

The analysis of Task Based Learning in improving the pronunciation of the English language learner

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ABSTRACT

Pronunciation is one of the key aspects in which area the students must improve in the university. One person can communicate to the other in a language when they can understand each other and if they can understand each other it means that they have a very good pronunciation especially for English it is not very easy to pronounce some words for some speaker especially for the Indonesian speaker it is not very easy to pronounce all of the English words because the Indonesian language is very different with the English language. That is why pronunciation is one of the lesson that must be taught in the class because not all of the Indonesian people can pronounce the English words correctly they need more practice do you pronounce the words because the Exxon of the Indonesian people are very strong and they need a lot of practice at home or in the classroom with the teachers to practice work to improve their pronunciation. This is very important especially if they want to communicate with the native speaker especially for the English native speaker and they will not understand what the people say unless we pronounce the word correctly. And to pronounce the word correctly needs a lot of practices not just in the classroom but also practices at home.

Keywords: pronunciation, learning, English language learner

I. Introduction

Pronunciation is one of the key aspects in which area the students must improve in the university. One person can communicate to the other in a language when they can understand each other and if they can understand each other it means that they have a very good pronunciation especially for English it is not very easy to pronounce some words for some speaker especially for the Indonesian speaker it is not very easy to pronounce all of the English words because the Indonesian language is very different with the English language. That is why pronunciation is one of the lesson that must be taught in the class because not all of the Indonesian people can pronounce the English words correctly they need more practice do you pronounce the words because the Exxon of the Indonesian people are very strong and they need a lot of practice at home or in the classroom with the teachers to practice work to improve their pronunciation. This is very important especially if they want to communicate with the native speaker especially for the English native speaker and they will not understand what the people say unless we pronounce the word correctly. And to pronounce the word correctly needs a lot of practices not just in the classroom but also practices at home. Meanwhile, it is very difficult to improve the students ability in pronunciation when there are too many numbers of students in the class in the university especially when the University have forty students for fifty students in one class. It is almost impossible to check one by one to practice the students in improving their pronunciation. that is why task-based learning is one of the solution that the teachers have to improve the pronunciation of the students.

The students can actually improve their pronunciation through practices at home. That is why task-based learning is very appropriate for the students in which the students can practice by themselves at home in improving their pronunciation. Especially in today's society in which the students are familiar with the technology that we had today. that we can record the voice and send a voice mail through email or WhatsApp group in which the students can send their task for assignments in the form of recording format. When the teacher gave the students of opportunity to practice at home then they will have more time instead of directly told him to practice in the class and at home they have more confidence more private and they can practice as much as they won and as long as they won so it is much more flexible for his students especially for the timing and also for the privacy because some students feel embraced in the class when they make a mistake so it is like a psychological effect if they make a mistake in the classroom but instead if they practice is at home they can do whatever the one and they can practice by themselves and when they are ready to record himself or when they feel that they are confidence with your pronunciation then they can record it and send the assignment directly. There are several research previously on task-based learning but the other researchers focused on writing and reading. Meanwhile this research focuses on pronunciation because there are no research previously regarding the pronunciation of the students for task-based learning. Because of this lack of previous research regarding the pronunciation of the scenes that is why this research is very important to be conducted especially when the students have less opportunity in the classroom to improve their pronunciation damn it is a big issue because all of us know that translation is one of the key aspect in communication if they cannot pronounce the word correctly then do here or will not understand what they say so it is very important for the students do you pronounce the word correctly in the way that the native speaker speak so that the native speaker can understand what the message of the speaker.

On top of that, why this research is very important to be conducted is because the study about task-based learning is very important for the future of our learning system. The task-based learning can motivate the students and if the teachers can use this method to improve one aspect of the teaching method then it will be beneficial for the future method of teaching. We need to improve our teaching method day by day and time by time because it is very beneficial for improving the outcome of the student themselves. And task-based learning is very effective in some aspect but not always because the students themselves need motivation from inside themselves and not all of the aspect of language learning can use this kind of matter but at least we need to try in one aspect especially to improve your pronunciation because of the limitation of the time given by the University to study in the classroom with a lot of students damn this task-based learning is very good for the students who need to improve themselves and home. That is why the research of task-based learning is very important to be conducted especially for the pronunciation because it will give the future teachers or the professors who teach languages in the university to improve their teaching method and this is one of the inspiration for dumb to give a good outcome especially when they won to get a very good result of their students study. We cannot just expect student do everything by them self in the classroom because it is almost impossible and we need to motivate them or at least we do something to make them improve their ability especially in their language ability and pronunciation is one of the aspects that they need to improve.

And task-based learning is very appropriate for all of the students level for their English from beginner to the advance level so that is why this matter is flexible to be applied take to all of the levels in which the language especially the English language was being taught. Halliday (1975) Believe that the lesson that we create as a teacher must have a meaning so that the grammar that we teach to the teacher makes sense. This also apply to the teaching of the pronunciation we need to give a text to the students which has a good meaning and meaningful for them. In this research the student debt is being given the task was the students with computers in their university. Therefore they were asked to read a text with the topic of a computer. For example they read a text about the differences between Macs and PCs. And this text has a meaning of information for down. The information that they can get from the text is also beneficial for down and they can use the language itself in their study especially when they learn about the computer. It is much easier for the students to learn a language if they can understand the context of the language itself. Meanwhile it is difficult for the students to absorbs information especially when they have to memorize the words and the pronunciation of the words when they don't really know the context of the text itself or the language that they use. Therefore it is very important for and the teachers to teach the language based on the context in which the students work or study. This is very important to improve the students ability in learning a language significantly.

II. THEORETICAL FRAMEWORK

Before we discuss about language learning based on a task especially for the pronunciation class. We need to understand what task is. There are so many definition about a task and one of the study which concerned about the language learning based on task was proposed by J. Willis (1996b: 53) he defines task in language learning that is a goal oriented activity in which a learners use language to achieve real outcomes. As mentioned previously that to achieve a real outcomes they need a context especially for the students who has less motivation in the class to study them they need a context to motivate them and make the lesson

meaningful. That is why it is very important for the teachers all of the teachers not only English teacher to teach the lesson based on the context. Because it will motivate the students to study especially for the students who has less motivation because not all of the students will motivate especially to learn a new language. That is why context is very important to determine the outcomes of the students. Besides J. Willis, another researchers who concerns about task-based learning are Long and Crookes (1991). They argue that the classroom task must have a mini full orientation because they want to make a clear for the students the relationship between the language in the context in which the language is being used and in which the language is being needed. It is very beneficial for the students to know that this certain words can be used in certain context because not all of the words can be used in all of the context. That is why, the lesson based on the context is very important. For example if you want to teach the students about the vocabularies that they will use during the vacation for example. Then they need a text let's give an explanation about a fun vacation. From the text that they read they will learn the vocabulary is that they will use during the vacation and what kind of grammar that they will use to tell about the past when they have the vacation itself. So that is why the context is very beneficial for the students damn they can memorize the words easily when we give the context for them. Ellis (2000: 194) the teachers need some variables to find a language teaching material therefore it can make the class more effective. To determine what kind of material that we need, alleys believes that some variable is needed to determine what kind of material that the students in the classroom need. This is very important because the material itself will determine the outcomes of the students. If the material that we give to the students are interesting then it will motivate the students and make that class is more interesting. Meanwhile in the other hand if the worksheet that we give to the students are not interesting enough, then it will make our students get bored easily. That is why the teachers need to determine what kind of material that the students really need and also the teachers need to find an interesting material. For example for the students who learn about computers in the university then the text about computers and computer viruses my interest the students more than the other topics. That is why the teachers mask knows the background of the students as well to determine what kind of material that they will give. This will influence the students outcome in the future. Before giving a task to the students the teachers need to understand that there are several types of tasks that they can give to the students. And this task are different each other and would be given two different types of students. Different researchers divide the task differently. J. Willis (1996b: 58), divides the tasks based on the topic, the language skill that the students required, and also the outcome expected by the teachers. It is important to define the task based on the topic because if the topics are different than the outcome will be different as well. We cannot give a very hard topic to the beginner level or elementary level students because it will be too difficult for them and it is not effective to improve their skills especially for reading. We can give reading task which is suitable for the their levels. For examples we can give a soft top big like a short story to the elementary level students but we can give hot topic like a topic about politics for his students who already knows the basic things of the English language in the other hand they are like advance level so the topic about politics my suit them.

Besides that, the task is also divided based on the language skills expected from the students themselves. For example if you would like to improve their pronunciation then we have to give them task to read a text or do you pronounce certain words correctly. This can be done through recordings and the students must record their voice band they should send their recording voice to the teachers. This can be easily done with the technology that we have today because

everybody have the mobile phone which can record their voice and send a voice true what's up bro or any other applications. Another example is is that when the teacher want to improve the students grammar then the teacher must give a grammar exercises for the students that they can do at home. Then the students will have more time instead of learning just in the classroom which probably they have limited of time because the university or the school will limit the timing for the study in the class. Meanwhile, the students have more time at home that they can take advantage of to improve their capabilities. The other types of task-based learning is a task-based learning which is based on the outcome is that expected by the teachers. For example the teachers expect the students to memorize certain words then they need to put those words in the context. For example if the teachers talks about technology then the students will learn directly words about technology itself. Teachers can give them tasks like readings about the technology then the students can't see the words are vocabularies related to the reading itself. This is based on the expectation of the students and also an expectation of the teachers. So the teachers must design the syllabus or the lesson planning before she or he go to the classroom and teach the class. This is why lesson planning or the syllabus is really important for the teacher before they teach in the classroom because it will give them guidelines what kind of topics and what kind of outcomes that they will expect it in the end of the semester.

To determine what kind of task that we need to give to the student, then we need certain indicator determine what kind of task suitable for our students. Robinson (2001: 287) propose three types of characteristic or parameter that the students can use to determine what kind of task that they will give to the students. The first is task complexity the second one is task difficulty and the last one is tasks condition. This trip factors give a lot of insurances or outcomes to the students because the teachers can change or choose what kind of task that they will give to the students based on the complexity of the task. The teacher can find the task in the box or in the textbook that they can give to the students. For example if the students want to learn about cooking in English then the teacher need to prepare to ask about the cooking it self. Teachers can take the recipes from the books or magazines and discuss the food to the teachers. And the teacher can show the students about how to go certain meals.

Another characteristic of a task is the task difficulty. The task difficulty will determine what kind of test the teacher will give to the students. And this is very important especially when the teachers know the level of the students area because it is very important to know the students proficiency in the English language so that the teacher can determine what kind of task that will be given to the students. It is not reasonable to give the students a task which is too difficult for them because they will not be able to do that task. Meanwhile, as a teacher we need to give a task based on the students proficiency. For example if the students are beginners then the best task is to introduce them to the vocabulary is for example vocabularies that they will use during their daily life. It is impossible to give a task with the topic of politics for beginner students. The other types of tasks characteristic is a task which is based on the condition itself. For example if you want to give the students a task, then as a teachers we need to determine whether this task can be done as an individual assignment or the assignment must be done in groups. So it will determine the complexity itself the condition itself then the teacher should know what kind of task that they will give.

Based on J. Willis, structure of the task can be divided as pre-task, the task, and post task. The pre-task is an activity that must be performed by the teachers before the teachers give the test to the students. This is like the introduction to what kind of test done will be given to the students. For example the students need to explain clearly the instruction before the students do

that task. If the students for example have two records the text that they read, then the teacher must explain about which kind of text that they must read. And the teachers also must instruct the students to practice the text before they do the recording. So it will give the students more opportunities to practice and improve themselves before they record their pronunciation. So this is the advantage of the task-based learning because the students have more time for an insight to revise or review the lesson at home. In the classroom they cannot do this practice because the limitation of the time, in the other hand at home they have a lot of time to practice so they can have a better English.

After the teacher explained about what kind of task that they will give, the teacher must explain how the teacher should record their pronunciation or voice. This is very important to get the students clear about how they can submit the test and how they should record the voice. There are actually many application on the mobile phone to record a voice and the students can choose one of them. And also the teachers must also explained that they give timing for the recording. For example, the students can limit that they can record in five minutes or two minutes it depends on the task itself.

The next step is the students need to complete the task and this is depends on the task that the teachers gave. Whether the teachers give an individual task or individual assignment or the teachers give group assignment. This is really important to determine first before and the teachers give the task because the outcome will be different. If the test is about reading or just translation of a text then the students can't do it individually. Meanwhile, if the students need to practice their conversation then they need to do it in group. The teachers should give the instructions for the students before they give the task. If the test is about pronunciation which is used in this research then the task will be done individually because they can't do it by themselves and they can record the pronunciation of their reading individually by their mobile phone.

After the students completed their task, then the teacher must do a valuation about the task that had been done by the students. This is called a stage of post task. Post office is an activity for the students do you highlighted the strength of the students and also determine which area that the students must work more to improve their English. In this case the task that will be given by DS teachers is pronunciation task. The teacher will ask the students to read a text and record it and send a file to the teachers. Then a teacher must hear the pronunciation or the voice recording of the students. It makes the teachers have more time to determine which area that the students need to improve more or which words that the students need to train more to improve your pronunciation. This stage of a valuation of the task is really important for a teacher because the teacher can determine what kind of tasks that will be given in the future. And what kind of activities that the students need to improve in the future because they know about the ability of the students and also which kind of area that the students need to be improved. Then in the future the teacher can stress more the areas that the students need to improve during that class or during activity in the classroom. And last but not least the students must present their assignment in the classroom. In this case you the students do the pronunciation recording at home, then they need to read a game in front of the class to show that they are pronunciation has improved. Decisions might be more confidence in front of the classroom to read a text or to speak in front of the classroom if they have better pronunciation.

II. METHODS

The method that will be used in this research is qualitative methods because the teacher will elaborate the task that she or he used in the classroom. Therefore the most appropriate methodology that must be used in this research is qualitative methods. Restaurants will celebrate the finding deliberately to find what kind of methodology that is used by the researchers during the research itself. The description about the task will be elaborated clearly. This will give a clear picture about what kind of task that the teacher will give during the lesson. It will be explain about the task and in this case the task that will be given is the reading about technology. This is because the students who will be the subject of the research here learn technology in their university. That is why the task that will be given to the students is about technology. This is based on the theory previously explained that the lesson itself must be interesting for the students. And in this case the students learn technology in their university so it will be very interesting for the students to learn a topic about technology. They're not just learning English but they also learn about technology itself. For example the task that will be given is a task about the differences between Mac and PC. so the teachers will give the text or the students which interest them because the task is related to their daily life. Based on the theory explain above, the researcher in this case the teacher will give instruction for students students and the instruction must be given clearly. The teacher will ask the students for us in the classroom to read the text about technology in this case the topic is about Mac and PC. after that text is given to the students then the teacher must also ask them to read a text in the classroom before they can practice them self in their home. The teacher can ask some of the students to read aloud a text first in the class before they do it at home one by one for individually. After that, the teacher can give example or demonstrated the reading of the text to make sure that the teacher gave instruction or example for the students to pronounce the words correctly. After the teacher demonstrates the reading of the text then the teacher can ask the students to read it again repeat the correct pronunciation from the teacher. You can do with individually in the classroom for several minutes. After death, the students can do the rest at home in this case the students must practice that task by reading it before and they record their voice. The voice recording of the students must be sent through WhatsApp group so that the teacher can listen and play the recording. A teacher can evaluate the assignment by giving scores and notes for the students in which area the students must be improved. Or in which word the students make a mistake for their pronunciation. The pronunciation of the words must be done correctly and the teacher will do a valuation by himself at home.

This types of task-based learning is very effective because both teachers and students can save their time. On one hand the students have more time at home to practice that annunciation before they record it. And on the other hand the teachers have more time to do evaluation and to listen to the recording one by one to determine the capabilities of the students. The teachers through these valuation can make a map which area should be improved in the classroom to improve the ability of the students especially in pronunciation. Since pronunciation is very important in learning a language then the students will have more awareness that annunciation is one of the key aspect for communication. Through this assignment the students will get more motivation to improve your pronunciation at home. It will give more confidence for some students to do it at home because they don't feel embarrassed or ashamed. In the classroom for example, students sometimes feel ashamed or embarrassed if they make a mistake. Meanwhile if they can't do the assignment at home then they don't have to face this empress Monday's date get

in the classroom so it is very effective for some students don't have a lot of confidence speaking in front of the classroom. So this is why Sam task is appropriate for some students and the other task is a 4K for the add a student. As a teacher we need a balance to give our students assignment for teaching methods. We cannot just ignore the students who have less capabilities or less confidence because they deserve a better education as well. Education is for all of the students it's not just for the students who we have good confidence in the classroom and the students who can memorize all of the words precisely. But education is not just for the students who has less confidence to speak in the classroom. This is the challenge of the teacher to find what kind of methodology or teaching technique which is appropriate for the students. We cannot just use one technique were one methodology because sometimes it's not appropriate for all of the students. Some method just appropriate for one student or some students and the other one good for the other students.

3. Discussion

There are several findings that we can find from this research. The first thing is that we actually can conclude that the task-based learning is very effective in improving the English language of the learners. This research is conducted for the Indonesian people who learn English in the University. The teachers or the lectures gave the students several tasks to improve their capabilities that there can do outside the University or outside the classroom. One example of the task given for the student is writing. This desk is effectively improving the ability of the students in writing the article. The students will force themselves to write the article in English language. This is definitely not an easy task especially for the people who are not native speaker off the English language. One obstacle that the students face normally the limitation of the vocabulary that they have so they cannot express them self in writing. This problems or issues can actually be solved by more practice because when they try to write something in English then they automatically add the vocabularies needed when they want to create an article. That is why task-based learning is very effective for the students who want to improve their writing skills.

To improve the vocabulary of the students in different topics, the teachers can actually gave different topics each meeting and gave different tasks so the students can have more vocabularies. For example for the first meeting the students can write the article about the plan of the government to improve their economy in Indonesia and the second meeting the teachers can gave a task for the students to write about their suggestion about the best place to have a holiday in Indonesia. Then through these exercises the students will conducted research and also they can have their article in English in which they improving their vocabularies especially about economy and traveling. These are two different things and definitely will need different vocabularies. In the economy feels there might be a lot of turns in economy that the students need to know especially when they want to improve their English a lot then they need to learn and they need to improve this terms. Apart from that when the students one to write the articles about traveling then they need to improve automatically their vocabularies in traveling.

Then the next meeting the teacher can give the students opportunity to write about a review of the product for example a computer products. They need to write about the specification on the computer is and what inside the computers itself. Then this will automatically improve the vocabulary of the students in technology. It is necessary for the students to learn different aspect for a different topic each lesson because it will add more vocabulary for the students because they need to conduct research before they write their articles or before they write their reviews about the product. This is very important to be conducted by the teachers because task-based

learning will automatically add the vocabularies of the students in different fields. During writing their articles the students will learn the grammar as well because when students write an article they need to see the grammar in the article.

In conclusion is that, when the teachers give a task for the students to write an article then the students not just improving their vocabulary is but also improving your grammar. This is more like practical English in which the students can learn outside the class. This is very necessary because students need to practice their English is not just learning the theory in the classroom about grammar. In the classroom the teachers might explain about grammar to the students, either about present tense or past tense or the other tenses but outside the classroom the students need to practice the grammar that they had learned in the classroom so they know how to fly and the theory that they learn in the classroom. In the other word is that task-based learning is very useful for the students not just learning the theory in the classroom but they also can practice the language that they learn in the classroom directly by using it in writing. So from one task that the teacher gave to the student, the students can improve not just their vocabularies but also their grammar. This is very effective because the students can have more time at home since they might have limitation of time in the classroom. Most of the class conducted for two and maximum three hours therefore task-based learning is one of the alternative for not only the students but also for the teachers which can effectively save their time. Apart from that the students can review the lesson that they have learned in the classroom and review again at home by doing the task given by the teachers. This is why task-based learning is very popular because it can improve the students productivity outside the classroom. This is also the reason why the teacher like to give him more for the students because they can review the lesson that I have learned in the classroom so they understand more about the lesson that discussed in the classroom. During this research conducted, students who done their homework given by the teacher improves the ability in English compared to the students who did not do their homework. The students who do their homework improve in a lot of aspects both vocabulary, grammar, speaking skills and writing skill.

In order to improve the students vocabulary the teacher should give a text in English for the students therefore they can practice the text to read at home. The homework is to practice the pronunciation at home by themselves because normally the class cannot focus individually then the students should be more creative and independent in improving their pronunciation. There are many words that the students actually need to practice at home especially the words in English in which this words very different with their native language. In Indonesian language we do not have a lot of similarities with the English language therefore the students will make a lot of mistakes for their pronunciation. The teacher should give a text in English that the students can understand and practice at home.

The students can submit the assignment in the form of MP3 file that the teacher can evaluate before the next lesson conducted. This is very important because the role of the teacher to hear the assignment of the students then they can assist the students and guide the students to have better pronunciation in English. Especially for the Indonesian students which normally they have a lot of difficulties in pronunciation because of the differences between the two languages. That is why the students need a lot of practice is to be able to communicate effectively and also to pronounce the word correctly. It is actually very important for the students to pronounce the word correctly therefore the native speaker can understand what the speaker say.

It is similar to other languages in the wall dad pronunciation is very important to be able to communicate. Therefore the practice after annunciation is very important for the students to

practice at home as well as in the classroom. But the limitation of the hours in the classroom compel the students to practice them self at home to be able to pronounce the word in the target language correctly. It is actually difficult for the first month or the second month during the practice for the students to pronounce the words. It is approved by the result of the students in the first month and the second month of the experiment in which the students still have their difficulties in pronouncing the the words in English. This is a normal thing because we cannot pronounce the word correctly in one language after one month or two months. At least we need several months or even a year to be able to pronounce the word correctly in English.

There are several words face by the students which they have difficulties in pronouncing. Such as the word, *he, she, watch, school*. For the Indonesian students, it is not easy to pronouncing this words. Because this kind of vowel is not exist in Indonesian language. But by practicing the words for several days exactly more than two weeks, the student shows a lot of improvement in pronouncing this words which make them more confidence in speaking English. The confidence of the students to speak English in the classroom also enhance as well as the improvement for their pronunciation. The more his students practice in the classroom or at home, the more they will be confidence in using English as their communicative language.

The improvement of the pronunciation of the students in the classroom also impact the confidence of the students in expressing their feelings or their thought in the classroom. This is proofed by the abilities of the students with speak more and expressed more about their thought in the classroom compared to before they are able to pronounce the word correctly. So it can be concluded that the pronunciation task-based learning is one of the best techniques for improving the students to be able to communicate more confidently in the classroom and it makes the students more express full and can express their thoughts and feelings in the classroom much better than previously. It is also important for the reacher to assist the students in this situation because the teacher should give the students task or assignment every meeting so that students can practice at home after the lesson in the classroom. Because the lesson in the classroom is not enough to improve the students language. Therefore, the task-based learning is one of the solution not only improving grammar, writing, reading but also the pronunciation of the students. And also it is the role of the teacher to choose a good assignment for his students and they need to practice this assignment at home because practice more will improve their pronunciation. The assignment given by the teacher supposed to be interesting which means that the text that the teacher should give to the students is a text which is interesting. Therefore, it is very important for the teacher to be able to choose a good exercise to be able to practice by the students at home. The exercise should be interesting and the text given to the students should be easy to understand. For example, if the students are interested about computers and technology or if they also learn about computers and technology in the other classroom therefore they should get a text about computer and technology that they should read and practice at home. It is easier for one person to read a text which they are interested in and which they can't understand compared to the text which they don't understand and they don't really like.

4. Conclusion

What can be concluded from this research is that pronunciation past based learning is effective in improving the pronunciation of the students. From the finding of this research it can be seen that the students have more abilities to pronounce the word correctly in English compared to previously. It means that task-based learning is very effective in improving the students pronunciation so they can speak English better than before. It is also very important for

the students to get a good assignment or in the other words, the teacher should choose a good material to be sent by the students in the classroom that they need to read at home. They need to practice a text that they can't understand and a text that they really like. For example if the students learn about fashion in the University. They should learn more words about fashion and they should read a text about fashion. So they can understand the text and it's easier for the students to practice the words in the classroom.

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