

**THE INFLUENCE OF READING HABIT AND GRAMMAR KNOWLEDGE
ON THE STUDENTS' CAPABILITY OF WRITING NARRATIVE TEXTS****Benisius Pao**Institut Keguruan dan Ilmu Pendidikan Bhajowawo Ende Nusa Tenggara Timur, Indonesia
Email: benisiuspao@yahoo.co.id**Abstract**

This research aims to investigate the influence of (1) reading habit on the students' capability of writing narrative texts, (2) knowledge of grammar on the students' capability of writing narrative texts, and (3) reading habit and knowledge of grammar on the students' capability of writing narrative texts. This research is an ex post facto study, involving two independent variables and one dependent variable. The population comprised the third semester students of English Study Program in the Language and Arts Faculty of Flores Universities in the academic year of 2013/2014, consisting of 55 students. The data were collected through a reading habit questionnaire, test of grammar knowledge and writing narrative test. A prerequisite analysis was conducted before the analysis of multiple linear regressions. Based on regression analysis, it can be concluded that reading habit influences the students' capability of writing narrative texts ($\beta = 0.745$, $p < 0.05$), knowledge of grammar influences the students' capability of writing narrative texts ($\beta = 1.304$, $p = < 0.05$) and reading habit and knowledge of grammar influence the students' capability of writing narrative texts ($R^2=0.574$, $F\text{-count}=35.073$, $p < 0.05$).

Keywords: reading habit, knowledge of grammar, writing narrative texts**How to Cite:** Pao, B. (2016). The influence of reading habit and grammar knowledge on the students' capability of writing narrative texts. *LingTera*, 3(2), 122-129. doi:<http://dx.doi.org/10.21831/lt.v3i2.11110>**Permalink/DOI:** <http://dx.doi.org/10.21831/lt.v3i2.11110>**INTRODUCTION**

Writing skill is a productive skill in the written mode and more complicated than other skills and it is the most difficult skill in learning language. It involves not only a graphic representation of speech, but also the development and presentation of thoughts of human mind into language. Ontario, (2005, p.3) states that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments. When writing or producing a text, students have a chance to master language to go beyond what they have just learned to say and imagine.

In writing narrative texts there should be pay more attention on features of narrative in constructing ideas. It is because narrative is the texts type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener. The language features usually used are about specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, and descriptive words to portray the

characters and settings (Anderson, & Anderson, 2003, p. 8).

Kane (2000, p.7) states that *narrative* is a type of writing which talks about events. The narrative is mostly found in the form of fiction like novel, short story, or fable. The social function mainly addressed the events in the past, or relaxing story to entertain audiences or the readers.

In line with Kane (Anderson, & Anderson, 2003, p. 18) states that the types of narratives including: humour, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary novels, and adventure. Humour narrative is a narrative is one that aims to make the audience laugh as part of telling story, the romance narrative typically tells of two lovers who overcome difficulties to end up together, the diary-novel is the type of narrative that has the texts presented like diary entries, science fiction narrative is a narrative use a setting involving science and technology,

Anderson, & Anderson, (2003, p.12) state that in writing narrative texts should be based on that following structure. (1). *Orientation*. In this part, a writer introduces the stage or setting as well as he/she introduces the leading figure in the story. Moreover, orientation is usually explains about the place where a writer analysis a background of the conflict happened which includes a time and character. (2). *Complication*. It is describing the rising crisis which the participants have to do in a story. In a narrative article or writing, a writer usually introduces a figure on different view of protagonist and antagonist. According to Tompkins (1991, p. 319), conflict is divided into four kinds. Firstly, conflict between the main characters and nature. Secondly, the conflict between the main character with environment, and thirdly, the conflict between characters, and the last the conflict within a character.

(3). *Sequence of events*. Sequence of events is included the chain of complication. In this narrative scaffold the narrator tells how the characters react to the complication. The importance of the events in narrative article/writing is to give the reason towards the conflict in the complication. (4). *Resolution*. Resolution has a function of depicting the character efforts to solve the problem in a complication. The narrative without the resolution was the narrative that "hanged" thoughts of the reader and "tortured the" reader" with the conflict. (5). *Coda*. Coda is an individual change of the character which has moral message. It is an optional thinking. In this term, the reader must understand what the message is in a text.

Greenbaum & Nelson (2002, p. 1) states that grammar is the central component of language. It mediates the system of sounds or of the written symbols, on the one hand, and the system of meaning, on the other, in the study of language, grammar occupies a central position and practical reason to emphasize the study of grammar.

In line with Greenbaum & Nelson, DeCapua, (2008, p.68), Schatz, (2005, p.44), Philips (2001, p. 255) state that the grammar usually used in narrative texts are follows:

(1). *Prepositions*. Preposition (the preposition) is the word that used in the front (before) the noun, the noun phrase or the substitution to his relations with a noun or pronoun in a sentence. Preposition is usually used with the noun, the pronoun, or the verb with the form of "ing" ending. (2). *Pronouns*. The pronoun is the

word that used as the replacement of a noun or the noun phrase. The pronoun refers to a person or thing, and it is be placed as the position of noun. It has different types or kinds and each type serving a different function in a sentence. Some types of pronouns are possessive pronoun, demonstrative pronoun, subject pronoun and object pronoun. (DeCapua, 2008, pp.68-70). (3). *Combining/Compound Sentence*. Combining sentence is a sentence that consists of two independent sentences connected by coordinating conjunction. In this sentence, a comma is always required before the conjunction. Sometimes the conjunction is replaced by semicolon (:), Schatz (2005, p. 44). In the other word combining sentence is the strategy of joining shorter sentences into longer. (4). *Clause*. Clause is a sentence. It is smaller than a sentence and usually uses a connector to connect a sentence. (Philips, 2001, p. 211). (5). *Tenses*. (a). *Past Tense*. As we know writing narrative is a writing which tells us about past event. So the tense usually used on writing narrative is past tenses, whether in simple past, or past perfect. The simple past is used to describe completed past actions or events. (b). *Reported Speech*. Reported speech in some grammar books is called direct speech refers to the utterances of what someone has said. It is commonly found in newspaper, magazines and fiction. (DeCapua, 2008, p. 365). Grammar as a central of language learning and language teaching, historically, the assessment was used from the Middle Ages when "rhetoric" was a key component of a university education, to the "skills-and-components" models of the 1960s that informed both language pedagogy and language testing.

A multiple-choice grammar test might be designed to measure one feature of grammatical knowledge. It therefore contains one criterion for correctness. This item could be scored as either right or wrong according to an **answer key**. This **right/wrong scoring** method is clear and objective. Correct answers get one point; incorrect ones get none, (Purpura, 2005, p. 117).

Patel & Jain, (2008, p.114) state reading and writing reinforce each other and consolidate the aural oral learning. Reading habit not only helps students to get knowledge and wisdom from the cultural heritage, but also very helpful in passing for leisure period. Linse (2005, p.69) states that reading is a set of skill that involves making sense and deriving meaning from the printed word which involves in aspects of vocabulary, linguistic knowledge, strategies, and

techniques. There are of course, good reason for this connection between reading and vocabulary. Stanovich (Grabe, 2009, p. 266) states that there is a strong argument for a reciprocal causal relation between reading and vocabulary. Amount of reading leads to vocabulary growth, and vocabulary growth leads to improve reading comprehension. Further, Carver (Grabe, 2009, p. 266) states that the relationship between reading and writing is so strong that they can produce perfect correlation. In addition to the lexical and structural signaling system that run across texts, there are specific pattern and system of texts organization that reflect the purpose of the specific texts, and the expectations of skilled readers. Texts genre can be described in literary and cultural context where one discuss poetry, fiction, drama, and nonfiction (Grabe, p.2009, p.248).

Reading can improve students' knowledge of writing, including writing narrative texts. Reading and writing are multidimensional and concurrently involve between writers, between writers as writers, between readers, and between readers and writers. (Graham, 2010, p.9).

Reading is vital to this growth and has been found to have a reciprocal relationship with writing. It is generally agreed that the development of good reading habits and skills improve students' ability to write.

On reading, it is stated that writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think. Jonson (2008, p.4) states that reading *integrates visual and nonvisual information*. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading), and *reading is the act of linking one idea to another*. Putting ideas together to create a sensible whole is the essential part of reading. It is necessary to know the word in order to read, *reading is a constantly developing skill*. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. Reading practice is helps us become better

readers and exposed to hundreds of new concepts and ideas. Reading and writing are communication activities, and writers can gain insights about reading by creating a text for an audience to read, even when the student is the intended audience (Nelson and Calfee, in Graham, 2010, p. 20). The process of creating a text prompts students to be more thoughtful and engaged when reading text produced by others. By writing, students learn to make their assumptions and premises explicit as well as observe the rules of logic when composing a text (Applebee, in Graham, 2010, p.20), making them more aware of such issues in the material they read. Finally, writing involves generating meaning by using experience and knowledge to create a text and build relationships among words, sentences, and paragraphs (Wittrock, in Graham, 2010, p. 20).

Fall (2008, p. 5) states that the assessment of writing is focused on the context, organization, vocabulary, language usage, and mechanics. Content is the heart of message which consists of the main theme, together with all the details that enrich and develop that theme. The writer chooses details that are interesting, important, and informative the kinds of details the reader would not normally anticipate or predict. Organization is the internal structure of a piece of writing which thread the central meaning, and the pattern fits to the central idea. The writing begins meaningfully and creates a writer sense if the organization is strong. Word choice/vocabulary is the use of rich, colorful, precise language that communicates not just in a functional way, but in the way that moves and enlightens the reader. Strong word choice/vocabulary can clarify and expand ideas or more the readers to a new vision of things, and is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well. Sentence fluency/language usage is the rhythm and flow of the language, the sound of the word patterns, the way in which the writing plays to the ear, not just to the eye. Conventions/mechanics are the use of correct spelling, grammar, capitals and punctuation in writing. A good writing has strong conventions if it has been proofread and edited with care.

The five aspects that the best known and most widely used analytic scales assessment are as follows: content (30-13 points), language usage/sentence fluency (25-5 points), organization, and vocabulary/word choice (20-7 points),

and convention/mechanics (5-2 points) (Weighe, 2009, p.115).

Based on the theoretical background and the theoretical framework above, the hypothesis of this study can be drawn as follows: (1) reading habit influences the students' capability of writing narrative texts, (2) knowledge of grammar influences the students' capability of writing narrative texts, (3) reading habit and knowledge of grammar influence the students' capability of writing narrative texts.

METHOD

This research is ex-post facto research. It is a kind of research which cannot be controlled and manipulated because it was occurred (Cohen, 2007, p. 268). This kind of study is started by the observation of a dependent and independent variables which have already occurred. The data are gained without the treatment and control of variable. This research is purposed to connect among independent variables; they are reading habit (X1) and knowledge of grammar (X2) with dependent variable is writing narrative texts (Y). It was necessary to conduct statistical control by having multiple regression correlation analysis. The variables of this research were to find whether the reading habit influences the students' ability of writing narrative texts or not, the knowledge of grammar influences the students' capability of writing narrative texts or not, or both reading habit and knowledge of grammar influence the students' capability of writing narrative texts or not. The design of this research is as follows:

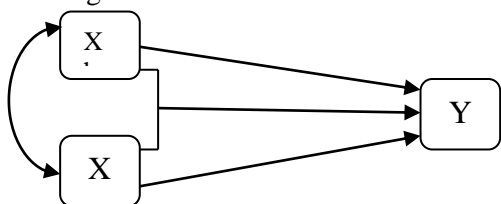


Figure 1. The influence of independent variable on dependent variable

- X1 = Reading habit
- X2 = Knowledge of grammar
- Y =The capability of writing narrative texts

The place of the research was implemented at STIKIP Nusa Bunga Floresta Nagekeo and ABA St. Mary Flores Ende in academic year 2013/2014. The time of the research was carried out from October to December 2013.

The sampling used is Census Sampling, which all the subjects are used as the sample because of small number of population

(Sugiyono, 2013, p. 68). The population of the research was students of English department, and the sample was 20 students of semester III of English department of STKIP Nusa Bunga Floresta Nagekeo and 35 students of ABA St. Mary Flores Ende.

The techniques of data collection are based on the research variables. They were used by giving the multiple choice test for knowledge of grammar, non-test or questionnaire for reading habit, and writing test for writing narrative tests.

Validity and reliability are two criteria used to judge the quality of all standardized quantitative measures. The instruments had also been consulted to the expert judgment to prove construct validity of English achievement test is done by factor analysis by using factor score with total score. Decision made is based on the coefficient correlation (r). When $r \geq 0.3$ means that the item is valid (Sugiyono, 2013, p. 178). Reliability of the instruments is known by the application of Spearman Brown formula (Sugiyono, 2013, p. 190) $r_i = \frac{2+rb}{1+rb}$ where r_i is internal reliability of all instrument, and rb is Product Moment correlation between the first and the second half. It is done to see the coefficient correlation of the result of split half test. The result of validity and reliability tests can be seen in the Table 1, Table 2, Table 3, and Table 4.

Table 1. Try out Correlational Validity of Reading Habit

No.	r_{xy}	No	r_{xy}
1.	0.346	13	0.495
2.	0.366	14	0.524
3.	0.396	15	0.356
4.	0.368	16	0.634
5.	0.362	17	0.711
6.	0.096	18	0.622
7.	0.383	19	0.086
8.	0.486	20	0.341
9.	0.554	21	0.428
10.	0.544	22	0.373
11.	0.086	23	0.366
12.	0.586		

Table 2. Try out Correlational Validity of Knowledge of Grammar

No.	R _{xv}	No	R _{xv}	No	R _{xv}
1.	0.466	13	0.341	25	0.343
2.	0.374	14	0.527	26	0.431
3.	-0.333	15	0.509	27	0.115
4.	0.359	16	0.356	28	0.057
5.	0.351	17	0.398	29	0.410
6..	0.345	18	0.451	30	0.355
7.	0.376	19	0.348	31	0.436
8.	0.369	20	0.339	32	0.375
9.	0.368	21	0.568	33	0.387
10.	0.511	22	0.354	34	0.024
11.	0.558	23	0.068	35	0.375
12.	0.077	24	0.461	36	0.345

Table 3. Try out correlation validity of writing narrative test

	Questions				
	1	2	3	4	5
r _{xv}	0.532	0.690	0.760	0.777	0.530

Table 4. Reabilities of variables

No.	Variables	Spearman Brown
1.	Reading habit	0.826
2.	Knowledge grammar	0.881
3.	The capability of writing narrative test	0.878

Techniques of Data Analysis

In analyzing the data, this research applied multiple regressions. It could be administered to find out the influence of reading habit and knowledge of grammar on the capability of writing narrative texts. There are several requirements that must be fulfilled such as normality test, linearity test, multicollinearity test, and heteroscedasticity

Prerequisite Analysis.

Prerequisite analysis are (1) normality test, (2), linearity Test, (3) multicollinearity test, and (4) heteroscedaticity test.

Hypothesis Test

Hypothesis test is done by analyzing data. It is analyzed with SSPS version 16.0 for windows. Data analysis in this research, consists of descriptive, multiple regression, and linear regression analysis. Descriptive analysis is to describe data for each variable.

Descriptive Analysis

Data description covers minimum and maximum scores, mean, and standard deviation.

Nurgiyantoro, (2012, p. 252) states that the determining of scale depends on school need. The scale 4 is (1-4), scale 10 is (1-10), scale 100 is (1-100). The score is gained from the correct answer/total of question multiplied 100.

Score Category of Grammar Learning Achievement

Score Interval	category
>80 – 100	Very high
> 60 – 80	High
> 40 – 60	Average
> 20 – 40	Low
> 0 – 20	Very low

Score Category of writing Learning Achievement

Score Interval	category
> 80 – 100	Very high
> 60 – 80	High
> 40 – 60	Average
> 20 – 40	Low
> 0 – 20	Very low

Score Category of reading habit

Score Interval	category
> 68 – 80	Very high
> 56 – 68	High
> 44 – 56	Average
> 32 – 44	Low
> 20 – 32	Very low

The data are then described for their frequencies and percentage based on the score category. In this research, the ideal mean is 50 and the ideal standard deviation is 20. The ideal maximum score is 100 and the minimum score is 0.

Multiple Regression Analysis

Multiple regression analysis is used to know the influence between predictors and criterion mutually. In this research, it can be seen the correlation between three predictors and a criterion. It is used to prove hypothesis one.

This kind of hypothesis test is done with SPSS version 16.0. The criteria of accepting and rejecting the hypothesis are done on 5% significance level. So if $p < 0.05$, then H_0 is rejected or alternative hypothesis (H_a) is accepted.

The regression equations are needed to predict the value of dependent variable. To assess the effects of independent variables mutually (Sugiyono, 2013: 275), regression

formulas that can be applied is $Y = a + b_1X_1 + b_2X_2$.

Linear Regression Analysis

The coefficient regression (β) is used to know the influence between each predictor and criterion. It is used to prove hypothesis one and two. The test of this hypothesis will be done with SPSS version 16.0. The criteria of accepting and rejecting the hypothesis are done at 5% significance level. So if $p < 0.05$ means that alternative hypothesis (H_a) is accepted or H_0 is rejected.

FINDINGS AND DISCUSSION

Findings

The data were analyzed by multiple regressions, and must fulfill some requirements test such as normality test, linearity test, multicollinearity test, and heteroscedasticity test by using SPSS Version 16.0.

Normality

Measurement of data distribution is analyzed by using *Kolmogorov Smirnov* statistics. Based on the result of reading habit, the coefficient is 0.590, probability is (p) = 0.959. The achievement is $p < 0.05$ which indicates the data of distribution is normal (Sheskin, 2004:239). The result of the variable of grammar and the capability of writing narrative texts is coefficient to Kolmogorov Smirnov with $p > 0.05$, which indicates normal distribution. Hence, the use of multiple regression parametric statistics can be continued.

Table 5. Results of Normality

Variables	k-s	p	notes
reading habit	0.509	0.959	normal
Knowledge of grammar	0.913	0.374	normal
Writing narrative texts	1.175	0.075	normal

Linearity

Determinant of independent variables and dependent variables are evaluated by linearity (F test). The result of reading habit and the capability of writing narrative texts have F-count coefficient that is 0.583 with the probabilities 0.915, p achievement > 0.05 indicates the linearity. The result of knowledge of grammar is also $p > 0.05$ indicates the linearity. Hence, the use of multiple regression one quadrates is appropriate.

Table 6. The Results of Linearity Test

Independent	F _{count}	p	Notes
Reading Habit	0.583	0.915	Linier
Capability of writing narrative texts	1.175	0.331	Linier

Multicollinearity

The Independence of multiple regression is assumed that there is no significant correlation or maximum collinearities. The correlation of independent variable is analyzed by VIF (Variant Inflation Factor). The result that the coefficient of VIF is ≤ 5 , indicates that there is no infraction of multicollinearity. (Gujarati, 2004, p. 359).

Table 7. Results of Multicollinearity Test

Variabel	VIF	Notes
Reading Habit	1.008	Non Multico
Capability of writing narrative texts	1.008	Non Multico

Heteroscedasticity

The evaluation residual variant constant is done by correlation statistics Rank spearman. variant residual of reading habit result coefficient -0.063 with $p > 0.05$, indicated that there is no improving on residual as such on observation change or homoscedastically. The change on the observation of knowledge of grammar is showed on residual, ($p > 0.05$), that indicated its homoscedastically.

Table 8. Result of Rank Spearman Test

Variable	R _{count}	p	Notes
Reading habit	-0.063	0.647	Homoscedastis
Knowledge grammar	0.001	0.994	Homoscedastis

Discussion

The influence of reading habit and knowledge of grammar on the students' capability of writing narrative texts is evaluated by using multiple regression statistics (Table 8). It is described on the determinant parameter that there is any influence to each other and coefficient described the influence of independent variable in multiple function.

Table 9. Results of Multiple Regression Test

Variabel	Koef. Reg.	T _{hit}	T _{tab} (df = 327, 5%)	P
Constant	15.474	2.003	1.981	0.050
X1 – Reading Habit	0.745	5.485	1.981	< 0.0001
X2 – Knowledge of grammar	1.304	6.245	1.981	< 0.0001
Multiple regression (R) Coef.	0.758			
Determinant (R ²)	0.574			
F _{test}	35.073			<
F _{table} (df = 2;327, α=5%)	3.175			0.0001

Simultaneous Influence

The contribution of reading habit and knowledge of grammar on the students' capability of writing narrative texts is explained by determinant coefficient (R²) 574. It means that the contribution of reading habit and knowledge of grammar on the students' capability of writing narrative texts is 57.4%. on the other hand, that the contribution of reading habit and knowledge of grammar on the students' ability of writing narrative texts is significantly high 42.6%.

The purpose of determinant is evaluated by Fvalue = 35.073 with $p \leq 0.05$ indicates of significance (Table 9). Based on the explanation above, it can be concluded that there is an influence of reading habit and knowledge of grammar on the students' capability of writing narrative texts.

The Influence of Independent Variables

The contribution of independent variables on dependent variable can't be explained by regression one predictor. Based on the table 9, it can be concluded that the influence of independent variables can be explained by similiarity regression $Y = 15.474 + 0.745x_1 + 1.304x_2$.

Constant

Constant is used to measure the ability of writing narrative texts when the independent variables are deleted. Based on the result the constant is 15.474. It can be concluded that the capability of writing narrative texts is not influenced by reading habit and knowledge of grammar.

The Influence of Reading Habit

The influence of reading habit on coefficient regression is 0.745. Based on this explanation, it can be concluded that the influence of reading habit on the capability of writing narrative texts is 0.745. The positive values of frequency of reading habit are able to improve the ability of writing narrative texts.

The influence of reading habit is examined by t-value= 2.003 with $p < 0.05$. Based on the explanation, it can be concluded that there is an influence of reading habit on the capability of writing narrative texts.

The Influence of Knowledge of Grammar.

The influence of knowledge of grammar of positive regression coefficient is 1.304. Based on the result knowledge of grammar influence the students' capability of writing narrative texts. Based on the result that the increase of knowledge of grammar be able to upgrade the capability of writing narrative texts is 1.304. Based on table 9, the influence of knowledge of grammar is evaluated by t-value is 2.003 with $p < 0.05$. Based on the result, it can be concluded that there is an influence of knowledge of grammar on the students' capability of writing narrative texts.

CONCLUSIONS

Based on the data analysis of the research, some conclusions can be drawn as in the follows: (1) reading habit influences the students' capability of writing narrative texts of students of Flores Universities, ($\beta = 0.745$, $p < 0.05$). (2) knowledge of grammar influences the students' capability of writing narrative texts of Flores Universities, ($\beta = 1.304$, $p \ll 0.05$). (3) reading habit and knowledge of grammar influence the students' capability of writing narrative texts of Flores Universities ($R^2 = 0.574$, F-count = 35.073, $p < 0.05$).

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