# Teachers' Perceptions and Students' Recommendation Mechanism for Flipped Classroom

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## ABSTRACT

The flipped classroom has become a popular new instructional model. Lectures are moved online to be viewed before class. Students engage in concepts in a group setting in the face-to-face classroom time with the guidance of the instructor. Though simple enough to understand, flipped classrooms are not quite as simple to implement due to the range of technical skills, conceptual knowledge, and pedagogical expertise required to execute the varying aspects of methods. Thus, we would like to ask if teachers are ready to apply new pedagogies-flipped classroom. We conducted exploratory factor analysis (EFA) and this test resulted in four interpretable factors. Furthermore, we would like to help students find interesting courses and to analyse students preferences according to the past records. We try to adopt recommendation mechanism to find out courses which students may be interested, and recommendation mechanism finally record students' academic preferences.

*Keywords*: Flipped classroom, teacher perceptions, recommendation mechanism

## Introduction

Traditional lectures have also been criticized for that the teachers do all the talking with little or no input from the students. Students are involved too little on discussion, analysis, reflection, and problem-solving sessions (Baillie & Fitzgerald, 2010). The flipped classroom has become a popular new instructional model (Bergmann & Sams, 2012; Chen, Wang, Kinshuk, & Chen, 2014). Lectures are moved online to be viewed before class. Students engage in concepts in a group setting in the face-to-face classroom time with the guidance of the instructor. Though simple enough to understand, flipped classrooms are not quite as simple to implement due the range of technical skills, conceptual knowledge, and pedagogical expertise required to execute the varying aspects of the method (Shimamoto, 2012). In addition, previous studies have shown that instructors need to commit more time, but lack of institutional support for flipping classrooms (Wanner & Palmer, 2015). Thus, we would like to ask if teachers are ready to apply new pedagogies-flipped classroom.

Recommendation mechanism has become an important research area now. There are a lot of recommendation applications to help users with the decision making. Recommendation mechanism focused on the mapping between the interest items and the user according to their preferences. Many scholars have been working on recommendation mechanism with different techniques with the same goal, to filter out irrelevant information from relevant ones. For the purposes to offer right suggestions to the right users, it is important to analyze the users' preferences. In this work, we would like to aim at the recommendation or personalization

strategies for the teachers and students. We would like to help students find interesting courses and to analyze students preferences according to past records.

## Literature Review

The core idea of flipped classroom is that the teachers create video lectures that teach students the concept in advance of class. Typically, instructors facilitate class which becomes the place for more engaging (and often collaborative) activities, such as working through problems, advancing concepts, and engaging in collaborative learning (Milman, 2012).

Most of the prior literature about flipped classroom was probing more into students' attitudes and performance, and design approaches than into teachers' attitudes and behaviors. For example, Baepler et al. (2014) investigated that student subject-matter learning and perceptions of the classroom by using standardized multiple choice exams and survey instruments. The findings indicate in an active learning classroom, student faculty contact could be reduced by two-thirds and students achieved learning outcomes that were at least as good, and in one comparison significantly better than, those in a traditional classroom. In order to eliminate any barriers in the teaching process and promote teachers' effective teaching, educators in general should strive to understand instructors' acceptance for the implementation of flipped classroom.

A lot of recommendation mechanism has been proposed for recommendation system, including collaborative filtering, content-based, and knowledge-based recommendation mechanism (Robin, 2002). Collaborative filtering techniques are considered to be one of the most widely implemented technologies. Collaborative recommender systems compare ratings given by different users and try to fund the commonalities between users. Content-based techniques are the only thing to be taken into concerns that how a target item is alike to one another (Balabanovic, 1997). So users' rating behaviors are not the main concern point in content-based techniques. Knowledge-based techniques attempt to suggest items based on inferences about a user's needs and preferences. Knowledge-based techniques are about how the items meet particular scenarios, or how the items are related to each other. Thus the system infers possible recommendations according to the catalog knowledge, functional knowledge or the user knowledge.

## Research Method

A total of 170 junior high school teachers participated in this study. Among the 170 valid respondents, 55 (32.4%) were male, and 117 (67.6%) were female. Respondents who have 1–10 years of teaching experience are 94(55.3%) and 11–25years are 294(44.7%).

There are many ways to recommend information to users. The most well-known are collaborative filtering techniques, content-based filtering techniques, knowledge based techniques. We try to adopt these mechanisms in this study. We try to adopt recommendation mechanism to find out courses which students may be interested, and recommendation mechanism finally record students' academic preferences. Fig. 1. presents the model of recommendation architecture.
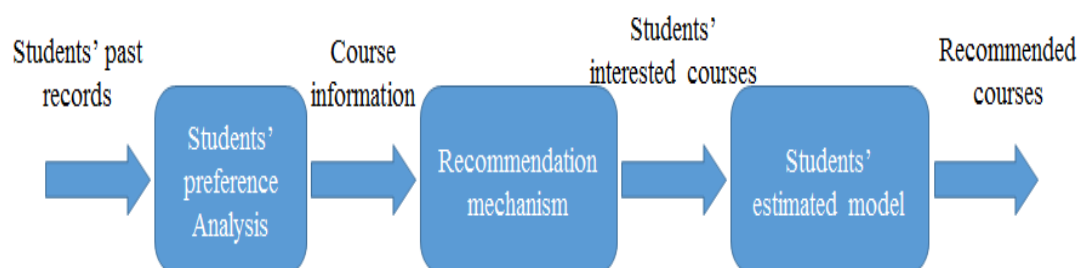
Figure 1: Recommendation architecture

## Results

We conducted exploratory factor analysis (EFA) and this test resulted in four interpretable factors that accounted for 56.57% of the total variance explained. These four factors are institution support, teacher's self-efficacy for technology integration, teaching beliefs and teaching strategies. From the PCA, 30 items were retained for further analysis. All inter-factor correlations were positive, ranging from .30 to .43 and significant at the $p < .01$ level. This suggests that each factor was making a contribution to the overall structure and at the same time, was not related to the extent that no two factors were seen as one. In this study, we developed a scale for assessing teachers' acceptance for flipped classroom. The results of this study reveal that the four dimensions are equally important.

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## Translation Stylistics in the Text of "Asahan dalam Angka 2015"

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## ABSTRACT

This paper is aimed at either showing the realization of translation stylistics in the text of "Asahan DalamAngka 2015" or implementing the theory of stylistics as interpreted by some of the most innovative theorists in this field—Vinay and Darbelnet, Jakobson, Nida and Taber, Catford, House, and finally Baker. Stylistics has been studied by those experts in relation to the translation process. Through using different approaches, fruitful ideas for further study on this topic have been provided. In this article there have been three theories that can be substantially divided on the basis of stylistics. They are classified into three main groups. Firstly. those translation scholars who are in favour of a linguistic approach to translation and who seem to forget that translation in itself is not merely a matter of linguistics. In fact, when a message is transferred from the SL to TL, the translator is also dealing with two different cultures at the same time. Secondly, those translation schoolars who seem to have been taken into consideration and regard translation stylistics as being essentially the style of transfering the message from the Sorce Text (ST) to the Target Text (TT) and a pragmatic/semantic or functionally oriented approach to translation. Thirdly, there are other translation scholars who seem to stand in the middle, such as Baker for instance, who claims that stylistics is used 'for the sake of convenience—because most translators are used to it. It is obviously that the quality of translation should meet the need of the native speakers of the Traget language.

*Keywords*: Stylstics, text, translation

## Introduction

Economic perceptiveness' allows translation in a crucial activity. The role of translator plays such an important that various kind of documents and papers in term of promoting either products or opportunity for investment can be opened to the entirely of the world.

Translation stylistics analysis as what to be proposed by the writer is based on a theory of translation. The different views of translation itself leads to different concepts of translationanalysis and different ways of presenting it. This reesrach is aimed at two issues : the stylistic approaches applied in translating the source text into the target textin terms of stylistic qualified translation and the acceptence of translation perceived by the native speakers of the target language.

English plays an important role in the world. As an international language, it is used to diseminate any information dealing with modern science and technology.English gives many advantages that it helps Indonesian people to keep up with the development of the world, especially in broadening their knowledge, not only in scientific and technological fields but also in art, literature, and entertainment as well as business and politics. In Indonesia, many books are written in English. Literary works such as brochures, slayers, booklets and other forms of

promotion purposes can not beseparated by the process of translating. Those promotion tools will be more useful to promote any invention to all over the corner of the world. For suitability meaning ofthe source language (SL) translated into the targetlanguage (TL). The translator keeps focussing onthe language so that the meaning was acceptable for the speakers of the target language.

Translation is a target text written as a result of the translator's comprehension of source text. However, as Nida states that since no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it give a reason that there can be no absolute correspondence between languages (in Venuti, 2000). Besides, Barnwell (1983) also states that a good translation should be accurate, clear and natural so it does not sound foreign. Translation as a result should look nice and coherent for reading. Therefore, to get a good translation, translator should master in both source and target language. There are competencies should be possessed by translator, they are language competence, textual competence, subject competence, cultural competence, and transfer competence. Threfore the natural translation should be well comprehended by the native of the target language. It does not seem a translation.

The stylistics is commonly perceived on the consideration that the meaning of the source langugae and the target language referring to the same in the real word that is on the basis of their referential or denotative equivalence. The source language and the target language words provide the same and similar associations in the minds of native speakers of both the source and the target language. On the basis of refential denotative and connotative equivalence. However, the varieties in presenting the text is different but again the meaning can be understood and comprehended as the source language

Translating is very important to get the information and new discovery. Without translating, the science might be missed in it. Th scientists cannot follow the development of science, in addition if they are unable to read in foreign language. Translation is the replacement of textual material in one language (SL) by equivalence textual material in another language (TL) see (Catford, 1969:20) in (Sutopo and Candraningrum, 2001:1). Nida and Taber in their book *The Theory and Practice ofTranslation* in Widyamartaya (1989:11) states that "translating consist in reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style".

It is different in translating literary texts and non-literary texts. Since literacy texts are concerned with the world of the imagination and are centered in human beings, sometimes reflected in their physical characteristics and theirs natural and climatic backgrounds, whilst non – literacy texts describe the facts of reality, modified by human intelligence. The translator cannot take literacy language at its 'face' singular denotative value, and has to bear second often multiple connotative meaning in mind.

Larson, For example, dividing the translation into translation based on meaning ( meaning-based translation) and translation is based on forms (form-based translation ). A literal translation which is based on or put the form according to Larson and a free can at equivalence with a translation based on meaning.

While Nida and Taber devides translation into a literal and dynamic translation. The literal translation does not reveal the meaning of the source language in the target language. Transferred into the target language is the language of the source, not the meaning contained in the source language. Dynamic translation was intended to produce a dynamic equivalent ( dynamic equivalence ) in the target language. Basically a dynamic equivalent translation refers

to the nature of that transfer messages contained in the original text so that the response of people who read or hear the original text.

Baker's approach to the translation theory can be described as how new adjectives have been assigned to the notion of equivalence (grammatical, textual, pragmatic equivalence. An extremely interesting discussion of the notion of equivalence can be found in Baker (1992) who seems to offer a more detailed list of conditions upon which the concept of equivalence can be defined. She explores the notion of equivalence at different levels, in relation to the translation process, including all different aspects of translation and hence putting together the linguistic and the communicative approach.

The comparison of translating texts in different languages styles inevitably involves a theory of linguistic stylistics. Stylistics can be said to be the central issue in translation although its definition, relevance, and applicability within the field of translation theory have caused heated controversy. However, many different theories of the concept of stylistics have been elaborated within this field in the past fifty years.

Experts also suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text. Stylistics is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés, nominal or adjectival phrases. Very often stylistics however has to be dealt with what so called varieties in using the language both spoken and written. Tthey argue that even if the semantic equivalent of an expression in the SL text is quoted in a dictionary or a glossary, it is not enough, and it does not guarantee a successful translation.

Jakobson claims that, in the case of interlingual translation, the translator makes use of synonyms in order to get the ST message across. This means that in interlingual translations there is no full equivalence between code units. According to his theory, 'translation involves two equivalent messages in two different codes. Jakobson goes on to say that from a grammatical point of view languages may differ from one another to a greater or lesser degree, but this does not mean that a translation cannot be possible, in other words, that the translator may face the problem of not finding a translation equivalent. He acknowledges that 'whenever there is deficiency, terminology may be qualified and amplified by loanwords or loan-translations, neologisms or semantic shifts, and finally, by circumlocutions. Jakobson provides a number of examples by comparing English and Russian language structures and explains that in such cases where there is no a literal equivalent for a particular Source Text (ST) word or sentence, then it is up to the translator to decide and choose the most suitable way to transfer or render it in the Target Text (TT).

There seems to be some similarity between Vinay and Darbelnet's theory of translation procedures and Jakobson's theory of translation. Both theories stress the fact that, whenever a linguistic approach is no longer suitable to carry out a translation, the translator can rely on other procedures such as loan-translations, neologisms and the like. Both theories recognize the limitations of a linguistic theory and argue that a translation can never be impossible since there are several methods that the translator can choose. The role of the translator as the person who decides how to carry out the translation is emphasized in both theories. Both Vinay and Darbelnet as well as Jakobson conceive the translation task as something which can always be carried out from one language to another, regardless of the cultural or grammatical differences between Source Text (ST) and Target Text (TT). It can be concluded that Jakobson's theory is essentially based on his semiotic approach to translation according to which the translator has to recode the Source Text (ST) message first and then the translator will have to transmit it into an

equivalent meanings found in the message of source text (ST) for the suitable meanings of the Target Text which is also by considering on the basis of the Target Culture (TC).

The point is that how important it is the stylistics applied in ST and TT. Providing apropriate and qulaified translation is however on the basis of equvalence. The reseacher put into the implementation of the translation theory on the translating the text of Asahan Rgency "Asahan dalam Angka", the text that was published in 2015 and provides information on Asahan Regency in terms of population and employment, social education, health, and religion, agriculture, industry, mining and energy, trade, transportation, communication and tourism, finance and Price, other aspecst of government

The text "Asahan dalam Angka" which is called in English "Asahan in Figures" was released by Badan Pusat Statistik Kabupaten Asahan (BPS-Statistics of Asahan Regency Director). At an introduction speech the director of BPS-Statistics of Asahan Regency, Ir. Tuty Hidayati, M.Si challenged readers to give constructive criticism . She steted "Saran dan kritik dari berbagai pihak untuk perbaikan publikasi ini sangat kamiharapkan. Akhirnya harapan kami semoga penyajian publikasi ini dapat membantu dalammemenuhi kebutuhan data statistik baik instansi pemerintah maupun swasta serta bermanfaat bagi para pembaca".She expected good response from readers, constructive critism as well as giving any benefits to those who need information on Asahan Regency.

This gives a green light for anyone who wants to give mutual help,especially for language improvement in terms of translation quality.It is obviously undestandable that mutual help creates a better work. Mutual help which means kerja sama has been specifically countered in Sibarani (2015 : 283). He argued : ' kata kerja sama memilki beberapa makna. Kerja sama dapat berarti "bekerja bermitra" dengan melakukan hubungan dua pihak untuk melakukan pekerjaan yang saling menguntungkan seperti kerja sama antara dua lembaga. Kerja sama juga dapat berarti "bekerja bersama sama" untuk melakukan suatu pekerjaan seperti satu tim yang terdiri atas beberapa orang untuk menyelesaikan pekerjaan tertentu. Kerja sama juga dapat berarti " bersama sama bekerja"  sehingga tidak hanya satu atau dua orang yang bekerja sementara yang lain bermalas malas. Dengan demikian kerja sama dapat bermakna bekerja dengan bermitra, bekerja bersama sama, dan sama sama bekerja. He claimed that mutual help or work can indicate several meanings. They are " work in cooperation with",  "work in togetherness", and "togetherness in work".

Positive effect can be then arosen by having such qualified translation. Stylisticsis used to get what their say more vividly and forcefully. It causes language become more clear and it adds the intensity of speakerfeeling to convey the attitude. In the "ASDAText ,they also use the theory of stylistics The researcher compares the textfrom SL and its translation in target language..

In Indonesia, people are easy to find many English translation text from the resources. ASDA allows the readers to understand the data presentend in the text. Translator can make other language speakers understand by reading thetranslation. In this case every translator usesthe type of different translation that can make the variation in the target language.Knowing that there are differences in language system of the SL and TLmake it possible for the translator to help reader  construct or appreciate the meaning of the present text in process on the basis of the source text.Both the Target Text and the Source Text occur as a meaningful span of oral or written discourse in the form of a word, a phrase, a sentence, or a coherent span of longer text. The alluding text is comprehensible or appreciable to the reader with reference to the source text. As a cognitive and sociocultural frame, the source text guides the representation of the intertext or facilitates its comprehension or appreciation.

Unless assessing the quality of the translation in the text of ASDA is conducted, it is very possible that the work will result in a worse traslation quality, the meaning will be in such a dump, unpowerful meaning that the information to be delivered is not well informed to the speakers of the target language. Further more this will bring to negative effect for the investment environment in Asahan Regency. The opportunity of offering foreign investment to the other countries which will be no longer clearly comprehended.

A case study is presented in the translation text of ASDA. In fact it needs to be given an analysis. The researcher would like to present an example of addressing speech text as follows:

## P R E F A C E

Thanks be to God BPS-Statistics of Asahan Regency in cooperation with The Regional Development Planning Agency of Asahan Regency have published the Asahan in Figures 2015. The implementation of this publication is also thanks to the good cooperation with relevant agencies.

We realized that the demand for statistics from all sectors is increased. It is encouraged us to complete and fulfill data both in forms of quantity and quality. The source of primary data are compiled from routine activities, surveys, and cencuses conducted by BPS Statisticsof Asahan. There are also secondary data taken from government and private institution in Asahan regency.

On this occasion, we would like to show our appreliation to the Regent of Asahan for providing guidance and aids in publishing this book, and also to the government and private institution who involved in the preparation of this publication.

Comment and suggestions to improve the contents of this publication will be able to fulfill the demand for statistics for everyone who needs it.

Kisaran, October 2015

**BPS-Statistics of Asahan Regency**
**Director,**
**Ir. TUTI HIDAYATI, M.Si**

The example above show that there are some differences in linguistic formsof translation from English into Indonesian. In example 1, the sentence shows  shows linguistic problem in English language; phrases

1. Dengan memanjatkan puji syukur kehadiratTuhan Yang Maha Esa,is translated into Thanks be toGod.
2. Terlaksananya penerbitan ini juga berkat adanya kerjasama yang baik dengan instansi terkait. Is translated

The implementation of this publication is also thanks to the good cooperation with relevant agencies.

*Taking the above-outlined argument as a starting point, this paper sets out to propose stylistic analyses. T*he researcher wants to describe ananalysis of stylistics in the translation of English language of what translation stylistics methods are used in the text of "ASDA" ? and how is stylistics applied and extended in the translation of the " ASDA "?

**The Text of AsahanDalamAngka (ASDA)**

The text of "ASDA" originally comes from the Badan Pusat Statistik Pemerimtah KabupatenAsahan, The text is meant to provide basic understanding of facts of Asahan Regency government. The text is in two languages; Bahasa Indonesia and English which was translated into English by the head of BPPS that is Ir. TutyHidayati, M.Si. The text was originally developed in the region from other forms of identifications, such as geography, economic development and history. But with a shift in society and development time, the text is not only based on data nonfiction, but also the developing tourism and industrial sector which can change the look of Asahanto be well managed and promoted as the desired planning.

Hidayati (2015: ) states 'Pada saat ini makin dirasakan kebutuhan akan data statistik dari setiap sektor pembangunan. Hal ini menjadikan kami lebih terdorong untuk melengkapi dan menyempurnakan data yang disajikan, baik kuantitas maupun kualitasnya. Data yangdisajikan bersumber dari kegiatan rutin, survei dan sensus yang dilaksanakan oleh BPS Kabupaten Asahan dan dilengkapi dengan data sekunder yang dikelola oleh instansi pemerintah dan swasta di wilayah Kabupaten Asahan'

It means that ASDA is a source of important information which provides guidance and facts and form the ruling government in long term plan. Thiss long term plan means the planned development that include political, economic, social and cultural as well as religious aims of the development in complex ways. Many values can be set and delivered both domestically and internationally and various settings can be re-planed to make this regency ASAHAN be better. As a conclusion ASDA 2015 text has messages to be well conveyed related to either domestic or international fairs.. The elements of a government services who then collectively form a totality that-in addition to the formal movement of the regency government.

However, it is very often that a translator is greatly influenced by his or her intrinsic elements such as belie, culture, ideology in interpreting and translating the source message into the target massage. Wellek & Warren (1956). As an intrinsic element, the element also comprises a number of extrinsic elements. The element in question (Wallek & Warren, 1956: 75-135), among others, is the state of individual subjectivity authors who have attitudes, beliefs, and outlook on life all of which will affect the work that he wrote. In short, elements of the author biographies will also determine the pattern works it produces. Extrinsic element next is psychology, psychology of the author either in the form (which includes the process of creativity), psychology readers, as well as the application of psychological principles in the works. The division of the intrinsic elements of the structure works belonging traditional Martial Arts is the division based on the form and content elements-a dichotomous division of real people with little objection received.

ASDA 2015 is more lie a descriptive text than an analytical text which mostly informthe basic facts of Asahanthat includes some figures and factual event. The intrinsic elements of ASDA 2015 text are cognitive understanding and individual characterization, point of view of the translator.

**Type of Translation**

Basically, the translation can be divided into three types: (1) Intralingual translation, or *rewording* (an interpretation of verbal signs by means of other signs in the same language). (2) Interlingual translation or *translation proper* (an interpretation of verbal signs by means of some other language). (3) Intersemiotic translation or *transmutation* (an interpretation of verbal signs by means of signs of nonverbal sign systems) (Jakobson in Bassnet, 2002: 23). Type the first translation or *intralingual*, it is regarding the process interpret verbal signs with other signs in the same language. In the second type of translation (*interlingual translation*) is not only a match / compare symbol, but also the equivalent of two symbols and layout rules or in other words, knowing the meaning of the whole speech. The third type of translation that *transmutation*, regarding the transfer of a message from a kind of symbol system into another system of symbols as is usual in U.S A Navy a verbal message can be sent via message flag by raising the appropriate flag in the correct order (Nida,1964:4). Type translation intended in this case is the interlingual translation or translation proper.

**Translation Process**

Nida and Taber (1969: 33) describes the process of translation, namely dynamic translation, as follows:

**A**                                        **B**
**(Source)**                          **(Receptor )**

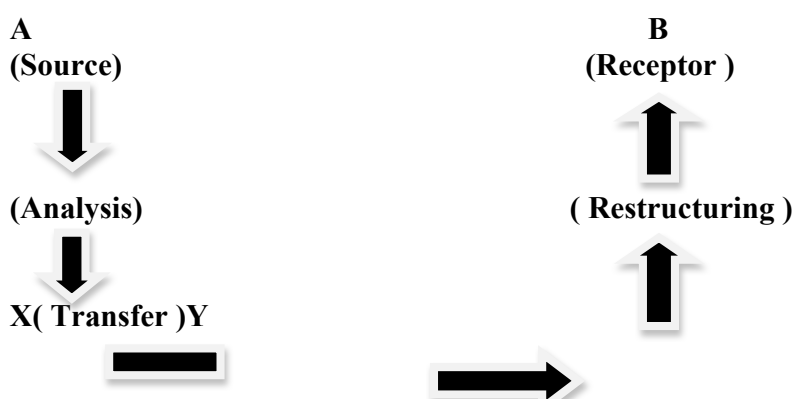**(Analysis)**                       **( Restructuring )**

**X( Transfer )Y**

Figure 2.3.1 The translation process according to Nida and Taber

In this process there are three stages, the analysis, transfer and restructuring. In the analysis phase, the translator analyzes the SL text in terms of (a) the grammatical relation that exists and (b) the meaning and the arrangement of words to understand the meaning or content in its entirety. The results of this phase, the SL were understood, transferred in the mind of the translator of the SL into the TL. After that, in a restructuring phase, meaning was written back in the TL in accordance with the rules and norms that exist in the TL.

According to Larson (1984: 3-4), he also proposed a model of translation process. These models are generally the same, but it looks much simpler. (see figure 2.3.2)
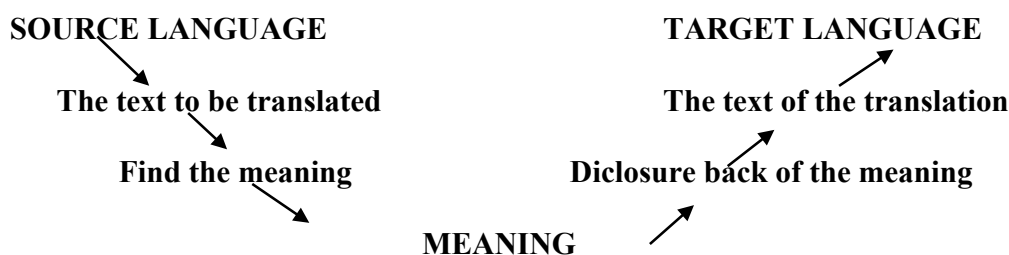
**SOURCE LANGUAGE**                    **TARGET LANGUAGE**

   **The text to be translated**                **The text of the translation**

     **Find the meaning**                **Diclosure back of the meaning**

**MEANING**

**Figure 2.3.2. Translation process by Larson**

According to Larson, the translation process consists of studying and analyzing the words, grammatical structure, communication situation in the text SL and SL cultural context to understand the meaning to be conveyed by the SL text. This is exactly the analysis phase by Nida and Taber. Then, the meaning was understood disclosed back using vocabulary and grammatical structure of the target language that match the SL cultural context. This process is similar to the process of restructuring Nida and Taber. What is different is the stage of transfer. Larson did not reveal separately this stage, but from the description and schemes, this stage definitely there. Larson might assume that the process is automated attendant if translators express the meaning as understood in the TL.

**Stylistic Translation**

For all practical purposes, linguists formally identify linguistic norms, and speakers and writers of the language know and informally recognize them. The norm is made apparent in patterns of variationpresent in the language of the speech community: "The speech communityis marked by participation in a set of shared norms; these norms may beobserved in over types of evaluative behavior, and in the uniformity ofabstract patterns of variation" (Labov, 1972:120).

Social norms relate to group acceptance of language forms and uses. Examples of norms for language behavior in communities or groups, asdiscussed by Eckert (1989:249), Grice (1975), Hudson (1980:116), Labov(1972:120), and Wolfram and Fasold (1974:17), include the following, whichare neither exhaustive of the possibilities nor mutually exclusive:

1. Prestige norms (of acceptability by upper social classes)
2. Norms of social convention or necessity
3. Norms governing use of registers, varieties, and other languages
4. Class norms (of age, sex, ethnicity, race, socioeconomic status, etc.)
5. Regional norms (of geographic location)
6. Circumstantial norms (of situation: purpose, topic, reader, time, place,etc.)
7. Appropriate-language norms (of proper social behavior)
8. Correct-language norms (of correct linguistic behavior)

The aim of this article is to illustrate the claim that whereas the style and potential effects on readers of any text, whether translated or not, can be helpfully subjected to stylistic analysis as traditionally understood, no claims about writer motivation can helpfully be made about a **translated** text without due regard to significant regularities in the relationships between it and its source text. In translational stylistics, this relationship is seen as central; indeed, it is through observation of its manifestations that many of the most interesting questions about writer motivation are raised in the context of translated text.

Style reflects in variation within a single writer and among various writers.Writers are constantly selecting among various forms: "In the process ofexpressing meaning and purpose, every writer selects some linguistic structures at the resultant expense of rejecting many other possible forms"(McMenamin, 1993). The selected linguistic features present style-markersthat help determine the authorship of written documents to which the linguistic features belong.Although considerable research has been done on the Korean language,previous studies provide little insight into the style and stylistics of Koreanwriting. The goal of the present paper is to describe selected variables ofwriting style in ASDA 2015, with the specific objective of providing a preliminarylist of style-markers for further study in ASDA Text stylistics.

Some parts of case study in the stylistic translation of ASDA Text can be shown below. It is however considered as preliminary data to be analyzed .

1. ST : Badan Perencanaan Pembangunan Daerah Kabupaten Asahan
   TT : The Regional Development Planning Agency of Asahan Regency
   The word **daerah** in ST is considered equivalent as regional. It is possibly suggested more equivalent  with **local**

**(2)** **ST : Terlaksananya penerbitan ini**
   **TT : The implementation of this publication**
   It is possibly suggested  **realizing this publication**

**(3)** **ST : Pelopor data statistik terpercaya untuk semua**
   **TT : The Agent of Trustworthy statistical data for all**

   The word **pelopor** is considered equivalent with **agent** but **terpercaya** is possibly suggested equivalent with **reliable**

(4) **ST : teknik statistik**
   **TT : statistical technic**

   The word **statistical** is more equivalent with state or condition of thing rather **statistic** which is more equivalent with the state of science.

(5). **ST : Sadar untuk**
   **TT : Aaware to**
   Grammatical equivalent should be made to  **be aware**

**(6)** **ST : kepercayaan public**
   **TT : public confidence**

**Kepercayaan public** is less equivalent translated as public confidence but it possibly more equivalent with **reliability**

**(7)** **ST : prosedur pengumpulan datanya,**
   **TT : procedures for data collection,**
It is more grammatically equivalent with **procedure of collecting data**

**(8)** **ST : instuisi penyelenggara statistik**
   TT : instuisi organizers

It is necessary to be accurate whether it is **istuisi** or **institution.** It is an example of lexical equivalent.

**(9)     ST :  Bila dilihat per kecamatan maka Kecamatan Kisaran Timur merupakan kecamatan dengan jumlah penduduk terbesar dengan tingkat persebaran penduduk sebesar 10,33 persen**

**TT :  When viewed per district, 'Kisaran Timur' was the biggest district in number of population with level of population  spread   10,33 percent**

The sentence above is possibly more equivalent when the syntactical order become 'was the district with the biggest number of population'

The example of the data shown above are still a view part of the whole text in ASDA 2105.  This is stll regarded as the preliminary review of the comprehensive analysis .

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