

ANALYZING THE ERRORS OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SIAK IN WRITING NARRATIVE TEXT

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ABSTRACT

This descriptive research was conducted to find out the students' errors in writing narrative text. The samples for this research were 33 students from the XI MIA1 class of SMA Negeri 1 Siak. It was done by using cluster sampling. To collect data, the writer used a writing test. The collected data was identified, classified, and analyzed based on the types of errors using Dulay's theory. The results of this research showed that based on the surface strategy taxonomy, the students tended to make errors in the form of misformation (284 errors = 73.0%), in the form of omission (54 errors = 13.8%), in the form of addition (30 errors = 7.71%), and in the form of misordering (21 errors = 5.39%) out of total errors (389 errors). Based on that finding, it was suggested that the students need to do more practice in writing in order to increase their writing skills. The teachers need to get feedback from the students writing.

Keywords: *analyzing, error writing, narrative text*

ABSTRAK

Riset deskriptif ini dilaksanakan untuk mengetahui error yang dilakukan siswa dalam menulis teks naratif. Sampel dari penelitian ini adalah 33 siswa dari kelas XI MIA 1 SMA Negeri 1 Siak. Diambil dengan menggunakan teknik cluster sampling. Untuk mengambil data penulis menggunakan tes tertulis. Data yang terkumpul diidentifikasi, klasifikasi dan di analisis berdasarkan teori Dulay. Hasil dari penelitian ini dijelaskan berdasarkan surface strategy taxonomy, siswa cenderung melakukan kesalahan dalam bentuk misformation (284 error = 73.0 %), dalam bentuk omission (54 error = 13.8%), dalam bentuk addition (30 errors = 7.71 %) dan siswa juga cenderung melakukan kesalahan dalam bentuk misordering (21 error = 5.39%) total keseluruhan error adalah (389 error). Berdasarkan hasil tersebut, disarankan agar siswa banyak berlatih untuk meningkatkan kemampuan dalam menulis. Guru di sarankan untuk memberikan timbal balik dalam mengoreksi lembar menulis siswa.

Kata kunci: Analisis, Error dalam menulis, Narrative Teks.

INTRODUCTION

English becomes one of the most important language subjects of education for students in Indonesia because it is learned from the elementary level up to the university level. English is like other languages that have their own skills, such as listening, speaking, reading, and writing. Writing is the most complex skill for students because writing is the learning process of shaping experience into text, allowing the writer to discover, develop, clarify, and communicate thoughts and feelings. So, writing requires and supports the development of thinking skills. Writing is one of the most important parts and the proper tool for learning a language because it contains patterns, spelling, vocabulary, and sentence patterns. Writing is used to express feelings, ideas, thoughts, and opinions. ¹Ghaith (2002) says that writing is about how to express thoughts and ideas as a product.

As a matter of fact, English is a foreign language for Indonesian students. So, students who learn English may produce many errors, for example, in using tenses or in arranging sentences to be a good paragraph. ²Raimes (1983) explains that writing is an area in which students commit errors, and it is helpful in students' learning. This is due to the fact that First, it reinforces the grammatical structures, idioms, and vocabulary that have been taught. Second, when students write, they also have a chance to be adventurous with the language. Third, when they write, they necessarily become involved with the new language. The ability to express ideas and the constant use of the eye, hand, and brain are unique ways to reinforce learning.

This sort of thing happened to the students of SMA Negeri 1 Siak. The teacher explained that she had already given some explanations, examples, and exercises to the students, but when she checked the students' work, she found many errors in their work, particularly in text writing such as recount, descriptive, report, narrative, etc. In this research, narrative text is chosen because narrative text has been learned since junior high school. Besides, the use of grammar in narrative text is quite simple because the tenses in narrative text are simple past tense.

¹ Ghaith, Ghazi. 2002. *Cycle I, II, III of Basic Education*. America. American University of Beirut Press.

² Raimes, A. 1983. *Techniques in teaching writing*. New York. Oxford University Press.

RESEARCH METHODOLOGY

The research was conducted from February to March. It took place at SMA Negeri 1 Siak. This study is descriptive research. This type of research is used to describe the students' errors in writing narrative texts. According to ³Williams (2007), descriptive research is a research design used to examine a situation involving the identification of attributes of a particular phenomenon based on an observational basis. The population of this study is the eleventh grade students of SMA Negeri 1 Siak. The total population of the eleventh grade students is 127. According to ⁴Winarno (1998), if the population is homogenous enough and the population is less than 100 persons, the sample taken is 50%, but if the population is more than 100 persons, the sample taken is only 15% of them. Since the population in this research is quite large and homogenous and the students have similar characteristics, the writer took 15% as the sample.

The writer used the cluster sampling technique in this research. According to ⁵Ahmed (2009), cluster sampling is a group of population elements that constitute the sampling unit instead of a single element of the population. Moreover, according to ⁶Sudjana (2005), cluster sampling is selecting groups randomly. Since the students are homogenous in the level of course taking, the writer could easily choose one of the four classes available. The writer used XI1 as the population.

The instrument that the writer used to collect the data in this research as a test for writing narrative text is 33 pieces of paper with the direction to write narrative text and 33 pieces more for the answer sheets. The processes for collecting the data are as follows: First, the writer asked the students to write a narrative text of at least 3 paragraphs with their own words. Second, after the students collected their work, the writer gave a sign in the wrong grammatical order (focus on surface taxonomy by Dulay theory). The data is ready to be analyzed.

³William, C. 2007. Research Methods. *Journal of Business and Economic Research*, Vol 5 No 3. Grand Canyon University.

⁴Winarno, Surakhmad. 1998. *Pengantar Penelitian Ilmiah Dasar Metoda Teknik*. Bandung. Tarsito

⁵ Ahmed, Saifuddin. 2009. *Methods in Sample Surveys*. Bloomberg. John Hopkins University.

⁶ Sudjana. 2005. *Strategi Pembelajaran*. Bandung. Falah Production.

After collecting the students writing to determine the errors, the writer took the following steps as part of the data analysis: In analyzing the data, the writer used content analysis, which consists of the steps proposed by ⁷Gall (2005). They are

1) Preparing the data.

After the data are collected through the sampling process, they are ready to be analyzed. In this process, the data gained is in the form of errors in surface strategy taxonomy.

2) Sequencing the data

After the errors in the surface strategy taxonomy are identified, they will be sequenced from the highest result of error to the lowest.

3) Grouping the data into categories

The sequenced data would be grouped into categories. The category consists of omission, addition, misordering, and misformation.

4) Coding each data

After the data are already grouped, they will be given a code to help us in calculating the data: the error of omission will be coded with OM, and the total of omission will be coded with POM; the error of addition will be coded with AD, and the total of addition will be coded with PAD; the error of misformation will be coded with MF, and the total of misformation will be coded with PMF; the error of misordering will be coded with MO; and the total of misordering will be coded with PMO.

5) Calculating all the coded data

In calculating the data, the percent of each data point is calculated by ⁸Hatch and Farhady (1982).

⁷ Gall, J.P.a.o. 2005. *Applying Educational Research: A Practical Guide*. Fifth ed. Pearson. USA.

⁸ Hatch, E. M., & Farhady, H. 1982. *Research Design and Statistic for Applied Linguistics*. Rouley, Massachusetts. New-bury House Publisher, Inc.

Table 3.1 Table of the frequency and percent of Students Errors in Narrative Text Writing Based on surface strategy taxonomy:

No.	Name	Type of Errors				Total errors	%
			AD	M F	MO		
Total							

$$POM = \frac{\text{Total Omission} \times 100 \%}{\text{Total error}} = \dots\%$$

Explanation:

$$PAD = \frac{\text{Total Addition} \times 100 \%}{\text{Total error}} = \dots\%$$

POM = Percentage of Omission

PAD = Percentage of Addition

$$PMF = \frac{\text{Total Misformation} \times 100 \%}{\text{Total error}} = \dots\%$$

PMF = Percentage of Misformation

PMO = Percentage of Misordering

$$PMO = \frac{\text{Total Misordering} \times 100 \%}{\text{Total error}} = \dots\%$$

6) Conclusion

All the data obtained can give meaningful meaning to the study. From the steps above, we can analyze the errors students make most in writing narrative text.

FINDING AND DISCUSSION

It was found out that there were 199 errors made by students' in writing narrative text. To obtain the numerical data on the errors, the errors were classified into four categories. The percentage of errors was counted based on the number of errors in each

category divided by the total errors. The result of the calculation is presented in Table 4.1.

Table 4.1: Frequency and percentage of student errors in narrative text writing based on surface strategy taxonomy:

No	Type of error	Frequency	Percentage of error
1	Omission	5	13,8
		4	%
2	Addition	3	7,71
		0	%
3	Misformation	2	73,0
		8	%
		4	
4	Misordering	21	5,39%
Total number		389	100 %

Those are the examples of errors in surface taxonomy by ⁹Dulay (1982):

Omission

Examples of errors in omission are:

- **Omission in the Article**

There were some samples of students work in writing narrative text where the error was in the article.

... [] beautiful girl in the Kingdom(Janurad.k, paragraph 1)

That sentence is an example of an error because the student omitted the article 'a' before the adjective (beautiful) in the sentence. The cause of the error in that sentence is interference. The correct sentence should be:

⁹ Dulay, H., Burt, M., &Krasen, S. 1982. *Language two*. New York. Oxford. University Press.

A beautiful girl in the Kingdom.

- **Omission in To Be**

There were some samples of students work in writing narrative text where the error was on the to be.

Roro Jonggrang[] a beautiful girl in the Kingdom(Januard.k,paragraph1)

This sentence is an error because the student omitted to be (was) before the adjective (beautiful), so that sentence is classified as an error of omission. The cause of the error in that sentence is the incomplete application of rules. The correct sentence should be:

Roro Jonggrang was a beautiful girl in the Kingdom.

- **Omission in Preposition**

There were some samples of student work in writing narrative text where the error was in the preposition.

Fifteen years later Sangkuriang asked his father for permission to take a trip [] west java. Miranda Alvionita, paragraph 3)

This sentence is classified as an error of omission in the preposition because the student omitted the preposition (to) before the adverb place (West Java) in the sentence. The cause of the error in that sentence is the incomplete application of rules. The correct sentence should be:

- Fifteen years later, Sangkuriang asked his father for permission to take a trip to west Java,

- **Omission in Conjunction**

There were some samples of students work in writing narrative text where the error was in the conjunction.

[] then they fought again.(Erlianadevi, paragraph 4)

This sentence is classified as an error of omission in conjunction because the student omitted conjunction (and) before the noun (they) in the sentence. The cause of the error in that sentence is interference. The correct sentence should be:

- And then they fought again.

- **Omission in Subject**

There were some samples of students work in writing narrative text where the error was on the subject.

There lived a King named Baka and [] daughter... (Januard k, paragraph 1)

This sentence is classified as an error of omission in subject because the student omitted the subject (his) before the noun (daughter) in the sentence. The cause of the error in that sentence is the incomplete application of rules. The correct sentence should be:

- There lived a king named Baka and his daughter.

- **Omission in Possessives**

There were some samples of students work in writing narrative text where the error was in the possessives..

Princess Roro Jonggrang [] beauty (Aron. H, paragraph 1)

This sentence is classified as an error of omission in possessives because the student omitted the apostrophe (s) before the adjective (beauty) to declare the possession. The cause of the error in that sentence is interference. The correct sentence should be:

- Princess Roro Jonggrang's beauty

Addition

The examples of error in addition are:

- **Addition in Article**

There were some samples of students work in writing narrative text where the error was in the article.

An eternal Kingdom was attacked by the Bondowoso's Kingdom. (Janurad.k, paragraph 1)

This sentence is classified as an error of addition in the article because the student added the article (the) before the adverb of place (Bondowoso's kingdom) in the sentence. The cause of the error in that sentence is overgeneralization. The correct sentence should be:

- An eternal kingdom was attacked by Bondowoso's kingdom.
- **Addition in To be**

There were some samples of students work in writing narrative text, where the error was on the To be.

When he saw Princess Roro Jonggrang is beauty. (Clara. S, paragraph 2)

This sentence is classified as an error of addition in to be because the student adds to be (is) before the adjective (beauty) in the sentence. The cause of the error in that sentence is overgeneralization. The correct sentence should be:

- When he saw Princess Roro Jonggrang's beauty,
- **Addition in Possessive**

There were some samples of students work in writing narrative text where the error was in the possessive.

Malin's wanted to go to city for happy life. (Ulfaniroza, paragraph 1)

This sentence is classified as an error of addition in possessives because the student adds an apostrophe (s) before the verb (want). Adding an apostrophe (s) before the noun makes the sentence sound like declaring possession. The cause of the error in that sentence is overgeneralization. The correct sentence should be:

- Malin wanted to go to the city for a happy life.

- **Addition in Preposition**

There were some samples of students work in writing narrative text where the error was in the preposition.

Bandung Bondowoso killed King Baka and would marry **to** Roro Jonggrang (Januar .k, paragraph 2)

This sentence is classified as an error of addition in preposition because the student added a preposition (to) before the noun (Roro Jonggrang) in the sentence. The cause of the error in that sentence is overgeneralization. The correct sentence should be:

- Bandung Bondowoso killed King Baka and would marry Roro Jonggrang.

Misformation

Examples of errors in misformation are:

- **Misformation in to be**

There were some samples of students work in writing narrative text where the error was on the to be.

Bandung was surprised to hear the rooster crowing and his job is not finished. (Januard. K, paragraph 3)

This sentence is called an error of misformation in to be because the students did not use the past form to be (is). To be must be (was) since the subject before to be is (Bandung bondowoso/he) and to be for he is (was). The cause of the error in that sentence is ignorance of rule restrictions. The correct sentence should be:

- Bandung was surprised to hear the rooster rowing, and his job was not finished.

- **Misformation in Tense**

There were some samples of students work in writing narrative text where the error was in the tense.

Pegging Kingdom was close to Keraton Boko. (Erna wati, paragraph 1)

This sentence is called an error of misformation in tense because the students did not add inflection (-ed) on the verb (close), which is grammatically the pattern form of simple present: S+ V1+s/es+ complement. The verb (close) must be added with inflection (-ed) because the sentence was simple past tense in which simple past. The cause of the error in that sentence is interference. The correct sentence should be:

- Pegging Jingdom was closed to Keraton Boko.

- **Misformation in Possessive Pronoun**

There were some samples of students work in writing narrative text where the error was on the possessive pronoun.

He and her mother worked to collected firewood (Didiknurhuda, paragraph 1)

This sentence is called an error of misformation in the possessive pronoun because the student uses a pronoun (her) that should be (his). Possessive pronouns are used to substitute nouns and show possession. The possessive pronouns are (mine, yours, his, hers, its, ours, theirs, and whose). The cause of the error in that sentence is ignorance of rule restrictions. The correct sentence should be:

- He and his mother worked to collect firewood.

Misordering

There were samples of students work in writing narrative text:

- Bandung bondowoso who lead the Kingdom bondowoso. (Januardkristian, paragraph)

This sentence is called an error in misordering because the students made the wrong arrangement of the sentence. They do not understand the use of the apostrophe to indicate

possessive. The cause of the error in that sentence is interference. The correct sentence should be:

- Bandung bondowoso, who leads the bondowoso's kingdom'

Furthermore, after analyzing the data, the writer interprets the errors that students made. Based on the data, the highest frequency of error (73%) is in misordering. It can be seen in some students' errors, for example, "Princess Roro Jonggrang feel sad due his father's death." And "Malin Kundang promise to his mother." The both of sentences are incorrect, and it is probably because the students are still influenced by their mother tongue (interference).

The second level is omission (13.8%). In this area, the students still omit an item that must appear in a sentence. It can be seen in the example: "...[] beautiful girl in the kingdom ." And "His mother [] sad." Both sentences are incorrect because students omitted an item that must appear to complete the sentence.

The next is addition (7.71%). From the following examples, "... a would go back home when he..." and "In the once time, lived a young farmer" the writer can conclude that some of them still confused in choice of word to make a good sentence.

The lowest frequency of error is misordering (5.39%). "Bandung bondowoso who lead the Kingdom Bondowoso" and "Once upon a time, in the north Sumatra there was lived a family poor". Both sentences are incorrect because students made an error in arranging them, and it is probably because the students are still influenced by their mother tongue (interference).

The Explanation of the Cause of the Error

People who learn a foreign language will make some errors in their work; there are causes of error described by Richard (1971). ¹⁰Richards (1971) subdivides the intralingual or developmental error as the causes of errors into 5 categories: interference, ignorance of

¹⁰ Richard, Jack. 1974. *Error Analysis Prospective on Eight Language Acquisition*. London. Longman.

rule restriction, incomplete application of rule restriction, incomplete application of rules, and false concepts hypothesized.

It was found out that there were 86 causes of errors made by students' in writing narrative text. To obtain the numerical data on the cause of errors, the causes were classified into five categories. The percentage of errors was counted based on the number of errors in each category divided by the total number of errors. The result of the calculation is presented in Table 4.3.

Table 4.3 Table of the Result of the Calculation Cause of Error

No	Type of error	Frequency	Percentage of error
1	Interference	25	34%
2	Ignorance of Rule Restriction	15	13,5%
3	False Concept Hypotized	10	7%
4	Incomplete Application of Rules	18	17,9%
5	Over generalization	19	26,7%
Total number		389	100 %

Those are some example and explanation about cause of error:

- **Interference**

This cause deals with the interference of the first language with the target language, in which grammatical rules in the first language are incorrectly transferred to the second language ¹¹(Richards & Schmidt, 2010). Examples of errors that can be included in this category are shown below.

(1) An eternal Kingdom [] attack by bondowoso's Kingdom.

In sentence (1), the error is found in the absence of the finite verb in the sentence. An equivalent sentence in the first language is *Kerajaan yang kekal diserang oleh Kerajaan*

¹¹ Richards, J. C., & Schmidt, R. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed). London: Longman. Pearson Education.

bondowoso. In Indonesian, this sentence is grammatically correct. In English, however, this sentence is ungrammatical since it does not have a copulative verb. In Indonesian, the words *berada* and *adalah* correspond to the English copula *be*. However, they are frequently optional. These are dropped in a sentence that expresses a condition or state of existence ¹²(Swan and Smith, 2010). Thereby, this error is derived from the negative transfer of the mother tongue, since, in Indonesian, a complete sentence may have the absence of a copulative verb.

- **Ignorance of Rule Restrictions**

This cause deals with the generalization of deviant structures in which grammatical rules are applied into inappropriate contexts in which other rules should be used instead ¹³(Richards, 1971). Examples of errors that can be included in this category are shown below.

(1) Mother whom malin's hate her was here.

In sentence (1), *Mother whom malin's hate her was here*, the error is found in the use of the relative pronoun *whom* as an object of the adjective *hate*. Actually, in the relative clause, the position of an object is placed before the subject. In this case, who is an object? The relative clause, whose antecedent is a person, uses the relative pronoun *whom*. In this case, the relative pronoun *whom* substitutes for the object *mother*. Then, the sub-clause does not require an object after the verb. Thus, the error can be considered ignorance of rule restrictions in the relative pronoun usage.

- **Incomplete Applications of Rules**

This cause of errors deals with an incomplete application of rules in which grammatical rules are not used fully in constructing the sentence ¹⁴(Ellis, 2008). Examples of errors that can be included in this category are shown below.

(1) Malin Kundang pointed [] his mother..

¹² Swan & Smith. 2010. *An Introduction to Applied Linguistics*. London. Arnold, Inc.

¹³ Richard, Jack. 1974. *Error Analysis Prospective on Eight Language Acquisition*. London. Longman

¹⁴ Ellis, R. 2008. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

In sentence (1), the error is found in the absence of a preposition after the verb. In this case, the preposition *at* is required to make the sentence complete. *Pointed at* is used to mean that one shows where something is by holding out one's finger. This error shows the omission of a preposition that has made the sentence grammatically incomplete ¹⁵(Ellis, 2008). Thereby, this error is caused by the absence of the preposition after the verb. It seems that the incompleteness of the preposition is applied in this rule in place of the use of the preposition.

● False Concepts Hypothesized

This cause deals with the faulty comprehension of distinctions in the target language in which word choices are incorrectly made. It means that this cause arises when the learner does not fully comprehend the distinction between the contrastive meanings of words in the target language (Ellis, 2008). Examples of errors that can be included in this category are shown below.

(1) Sangkuriang has no appetite at all to go hunting a deer.

In sentence (1), the error is found in the use of the word *appetite* instead of *desire*. This error derives from the faulty comprehension of distinctions in word choice usage in the target language (Richards, 1971). Thereby, the false concept of the use of the part of speech causes an error. In the case above, the noun is incorrectly used. The noun *appetite* is related to eating food. Meanwhile, the noun *desire* is required in this sentence to express a strong desire to go hunting.

● Over-generalization

The cause of over-generalization deals with the creation of a deviant structure in which grammatical rules are generalized with one deviant structure instead of the other rule of the regular structures ¹⁶(Richards, 1971). It means that this error occurs when certain sets of grammatical rules are applied with generalization. Examples of errors that can be included in this category are shown below:

(1) She knowed that the man is her own child..

¹⁵ Ellis, R. 2008. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

¹⁶ Richard, Jack. 1974. *Error Analysis Prospective on Eight Language Acquisition*. London. Longman

In sentence (1), the error is found in the incorrect use of the irregular past verb. It seems that the use of the past marker has been generalized by adding the *-ed* suffix. However, not all the *-ed* markers can be applied to all verbs. Thus, adding the morpheme *zed* to the verb stem, *known* as the past verb marker, is caused by generalizing the use of the *-ed* suffix in forming the past verb form. Generalization of irregular English verbs influences this form. However, the verb *know* is not formed by adding *the* regular past tense. The past tense form of the verb *know* should be *knew*.

CONCLUSION

The writer has conducted an observation in a particular class at SMA Negeri 1 Siak to find out what kind of error the second-year student is making. When the observation is done, the writer is interested in doing research at the school to know the most common errors that students' made. When the writer collected the data, a list of stories was given to the students, and they should choose one of the stories. They need to rewrite the story that they choose with their own work in at least three paragraphs. After the writer collected the data, errors that had been found were classified according to the surface strategy taxonomy by ¹⁷Dulay (1972).

After analyzing the result of the data, the writer concludes that the XI MIA 1 students (33 students) of SMA Negeri 1 Siak 4 made a lot of errors in misinformation. The students did not use the past tense from of to be and were confused in using possessive pronouns. The more errors the student made from the four classifications, the more misinformation, followed by omission, addition, and misordering.

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