

A COMPARATIVE STUDY OF TWO WAYS TRANSLATION FROM ENGLISH TO INDONESIAN AND INDONESIAN TO ENGLISH AT FLDI NURUL JADID ISLAMIC INSTITUTE

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Abstract: By aiming for natural equivalence, translation is the process of conveying the meaning and style of the source language into the target language. To translate the text perfectly, a translator needs two ways of translation as a way to know consistency in translation. This study presents a comparative study of two ways translation from English to Indonesian and Indonesian to English. This study examines how consistency results of English texts that are translated into Indonesian and retranslated into English and to investigate what version is more difficult for students when translating English to Indonesian or translating Indonesian to English. The research of this study is used mixed method and the subjects are 5 advanced level students of FLDI Nurul Jadid Islamic Institute. The researcher used translation test and interview as the instrument to collecting the data from the participant. The findings of this study showed both raters gave a consistent assessment translation results based on Kappa = 0.750 with p .000. Thus, the majority of participants' perceptions revealed that translating Indonesian text into English is the most challenging or difficult aspect of translation because of difficult in arranging and centering word position. To minimize the threat of invalid reliability for future researchers and teacher to be requested to translate Indonesian text into English using another text.

Keywords: Two Ways Translation, Consistency, Difficulties, FLDI Nurul Jadid Islamic Institute.

INTRODUCTION

Generally, most people find it difficult when they intend to transfer their native language into English. An activity to facilitate the process of transferring native language to English is called translation. According to Behtash & Maghadam (2017) translation is a must in the modern world since it fosters cross-cultural understanding and disseminates knowledge of science and technology. According to Akki (2021) the advent of communicative approaches that place an emphasis on the broad use of the target language rather than the first

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language has led to the neglect of translation in settings for second and foreign language learning.

Translation involves more than just translating words; it also involves transferring cultural equivalents between the source and target languages, if at all possible, and putting them into practice using the target language (Reza, 2018). Nevertheless, translating is not easy work, translation is a kind of linguistics skill therefore becoming a good translator should master vocabulary, pragmatic, syntax, and sociolinguistics. According to Astria (2017) stated that there are various aspects to understand before translating. The audience, the source language, the target language, and the message are a few of them. Depending on the contextual elements in both the source language and the target language, a translator may employ translation techniques that vary in relevance. Among the many elements that go into translating are form, meaning, style, proverbs, idioms, and so on. (Reza, 2018).

In general, based on Pasaribu, et. al, (2020), they state that the students encounter issues during the translation process, including grammatical, lexical, and cultural issues. The pupils should have a wide vocabulary and an understanding of grammatical structure in order to interpret the sentence accurately. Students still frequently struggle with translation, especially at the senior high school level. It follows that students are not interested in translating texts, novels, videos, etc. It is supported by Pasaribu, et. al, (2020) that similar issues with form translation are common among students. As an illustration, the pupils rendered the sentence word for word. Since no sentence can be translated word for word, the pupils are unable to appropriately construct the meaning of the sentence. As a result, each sentence had words with ambiguous or many meanings. When students use a dictionary to translate the sentences, they frequently only see the word's first meaning when they open the dictionary.

According to Al-Musawi (2014) the main goal of translation is to improve communication by conveying the proper linguistic, semantic, and pragmatic meaning of a word or sentence. According to Al Musawi (2014), it is a sort of writing under duress. The original text (source text) must be rewritten in the target language, which is different from the original language, by the translator. As a result, translation is both a creative process that "re-localizes" the source material to fit the parameters and distinctive characteristics of the destination culture. Based on Afzal (2017) two-way translation is rarely used, the students did not care about the importance of two-way translation; whereas from two-way translation levels we could perceive about the consistency in translation. As well know, knowing consistency in translation is important to know accurate and precise translation results to

avoid misunderstandings consequences in translation. Fouda (2019) added that maintaining consistency in translation is very important. Having different translations for the same source word at different places in one translated text might not only cause confusion but might also make the translated text look unprofessional.

When translating text students device many kinds of difficulties in their work such difficulties in related to the meaning, problems of ambiguity meaning, variance, equivalence, contextual or situation meaning, and grammatical meaning. It is supported by Pham (2022) in her study about English language students' perceptions of the difficulties in translation: implication for language education perceptive. The result of the study showed that under the students' perspective, there are four factors of difficulty that are influenced by the translation of grammar, culture, and prior knowledge. Based on Hary (2018) the difficulty level of translating from Indonesia into English and vice versa is comparable, however some students claim that the grammatical structure, word choice, and contextual factors make translating from Indonesia into English more challenging. Nadirah, et. al (2019) showed in the study that the most difficult translation is from English to Indonesia because there are six factors involved: lack of knowledge of ellipsis, inability to recognize ellipsis, idiom, and lexical meaning, lack of strategy in translating ellipsis, idiom, and lexical meaning, lack of strategy in translating words per word, and lack of background knowledge on the text's subject among most students.

Based on the findings of previous studies, a researcher can conclude that the similarity of the current study with previous study is to determine the difficulties of English to Indonesian translation and vice versa and reliability from raters to know the consistency. The difference between previous study and current study is subject of the research and research design. Also current study is focused on about to know about the consistency result of English texts that are translated into Indonesian and retranslated into English and which version is more difficult for students when translating English to Indonesian or translating Indonesian to English.

Related to the background of the problems which already mentioned above, this study has two research problems as follows:

1. How is the consistency result of English texts that are translated into Indonesian and retranslated into English?
2. What version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English?

METHOD

Research Design

In this study, the researcher uses a mixed method that is a research, in which researchers collect and analyze data, integrate findings, and draw conclusions inferentially by using quantitative and qualitative research methods in one study. A mixed method is a term that is usually used to designate combining quantitative and qualitative research methods in the same research project. (Creswell, 2021). The researcher used a quantitative method to find out the reliability or consistency of English texts that are translated into Indonesian and retranslated into English. The researcher used a qualitative method to find out which version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English.

Subject

The members of advanced levels in FLDI Nurul Jadid Islamic Institute only consist of 13 students who are senior students in FLDI Nurul Jadid Islamic Institute who have more translation training since beginner level, but the researcher only choose 5 students of advanced levels as the subject of this study who are already proficient in translation.

Instrument and Data Collection

The reason for collecting the data in doing research to obtain the material needed. Data collecting technique that will be applied by the researcher in this study is doing tests and interviews. To know the consistency of the result translation, the researcher uses a translation test. The instrument of translation test in this study) was adopted from Aprianti, et. al (2016) and this test is quite simple to do. The test consists of English text that should be translated into Indonesian and then translated back into English for knowing the consistent result translation itself. The researcher comes to the dormitory of FLDI Nurul Jadid Islamic Institute and gives them paper based translation text and gives some direction to each student's comprehension in completing the test. The subjects are allowed to look up the dictionary to search for difficult words. The administration of the test took 30-60 minutes.

For collect the data. Interviews are given to the students at an advanced level after doing a translation test. The instrument of this study was structured interview with 5 questions adapted from Hadrus (2017). The interview is developed to cover some questions about students' difficulty when translating text. Based on Astria (2017) the interview served as a means of eliciting more detail from the pupils. According to Ma'aruf (2018) the purpose of the interview was to learn more about the experiences and concerns of the participants as seen from their own perspective. For this reason, the researcher administered an interview to

students of advanced level about which version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English.

In the interview, the researcher conducts a face to face interview with the subject. The interview consists of several questions that are intended to find views and opinions about translation difficulty from the subject. Musthachim (2014) an interview is a method of gathering data that involves speaking with a chosen responder. Additionally, it is a direct face-to-face endeavor to get one or more respondents to provide trustworthy and valid metrics in the form of spoken responses. In this research, the researcher used this interview to find out which version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English.

Data analysis

After the data has been collected, the researcher proceed to analyzing the research results by using translation test to find consistent results about English texts that are translated into Indonesian and retranslated into English have consistent result or vice versa and interview to find about which version is more difficult for students of FLDI Nurul Jadid Islamic Institute when translating English to Indonesian or translating Indonesian to English. After conducting a translation test, the researcher gives a consistent translation result based on translation rating category (Hamzah, 2013). Then, the researcher asked FLDI Nurul Jadid teacher to assess translation results based on the translation rating category (Hamzah, 2013). The next is determiner reliability from rater 1 and rater 2 by using SPSS based on Akhtar (2018) and interpreting reliability data based on Cohen Kappa coefficient. The last is describing the data. After analized consistent results about English texts that are translated into Indonesian and retranslated into English. The researcher analyzed interview result data as follows. First, the researcher is transcribing the interview result dialog in written form. Then, the researcher assigns a number of participants P1 that is denoted participant 1, etc. The last is describing the important data based on research questions.

FINDING AND DISCUSSIONS

Finding

1. How is result consistency of English texts that are translated into Indonesian and retranslated into English?

The data classified in findings were taken from students' translation results of English texts that are translated into Indonesian and retranslated into English. This translation

assessment can be done carefully and by reading the translation carefully. Although the translation outcomes are relative, some academics argue that giving assessment is necessary to provide an assessment of the translation results.

Reliability was to see the level of agreement between raters in assessing the translation results. Based on Triana (2015) Inter-Rater reliability would provide an overview in the form of a score about the extent of the agreement given by two raters. The table below showed that the translation score results were scored by two raters (the researcher as rater 1 and FLDI Nurul Jadid teacher as rater 2).

Table 1: Students' translation score from rater 1 & 2

Participant	Rater 1	Rater 2
1	55	54
2	50	50
3	80	80
4	55	55
5	60	60

This study involved two raters as assessors, so in this study using Cohen Kappa agreement coefficient. This selection was proposed by Triana (2015). (Triana, 2015) categorize reliability levels between raters as follows:

Table 2: Interpretations of Kappa statistic

Kappa Value	Interpretation of level agreement
<0	No agreement
0.0 - 0.20	Minimal agreement
0.21 - 0.40	Fair agreement
0.41 - 0.60	Moderate agreement
0.61 - 0.80	Strong agreement
0.81 - 100	Almost perfect agreement

Adopted from (Triana, 2015)

In this study, an assessment of P1 – P5 translation results by two raters was carried out that was to know about the consistency result of English texts that are translated into Indonesian and retranslated into English by each rater. The raters involved in this study consisted of two people that were the researcher and FLDI Nurul Jadid teacher. After collecting the data, the researcher explained the procedure of giving translation scores so raters had the same understanding in giving the score. In finding the comparison of raters values, the researcher used Kappa statistics to know about the consistency result of English texts that are translated into Indonesian and retranslated into English by each rater.

Table 3 : Symmetric Measures

Symmetric Measures			
Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.

Measure of Agreement	Kappa	.750	.210	3.536	.000
N of Valid Cases		5			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Based on table 3.9. symmetric measures, the result of the interrater analysis was Kappa = 0.750 with p .000 (which actually means $p < 0.01$) while statistically significant. The coefficient kappa (k) was .750. This coefficient represented a strength of agreement that means both raters gave a consistent assessment of P1 – P5 translation results based on Kappa = 0.750 with p .000.

2. What version is more difficult for students when translating English to Indonesian or translating Indonesian to English?

The data were taken from students' interview results. The students' interview results were clarified and identified as follows.

After conducting the test, the researcher was doing an interview with 5 questions. The question was asking about students' enjoyment in translating text, all of the participants mentioned that P1, P2, P3, P4 & P5 admired translating text because of easier to find vocabularies. P1 said "*Since elementary level I have always followed translation competitions so that I had more training about translation.*" P2 said "*It has been usual to participate in translation activities that make me more able to find many vocabularies.*" P3 said "*we had scheduled translation activities from our institution.*"

Then, the researcher asked about their opinion whether translating text was difficult. P1, P2, P3, P4, & P5 mentioned that translating text was not difficult because P1 only needed to open a dictionary or oxford to help her construct sentences using appropriate grammar. P4 explained that in translating text she must recognize the position of each word such as noun, adjective, verb, etc.

After that, the researcher asked about the difficulties that were often found in translating text. All of the participants had their own distress. P1 stated "*I feel it is difficult to arrange words and sentences according to the grammatical usage. Sometimes I still do not really memorize the grammar formula*". P2 said that she felt difficult arranging words into sentences and she had to think hard in arranging words. P4 had the same opinion with P2 that she felt difficult in arranging words and putting word position. P3 mentioned that she felt it was difficult when finding standard language. While, P5 stated that she felt difficult in composing possible verbs and grammatical usage.

From the participants' statements the researcher concluded that all of the participants admired translation texts activities because they could find vocabulary easily. Meanwhile in translating text all of the participants still had some obstacles that they felt difficult in composing words or sentences.

Henceforth, the researcher asked about what version was more difficult when translating English to Indonesian or translating Indonesian to English. Each participant had their own perception about the difficult version when translating English to Indonesian or translating Indonesian to English. Based on the participant's statements, they felt it was difficult to translate Indonesia to English. P2 stated that translating Indonesia into English was a difficult version because she has to concentrate on word position. P2 added her statement with *"An example of having concentrating word position such as Aku di suruh, I am telling, I am told, Those word make me need time in translating Indonesia to English because the position of word "telling" is noun and the position of word "told" is verb. If I use the word "I am telling" the meaning is "aku menyuruh". But if I use the word "I am told" the meaning is "aku disuruh."* P3 has a similar perception that translating Indonesia to English was a very difficult version then she said *"In translating Indonesia into English I had to be precise in translating grammar, writing and word position."*

Similar to P2 and P3 statements, P4 presumed that translating Indonesia into English was a difficult version because she should arrange the word based on the position. Meanwhile, P1 mentioned that translating English to Indonesia was the most difficult version because many vocabularies she found were sometimes difficult to understand and she felt difficult in putting word position. According to her, the result of translating English to Indonesian text was not as good as the result of translating Indonesia into English. Then, P5 completed with her statement *"actually both translating Indonesian into English and vice versa is the same as difficult because when translating Indonesian into English, I have to pay attention with the grammatical usage and when translating English into Indonesia, I should be careful in arranging words"*.

From the participant's statements, it could be concluded that translating English text into Indonesian or vice versa was difficult for them but most of their perception was that translating Indonesian text into English was a very difficult version because they were difficult in arranging and centering word position.

Discussion

Based on the result of participant translation scored by the researcher and FLDI Nurul Jadid Islamic Institute, it showed that the Kappa value of 0.750 with p-value 0.000 means

both raters consistently assessed the P1 to P5 translation outcome. Therefore, the translation result was consistent in translating English texts into Indonesian and retranslated into English. This statement was similar to Kim et. al (2019) the results of the interrater analysis were Kappa = 0.676 with $p < 0.001$. This measure of agreement was statistically significant, and the kappa had substantial agreement.

The finding was different with (Benedictus, 2017) the result of Cohen's Kappa showed that the level of agreement was low. It indicated that the level competence among the translators were not equivalent since the coefficient of Cohen's kappa (k) was .458. This coefficient represents a weak agreement. Furthermore, since $p=.019$ (which actually means $p<.05$), the kappa (k) coefficient was statistically significantly different from zero in the level of significant .05. Gao et. al (2022) used Fleiss Kappa to measure three-way inter-evaluator reliability scores. Kappa numbers above 0.4 typically indicated moderate to excellent agreement (the higher the better).

According to the students' statement, translation text activities were amusing activities because translating text could help us to find vocabulary and word position easily. However, in translating text students still had some obstacles that they felt difficult in composing words or sentences. The linguistic problem and the cultural problem were the two categories into which the translation challenge could be separated. Grammar, diverse vocabularies, and the definition of each term all play a role in linguistic issues. Issues with culture were tied to various circumstances. Culture was the main issue that many people found. (Hadrus, 2017).

This study investigated the students' perspective about what version was more difficult when translating English to Indonesian or translating Indonesian to English. They said that translating English text into Indonesian or vice versa was difficult for them because she felt that it was difficult to understand the vocabulary and difficult in putting word position. It was in line with Hary (2018) in general, the difficulty of translating from Indonesian into English and from English into Indonesian was comparable.

Meanwhile, most of their student's perception said that translating Indonesian text into English was a very difficult version because they were difficult in arranging and concentrating on word position. It was in line with previous study from Hary (2018) some students claimed that translating from Indonesia into English was more challenging. Students from Indonesia in particular and Asian students in general exhibit poor translation skills due to a lack of sociolinguistic proficiency and cross-cultural awareness. In reality, when translating, students must consider a variety of factors, including lexical, cultural, contextual, and other factors. Mostly, it showed that participants were difficult in translating text because

they were difficult to understand new vocabulary and structure. It was in line with the previous study conducted by Nadirah, et. al (2019) showed that The majority of the problems encountered when translating texts deal with "linguistic problems' ' that were connected to vocabulary and organization. More vocabulary and grammar were used to lessen the challenges that students confront when translating. It is suggested that additional research be done in this area on various translation tests.

CONCLUSION AND SUGGESTION

Based on the findings and the discussions conferred in chapter IV. The researcher presented some conclusions related to this study. First, the researcher examined the consistency of English texts that were translated into Indonesian and retranslated into English. The result of scoring P1- P5 translation results from both of the raters showed that reliability was consistent based on Kappa value of 0.750 with p-value 0.000. Therefore, the translation result was consistent in translating English texts into Indonesian and retranslated into English. Afterward, all participants said that translation was an engaging and undemanding activity because FLDI Nurul Jadid Islamic Institution had a weekly schedule of translation activities, however in translation activities the participants obtained some obstacles especially in compasing words or sentences. The last was about the difficult version when translating English to Indonesian or translating Indonesian to English. Participant 1 said that both translating English text into Indonesian or vice versa was a difficult version in translation because many vocabularies and word position were difficult to understand. Yet, according to several participants, the perception was that translating Indonesian text into English was a very difficult version because they are difficult in arranging and centering word position.

In conclusion, the translation result showed that scoring from FLDI teacher and the researcher indicated as consistent based on Kappa value of 0.750 with p-value 0.000. So, translation results had consistent results of English texts that were translated into Indonesian and retranslated into English and most participants' perception showed that the most difficult version in translation was translating Indonesian text into English.

First, the researcher suggested that future researchers provide text translation topics which are more engaging and superior to this study. Also, to minimize the threat of invalid reliability, it is suggested that future researchers be requested to translate Indonesian text into English using another text.

Next, For the teacher of FLDI Nurul Jadid Islamic Institute, it was suggested to be more heedful and sensitive in translation difficulties faced by students, such as after

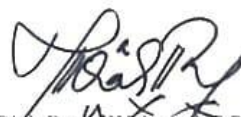
conducting translation activities the teacher gave some feedback and asked about students difficulties in translation. FLDI Nurul Jadid Islamic Institute teacher can intersperse translation activities scheduled by using two-way translation by minimizing the threat of invalid reliability that teacher be requested to translate Indonesian text into English using another text. Also, teacher can use other translation activities models that are suitable for students to boost their translation skills.

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