

STUDENTS' ERROR IN USING PAST FUTURE PERFECT AS MAIN CLAUSE OF TYPE III IN CONDITIONAL SENTENCE GRADE XI AT SMK N 2 RANTAU UTARA

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Abstract

The aim of the research is to describe the grade XI students' ability in using Past Future Perfect as main clause of type III in Conditional Sentence. This research conducted at SMK N 2 RANTAU UTARA. The population of the research was the grade XI students, they consisted of 227 students and the sample consisted of 31 students who chosen in TPHP class . The instrument of this research is the students are given text to change type I, type II into type III by using Quantitative. The result was found that the sum of students' score in using past future perfect as main clause of Type III in Conditional Sentence is 1650 and the mean score of the students is 53,22. Further, the value of their mean score is 0-59. It means that the grade XI students' ability at SMK N 2 Rantau Utara catagorized into less ability.

Keywords: Students Error, Past Future Perfect, Conditional Sentence

1. INTRODUCTION

English is a second language that used to communicate. It means that English is universal language that people used in the world communication when they meet someone that comes from the different country. When they talk about something to others, the language must be clear. So, the speaker will understand what they mean. Language is system of communication in speech and writing used by people of a particular country. Beside it they can strengthen and to fasten relationship among all countries in the world in all fields, for example: in tourism, business, science and technology, etc. And even most of source of information including book, science, and technology are written by English.

To keep up with the world's communication, Indonesian government has made a significant step in the English teaching by renewing 2004 Competency-Based Curriculum into Educational Unit Oriented Curriculum enables students to have a better way and materials in studying English. In the educational Unit Oriented Curriculum 2006, English teaches in seniour high school covers 4 competences : they are listening, speaking, reading, and writing. And now days in 2013 our government of education and culture has change Educational Unit Oriented Curriculum 2006. This curriculum ask the students to more understand especially in skill, education's character, active in discussing and presentage, also have high polite and discipline. Mastering English cannot be reached in a short time. In reality, there are many students who still have many problems to learn it. They usually make mistakes in grammar. Grammar is one of English component that plays an important role to avoid misunderstanding in communication.

The students are expected to be able to communicate in English using correct structure. Structure or grammar is one of the basic components of language which must be learnt by student. It is very useful and important as Raja T. Nasr (1988:52) writes that grammar is a part of any language. There is no language without grammar. Having knowledge of grammar will help people to comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English. As they know, there are sixteen tenses that students should be learnt, if the students understand and master in tenses, of course they will be easy to learn in the next level in English lesson, One of them is conditional sentence. In conditional

sentence there are three type that they must learn. And here the researcher will discuss about type III in conditional sentence that inside of this type has past future perfect tense.

The researcher take the title because in reality, many student's error in using past future perfect tense, when they theyre asked by their teacher to change the conditional sentence in to type III, they feel that past future perfect is difficult to understand, because in past future perfect tense has corelation of the tenses. The researcher gives the definition of error in this research to clarify what an error is. There are some definitions of error explained by some linguists in their books. Dulay et al. (1982:138) state that error is "the flatheyd side of learner's speech or writing. They are parts of conversation or composition that deviate from some selected norms of mature language performance.

Error is systematic deviation when learner has not learnt something and consistently gets it wrong. Therefore, In conducting a research the researcher is interested in the grammatical errors in using conditional sentence type III because the searcher thinks sometime the students have difficulties or make errors in conditional sentence in type III.

Based on the background above, the writer chooses this title because Past future perfect is very important in conditional sentence. the researcher think past future perfect is the last type as main clause of clause of conditional. So, if they have known past future perfect of course they will be easy to learn or to change conditional sentence from type I, type II, and type III. Hotheyver, many students in SMK N 2 Rantau Utara always make mistakes in change in to type III, even some of students do not understand to make the sentence in past future perfect tense. The reasons of the researcher to analyze students' errors because the writer wants to know, why are the students of SMK N 2 Rantau Utara wrong in using past future perfect.

1. 2 Identification of The Study

Based on the background above, the problem of the research are:

1. The students do not know to make the stucture of the past future perfect.
2. The students do not understand to make sentence by using past future perfect in conditional sentence.
3. The students do not have books to add their ability to more understandable the lessons of English.

1.3 Limitation of The Study

The researcher limits the discussion just about past future perfect as main clause in conditional sentence. It is in grade XI TITL 2 class at SMK N 2 Rantau Utara.

1.4 Formulation of The Study

How are students error in using past future tense as main clause in conditional sentence in type I, type II into type III grade XI at SMK N 2 Rantau Utara?

1.5 Objectives of The Study

The objective of the research is to know students error in using past future tense as main clause in conditional sentence in type I, type II into type III grade XI at SMK N 2 Rantau Utara.

1.6 Definition of Error

The definition of error in this research to clarify what an error is. There are some definitions of error explained by some linguists in their books. Dulay et al.(1982:138) state that error is "the flawed side of learner's speech or writing. They are parts of conversation or composition that deviate from some selected norms of mature language performance." Corder (1979:122) uses the term erroneous to refer to error.

a. Definition of Error Analysis

Learners make errors in both comprehension and production. Second language learners are not alone in making errors. Children learning their first language (L1) also make 'errors'. The study of errors is carried out by means of Error Analysis (EA). An error takes place when the deviation arises as a result of knowledge. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non standard rule that they find easier to access. Mistakes, then, are performance phenomena and are, of course, regular features of native speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity (Richard, Jack C. 1974: 47) .

The use of error analysis is to show some problems of the students. It also gives information to teachers about the process of acquiring a foreign language made by students. Based on the explanation above, the writer thinks that it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is learned or acquired, what the best strategy the learners employ in order to master the target language.

The errors that learners make can be influenced by a variety of factors. For example, they may make errors in speaking, but not in writing, as a result of the different processing conditions involved. Since learning a language is a process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for English teachers to realize that errors made by a learner need to be analyzed correctly in order to be able to arrange learning strategy effectively.

b. Procedures of Error Analysis

In analyzing the errors made by the students, the researcher uses the step as suggested by Norris (1983:16) as follow:

- a. Designing and constructing the test
- b. Selecting participant for the test
- c. Collecting the data
- d. Detecting, classifying and tabulating the errors
- e. Describing the errors
- f. Tracing error to their sources

c. Interlanguage Errors

The term interlanguage seems to be appropriate also for the following reasons:

1. it captures the indeterminate status of the learner's system between his native language and the target language;
2. it represents the "a typical rapidity" with which the learner's language changes, or its instability;
3. focusing on the term "language", it explicitly recognize the rule-governed, systematic nature of the learner's performance and its adequacy as a functional communicative system.

On the other hand, time in English influences the forms of verb: past time takes past tenses, present time takes present tenses. As a result, he or she will produce a sentence like, *If I study hard, I will pass the examination*. Instead of, *If I had studied hard, I would have passed the examination*. In this case, he/ she fails to supply the required conditional sentence of type III, for which in the if clause he/ she should use the past perfect tenses and in the main clause, he/ she should use the past perfect future tenses. Moreover, Brown (1980:160) states "while it is not always clear that an error is the result of transfer from the native language,

many such errors are detectable in learner speech. For example, we have all heard English learners say “sheep” for “ship” or “the book of Jack” instead of “Jack’s book”.

Brown also describes the grammatical hierarchy into six categories. They are:

a) Level 0 – Transfer,

At this level, no difference or contrast is present in two languages. The learner can simply transfer (positively) a sound, structure or lexical items from native language to the target language. Because of no difficulties, the transfer is labeled “zero level”. For example: the transfer of structure between Indonesian and English.

Sedikit siswa a few students

Sedikit uang a little money

b) Level 1 – Coalescence

It means that two items in the native language become coalesced into essentially one item in the target language. For example, the Indonesian word “kami” and “kita” are translated into “we” in English.

c) Level 2 – Under differentiation

It occurs when the different items in the native language may sometimes be considered the same because of the lack of such differentiation in the native language. For example, Indonesian learners often say “I don’t have some money”. In this case, the learners fail to make a distinction that the two linguistic items function differently.

d) Level 3 – Reinterpretation

It is an item that exists in the native language that gives a shape or distribution in the target language. For example, English active construction such as “It happens” may be interpreted as passive construction, resulting in “It is happened”. This kind of errors is due to the fact that the verb is semantically passive in Bahasa Indonesia.

e) Level 4 – Over differentiation

It is a new item, bearing little if any similarity to the native language item that must be entirely learned. Thus, it may have something to do with forms and meaning. For example, Indonesian learners tend to use “badder” and “baddest” in degree of comparison instead of “worse” and “worst”

f) Level 5 – Split

It is one item in the native language that becomes two or more items in the target language, requiring the English learner to make a distinction. The split is the counterpart of coalescence. For example, the word “dia” or “ia” can be translated into “he” or “she” because Indonesia does not consider the distinction among masculine and feminine in personal pronouns while English considers them.

1.7 Grammar

a. Brief View of Grammar

The word grammar has many definitions given by different expert. There is no universally accepted definition of it. Different experts define the term grammar differently. Hornby (1987:375) says, “grammar is study or science of rules for the combination of words into sentences (syntax), and the form of word (morphology).” So we can say that it is grammar, which will guide us to combine words into sentences and to form words. In order words, whenever we study grammar we will study syntax and morphology. “Grammar may mean an analytical and terminological study of sentences” (Robert, 1958:132). Thus, when people learn the

grammar, they will learn part of speech, their names, and their definitions. They will learn such term as: phrase, clause, interrogative sentence participle, etc. They will also learn how to identify those categories in sentences. They will also learn how to diagram sentences or to parse them.

Therefore since people know the grammar of their language, they also know how their language is used; and they know how to construct sentences or utterance in accepted forms. Thus, grammar is the rule of language that helps us to understand and to produce sentences or utterance.

b. Importance of Grammar

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Grammar is a very important component. It is needed by people to make their speaking and writing understandable and make the speakers of a language understand each other. Cook and Sutter (1980:1) state that "grammar is a set of rule by which people speak and write". Therefore, one who wants to understand English, she or he has to understand the English rule of grammar. For example, "The letter was sent by his uncle two days ago". To understand the sentence, one must recognize the subject (how many person do the action), predicate (What tense used in the sentence) and verb (regular/irregular).

c. Conditional Sentence

Leech (1978: 96) states that " a conditional sentence is one that states a requirement or condition to be fulfilled or one which expresses something contrary to fact condition". The letter is used to express an unlikely condition or anything that we do not hope to realize and also to express a disappointment.

In general, conditional sentence is a sentence that consists two parts, they are main clause and conditional one. Soemarto and Suhardjito (1994:104), say that "a conditional clause is a dependent clause, which is preceded by the conjunction if". It is also called an if clause because it is preceded by the conjunction if and it comes after or before the main clause (independent clause). There are some notes about conditional sentences:

1. Modals "will/ would" often use in conditional sentences, it doesn't mean just these word can we used. "can/ could", "shall/ should", "may/ might", or must also be chosen.
2. Conditional sentences is implied, without use "if" we also make a conditional sentence. These are the form of conditional sentences without "if":
 - Otherwise, example: we had to finish our task in time, otherwise we would fail.
 - But, example: I would have bought a new computer, but I had to save my money first.
 - in case, example I will stand by here in case you need my help.

d. Definition of Conditional Sentence

Conditional sentence consists of a main clause and subordinate one. conditional sentence is a part of English grammar which has to be studied by students usually get difficulties in mastering English conditional sentence because they are some differences between English and Indonesian conditional sentences, Hugh Gethin (1983:76) states that a conditional sentence consists of two parts. These are called clause. The one beginning the link is the conditional clause while the other is the main clause.

From the definition, a main clause or an independent one is a clause which expresses a complete thought and can stand itself. On the other hand, a subordinate clause or dependent clause is a clause which doesn't express a complete thought and cannot stand by itself. In a conditional sentence, 'if clause' becomes the subordinate clause and another clause is main clause.

e. Type of English Conditional Sentence

There are three types of English conditional sentence:

- a. Type I : if-clause uses present tense, main clause uses future tense.
- b. Type II : if-clause uses past tense, main clause uses past future tense.
- c. Type III : if-clause uses past perfect tense, main clause uses past perfect future tense.

Here the researcher just discuss about type III in conditional sentence .

f. Conditional Sentence Type III

Conditional sentence is called past unreal conditional sentence. So the researcher concludes hat the last type of conditional sentence is conditional sentence that expresses the past unreality. The conditional perfect tense, in te main clause refers to an unreality in the past or expresses the imagined result of the if- clause. The past perfect tense in the if-clause indicates something unreal or unfulfilled condition in the past time. In other word, in the third type of conditional sentence, the sentence indicates that the condition in the if-clause was not realized, and therefore the result given in the main clause did not take place. And in dependent clause (if clause) of type III in conditional sentence, we usually use past perfect. Here form’s example of type III in conditional sentence:

TABLE I
THE FORM OF CONDITIONAL SENTENCE IN TYPE III

IF CLAUSE			MAIN CLAUSE	
IF	Subject	Past Perfect Tense	Subject	<i>Would/ could/ might + have + past participle</i>
<i>If</i>	I	Had lived 100 years ago,	I	Would have worn different clothes
	He	Hadn’t driven so fast,	He	Would have passed the driving test
	She	Had been here,	She	Might have gotten the job

The example in sentences:

- I would have got the best university if I had got high final score
- If he had driven carefully, he wouldn’t have got an accident.

There are two side of conditional sentence. The first main clause, it is result or effect of something that we imagine. And the second if clause, it is the statement of the imagine. Here the writer discusses about main clause because past future perfect in conditional sentences is include of main clause in type III.

g. Main Clause

A group of words which forms a part of a sentence and contains a subject and a predicate is called a clause. Clauses are divided into two classes, namely: main clause and subordinate clause.

Main clause is a clause which makes complete sense independently and stands by it self. Main clause also called by independent clause. For example:

- I write the letter
- She sweeps the floor

“A main clause is a clause which bears no relation, or no relation other than coordination to any other or larger clause. Thus the sentence *I said I wouldn't* is as a whole a single main clause; in *He came but I had to*

leave two main clauses are linked in coordination by but.”(*The Concise Oxford Dictionary of Linguistics*, Oxford University Press, P.H. Matthes: 1997).

h. Past Future Perfect

Past future perfect is one of tenses that students should be learnt. Past future perfect is very seldom we find in making sentence. But here in conditional sentence of type III, past future perfect is to be main clause and use *if* as conjunction to related two sentence, it is called *if clause*.

Past future perfect is a form of verb that tell us about activities would had done in the last time. This form usually used in main clause of conditional sentence type III. Therefore, the form of *past future perfect tense* in positive, negative, and interrogative.

TYPE II
THE FORM OF PAST FUTURE PERFECT

Sentence	Formula	Example of Past Future Tense	Perfect
positif (+)	S + would/should + have + V-3/ past participle	I/you/she/he/it would have slept	
		They/we would have been	
negatif (-)	S + would/should + not + have V3/ past participle	I/you/she/he/it wouldn't have slept	
		They/we wouldn't have been	
interogatif (?)	Would/should + S + have + V-3/ past participle	Would I/you/she/he/it have slept	
		Would they/we have been	

The statement above is the form of past future perfect in verbal and nominal sentence. As the explanation above, conditional sentence in type III use past future perfect tense as main clause. the summarize of past future perfect is formed of auxiliary verb would or should and have, and past participle(verb three). Having singular and plural subject. But past participle use for regular and irregular verb.

In this research, the researcher uses qualitative method because in collecting data of the research the writer calculated and analyzing the data based on the score of the grade XI students' at SMK N 2 Rantau Utara in using past future perfect. According to Sugiono (2010:299) in qualitative research, the researcher enters a particular social situation that can be a particular institution, make observations and interviews to people deemed to know about the social situation.

The research was conducted at SMK N 2 Rantau Utara. The research focused in the XI grade students in conditional sentences. The source of data taken by the researcher from the grade XI students at SMK N 2 RANTAU UTARA. The total of students in the grade XI are 227 derived of eight classes.

According to Sugiyono (2010:333) in qualitative research, data obtained from various sources, with use technique collection data which triangulation , and conducted continuously until data saturation. In analyzing the data, the writer use error analysis method. An error analysis have same steps, the steps are:

1. Collection of sample

Deciding what samples of learner language to use analysis and how to collect these sample.

2. Identification of errors

Identifying the errors by underlying the errors the learner made.

3. Classification of errors

Grouping the errors that have been stating the classes of the errors.

4. Explanation of errors

Explaining the errors by establishing the source of the errors and calculating how often the errors appear.

5. Evaluation of errors

Evaluating the errors step involves tabelizing the errors and drawing conclusion.

According to Sugiyono stated (2010:308), Collecting data can be done in various setting, various sources and various way.

In analyzing the data, first the writer made some steps:

1. Identifying the errors

2. Describing the errors

3. Finding out the cause of the errors

4. Obtaining the percentage of the errors by deviding the number of the subcategory errors (F) by the total number of all category errors (N) and multiplying its result by one hundret percent. Calculating the percentage past future perfect they used by using the formula of percentage of errors by using this formula.

The formula used in this case is Sudijono’s formulation (1999:76), it is:

$$M = \frac{\sum X}{N}$$

Which : M = The mean (the avarage) score of students.

ΣX = The sum of the students scores.

N = Total of the students that follow the test.

5. Recontruction of the errors

6. Discuss the errors to find out the causes of errors made by students.

This the criteria after being converted and translated can be seen in the following list.

TABLE IV
THE CRITERIA IN CONVERTING AND TRANSLATING

Qualitative Expressions	Quantitative Expressions
Excelent	10 (09.5 - 10.0)
Very good	9 (08.5 - 09.4)
Good	8 (07.5 - 08.4)
More than fair	7 (06.5 - 07.4)

Fair	6 (05.5 - 06.4)
Almost fair	5 (04.5 - 05.4)
Lack	4 (03.5 - 04.4)
Very lack	3 (02.5 -03.4)
Bad	2 (01.5 - 02.4)
Very bad	1 (00.0 - 01.4)

2. DISCUSSION

In this research, the researcher uses qualitative method because in collecting data of the research the researcher calculated and analyzing the data based on the score of the grade XI students' at SMK N 2 Rantau Utara in using past future perfect. According to Sugiono (2010:299) in qualitative research, the researcher enters a particular social situation that can be a particular institution, make observations and interviews to people deemed to know about the social situation.

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Very lack	3 (02.5 -03.4)
Bad	2 (01.5 - 02.4)
Very bad	1 (00.0 - 01.4)

After finding the errors of the grade XI students' in using past future perfect at SMK N 2 Rantau utara in 2014-2015 academic year, the writer computed their score in order to know the distribution frequency statically as shown below:

TABLE VIII
THE FREQUENCY DISTRIBUTION OF THE STTUDENTS' ABILITY USING PAST FUTURE PERFECT AS MAIN CLAUSE OF TYPE III IN CONDITIONAL SENTENCE

NO	INTERVAL	MEDIAN	FREQUENCY	PERCENTAGE
1	80-89	80	-	-

2	70-79	70	7	23%
3	60-69	60	5	16%
4	50-59	50	10	32%
5	40-49	40	9	29%
Total			31	100%

According to the table above, it is clear that there were 10 students or 32% from the total number of students using past future perfect who got dominate score at 50-59. Based on the table frequency distribution above, the grade XI students' ability in using past future perfect at SMK N 2 Rantau Utara academic year can be applied into figure histogram as follow:

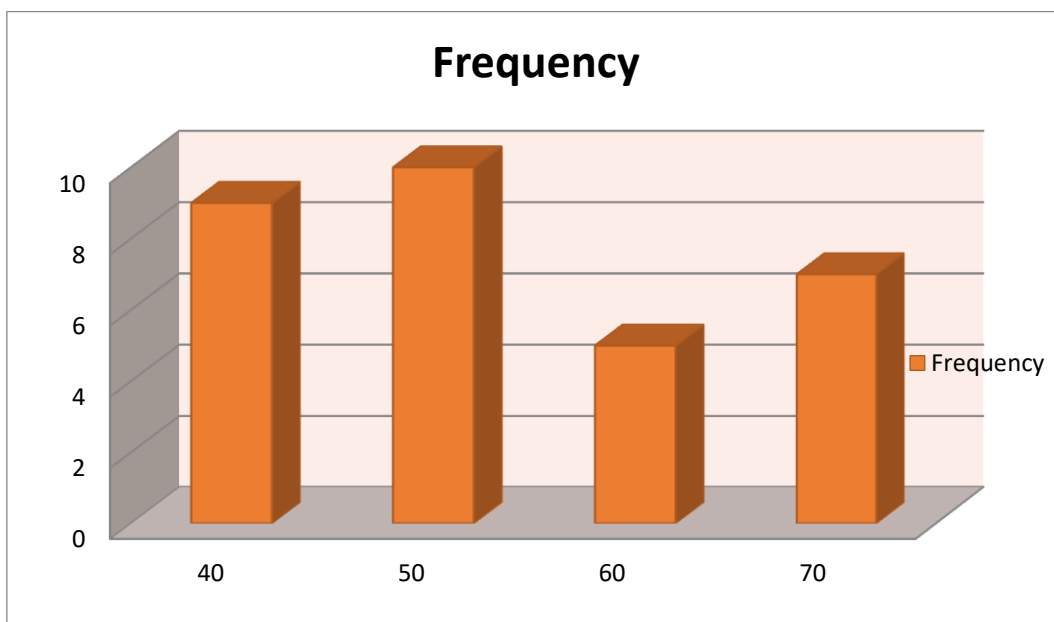


Figure 1 : *The histogram of students' ability in using past future perfect in English*

In knowing the students' ability category, the researcher calculated the students' score in order to find the mean score of them as below

$$M = \frac{\sum X}{N}$$

Thus :

$$M = \frac{1650}{31}$$

$$M = 53,22$$

The calculations above is indicates that the mean score of the students is 53,22 and value of their mean score is 50-59. It means that the grade XI students' ability at SMK N 2 RANTAU UTARA categorized into poor ability.

The findings can be viewed from many aspects. They can be viewed from the aspects of ability and

the manner of the tests. The findings viewed from the aspects of ability means that the ability of the students in using structure tests in got past future perfect is almost fair.

Based on the individual data, it can be seen that the students who got “more than fair” were 7 persons, they are categorized as the clever students. The students who got “fair” were 3 persons. The students who got “almost fair” were 9 persons. Based on the distribution, this indicates that the ability of the students in using past future perfect is lack because 9 persons or 29%. So, the scores are poor.

By looking at students’ ability in answering the test given about past future perfect, they got the mean of the scores are 53,22. Based on the number of students who are in the determination of the score, there are 39% of the students belongs to sufficient. Even those who failed to answer the test are 61%. What is discussed here is that the analysis can be varied. In other words, it can be viewed from the data available or and from the criteria decided by Depdikbud (2006). In this case the teachers have right to decide which one they want to follow so long as they have patterns to step on.

One thing that will be explained in this case is that the ability of using past future perfect is included into the mastery of grammar. It means that the ability of students are not always the same. The students have learned the use of past future perfect in conditional sentence seriously. In few days or weeks later they no longer remember the meanings and how to use them in context of structure. The words being memorized do not remain long because they are not frequently used. The words can be used in dialogue, speech, conversation or and written language.

3. CONCLUSION

The main objectives of this study is to know the students’ errors in using past future perfect as main clause of type III in conditional sentence made for the XI grade students of SMK N 2 Rantau Utara and after analyzing the errors the researcher find the causes of the errors.

Based on the findings of the analysis, the researcher found that the students have most dominant problem particularly in change type I, and type II in to type III in conditional sentence, it is include the students do not mastery in using form of past future perfect tense. The result was found that the sum of students’ score in using past future perfect as main clause of Type III in Conditional Sentence is 1650 and the mean score of the students is 53,22. Further, the value of their mean score is 0-59. It means that the grade XI students’ ability at SMK N 2 Rantau Utara categorized into less ability.

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