TECHNIQUES, SHIFTS, READABILITY TRANSLATION LEVEL IN BILINGUAL BOOK STORY COLLECTION ‘I LOVE YOU MOM’

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Abstract
This study describes translation techniques, shifts and readability in translating bilingual children’s story book. The purposes of this study are 1) to identify the kinds of translation techniques used by translators, 2) to identify of shifts that occur in children’s story book, 3) to measure the readability level of translation, which aims to prove that the translation of foreign language learning can be seen from the success of the translation. The research method employed in this study is a descriptive qualitative method referring to the theory of data analysis developed by Miles and Huberman (1992) through the stages of data collection, data presentation, reduction, and verification or conclusion. The data resource of this study is taken from a bilingual children’s story book entitled I Love You Mom containing a collection of the stories about mother’s love. The study found out that the high level of readability rates are (369 data or 95.5%) and lowest level of readability (3 data or 4.4%).

Keywords: Techniques, Shifts, Readability

INTRODUCTION
Number of foreign language translation books into Indonesian continues to rise; one of them is bilingual children’s story books. Effective English language learning in a foreign language learning can be improved by reading a story tales that go along with a foreign language translation. By reading story tales, the learners can be able to retell the information and at the same time their vocabularies were recorded in their memory. Medikawati (2012:38) states, ”books – foreign language drawing books and storybooks equipped with translation that older children can draw their interest in a wider reading community, including the future, virtual worlds, humor and fantasy, and able to build more positive character, whereas, Hanaco (2012:16) states “By reading storybooks can affect the increasing of vocabulary, the intellect, creativity and mental character of the children so they can build a positive character”. Which need to be noted that the reading material for children - should be target oriented to the goals based on their age that they would be able to understand the meaning of what they read. In addition Pym (1992:175) describes, “translation’s Competency as it is studied in implicit theoretical model in the practice of translation, along with reduction of alternative targeted texts, rely on a series of hypotheses which intuitively applied. " Theory is associated with the practice; there will be no practice without theory”. Based on some problems described above, researcher interested in taking further research - a technique used in doing translation, how shifts (shifts) that occurs in translation process and readability of the bilingual translation book titled Kumpulan Cerita Kasih Ibu I Love You Mom

LITERATURE REVIEW
According Moentaha (2006:9) there are two meanings of “translation “that is, the process and the results/analysis synthesis. First, translation as a process of human activities in the field of language (analysis) that the outcome is a text translation (synthesis). Second, the translation simply as a result only of the process of human activity. We call the outcome as translated text,
for example if we say: "Not long ago published a translation of Shakespeare sonnet. This is the best translation work I have ever read".

Bell (1991:15) defines that bilingual translators is an agent that handles communication between a monolingual communications in two different languages. Translators send coded messages in one language and they send back the code in spoken or written. According to Belloc, quoted by Basnett - McGuire (1980:116) there are four general rules for translation in fiction prose (post containing the custom story):

1. Translator must not only determine the steps to translate word by word or sentence by sentence, but he must always consider the whole work, either original work or the work of translation.
2. Translators should translate an idiom into idiom anyway. Translators must be aware of the words or structures that appeared similar in the BSU and BSA, which are actually very different.
3. Translators should dare to change everything that needs to be changed from BSU to the BSA firmly.
4. Although the translators have to change everything that needs to be changed, but in the sixth step translators should not embellish the original story by adding or subtracting vocabulary that could make the story in the BSA worse or more exaggerated.

Thus, it is clear that in the translation of prose fiction (short stories/novels/stories children), translators concerned with meaning, form, message, and style is the same thing as what is presented in a translation by sense Larson (1984: 2), Nida and Taber in the theory and practice of translation (1969:33), Molina and Albir in translation techniques (509-511) and Catford in the shift that occurs in translation (1965:73).

**Translation process**

Translation process is referred to a model to explain the thought process (internal) humans do during translation. Nida and Taber (1969:33) figured the translation process as follows:

```
B (Receptor)    A (Source)
    ↓                    ↑
   (Analysis)             (Restructuring)
    ↓                    ↑
     X       (Transfer)     Y
```

**Figure 1 : translation process (Nida dan Taber, 1982:33)**
Larson (1984:3) also proposes a model translation process. It is shown in the following figure:

**Figure 2: Translation process (Larson 1984:2)**

Based on discussion about the translation process can be concluded that the translation process basically consists of two stages: (a) analysis and understanding of the meaning or message of the original text (b) disclosure of the meaning or message in the target language are acceptable, including language style used by the translator can be understood easily by readers.

**Translation techniques**

Translation technique is the method used to remove the message from source text (St) to target text (Tt) applied to the upgrade, phrases, clauses and sentences. According to Molina and Albir (2002:509) translation techniques has five characteristics:

1. Translation techniques affect the translation outcome.
2. Techniques are classified by comparison to a text St.
3. Techniques are micro level.
4. Techniques are not inter-related but based on the specific context.
5. Techniques have functional characteristic.

Molina and Albir (2002) developed 20 techniques that can be used to analyze and classify how translation compatibility applied to various lingual ones. In the following translation techniques presented Molina version - Albir (2002: 509 -511).

1. Adaptation
2. Amplification
3. Borrowing
4. Calque
5. Compensation Description
6. Discursive creation
7. Established equivalent
8. Generalization
9. Linguistic Amplification
10. Linguistic compression
11. Literal translation
12. Modulation
13. Partikularisasi
14. Reduction
15. Substitution
16. Variations
17. Transposition
18. Addition
19. Deletion
20. Shifts in Translation
Larson (1989: 1) relate the word "meaning" in defining translation, stating that the translation was to transfer meaning of the source language into the target language, without less any meaning, while the design can be changed, where as Catford (1965: 20) defines translation as transferring the source language translation to the target language. Translation (translating) is the replacement of textual material in the source language into the target language. In the process of translation, the translators (translator) are always trying to get the corresponding element of the target language with the source language in order to express the same message in the target text. Since every language has its own rules, the distinction of this rule will create a shift.

In connection with the foregoing, Catford (1965:73) then divides shifts into two types, namely:
(1) Level Shifts
(2) Category Shifts

In this shift, Catford (1965: 73) states that a source language that is in a certain linguistic level has a language translation with the corresponding language system in a different linguistic level, this shift occurs generally around descriptions of vocabulary (lexical) and grammar (grammatical).

This category was divided on the shift of four (4) groups, namely:
1. Structure Shifts
2. Class Shifts
3. Unit Shifts
4. Intra shift system

**Translated Text Readability**
- Use of New Words
- Use of Taxa
- Use of idioms
- Use of incomplete sentences

**RESEARCH METHOD**
The data used in this study includes words, phrases, clauses, and sentences selected from a translation bilingual story book “Love Mom I Love You Mom” whereas the data source of this study consists of two (2) parts:
2. Target readers or respondents consisted of eighth grade junior high students who were 21 people.

The data collection method used in this study is a qualitative research method applying the interactive and non – interactive techniques. The interactive method includes interviews and participant observation, while the non - interactive participation includes observation, questionnaire technique, noting the document, and role of participation. So the researcher does the method of data collection in three stages: 1) Analysis of the data, 2) Questionnaire, and 3) In-depth interviews.

**Table 1 : Level of Translation Readibility**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Definition</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Translation can be easily understood by the reader.</td>
<td>High level of readability</td>
</tr>
<tr>
<td>2</td>
<td>Translation difficult to understand by readers</td>
<td>Low level of readability</td>
</tr>
</tbody>
</table>

Source: (Silalahi, 2012:75)
This study applies the Interactive Model of analysis suggested by Miles and Huberman (1992:22-23). Data analysis can be seen in the figure below:

Figure 3: Interactive Analysis Process (Miles dan Huberman, 1992:23)

**ANALYSIS**
Translation technique that will be applied in data 001 to 030 can be described in the following analysis:

<table>
<thead>
<tr>
<th>Data</th>
<th>Source text</th>
<th>Target text</th>
<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td><em>Do you know who my mother really is?</em></td>
<td><em>Tahukah kamu siapa ibuku sebenarnya?</em></td>
<td>Modulation</td>
<td>2</td>
</tr>
<tr>
<td>02.</td>
<td>She is a <em>good engineer!</em></td>
<td><em>Dia adalah seorang insinyur yang hebat!</em></td>
<td>Transposition</td>
<td>3</td>
</tr>
<tr>
<td>09.</td>
<td>She is a mathematician</td>
<td><em>Dia adalah seorang ahli matematika.</em></td>
<td>Literal</td>
<td>6</td>
</tr>
<tr>
<td>10.</td>
<td>She helps me to <em>solve</em> difficult math problems.</td>
<td><em>Dia membantuku mengerjakan soal – soal matematika yang sulit.</em></td>
<td>Modulation</td>
<td>6</td>
</tr>
<tr>
<td>15.</td>
<td>At the same time, she is also the best vet.</td>
<td>.........<em>Dia juga adalah hewan dokter hewan terhebat.</em></td>
<td>Deletion</td>
<td>9</td>
</tr>
<tr>
<td>18.</td>
<td>She cooks special dishes that you can’t find anywhere else.</td>
<td><em>Dia bisa memasak makanan spesial yang tidak di jual di tempat lain.</em></td>
<td>Naturalized</td>
<td>10</td>
</tr>
<tr>
<td>19.</td>
<td>And her cakes are also delicious!</td>
<td><em>Dan kue – kue buatannya juga sangat enak.</em></td>
<td>Addition</td>
<td>10</td>
</tr>
<tr>
<td>24.</td>
<td>She is also a very talented repair women!</td>
<td><em>Dia juga ahli reparasi yang amat berbakat!</em></td>
<td>Compensation</td>
<td>13</td>
</tr>
<tr>
<td>30.</td>
<td>She is my <em>brave bodyguard.</em></td>
<td><em>Dia juga adalah penjagaku yang pemberani.</em></td>
<td>Transposition</td>
<td>16</td>
</tr>
</tbody>
</table>

Title 2 *A Mother’s Letters to Her Daughter* translated as *Surat – surat Seorang ibu kepada Anaknya*. The author and translators are Arleen Amidjaja and Evelyn Sadeli. The analysis is as follows:

<table>
<thead>
<tr>
<th>Data</th>
<th>Source text</th>
<th>Target text</th>
<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.</td>
<td><em>A Mother’s Letters</em> to her</td>
<td><em>Surat – surat seorang ibu</em></td>
<td>Transposition</td>
<td>21</td>
</tr>
</tbody>
</table>
38. Once there was a mother, who fell sick after she gave birth to a baby girl.

39. So she wrote some letters.

40. You can be only open one when you are sad or in doubt.

44. As they made her feel that her mother was nearby.

52. Dear Daughter, you are very precious.

58. Be yourself and let your inner beauty.

Title 3 The Big, Old and ugly Wooden Box translated as Kotak Kayu Tua Yang Besar Dan Buruk Rupa. The author and translators are Arleen Amidjaja and Sherly G. The analysis is as follows:

Data Source text Target text Technique Page
10. The Big, old and ugly Wooden Box. Kotak Kayu Tua yang besar dan Buruk rupa. Addition 45
11. My mother liked to go to flea market! Ibuku suka sekali pergi ke pasar loak! Transposition 46
12. She never bought anything Dia tidak pernah membeli apapun. Literal 46
18. Once upon a time, there was a women who had a big, old and ugly wooden box. .....Ada seorang wanita yang mempunyai kotak kayu tua besar dan buruk rupa.
116. But one day, the harvest didn’t turn out well. So she had to sell everything she had to feed her daughter.

119. She remembered she texture and the smell of the box.

Dia ingat tekstur dan bau kotak itu.

Tapi suatu ketika, panen gagal sehingga dia harus menjual semua miliknya untuk memberi makan anaknya.
Title 4 The Flower Seller's Daughter translated as *Anak penjual Bunga*. The author and translators are Arleen Amidjaja and Eveline. The analysis is as follows:

<table>
<thead>
<tr>
<th>Data</th>
<th>Source text</th>
<th>Target text</th>
<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>133.</td>
<td><em>The Flower Daughter</em></td>
<td><em>Anak Penjual Bunga</em></td>
<td>Transposition</td>
<td>65</td>
</tr>
<tr>
<td>134.</td>
<td>Once there was a lady who earned her living by growing selling.</td>
<td>Dahulu kala ada seorang wanita yang mata pencariannya menanam dan menjual bunga.</td>
<td>Addition</td>
<td>66</td>
</tr>
<tr>
<td>136.</td>
<td>She had a daughter whom she loved very much.</td>
<td>Dia punya seorang anak perempuan yang amat dia sayangi.</td>
<td>Compensation</td>
<td>67</td>
</tr>
<tr>
<td>138.</td>
<td>Her name was flo, Flo was an ordinary looking girls</td>
<td>Namanya Flo, Wajah Flo biasa - biasa saja.</td>
<td>Modulation</td>
<td>67</td>
</tr>
<tr>
<td>139.</td>
<td>She was neither ugly nor pretty</td>
<td>Dia tidak jelek, tapi juga tidak cantik</td>
<td>Literal</td>
<td>67</td>
</tr>
<tr>
<td>143.</td>
<td>One day, when they were delivering some flowers to the palace.</td>
<td>Suatu hari, ketika mereka sedang mengantar bunga ke Istana.</td>
<td>Deletion</td>
<td>70</td>
</tr>
<tr>
<td>144.</td>
<td>Flo told her mother that she wanted to be a princess.</td>
<td>Flo berkata pada ibunya bahwa ingin menjadi seorang ratu.</td>
<td>Literal</td>
<td>70</td>
</tr>
</tbody>
</table>

Title 5 What My Mother Gave Me translated as *Pemberian Ibu Untukku*. The author and translators are Arleen Amidjaja and Amalia K. The analysis is as follows:

<table>
<thead>
<tr>
<th>Data</th>
<th>Source text</th>
<th>Target text</th>
<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>184.</td>
<td>What my mother gave me.</td>
<td>Pemberian ibu untukku.</td>
<td>Modulation</td>
<td>89</td>
</tr>
<tr>
<td>187.</td>
<td>I wanted to have doughnuts and cakes in my lunch box just like my friends.</td>
<td>Aku ingin sekali makan donat dan kue untuk makan siang seperti teman-teman ku.</td>
<td>Transposition</td>
<td>91</td>
</tr>
<tr>
<td>189.</td>
<td>When I was in elementary school.</td>
<td>Saat di sekolah dasar.</td>
<td>Transposition</td>
<td>92</td>
</tr>
<tr>
<td>190.</td>
<td>I wanted <em>soda</em> and fried chiken.</td>
<td>aku ingin minum <em>soda</em> dan makan ayam goreng.</td>
<td>Pure Borrowing / Peminjaman Murni</td>
<td>92</td>
</tr>
<tr>
<td>193.</td>
<td>For my birthday,</td>
<td>Saat aku ulang tahun,</td>
<td>Compensation</td>
<td>94</td>
</tr>
<tr>
<td>200.</td>
<td>But my mother got me canvas shoes</td>
<td>Tapi ibu membelikanku sepatu kanvas.</td>
<td>Pure Borrowing</td>
<td>97</td>
</tr>
<tr>
<td>201.</td>
<td>She did decorate the shoes and all my friends wanted to have them, too.</td>
<td>Ibu melukiskan sepatu kain itu, sehingga semua teman menginginkan sepatu seperti itu</td>
<td>Compensation</td>
<td>97</td>
</tr>
<tr>
<td>202.</td>
<td><em>I had to admit</em> the shoes were not just pretty, but also very comfortable.</td>
<td>..........Selain keren, sepatu itu juga nyaman.</td>
<td>Deletion</td>
<td>98</td>
</tr>
<tr>
<td>203.</td>
<td>My friends couldn't find it</td>
<td>Teman - temanku tidak bisa</td>
<td>Addition</td>
<td>98</td>
</tr>
</tbody>
</table>
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in any stores. menemukan sepatu serupa
ditoko mana pun.

206. So during the winter. Jadi pada musim dingin. Transposition 99
207. I was always the most fashionable and the warmest Aku menjadi yang paling modis dan hangat. Literal 99

215. I wished to have a two-door sport car that could speed up as fast as lightning. Aku ingin sekali mempunyai mobil sport dua pintu yang larinya kencang. Pure Borrowing 103

221. But she always gave me what I needed. Tapi dia selalu memberikan apa yang ku butuhkan. Literal 108

Title 6 My Mother is perfect Because...translated as Ibuku Sempurna Karena... The author and translators are Arleen Amidjaja and Ferry (Magenta Studio). The analysis is as follows:

<table>
<thead>
<tr>
<th>Data</th>
<th>Source text</th>
<th>Target text</th>
<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>222.</td>
<td>My mother is perfect because she knows exactly when I have to get up and when I can sleep a bit longer.</td>
<td>Dia tahu bagaimana mencampuri air panas dan air dingin dengan suhu yang tepat untuk aku mandi.</td>
<td>Compensation</td>
<td>111</td>
</tr>
<tr>
<td>223.</td>
<td>She can mix hot and cold water to make my bath water just right.</td>
<td>Dia tahu bagaimana mencampuri air panas dan air dingin dengan suhu yang tepat untuk aku mandi.</td>
<td>Compensation</td>
<td>111</td>
</tr>
<tr>
<td>224.</td>
<td>She knows how to make a perfect soap bubble crown for me.</td>
<td>Dia bisa membuat mahkota basa sabun yang sempurna untukku.</td>
<td>Transposition</td>
<td>112</td>
</tr>
<tr>
<td>225.</td>
<td>Because she knows exactly how much cereal and milk to pour into my bowl.</td>
<td>Karena dia tahu berapa banyak sereal dan susu yang harus dituang ke mangkukku.</td>
<td>Pure Borrowing</td>
<td>113</td>
</tr>
<tr>
<td>231.</td>
<td>See, the chicken nuggets have perfectly burnt edges.</td>
<td>Lihatlah, bagian goソン di tepi nugget itu juga sempurna</td>
<td>Pure Borrowing</td>
<td>118</td>
</tr>
<tr>
<td>233.</td>
<td>She even shows to me how to take a perfect nap.</td>
<td>Dia bahkan memberikan contoh cara tidur siang yang baik.</td>
<td>Modulation</td>
<td>119</td>
</tr>
<tr>
<td>234.</td>
<td>My mother is perfect because she is always ready to accompany me to my lessons...</td>
<td>Dia bahkan memberikan contoh tidur yang baik.</td>
<td>Literal</td>
<td>120</td>
</tr>
<tr>
<td>235.</td>
<td>....thought sometimes she forgets what lesson I'm supposed to have that day.</td>
<td>......walaupun kadang dia lupa hari itu aku les apa.</td>
<td>Compensation</td>
<td>121</td>
</tr>
</tbody>
</table>

Title 7 is Our Simple House translated as Rumah Sederhana Kami. The Author and Translator Arleen Amidjaja and Michael R.
246. My mother always keeps it clean and neat

247. She also puts some books for us to read on the bench.

248. The garden is also small that you only need three steps to across it.

253. But my mother always makes sure there is plenty of my favorite food

254. In fact, the room is not used for dining only.

260. Everyday I help my mother clean my room.

Title 8 is A Troop of Mother translated as Pasukan ibu – ibu. The Author and Translator: Arleen Amidjaja and Andhika W

Title 9 is My Mother and At The Doctor's Waiting Room translated as Aku dan Ibuku di Ruang Tunggu Dokter. The Author and Translator are Arleen Amidjaja and Vidya.
When I nooded, my mother continued, “Imagine how it would be if the mother knits the noodle into a sweater!"

Title 10 is The Weaver Daughter is translated as *Anak Seorang Penganyam*. The author is Arleen and the translator is Ferry.

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<table>
<thead>
<tr>
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<th>Target text</th>
<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>344.</td>
<td><em>The Weaver’s Daughter</em></td>
<td><em>Anak Seorang Penganyam.</em></td>
<td>Transposition</td>
<td>185</td>
</tr>
<tr>
<td>345.</td>
<td>Once there was a village where all the inhabitants were weavers.</td>
<td>Dahulu ada sebuah desa di mana semua penduduknya adalah penganyam.</td>
<td>Literal</td>
<td>186</td>
</tr>
<tr>
<td>346.</td>
<td>They sold their woven goods to support themselves.</td>
<td>Mereka menjual hasil anyaman untuk mencari nafkah.</td>
<td>Modulation</td>
<td>186</td>
</tr>
<tr>
<td>348.</td>
<td>The families had been weavers for generation.</td>
<td>Keluarga penganyam itu telah menjadi penganyam selama beberapa generasi.</td>
<td>Addition</td>
<td>187</td>
</tr>
<tr>
<td>349.</td>
<td>Their childrens learned to weave at early age and took over their parents’ workshop when they grew up.</td>
<td>Anak – anak mereka belajar menganyam sedari kecil dan setelah dewasa, mereka melanjutkan usaha orang tua mereka.</td>
<td>Compensation</td>
<td>187</td>
</tr>
<tr>
<td>355.</td>
<td>In fact, she only weaved for fun.</td>
<td>......Dia hanya menganyam untuk bersenang-senang.</td>
<td>Deletion</td>
<td>190</td>
</tr>
</tbody>
</table>

The data Shifts found in the analysis are the following information:

<table>
<thead>
<tr>
<th>Data</th>
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<th>Technique</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>041</td>
<td>First letter</td>
<td>Surat pertama</td>
<td>SS</td>
<td>23</td>
</tr>
<tr>
<td>048</td>
<td>Best friend</td>
<td>Sahabat</td>
<td>US</td>
<td>27</td>
</tr>
<tr>
<td>230</td>
<td>Perfect lunch</td>
<td>Makan siang yang sempurna</td>
<td>CS</td>
<td>118</td>
</tr>
</tbody>
</table>

**CONCLUSIONS**

After doing research the authors conclude that the analysis of translation technique, shifting and readability of the translation in the set of ten titles of book story: *I Love You Mom*, it can be concluded:

1) Translation Techniques

The technique used by the translator is translating the eight engineering techniques transposition, modulation techniques, compensation techniques, literary technique, removal techniques, additional techniques, borrowing techniques, techniques prevalent equivalence. Translating transposition technique as many as 102 (26.4%), in this study the transposition of the dominant tendencies in translation techniques. This is a result of the translation process between English (BSU) in Indonesian (BSA), every language has rules - their own rules. Therefore, as the embodiment of the grammatical aspect, translators are always trying to get an element of the target language is commensurate with the source language in order to express the same message in the target text.

Furthermore, as many as 94 modulation techniques of data interpretation (24.4%) , then as many as 68 techniques of data interpretation compensation (17.6%), 54 literal translation
techniques of data (14%), removal of as many as 29 techniques of data (7.5%), the addition of as many as 28 techniques of data interpretation (7.25%), borrowing as much as 10 translation techniques of data (2.6%) were classified in 3 pure borrowing data (0.77%) natural borrowing as much as 7 data (1.8%) and finally, equivalence translation techniques prevalent as I record (0.25%). The translation technique is a technique least used a translator, because the source language is translated into the target language, the translation associated with the term commonly used in certain disciplines.

1. Shift
There are 111 in the form of shift data translation bilingual books in the set of Mother's Story of Love Mom I Love You Mom, from the source language into the target language. Shifts (Shifts) consists of a shift in the structure (SS) of the data 88 (86.3 %), shift unit (U.S.) as the data 11 (9.0 %) and the last class shift (CS) 3 as the data (2.8 %).

2. Readability Translation Level
As was explained in the previous chapter that linkage techniques - techniques shift affects readability level translation results obtained from students who read a bilingual book set translation Mothrs Love Story I Love You Mom, from the research that the translation of the high level of legibility Data identified as many as 369 (95.5 %), and the readability level of data low 17 (4.4 %).

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