table as follow;

Table 6
Questionnaire Result of Interpreting Indonesia to English

Question Number	Indonesia to English				Total
	Yes	%	No	%	
1.	22	71%	9	29%	100 %
2.	18	58%	13	42%	100 %
3.	27	87%	4	13%	100 %
4.	18	58%	13	42%	100 %

5.	10	32%	21	68%	100 %
6.	16	52%	15	48%	100 %
7.	13	42%	18	58%	100 %
8.	10	32%	11	68%	100 %
9.	13	42%	18	58%	100 %
10.	30	97%	1	3%	100 %

From the table above the researcher has found in the question number 1 that there was 71% of the students when interpreting text from Indonesia to English sometimes confuse to select the vocabulary. So, 58% of them when interpreting Indonesia to English, they felt difficult. Meanwhile, the next question 87% of students felt their vocabulary mastery still decrease. It makes 58% of them when interpreting Indonesia to English spent the long time because focus on grammar. Then, 32% of students interpreting the text word for word without observe the context of text. But, 52% of them usually interpreting Indonesia to English is appropriate the time a given. Then, 42% of students seldom use dictionary when interpreting Indonesia to English. So, it makes 32% of them consider that they ability interpreting Indonesia to English carefully. And, 42% of them consider that interpreting Indonesia to English more easy. So, 97% of them state when interpreting Indonesia to English they need to memorize the vocabulary.

Table 7
Questionnaire Result of Interpreting English to Indonesia

Question Number	English to Indonesia				Total
	Yes	%	No	%	
1.	26	84%	5	12%	100 %
2.	29	94%	2	6%	100 %
3.	27	87%	4	13%	100 %
4.	17	55%	14	45%	100 %
5.	13	42%	18	58%	100 %
6.	20	64%	11	36%	100 %
7.	14	45%	17	55%	100 %
8.	13	42%	18	58%	100 %
9.	19	61%	12	39%	100 %
10.	28	90%	3	10%	100 %

From the table above the researcher has found in the question number 1 there was 84% of students sometimes confuse select the vocabulary when interpreting English to Indonesia. So, it makes 94% of them when interpreting English to Indonesia felt difficult. Meanwhile, 87% of them felt their mastery of vocabulary still decrease when interpreting English to Indonesia. It makes 55% of students sometimes need long time because focus on grammar when interpreting English to Indonesia. 42% of students interpreting by word

for word when interpreting English to Indonesia without observe the context of text. But, 64% of them usually interpreting English to Indonesia appropriate the time with a given. When interpreting English to Indonesia, 45% of them seldom use dictionary. And, 42% of them when interpreting English to Indonesia, they consider ability interpreting carefully. 61% of them felt interpreting English to Indonesia more easy. Then, 90% of students feel need to memorize the vocabulary when interpreting English to Indonesia.

2.

Discussion

The students' Essay test showed that the overall result of interpreting Indonesia-English test which mean is 5.68. Based on the table above, the test showed students' score are "Fair". From the table above the researcher has found use of vocabulary in interpreting Indonesia to English is 194. While use of tenses in interpreting Indonesia to English is 172. The use of structure in interpreting Indonesia to English is 164.

The students' Essay test showed that the overall result of Interpreting English to Indonesia test which mean is 5.98. Based on the table above, the test showed students' score are "Fair". From the table above the researcher has found use of vocabulary in interpreting English to Indonesia is 200. While use of tenses in interpreting English to Indonesia is 185. The use of structure in interpreting English to Indonesia is 174.

The researcher has found the result of questionnaire shows that the obstacles and challenges faced by the students in interpreting English into Indonesia, almost the same as faced by students in interpreting Indonesia into English.

In the students' obstacles where 84% of them when interpreting English to Indonesia more confuse when selected the vocabulary.94% of them also when interpreting English to Indonesia more difficult do than student who interpreting Indonesia into English. But the students' obstacles through mastery vocabulary are same. Students have to improve their vocabulary mastery to interpret. the students' obstacles through appropriate the time, student who choose "yes" is more when interpreting Indonesia to English than interpreting English to Indonesia only 55%. Students when interpreting English to Indonesia is more do interpret by word for word without observe the grammar than interpreting Indonesia to English only 32%.

Meanwhile, in the student's challenges which students did not appropriate the time when interpreting Indonesia to English, it was 52%. It shows student need a lot time to do interpret. Different with when students interpreting English to Indonesia, almost student do it appropriately. 45% of them when interpreting English to Indonesia have to use dictionary, because English is foreign language. Only 32% of them feel not good interpretation when translating Indonesia to English so they have to improve their competence to do it. Students feel more easily when interpreting English to Indonesia, it

shown 61% of them feel not difficult to do and almost students have to memorize a lot vocabulary when interpreting Indonesia to English.

E. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

- a. Based on the result of test, the first students of MAN 1 Makassar have a fair achievement in interpreting Indonesia into English where they got fair classification with their mean score is 5.68 and have a fair achievement in interpreting English into Indonesia where they got fair classification with their mean score is 5.98.
- b. Based on questionnaire result, the researcher has found the obstacles and challenges faced by the students in interpreting Indonesia into English, students need more time and focus on grammar, meanwhile in interpreting English into Indonesia which students more confused when selected vocabulary, they interpret word for word, they have to use dictionary, however they felt more easily when interpreting English into Indonesia.

2. Suggestions

- a. *For students*; the students have to be more serious in learning English not only interpreting Indonesia, into English but also English into Indonesia. The students have more practice by themselves in translating Indonesia into English. Before the students translate, they should understand the aspect of translation.
- b. *For teacher*; the teacher should give more exercises, guidance, motivation, to the students to do translation especially in translating Indonesia-English and conversely.
- c. *For the readers*; the readers who want to make further research about this title the researcher hopes that they can make more specific research about this title, because the writer is really sure that this research is far from the perfectness.

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