



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

**THE CORRELATION BETWEEN THE APPLICATION OF COOPERATIVE
LEARNING AND THE STUDENTS' ACHIEVEMENT IN TRANSLATION
AT SEVENTH GRADE STUDENTS OF *MADRASAH TSANAWIYAH
ISLAMIYAH MUNDU PESISIR KABUPATEN CIREBON***

A Thesis

Submitted to English Education Department

Of *Syekh Nurjati* State Institute for Islamic Studies

In partial fulfillment of the requirements for Islamic Scholar Degree in English
Education



Nok Verawati

Reg. Number 58430726

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY
OF *SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES
*CIREBON***

2012



PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises due to Allah Swt and thankfulness be to Allah Swt who has permitted the researcher does this thesis sooner. My invocation and safety always be given to the prophet Muhammad Saw, his family, his companions, and his followers up to the end of the world.

This thesis is entitled **“The Correlation Between The Application Of Cooperative Learning And The Students’ Achievement in Translation At Seventh Grade Students Of MTs Islamiyah Mundu Pesisir Kabupaten Cirebon”**. Presented to the English Education Department of *Tarbiyah* Faculty, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) *Cirebon* in partial fulfillment of the requirements for Degree of Islamic English Faculty Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised, so that the thesis finishes in time. In this opportunity the researcher would like to convey her sincere gratitude to:

1. Prof. Dr. H. Maksun Mukhtar, M.A, the rector of *Syekh Nurjati* State for Islamic Studies (IAIN) *Cirebon*.
2. Dr. Saefudin Zuhri, M.Ag, the Dean of *Tarbiyah* faculty of *IAIN Syekh Nurjati Cirebon*.
3. Dr. Hj. Huriyah Saleh, M.Pd, the chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon* and is as the first supervisor.
4. Wakhid Nashruddin, M.Pd, the second supervisor.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

5. H. Usman, S.Pd.I, the headmaster of *MTs Islamiyah Mundu Pesisir Kabupaten Cirebon*.
6. Sri Widi Astuti, the English teacher of *MTs Islamiyah Mundu Pesisir Kabupaten Cirebon*.
7. Dr. Ilman Nafi'a, M.Ag, the first examiner.
8. Sumadi, SS, M.Hum, the second examiner, and
9. All people who always give smile, pray, and support for the researcher.

The researcher realizes that this thesis is still far from perfect. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers, especially for the researcher and also for the students of Cirebon State Institute for Islamic Studies.

Cirebon, July 9th2012

The writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENTS

Preface

Table of Content

The List of Tables and Charts

Chapter I : Introduction

A. The background of the problem	1
B. The identification of the problem	6
C. The limitation of the problem	6
D. The questions of the research	7
E. The aims of the research	7
F. The use of the research	8

Chapter II : Theoretical Foundation

A. The concept of Translation	
A.1. Definition of Translation	9
A.2. Translation Process	10
A.3. Translation Difficulties Factors	13
A.4. Kinds of Translation	14
A.5. Norms of Translation	17
B. The concept of Cooperative learning	
B.1. Definition of Cooperative Learning	19



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

B.2. Goals of Cooperative Learning	21
B.3. The Effects of Cooperative Learning	22
B.4. Implication of Cooperative Learning	24
B.5. Planning of Cooperative Learning	26
B.6. Conducting of Cooperative Learning	29
C. The Correlation between the Application of Cooperative learning and the students' achievement in translation	31
D. The Frame of Thinking	32
E. The Research Hypothesis	34

Chapter III : The Methodology of Research

A. The objective of the research	35
B. The place and Time of the Research	35
C. The Method of the Research	35
D. The variables of the Research	35
E. The Population and Sample	36
a. Population	36
b. Sample	36
F. The techniques of Collecting Data	37
1. Observation	37
2. Test	37
3. Questionnaire	38



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

G. The techniques of Analysis Data	39
--	----

Chapter IV : The Research Finding

A. The Objective Condition of <i>MTs Islamiyah Mundu Pesisir Cirebon</i>	
1. The Historical Background of <i>MTs Islamiyah Mundu Pesisir Cirebon</i>	42
2. The School Facilities of <i>MTs Islamiyah Mundu Pesisir Cirebon</i>	43
3. The Teachers' Condition of <i>MTs Islamiyah Mundu Pesisir Cirebon</i>	44
4. The Students' Condition of <i>MTs Islamiyah Mundu Pesisir Cirebon</i>	46
5. The Process of Teaching and Learning English	47
B. The Research Finding	
1. The Students' Response on the Application of Cooperative Learning	49
2. The Students' Achievement in Translation	70
3. The Correlation Between X Variable and Y Variable	74



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Chapter V : Conclusion

A. Conclusion	79
B. Suggestion	80

BIBLIOGRAPHY	83
---------------------------	-----------

APPENDIXES



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumunkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

THE LIST OF TABLES AND CHARTS

Table 1	The Criteria of Translation's Assessment	38
Table 2	Number of Index Correlation	41
Table 3	The School Facilities	40
Table 4	The Teachers' condition	44
Table 5	The students' condition	46
Table 6	The students' application of cooperative learning	65
Table 7	The Students' Achievement in Translation	70
Table 8	The Correlation Between X Variable and Y Variable	74
Chart 1-16	The Analysis of Questionnaire	50-63



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

CHAPTER I

INTRODUCTION

A. Background of Problem

In a school, the student is recommended to have many kinds of skill. A skill will help them to be master in one thing. With a skill they can show their ability to another people which the others don't have. A skill can change the students be active and can be different with the others. The important skill is a social skill. Social skill is a part of cooperative learning which is benefit for the students, especially in a class for some subjects matter.

Social skill makes each other can communicate well, understand each other, know about someone deeply than others and can do something best because of it is done together without burden. Actually, the model of cooperative learning is never done by the teacher in a class, because it will make a chaos in a class, but it can be solved by the teacher who knows how to manage the students and knows how to manage the class well.

Cooperative learning and its social skill can be used in every subject matter, such as the compulsory subject matter in SMP / SMA, English. Why? Because English in international language. English makes somebody brave to talk English with foreigners. They can speak well and can communicate with them well too with good social skill. Unfortunately, many students dislike English course, they think that English makes confuse, not be understood, difficult and so on. They find some



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

difficulties not only when they speaking, writing, reading, and listening, but also in translating.

Speaking, reading, writing and listening is four compulsory English skills at school; although translation does not include in four skills, but sometimes there are students who do not understand English, so the alternative is by translate the material to make them understand material well.

According to Slavin which is quoted by Richard L Arend in his book, said that “cooperative learning give some effects on academic achievement in subject areas, such as language arts, spelling, geography, social studies, science, mathematics, English as a second language, reading and writing”. (Richard, 2011:349).

Translation is important thing because translation is combination between two skills, reading and writing. The students can upgrade their vocabulary, writing, grammar and reading skills and help the others who do not understand English.

Actually, there are many researchers who have done researched translation and cooperative learning in their thesis. It means that, cooperative learning and translation are still used by many people in the world up to now. Here, the writer gives some review research of cooperative learning, those are:

Dian Dewi (2007) studied The Application of Cooperative Learning STAD (Student Team Achievement Division) Type Using Media “Questions Card” for students’ Achievement in Sociology Subject Matter. She said that a reason that makes students have low result in learning sociology is the subject matter is uninteresting. It needs an alternative to learning development. One of way is by using STAD in cooperative learning and speech method.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

She did the research in *Teuku Umar* Senior high school *Semarang* in 2006/2007. She took population 115 students in eleventh grade and sample of the research is taken by using cluster random sampling about 58 students which is divided into three group classes, XI social 1 about 30 students, XI social 2 about 28 students, and XI social 3 about 28 students.

She used t-test to know their ability, the result is $t = 5.313$, with $dk = 57$ and significant scale of 5 % so $t (0.95)(57) = 1.67$. Because t-research is bigger than t-table, means that the students result with cooperative learning of STAD type is better than speech method.

Siti Maimunah (2004) studied The Influence of Cooperative Learning to the Students' Achievement in English Speaking to the Second Year Students of *SMPN 6 Cirebon*. She said that cooperative learning is effective for speaking, because each individual will work best in their group, they will be responsibility, and contribute their ideas to their group well. It is effective enough if this model is used in speaking because speaking is special skill than others. Someone be proud if they can speak foreign language with others.

She used empirical data, observation, test and questionnaire to get a data. The result of the research is it is good enough influence in speaking and the correlation is sufficient influence on the students' achievement in English speaking, it is 0.59.

In his best evidence review, Slavin in Maemunah (2004:6) found that 72% of 68 adequate students showed higher achievement for cooperative learning than for control conditions. He contends that achievement effects are the result primarily of



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

combined cooperative learning and competitive incentives that motivate students to encourage each other to learn.

Asep Suhendar (2010) said that many researches done by researchers such as D. W. Johnson, Maruyama, R. T. Johnson, Nelson & Skon in 1981; Sharan in 1980, and Slavin in 1990 and 1996 find that a method of learning which has effectively evidence. Cooperative learning has applied in a learning to make a reformation in education. Researchers have found that cooperative learning is effective to upgrade students' academic and their self-confidence, upgrade their socialization (behavior) to their friends in a school and among group of others group.

Besides that, not only cooperative learning explanations but also there are other reviews about translation below:

Samsudin (2004) studied The Translation of The Simple Sentence Form on Teaching Writing at The Second Year of *SLTP Darrussalam Karangampel Indramayu*, said that translation can be used in some skill. Simple sentence is easier to understand and know the meaning directly. Simple sentence is interested than complex sentence so, the students can do it well. The result of this research is the difficulties in learning of form simple sentence on teaching writing are categorized low, factors are low, and teacher's efforts are low.

Udin Jaenudin (2006) studied An analysis of Translation Mistakes in Reading English Text at The Third Years Students *SMPN 1 Palimanan*. He said that knowing the language means that we can transfer our knowledge to the other person, ethnic, nation, and country to the world. For instance, through reading English text, we know



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

about everything. Particularly about the importance of communication as a mean to transfer information. The existence of translator is important for understanding foreign language. In his teaching and learning, he used some methods which make the students enjoy following the lesson. For instance, he combined meta cognitive and cognitive strategies in his learning process.

The purpose of his thesis is to find out the data about the students' difficulties and their causes in translating and the subject of his study is 45 students of SMPN 1 Palimanan (class 3A), and based on his analysis, he concluded that the average mark of testing result in students' ability (mistakes) in reading English text at that school is 6.17. It means that the result achieved.

Based on the explanation above, the writer concludes that the writer's research is really different with others. Although the other researchers are focus on cooperative learning too, but Y variable, place, object and time of research are different, so does translation.

"Translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers".(<http://www.bokorlang.com/journal/41culture.htm>;22thmarch 2012;10.42)

The students can translate a text for many people even for their self to make understand the material deeply, but no many students like it. The students think that it is not easy, need a long time, should open dictionary many times, and so on, but it is important to make them mastery in vocabulary, structure, writing and a competence in reading.



The writer tries to overcome that problem with using cooperative learning in a learning process to make them be motivated and can translate a text easily because they do translation in a group learning which will less the confusion, difficulties, and high effective in a time.

B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The Area Of The Research

The area of the research is model of teaching.

2. The Kinds Of The Problem

The students are still confusion and difficulties to translate a text and arrange into a good translation. It is caused by their vocabulary is lack and they do not have a dictionary and seldom open the dictionary.

3. The Main Of The Problem

The lack of students' achievement in translation at seventh grade students of *MTs Islamiyah Mundu Pesisir Kabupaten Cirebon*.

C. The Limitation of Problem

The writer limits this research into:

- a. Cooperative learning is limited only of model study of learning cooperative that goes on in the class and under the instructor control, so that the students learning process is effective through item of translation.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- b. Translation is the general term referring to the transfer of thought and ideas from one language to another whether the language are in written or oral form.
- c. The students' achievement in translation by using cooperative learning.

D. The Questions of Research

The questions of this research are:

1. How is the students' response on the application of cooperative learning?
2. How is the students' achievement in translation?
3. Is there any significant correlation between the application of cooperative learning and the students' achievement in translation?

E. The Aims of The Research

The aims of this research are:

1. To get the data about the students' application of cooperative learning.
2. To get the data about the students' achievement in translation.
3. To get the data of the correlation between the application of cooperative learning and the students' achievement in translation.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

F. The Use of The Research

With this research, the writer expects that the students are able to improve their competence in translation and they are able to improve their social skill by using cooperative learning.



BIBLIOGRAPHY

- Arends, L Richard. 2011. *Learning for Teach. America*. New York: Mc Graw Hill.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- _____. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Azwar, Saepudin. 1998. *Tes Prestasi*. Yogyakarta: Pustaka Pelajar.
- Brookover, Wilbur. 1982. *Creating Effective School*. Florida: Learning Publication, inc.
- Dewi, Dian. 2007. The Application of Cooperative Learning STAD (Student Team Achievement Division) Type Using Media “Questions Card” for students’ Achievement in Sociology Subject Matter. Retrieved from <http://www.pustakaskripsi.com/penerapan-model-pembelajaran-cooperative-learning-tipe-stad-student-team-achievement-division-dengan-menggunakan-media-pembelajaran-%E2%80%9Dkartu-soal%E2%80%9Duntuk-meningkatkan-hasil-belajar-sis-6179.html> ; 14th May 2012; 3.30pm
- Hamalik, Oemar. 2003. *Kurikulum & Pembelajaran*. Jakarta: Bumi Aksara.
- Hardini, Isriani. 2012. *Strategi Pembelajaran Terpadu: Teori, Konsep, dan Implementasi*. Yogyakarta: Famlia.
- Hasan, S.Hamid. 2008. *Evaluasi Kurikulum*. Bandung: Rosdakarya.
- Jaenudin, Udin. 2004. *An analysis of Translation Mistakesin Reading English Text at The Third Years Students SMPN 1 Palimanan*. Cirebon.
- Johan, A. Ghani. 2006. *Reading and Translation*. Yogyakarta: Pustaka Pelajar.
- Machaly, Rochayah. 2009. *Pedoman bagi Penerjemah: Panduan Lengkap bagi Anda yang Ingin Menjadi Penerjemah Profesional*. Bandung: Kaifa.
- Maimunah, Siti. 2004. *The Influence of Cooperative Learning to the Students’ Achievement in English Speaking to the Second Year Students of SMPN 6 Cirebon*.Cirebon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Murgono, 1997. *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Nababan, M. Rudolf. 2008. *Theory of English Translation*. Yogyakarta: Pustaka Pelajar.
- Riduwan, 2008. *Metode & Teknik Menyusun Tesis*. Bandung: Alfabeta.
- Saepudin, Asep. 2010. Retrieved from
<http://asepsuhendar.wordpress.com/2010/08/31/cooperative-learning-tipe-numbered-heads-together-nht/>
- Samsudin. 2004. *The Translation of The Simple Sentence Form on Teaching Writing at The Second Year of SLTP Darrussalam Karangampel Indramayu*. Cirebon.
- Slavin, E. Robert. 2009. *Cooperative Learning: Teori, Riset & Praktek*. Bandung: Nusa Media.
- Sugiyono. 2007. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Surakhmad, Winarno. 1998. *Pengantar Pengertian Ilmiah*. Bandung: Tarsito.
- Triano. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media Grup.
- Widyamartaya. 1989. *Translation Art*. Yogyakarta: Kansius.
- Wiratno, Tri. 2002. *Mencerna Buku Teks Bahas Inggris Melalui Pemahaman Gramatika*. Yogyakarta: Pustaka Pelajar.
- <http://www.bokorlang.com/journal/41culture.htm>; 22th March 2012; 10.42am