AN ERROR ANALYSIS ON STUDENTS' TRANSLATION A Case-Study at College Students In West Jakarta

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Sitepu, J.B., Abdulloh and Sarsono. (2021). An error analysis on students' translation: Case-study at college Students In West Jakarta *Journal of English Language and literature*, 6(2), 21-30. doi: 10.37110/jell.v6i2.132

Received: 02-08-2021

Accepted: 28-08-2021

Published: 03-09-2021

Abstract: The research is conducted to find out what types of errors the students do most in translating English into Indonesian and Indonesian into English in order to improve the quality of the teaching for Private University Students. The description of the data is made by the writer based on the errors the students made in translation. The errors are articles, plural words, pronoun, noun phrases, gerund, participles, tenses, and word choices. The methodology used in this research is a qualitative research using the students' translation from English into Indonesian and Indonesian into English. The research found the most error made by the students in translation is word choices 33.18 % or 154 errors in translating English into Indonesian and tenses 48.73% or 135 errors in translating Indonesian into English. The least error found in the students' translation was gerund 0.64% or 3 errors in English into Indonesian and 0.72% or 2 errors Indonesian into English.

Keywords: *error analysis, translation, English into Indonesian, Indonesian into English.*

INTRODUCTION

Language is the most significant thing in human life. Using language, people can communicate and express their ideas and feeling one to another. To meet these needs, like all countries in the world, Indonesia also has its national language to unite the nation for Indonesian speak different languages using their mother tongues. However, having its national language only doesn't help the country to communicate with people from other countries. For that purpose, the government has taken English as the means of international communication when

deals with people from around the world. English is also known as the largest widespread language used in many countries, and the use of English crosses the border of countries, economics, politics, and cultures.

For the reasons above, English mastery is compulsory, otherwise, we, Indonesia, will not be able to participate in international events. All students from elementary school to university study English. For some reasons, the students find English as one of the most difficult subjects at schools. It happens because they have very limited

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opportunities to practice and use the language in real conversation outside their classroom.

As a matter of fact, people cannot deny that their lives get involved with English a lot these days. Many aspects of life related to English. Yet, to understand English, people sometimes need to translate it into their mother tongues. As Newmark (1995:7) says, "As a means of communication, translation is used for multilingual notices, which have at least appeared increasingly conspicuously in public places; for instruction issued by exporting companies; for tourist publicity, where it is too often produced from the native into the 'foreign' language by the native as a matter of national pride; for official documents, such as treaties and contracts; for reports, papers, articles, correspondence, textbooks to convey information, advice and recommendations for every branch of knowledge".

For those reasons, the teacher can make translation as one of the alternative techniques in teaching English especially at early stage of learning. For that, it is essential to give the students the knowledge of translation because they usually translate English into Indonesian by using word-for-word translation. There are also many unfamiliar words in English for the students. The teacher often find it hard to explain the meaning of the words by using English. Due to that condition, the teacher can translate the difficult words by using the students' mother tongue to avoid time-consuming. Hammer (1991:71) states, "When the teacher is teaching a monolingual class, translation is obviously an excellent technique if the teacher is fluent in the students' language. The main advantages are that it is quick and efficient". Duff (1991:51) also recommends it, "The use of mother tongue exercises whose object is effectively to help the students understand that what works in their mother tongue may not work in English". It is supported by Harmer (1991:24), "When the students learn words in context they are far more likely to remember them than if they learn them as single item". Therefore, translation is important for the students when they

learn English. When they know how to translate the language properly, it will be more easily to do.

Most students translate English into Indonesian or Indonesian into English using word-for-word translation and choose the wrong words in their translation. It makes the translation not suit the contextual meaning of the words. The students make lots of mistakes since they do not have sufficient knowledge of translation. To overcome this problem, the teacher is supposed to teach the techniques of translation in teaching-learning process. The teacher can take the authentic material to be translated from the well-known English newspapers, magazines, or online articles.

Contextual and related materials to the students' life promote learning. It will also motivate the students to learn more as they can engage with real things or reality of life taken to the classroom. Therefore, The teacher must be well informed about the current issues that will be attractive to the students to learn from. It makes the students confident to translate the materials and will raise their motivation to do it as well. In contrast, they can be demotivated when the materials given are very difficult since they do not have any clues or ideas about them. As Heaton (1988:18) says, "When the total skills of translation are tested, the test writer should endeavor to present a task which is meaningful and relevant to the situation of the students".

This research is essential to improve the students' English using translation in teaching-learning process in the classroom.

LITERATURE REVIEW

Definition of Error

The term of errors and mistakes are considered the same and used interchangeably. Tarigan (1988:75) defines mistakes as errors caused by the performance factor, "Kekeliruan pada umumnya disebabkan oleh faktor performansi. Keterbatasan

dalam mengingat sesuatu atau kelupaan menyebabkan kekeliruan dalam melapalkan bunyi bahasa, kata, urutan kata, tekanan kata atau kalimat, dan sebagainya”. Brown (1987:170) says, “In order to analyze learners’ errors in a proper prospective, it is crucial to make a distinction between mistakes and errors, A mistake refers to a performance error that is either a random guess or a “slip” to utilize a known system correctly. An error is noticeable deviation from the adult grammar of a native speaker, reflecting the interlingual competence of the learner”.

Error Analysis

Learning a foreign language is not an easy thing to do. In the process of learning the language, students will happen to make many errors which can be analyzed by the teacher in order to improve the students’ language mastery. Brown (1987:171) states, “The fact that learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study learners’ errors, called error analysis”. Sharma (1988:76) writes, “Error analysis is a process based on analysis of learner’s errors with one clear objective: evolving a suitable and affective teaching-learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language”.

The Goal of Error Analysis

Sharma (1988:76) says, “Error analysis can be very useful device both at the beginning and during the various stages of foreign-language teaching program. It can reveal to the teacher, the course designer, or the textbook writer the “knotty” areas of the language confronting the pupils. The frequency counts of errors, supported by the finding of constructive linguistics, can be immensely helpful in setting up teaching priorities”. In addition, Tarigan (1988:142) writes, “The goals of error analysis are:

- a. To find out the causes of errors and to understand the background of the errors.
- b. To fix the errors that students make.
- c. To avoid the same errors that students make in the future in order to make the students use the language correctly and appropriately”.

The Cause of Errors

Tarigan (1988:142) states that errors can be considered as a burden or learning process. It also shows the students’ competence. Language errors consists of linguistic aspects and learning theories. Constructive analysis believes that errors are partly caused by the mother tongue’s interference into the target language. It means that the causes of the errors are different system between the source language and the target language. The mother tongue’s interference is not the only causes of errors, there are also developmental errors and overgeneral errors. These errors known as “L1 independent errors”. L1 independent errors are caused by same factors as follows:

- a. Learning strategies
- b. Teaching techniques
- c. Second language’s age
- d. Students’ sociolinguistics situation

Types of Errors

Suryanata (2003:81) says, “...if the structure of the source language and the target language is the same, it will be easier to translate the text from the source language into the target language by using structural translation”. In contrast, if the structure of the grammar of the source language and the target language is different, the translator will face some problems which cause the errors on translation. Some grammatical differences between English and Indonesian which are potential problems to cause the errors for the translator that will be analyzed by the researcher are articles “A” and “The”, plural words, pronouns, noun phrases, gerunds, participles, passive, tenses and word choices.

Article “a” or “an” is sebuah, sebutir, seekor, sekuntum, and seseorang in Indonesian. Article “the” is –nya, itu, ini, tadi, and tersebut. However, articles “a” and “the” are not always translated into Indonesian. For example, SL: The horse is grazing in the yard. TL: Kudanya sedang merumput di halaman. (Not: Kudanya sedang merumput di halaman tersebut).

Plural words in English are usually translated into plural words that are the repetition of the words in Indonesian such as books = *buku-buku*, children = *anak-anak*.

In English, there are some pronouns like she, her, hers, he, him, his, it, its, they, them, their, theirs, we, us, our, and ours. Pronoun in Indonesian is not that complicated, especially about genders. She means *ia* for a woman, and he means *ia* for a man. They is *mereka* for both human and things. She and her are not supposed to be translated as *ia perempuan* and *-nya perempuan*, and he and him are not *ia laki-laki* and *-nya laki-laki*. Those are not common in Indonesian. The context helps the readers to identify the genders.

In English, the construction of noun phrases is “article + adjective + noun. In Indonesian, noun phrase is “(article” + noun + adjective”, e.g. a patient man = (*seorang*) *laki-laki yang sabar*, an intelegent young girl = (*seorang*) *gadis muda yang cerdas*. Noun phrase in Insonesian is never started by adjective. On the other hand, adjective in English does not always comes first before a noun.

Azar (2016:303) says, “ A gerund is the –ing form of a verb used as a noun. A gerund is used in the same ways as a noun, i.e, as a subject or an object. Gerund in English is “verb + ing” which has a function as a noun”. For that reason, gerund can be used as a subject or and an object of a verb or a preposition. In contrast, in Indonesian, gerund does not exist. There are two possible ways to translate gerunds into Indonesian, either as a verb or as a derivation of a verb. Verbs can be used as both subjects or objects of sentences in Indonesian, e.g,

SL: You will study the history of whaling and the present critical situation of this magnificent animal. TL: And akan mempelajari sejarah penangkapan ikan paus dan situasi kritis saat ini dari binatang yang hebat itu.

There is the contribution, which is called present participle and past participle in English. Present participle is “verb1 + ing” and past participle is “verb3”. These forms can be used to form noun phrases and they have the characteristics of adjectives. Present participle has an active meaning, while past participle has a passive meaning in a sentence, for examples, SL: Is it the stealing robot? TL: Inikah robot pencuri itu? SL: Is it the stolen robot? TL: Inikah robot curian itu?

In English, pasive sentences have many different forms depend on the tenses of the sentences. In general, the form of a passive sentence is to be + past participle. The subject of a passive sentence is the object of an active sentence. There two kinds of passive sentences, a passive sentence with by and a passive sentence without by. The passive verb is translated *di* atau *ter* in Indonesian.

English sentences use tenses. Tenses change when an activity happens in different times. “Berjalan” in Indonesian can be walks, walk, walked, will walk, have walked, had walked, and walking. The context helps the readers to understand when it happens. The word “sudah” and “telah” can help explaining that the activity happened in the past. As well as “nanti” is used to indicate that the activity happens in the future and the word “sedang” is very important that the activity is ongoing. The example is SL: He is writing a long letter. TL: Ia sedang menulis surat yang sangat panjang.

How to Correct Students's Errors

Correcting errors and mistakes that the students make can need a lot of effort and really time time-consuming. However, it will help to improve the students English learning. As Nunan (1992:69) says, “.... making mistakes is a healthy part of a

learning process, and that mistakes and consequent corrections can provide the learner with valuable information on the target language". The ways teachers dealing with students' errors depend basically on their own beliefs on the nature of learning process, an awareness of the students' needs, and the objectives of the course. The seriousness of the errors and the kinds of correction strategies to be used will be determined by the objective of the lesson whether the accuracy or the fluency of the language. For that reason, the teacher should provide feedbacks on the relationship between the accuracy of the structure and the meaning conveyed within the discourse. On the other hand, if the focus is on the fluency, there are many alternatives that the teachers should outline, such as which errors to correct, when to correct, how to correct, and which students to correct.

Defintion of Translation

There are some definitions of translation given by the experts depending on how they view the language and translation. Newmark (1995:5) writes, "What is translation?, ... is rendering the meaning of a text into another language in the way that the author intended the text". Machali (2013:32) writes in the abstract of her journal, "Translation can be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). The term 'textual' means that the input for the translation process is 'text', rather than individual sentences. A text is a unit of language in use". Translation can be done for both spoken and written language. In Macmillan Dictionary (2002:1530) is written, "Translation is spoken and written words that have been changed into a different language".

Translation Process

Some writers consider that there are some processes that translators should do when they translate the text from the source language into the target language. Nababan (1999:25) says, "Translation process is series of activities done by a translator when he transfers the message from the source

language into the target language". There are three steps of the translation process: text analysis of the source language, transferring the message, and restructuring. Suryawinata (2003:20) classifies the steps of translation into four; analysis process, transferring process, restructuring process, and evaluation and revision.

Translation Procedure

The translation procedure is strategies of translation used for sentences and the smaller units of the language. The strategies of translation deal with the structures and the meaning of the words or sentences to be translated. Suryawinata (2003:74) divides the translation strategies into two kinds. The first strategy is about the sentence structure and the second one is the semantic strategy which is about the meaning of the words or sentences to be translated.

Structural strategy

There are three basic strategies dealing with the sentences, such as addition, subtraction, and transposition.

- a. Addition means adding the words in the target language because the target language structure needs them. For examples: SL: Saya guru.
TL: I am a teacher. The word am and a are added so that the target language structure can accept the sentence.
- b. Substraction means subtracting the structure elements in the target language. The translator must do it because the target language needs it, i.e, SL: Her husband is an engineer. . TL: Suaminya insinyur. The elements is an are subtracted.
- c. The transposition strategy is used to translate clauses or sentences. Transposition can be considered as a necessity or a choice. It is a necessity when the meaning of the source language can not be transfered without this strategy. It is a choice when the translator uses it for the stylistic reasons. Look at this example, SL: Musical instruments can be divided into two basic groups. TL: Alat musik

bisa dibagi menjadi dua kelompok dasar. In Indonesian an adjective comes after a noun.

Sementic strategies

A semantic strategy is a translation strategy done by considering the meaning. This strategy deals with the structures of the words, phrases, clauses, or sentences. There are four kinds of semantic strategies, e.g, borrowing, cultural equivalent, synonym, and reduction and expansion.

Borrowing is a translation strategy which take words in the source language into the target language text. The translator just takes available words in the source language. The reason using this strategy is the equivalent words are not found in the target language. The borrowing strategy is usually used for the words or phrases of someone's name, a name of a place, magazine, journal, institution, and scientific terms that cannot be found in the target language, such as, SL: The skin consists of two main regions: the epidermis and the dermis. TL: Kulit terdiri dari dua bagian: epidermis dan dermis.

The translator uses cultural equivalent words in the target language to replace the cultural words from the source language. Since the culture in each language is different, there is a great possibility that this strategy cannot keep the appropriate meaning, for example, SL: Minggu depan Jaksa Agung Andi Ghalib akan berkunjung ke Swiss. TL: Next week the Attorney General Andi Ghalib will visit Switzerland. Jaksa Agung is translated to Attorney General in English (not: Great Attorney).

Synonym can be used by the translator to translate the words in the target language which has the closest meanings to general words in the source language, example, SL: What a cute baby you've got! TL: Alangkah lucunya bayi anda! Cute is translated to lucu. Cute indicates a small size, handsome, or pretty, and it is nice to play with the baby. Meanwhile, lucu in this context of the sentence only attractive to play with.

Reduction means reducing the word component in the source language. For example, the

word automobile is translated into mobil in which the word element auto is omitted so that, the word automobile is reduced. Expansion is the opposite of reduction. Here, the word element is expanded in the target language. The example is the word whale translated into ikan paus. The word element ikan is added because the word paus in Indonesian means The Pope in English.

Translation Methods

Translation methods relate to the whole text. They are the general principles of translation by considering the level of the text.

Before the teacher asks the students to translate a certain text, he is supposed to teach some translation methods to be used. The experts have written the translation methods which can be applied by the students based on their level of English. Nababan (1999:30) says that in translation practice, some types of translation are applied for four different factors, such as:

- a. There are some differences between the source language and the target language.
- b. There are some different kind of text materials to be translated.
- c. There is a thought that translation is a means of communication.
- d. There are different kinds of goals in translating a certain text.

The students can choose the appropriate method by their own. Some methods used written by Newmark (1995:45) are word-for-word translation, literal translation, faithful translation, semantic translation, free translation, idiomatic translation, and communicative translation.

Word-for-word translation is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings out of context. Cultural words are translated literally. The main use of word-for-word translation either to understand the mechanics of the source language or to construe

a difficult text as a pre-translation process. Example, SL: I like that clever student. TL: Saya menyukai itu anak pintar.

The SL grammatical constructions are converted to their nearest TL equivalent but the lexical words again translated singly, out of context called literal translation. As a pre-translation process, this indicates the problem to be solved. Example: SL: His heart is in the right place. TL: Hatinya berada di tempat yang benar.

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical abnormality (deviation from SL norms) in the translation. It attempts to be completely faithful to the intention and a text-realisation of the SL writer.

Semantic translation differs from the faithful translation only as far as it must take more account of the aesthetic value (the beautiful and natural sound) of the SL text, compromising in the meaning where appropriate, so that no assonance, word-play, or repetition jars in the finished version.

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase which is much longer than the original, a so-called intralingual translation, often prolix and pretentious, and not translated at all. Example: SL: to play. TL: membolos.

Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

The Formula of Counting Error

The writer is going to analyze and correct the grammatical and lexical equivalent errors made by the students in translating both English into Indonesian and Indonesian into English. The errors include articles, plural words, pronoun, noun phrases, gerund, participles, tenses, and word choices. The students' translation is analyzed analytically and corrected in the form of percentage by using the formula below:

$$\frac{\text{Number of each error}}{\text{Total number of error}} \times 100\%$$

METHOD

In doing the research, the writer applies descriptive analytic method. Descombe (1998:174) says, "Qualitative research tends to be associated with description whether dealing with meaning or with patterns of behaviour, and rely on a detailed and intricate description of events or people". Brown (1987:173) also writes, "The step in the process of analysis is the identification and description of errors".

FINDINGS AND DISCUSSION

Findings

The description of the data

The description of the data is made by the writer based on the errors the students made. The errors are articles, plural words, pronoun, noun phrases, gerund, participles, tenses, and word choices.

The most error made by the students in translation is word choices in translating English into Indonesian and tenses Indonesian into English. On the other hand, the least error in translating English into Indonesian gerund and Indonesian into English is also gerund.

The detail description of the errors made by the students can be found in table 1 and 2 below.

Table 1: The Number of Error
The Translation of English into Indonesian

No	Names	Types of Errors									
		Grammatical Errors								Vocabulary	
		Art	PW	Prn.	NP	Grn	Part.	Psv	Tense	WC	Total
1	Student 1	5	2	1	1					5	14
2	Student 2	3	2	1	2		1		3	7	19
3	Student 3	2	2	1	4		2	1	3	7	22
4	Student 4	5	2	1	2		1			8	19
5	Student 5	5	2	1	2	1	1				12
6	Student 6	5	2	1	2		1			8	19
7	Student 7	8	2	1	2		1			7	21
8	Student 8	7	2	3	5		3	2	4	10	34
9	Student 9	10	2	1	4		1			9	27
10	Student 10	11	2	1	2		1			7	24
11	Student 11	10	2	1	2		1			7	23
12	Student 12	6	2	9	5	1	1	1	2	11	38
13	Student 13	9	2	2	1		1			8	23
14	Student 14	9	2	1		1	1			9	23
15	Student 15	10	2	1	1		1		1	8	24
16	Student 16	10	2	1	2		1		1	8	25
17	Student 17	10	2	1	2		1			8	24
18	Student 18	7	2	2	3	N	1		1	9	25
19	Student 19	8	2	1	2		1	1		10	25
20	Student 20	10	2	1	1		1			8	23
Ttl		150	40	32	45	3	22	5	15	154	464

Table 2: The Number of Error
The Translation of Indonesian into English

No	Names	Types of Errors									
		Grammatical Errors								Vocabulary	
		Art	PW	Prn.	NP	Grn	Part.	Psv	Tense	WC	Total
1	Student 1				3			3	4	5	15
2	Student 2	1	1		1		1		1	4	9
3	Student 3		2		1		1		6	6	16
4	Student 4		1	1	1	2	1	1	6	2	15
5	Student 5	2	3		6		1	1	8	6	27
6	Student 6	2	3		1			2	12	6	26
7	Student 7		1				1		4	2	8
8	Student 8		1				1		6	2	10
9	Student 9		1		1		1	1	7	2	13
10	Student 10						1		6	2	9
11	Student 11		1		1		1		6	2	11
12	Student 12		2		1		1	2	10	2	18
13	Student 13				1				5	2	8
14	Student 14		1					1	6	2	10
15	Student 15				1		1		6	1	9
16	Student 16		1		1		1		8	1	12
17	Student 17		1	1	1		1		8	3	15

18	Student 18	1	1	1	1	6	2	12		
19	Student 19	1		2	2	11	5	21		
20	Student 20	1		1	1	9	3	15		
Ttl	5	18	3	23	2	17	8	135	60	277

*Notes: Art: article PW: plural word Prn: pronoun
 NP: noun phrase Grn.: gerund Part.: participle
 Psv: passive WC: word choice

1. The data analysis

The formula used in counting the errors is as following:

$$\frac{\text{Number of each error}}{\text{Total number of error}} \times 100\%$$

The calculation of the errors is presented on table 3 and 4 below based on the frequency of errors made by the students.

Table 3: The Frequency and Percentage of Errors
The Translation of English into Indonesian

No	Types of Errors	The Appearance of Errors	
		Frequency	%
1	Word choices	154	33.18
2	Articles	150	32.32
3	Noun phrases	45	9.69
4	Plural words	40	8.62
5	Pronouns	32	6.89
6	Participles	22	4.47
7	Tenses	15	3.23
8	Passives	5	1.07
9	Gerunds	3	0.64
Total		464	100

Table 4: The Frequency and Percentage of Errors
The Translation of Indonesian into English

No	Types of Errors	The Appearance of Errors	
		Frequency	%
1	Tenses	135	48.73
2	Word choices	60	21.66
3	Noun phrases	23	8.3
4	Plural words	18	6.49
5	Participles	17	6.13
6	Passives	8	2.88
7	Articles	5	1.8
8	Pronouns	3	1.08
9	Gerunds	2	0.72
Total		277	100

CONCLUSION

Based on the data description and the data analysis, the most errors made by the students is *word choices* for translation of English into Indonesian, it is about 33.18 % or 154 errors and *tenses* about 48.73% or 135 errors for Indonesian into English of total errors. The least errors for both translation, English into Indonesia and Indonesian into English are *gerund*, 0.64% or 3 error and 0.72% or 2 errors of total errors.

From the data above, the writer finds that the most errors made by the students is word choices which is about choosing lexical equivalent of the words in the target language and *tenses* which are fairly different from the source language into the target language. The students failed to use the right tenses and to choose the appropriate meaning of the words in the context.

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