

THE CORRELATION BETWEEN STUDENTS' GRAMMATICAL MASTERY AND STUDENTS' WRITING ACHIEVEMENT AT XI GRADE STUDENTS OF SMAN 1 TARAKAN ACADEMIC YEAR 2019/2020

Theodorus Betoni¹, Romlah ulfaika²

Universitas Borneo Tarakan

¹Theodorusbetoni.12pms2@gmail.com

² rulfaika@gmail.com

ABSTRACT

The objective of this research was to find out The correlation between students' grammar mastery and students' writing achievement at eleventh grade students of SMAN 1 Tarakan. Writing is one of the skills that required the users to master the grammar. The sample was taken from one of the 11 classes of eleventh grade students by used purposive sampling, to collect the data the researcher used Grammar Test and Writing Test. To analyse the data the researcher used Pearson Product Moment. This research used quantitative approach with correlation design, from the result of the research found that there was a fair correlation between students' grammar mastery and students writing achievement. The result showed that between students' grammatical mastery and students' writing achievement obtained a significance value of <0.05 with a significant value of $0.002 < 0.05$ which means that there was a significant correlation between grammatical mastery and writing achievement, meanwhile for r test value $> r$ table with the correlation value was $0.510 > 0.3388$, the correlation of grammatical mastery and writing achievement was 0.510 which is a medium correlation between grammatical mastery and writing achievement. Based on the result of the research and discussion it can be concluded that there was a significant correlation between students' grammatical mastery and students' writing achievement at XI grade students of SMAN 1 Tarakan.

Keyword: *grammatical mastery, writing achievement.*

INTRODUCTION

English has been used by million people in the world for many occasions. According to Crystal (2003) The language plays an official or working role in the proceeding of most other major international political gatherings, in all parts of the world. Therefore learning English is such a very important for all the people around the world, to learn English there are four skills that must be learned, they are writing skill, speaking skill, listening skill and the last is reading skill.

Writing is one of the skills that required the users to master the grammar, that's why when the users want to write something, the users must consider about the grammar. A draft of writing composed without applying good grammar will has less possibility to be comprehensible, readable, and acceptable by the readers. According to Yule (2010:81), grammar is the process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequences. According to Thornbury (2012:36), grammar is defined as partly the study of what

forms (or structure) are possible in a language that concerned with analysis of the sentences which describe the rules how language sentences are formed.

According to Collins (2009) grammar is important in learning English as foreign language and grammar guides the students in constructing English sentence to communicate with other people correctly. Grammar is bounded to other language skill like listening, speaking, reading, and writing. Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentences and paragraphs as the way to get readers attention. Briefly the writer concludes the grammar ability is essential to create correct sentences both in written form and in oral language skill.

Unfortunately, students of senior high school in 2018 stated that writing become something unpopular for them, students are only focus on learning how to speak, students think that if they can speak English then that's enough, that's why their writing skill are lacking, the students have to find a way how to write in English, because this is something necessary, the students sometimes do not do the task from the teacher because the students don't know what the students have to write, the students sometimes get confused, on the other hand the students can speak fluently by ignoring the wrong grammar.

From the statements above, researcher can conclude that grammar is a sentences rule which concerned about how words and phrases are combined in sentences and how sentences are formed into a good structure by arranging the rules of language sentence structure. Applying good grammar in order to have well structure writing is completely difficult and it still becomes a task in language teaching and learning process. But essentially a language without

Some user are a very talented with a lot of great ideas, but sometimes they have poor grammar, then it causes troubles in communicating those ideas to other people. As a result, they may get poor grades in school, or may never get anything published, even if they have a lot of important things to say. People begin learning grammar from the time they first begin to speak, which means bad habits can be difficult to break, even with further education in school. Based on the previous description, the writer is eager to discuss about correlation between grammar and writing ability.

METHOD

This research was using the descriptive quantitative research. According to Aliaga and Gunderson (2002:81) quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based method.

This research was using the correlational design, according to variables or more than two variables examines the relationship of two variables. in correlational research design, according to Faenkel and Wallen (2008, 328) it is a study to determine the relationship and the degree of relationship between two variables without any attempt to influence the variables.

According to Gay in Sukardi (2004:166) correlation research is one part of research Ex-postfacto because the researcher usually do not manipulate the state of a given variable.

A. Population and Sample

In a research, population and sample are very important and crucial, because they are the object that being examined.

a) Population

According to Sugiyono (2010,117) the population is group of an subject that is determined by the researcher to be studied and drawn the conclusions.

The population of this research was the eleventh grade students of SMAN 1 Tarakan academic year 2019/2020 with 389 students of three programs.

Table 3.1 Population of Eleventh Grade Students in SMAN 1 Tarakan

Population	Sum of Population
XI MIPA 1	36
XI MIPA 2	36
XI MIPA 3	36
XI MIPA 4	36
XI MIPA 5	36
XI MIPA 6	36
XI IPS 1	35
XI IPS 2	34
XI IPS 3	36
XI IPS 4	36
XI BAHASA	32
TOTAL	389

Source: school document of SMAN 1 Tarakan

b) Sample

Ary D(2006) stated that sample is part of population or the representation of the population. a sample is small proportion of a population selected for observation and analysis.

In this research the researcher used the purposive sampling to choose which class will be used as a sample. The sample was XI IPS 3 students, the consideration why the researcher chose the class was based on the previous students' English score which the average score of the students of XI IPS 3 was not too high and wasn't too low as well.

B. Research Variables

A variable in this research is simply a symbol or a concept that can be any one of a set of values (Davis & Consenza, 2005)

1. Independent variable

according to Creswell independent variables are those that cause, influence or effect outcomes. They are also called the treatment, manipulated, antecedent and predictor variables. (Often represented by X)

2. Dependent variable

according to Creswell dependent variables are the outcomes or results of the influence of the independent variable. Other names are outcome, criterion and effect variables. (Often represented by Y).

C. Research Instrument

Instruments are some kind of tools that used to collect the data. According to Arikunto (2006:126) the device the researchers use to collect data is called instrument. Instrument is important in this research. Instrument is one of the significant steps in conducting this research. The successful of research is much decided by instrument used, because data which is need to answer research question and examine the hypothesis gained trough instrument itself. Instrument was constitute measurer that used to get quantitative information about variation of characteristics objectively (Hadjar, 1999:160). In this research the instruments that used by the researcher were grammar test (multiple choice, fill in the blanks, error recognition) and the writing test (descriptive text)

D. Technique of Data Collection

The first step the researcher had to do was to take a sample from the population by using the purposive sampling method. Then, the researcher measured the grammar skill of the students by giving the paper test that consist of multiple choices question, fill in the blanks and error recognition. To measure the writing skill of the students, the researcher gave the students the writing test which was about descriptive text.

E. Data Analysis

To analyse the data, the researcher used the SPSS to investigate is there any significant correlation between students grammatical score and students writing achievement at eleventh grade students of SMAN 1 Tarakan the first step was to analyse the students grammatical score by giving the test, to measure the writing achievement the researcher will give the writing test, the last was to analyse the correlation.

1. Analyse The Students' Grammatical Score

The first step was the researcher checked the result of the grammatical test. The sum of the correct numbers will be divided by the total of the test.

$$score = \frac{score\ of\ correct\ number}{the\ total\ of\ the\ test} \times 100$$

1) Classifying the students' score

Table 3.2 List of Classification

No	Score	Classification
----	-------	----------------

1	81-100	Very Good
2	61-80	Good
3	41-60	Fair
4	21-40	Poor
5	0-20	Very Poor

2. Analyse the Writing Achievement

To find out the writing achievement of the students, the researcher gave the writing test to the students, to analyse the score of the writing test the researcher used the scoring rubric.

Table 3.3 Classification score according to Arikunto (2013)

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	Less than 39	Very Poor

There are five classification of students' writing score they are Very Good, Good, Fair, Poor, Very Poor. Very Good indicates that the students have the capability to write, Good means that the students already have the capability to write but they still need to improve their skill, Fair means that the students have the capability to write but still make some mistakes, Poor means that the students need to practice more how to write, Very Poor means that the students have no capability to write.

3. Analyse the Correlation

Arikunto suggests that “ to measure the correlation between two variable with interval and ratio, the formula have to be used is product-moment correlation” the researcher used SPSS to measure the correlation between students' grammatical score and students writing achievement.

According to Arikunto (2010) the formula of product-moment correlations is

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Rxy : Coefficient Correlation Between X And Y
 N : Total Sample
 X : Score Of Item
 Y : Total Score
 ΣX : Number Of Items Score

ΣY : Number Of Total Score
 ΣX^2 : Quadrat Number Of Score Item
 ΣY^2 : Quadrat Number Of Total Score

The result of the correlation coefficient ranges from -1 to 1. A value of 1 implies that a linear equation describes the relationship between X and Y perfectly, with all data points lying on a line for which Y increases as X increases. A value of -1 implies that all data points lie on a line which Y decreases as X increases. A value of 0 implies that there is no linear correlation between the variables.

Table 3.4 Table of Correlation Scale

Coefficient	Correlation Scale
0,00-0,1999	Very Low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very Strong

The table above explains the scale of correlation, there are five correlation score based on Sugiyono (2013). Very Low category means the correlation between two variables are very weak. Low category means the correlation between variables are not really weak. Medium category means the correlation between variables are in the middle, not weak but not strong. Strong category means the correlation between variables are strong enough. Very Strong category means the correlation between variables are very significant.

FINDINGS

This research was held in SMAN 1 Tarakan at Ki Hajar Dewantara street no 18, it took place on XI IPS 3. This research was held on October 5th 2019. There were two instruments that were used in this research, they were grammar test (multiple choice, fill in the blanks, error recognition) and the writing test. The grammar test was used to measure the students' grammar mastery and meanwhile writing test was used to measure the students' writing achievement.

There are three results of this research they are the students' grammatical mastery, students' writing achievement and the correlation between students' grammar mastery and students' writing achievement.

1. The Result of Students' Grammatical Mastery

The total of eleventh grade students in SMAN 1 Tarakan were 389, and the sample that was used by the researcher was the XI IPS 3 students, to measure the score of the students' grammar mastery the researcher used the grammar test that consisted of 40 questions. The results of the test can be seen in the statistic below.

$$score = \frac{\text{score of correct number}}{\text{the total of the test}} \times 100$$

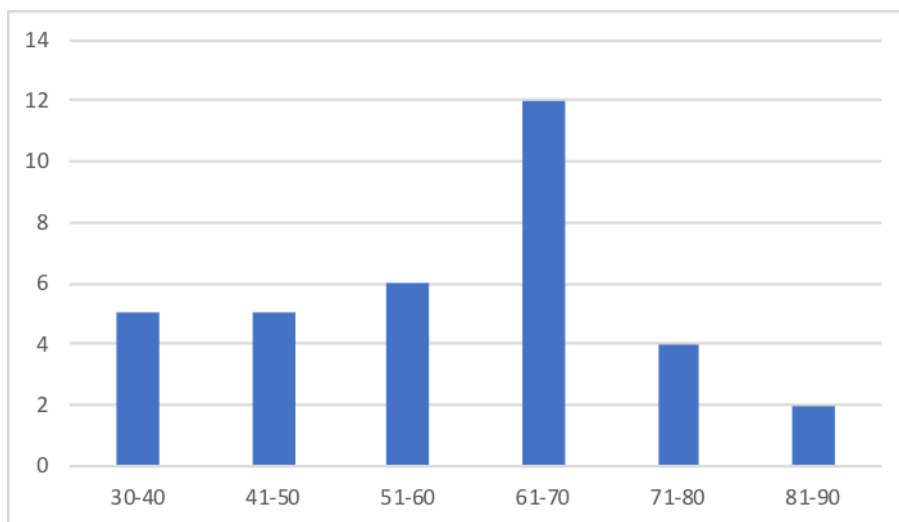
The result of students' grammar mastery can be seen in the descriptive statistics below:

Table 4.1. Descriptive Statistics Of Grammar Mastery

	N	Range	Minimum	Maximum	Sum	Mean
Grammar Mastery	34	60.00	30.00	90.00	2.021	59.44

Based on the descriptive statistics above, the range score of the grammar students' mastery was 60.00 and the minimum score was 30.00, the maximum score was 90.00 and the average score was 59.44.

Figure 4.1 Descriptive Statistics Of Grammar Mastery



From the descriptive statistic above it can be seen that there were 5 students that getting score 30-40, 5 students get 41-50, 6 students get 51-60, 12 students get 61-70, 4 students get 71-80 and 2 students get 81-90. The average score was 59.44 it indicates that the students' grammar score was fair, it is based on the list of classification which explain that if the score is between 41-60 is categorized as fair which means the students have the capability to write but still make some mistakes.

2. The Result of Students' Writing Achievement

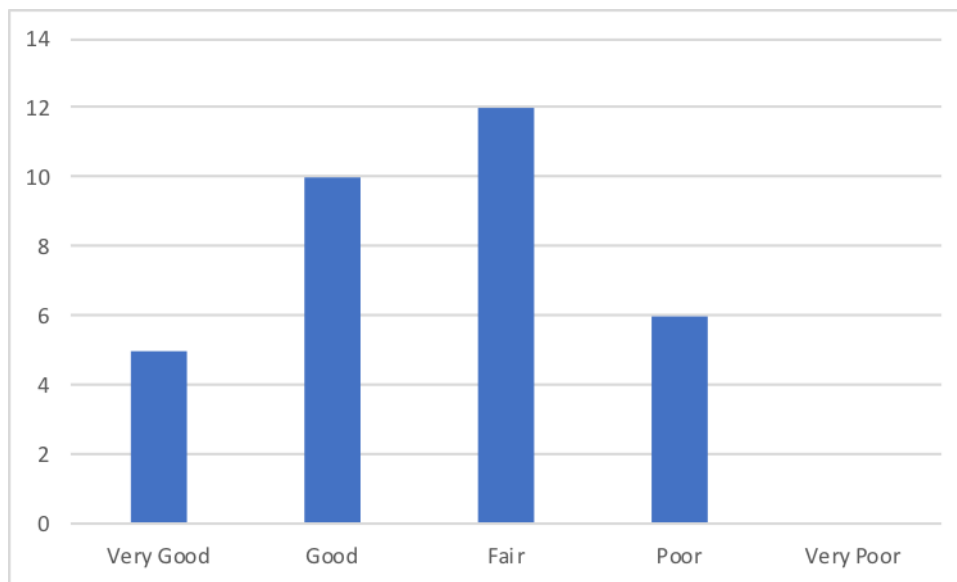
To analyse the data, the researcher used scoring rubric by Oshima, the result of the writing achievement can be seen as below:

Table 4.2. Descriptive Statistics of Writing Achievement

	N	Range	Minimum	Maximum	Sum	Mean
Writing Achievement	34	39.00	50.00	89.00	2.228.00	65.53

From the descriptive statistics above it can be seen that the total sample was 34, the range score of the writing achievement was 39.00, the minimum score was 50.00 and the maximum score was 89.00, the sum of the students' writing achievement was 2.228.00 and the mean score was 65.53. the mean score was 65.53, it indicates that the score of students' writing achievement was fair.

Figure 4.2. Descriptive Statistics of Writing Achievement



From the descriptive statistic above it can be seen that from the result test, there were 4 students getting 80-100, 10 students getting 66-79, 13 students getting 56-65 and 6 students getting 40-55.

Table 4.3. Percentage Statistics of Writing Achievement

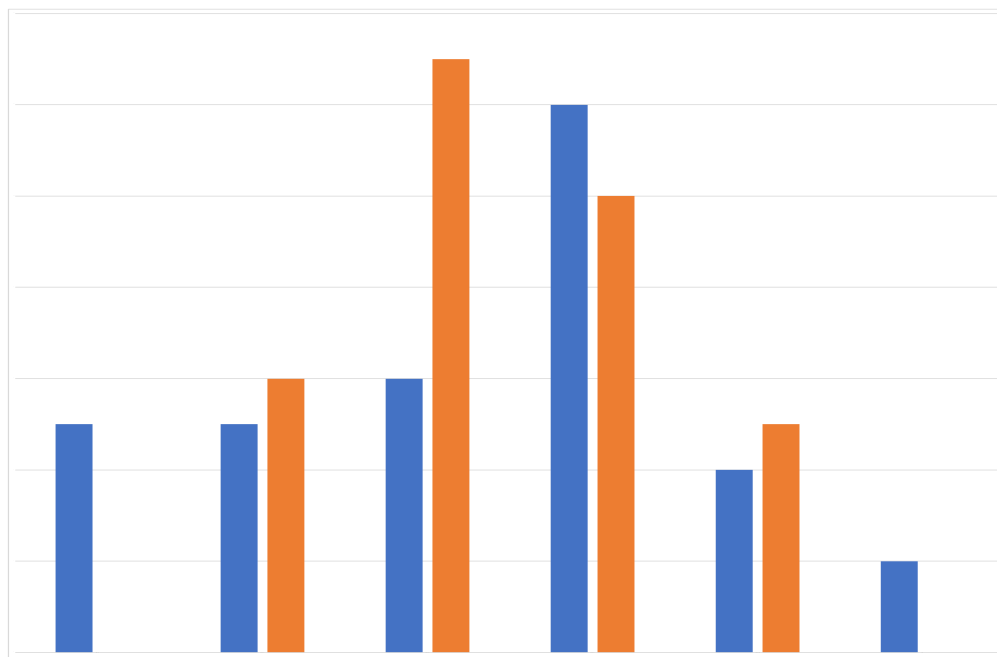
No	Score Interval	Category	Frequency	Percentage
1	80 - 100	Very Good	5	14.70%
2	66- 79	Good	10	29.41%
3	56 – 65	Fair	13	38.23%
4	40-55	Poor	6	17.64%
5	Less than 39	Very Poor	0	0
Total			34	100%

Based on the descriptive table above the result showed that there were 5 students in very good category with percentage 14.70%, 10 students in good category with percentage 29.41%, 12 students in fair category with percentage 38.23% and 6 students in poor category with percentage 17.64%. there were 29.41% students in good category, it indicates that the average students have good writing skill.

3. The Comparison Between Students' Grammatical Score and Students' Writing Score

To make the researcher easier in understanding the comparison between the result of students' grammar score and students' writing score, the researcher compare the result as can be seen below:

Figure 4.3. The Comparison Between Students' Grammatical Score and Students' Writing Score



From the descriptive statistic above it can be seen the difference from the two variables that were tested, on the first range, there were 5

students from grammar category meanwhile from writing there were no students that included in that range, also from the third range it can be seen that the comparison is so obvious students from grammar category only 6 meanwhile students from writing category were 13.

4. The Correlation Between Students' Grammar Mastery and Students' Writing Achievement.

a. Pre-requite Testing

in pre-requite testing, the data in SMAN 1 Tarakan were calculate to identify the normality and homogeneity of variance of the data and hypothesis testing.

1. Normality Test

Before the hypothesis being tested, the first step that must be done was the normality testing, normality test was used to know if the data had a normal distribution.

The normality test aims to test whether the correlation model, the residual confounding variable has a normal distribution Ghozali (2006). The correlation model can be said to fulfill the assumption of normality if the correlation model is normally distributed. In testing the normality of the data, the researcher used Kolmogorov smirnov. If the probability of the Kolmogorov Smirnov test results produces an asymptotic

significance value higher than 0.05 then the assumption of normality is fulfilled. The result of the normality test can be seen in the table below.

Table 4.4 Normality Test

N		34	34
Normal Parameters ^{a,b}	Mean	59.44	65.53
	Std. Deviation	14.302	10.683
Most Extreme Differences	Absolute	.133	.122
	Positive	.110	.122
	Negative	-.133	-.073
Test Statistic		.133	.122
Asymp. Sig. (2-tailed)		.133 ^c	.200 ^{c,d}

Based on the Kolmogorov Smirnov test as presented in the table above, the grammatical mastery and writing achievement values produced the Kolmogorov Smirnov coefficient with an asymptotic significance value 0.05 which was 0.200 and 0.133 it can be stated that the data of the students' score based on the grammar test and writing test were distributed normal.

2. Homogeneity Test

The use of homogeneity test in SMAN 1 Tarakan was to find out that the score of the students based on the grammar test and writing test was homogeneity. By using levene statistic formula from SPSS. The result of the homogeneity test can be seen as below.

Table 4.5 the result of homogeneity of variance

Levene Statistic	df1	df2	Sig.
1.293	8	16	.314

From the result of the test of homogeneity in table 4.4 above, the researcher found the significance was higher than 0.05, it indicates that the data was homogenous.

3. Hypothesis Testing

To answer the research question the researcher used *Pearson Product Moment* Correlation to find out the correlation between students' grammatical mastery and students' writing achievement. The variables are correlated if:

- If the significant < 0.05 , it means the variables are correlated.
- If the significant > 0.05 , it means the variables are not correlated.

And if the significant on 0.05, compared the person correlation with *rtable* with the level of significance 5%. The variables are correlated if:

- Pearson correlation $> rtable$, it means the variables are correlated.
- Pearson correlation $< rtable$, it means the variables are not correlated.

The result of *Pearson Product Moment* in this research can be seen in the table below:

Table 4.3. Correlation table

		grammar	writing
grammar	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.002
	N	34	34
writing	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.002	
	N	34	34

Based on the *Pearson Product Moment* above, The significant score (sig 2-tailed) was $0.002 < 0.05$ or it is lower than the level of significance, it indicates that there was significant correlation between students' grammar mastery and students' writing achievement at eleventh grade students of SMAN 1 Tarakan. the correlation coefficient or the *rvalue* was 0.510 it was higher than *rtable* was 0.3388 it indicates that there was a correlation between students' grammatical mastery and students' writing achievement. According to sugiyono (2013) the coefficient interval (0,40-0,599) it indicates that the correlation was in medium scale.

DISCUSSION

This section presents the discussion based on the findings of the research. This research was concern about the correlation between students' grammatical mastery and students' writing achievement at eleventh grade students of SMAN 1 Tarakan. Based on the research findings, the researcher found that there was a fair correlation between students' grammatical mastery and students writing achievement.

To measure students' grammatical mastery the researcher gave the grammatical test, which was consisted of multiple choices, fill in the blanks and error recognition, the total question was 40. The result from the grammatical test was there were 5 students that getting score 30-40, 5 students get 41-50, 6 students get 51-60, 12 students get 61-70, 4 students get 71-80 and 2 students get 81-90. The average score was 59.44 it indicates that the students' grammar score was fair. From the result of students' worksheet it can be seen that most of the students made errors in fill in the blanks and error recognition, from the researcher opinion it may happen because there were no answer option, unlike error recognition and fill in the blanks, the multiple choice provided options that's why the students got high scores in this part.

Writing achievement was one of the variable that tested in this research, to measure students' writing achievement, the researcher gave the students writing test, the test was about descriptive test, the students had to write down paragraphs about descriptive text by choosing the given theme, the themes of the writing test were Favourite artist, Your school/house, Pets, Your best friends. To measure the result of writing test, the researcher used the scoring rubric from Oshima. The result from students' writing test were 5 students in very good category with percentage 14.70%, 10 students in good category with percentage 29.41%, 12 students in fair category with percentage 38.23% and 6 students in poor category with percentage 17.64%. there were 29.41% students in good category, it indicates that the average students have good writing skill.

From the result of the grammatical test and writing test, it showed that there were some students who got low score in grammatical but their writing test were not really bad, there are two reasons that may become the source of this case, the first one is the lack of students vocabulary, there are some students who rich of vocabulary and that made the students easy to write anything they want to write, it was different with the students who were lacking in vocabulary, even when they had ideas they didn't know how to write it, because they were lacking of vocabulary, they may good in answering the grammar test but in writing it required the students to have good vocabulary, that's why there were some students who got high score in grammatical test but their score in writing were not good enough, the second reason was there were students who love to write, it made them easy to write down the paragraph that they want to write, in fact writing is not easy as answering the grammar test, in grammar test the students can answer the question because the options are provided, or because the grammar test requires only short answers, it doesn't force the students to think critically like writing test, that's why there are students who got low score in writing test.

Furthermore, the correlation between students' grammatical mastery and students' writing achievement are correlated, it can be seen from the students' result, students who got high score in grammar were also got high score in writing, it indicates that these two variables can separated.

The researcher analysed students' grammatical skill and students' writing achievement by using Pearson Product Moment, the result of the normality test was higher than the level of significant score, it indicated that students' grammatical score and students' writing achievement score were distributed normally. Then the result of homogeneity test showed the significant score (was higher than the level of significant), it indicated that both variables were homogenous.

Furthermore, the result of the correlation test by using Pearson Product Moment, the correlation can be seen by the comparison between R-Test and R-Table. The R-test was 0.510 it was higher that R-table 0.3388, from this result, the researcher concluded that the research question "there is a correlation between students' grammatical mastery and students' writing achievement at eleventh grade students of SMAN 1 Tarakan" was accepted, although the correlation level is not too strong, but it's important to know that the relation between grammar and writing is something that cannot be separated, good writing requires good grammar. The result of this research is related to the previous research that was done by Adhiyatma (2015), concerning on the result of the research, the researcher concludes that there is a correlation between students' mastery of grammar and writing ability of the tenth grade of SMA Negeri 1 Pasangkayu. The differences between the previous research and this research are, the previous research used questionnaire as a supporting data, meanwhile in this research the researcher didn't use questionnaire, the second difference is the previous research only focus in simple past tense meanwhile in this research the researcher focus on grammar that learnt by the students in high school, the other difference is the previous research used recount text to find out students' writing ability meanwhile in this research the researcher used descriptive text. The previous research and this research also have similarity which is both research used multiple choice to find out students' grammar score.

Based on the research finding, the researcher found that there was a correlation between students' grammatical mastery and students' writing achievement in medium category. This is important for the teacher that these two variables are correlated, so the teacher can accelerate

these two variables in teaching, it is also important for the students that if they want to improve their writing ability they have to learn and master the grammar.

CONCLUSION

Based on the result that already presented in previous chapter, the researcher conclude that the correlation between students' grammar mastery and students' writing achievement at eleventh grade students of SMAN 1 Tarakan was in the medium category, the significant score (sig 2-tailed) was $0.002 < 0.05$ it indicates that there was significant correlation between students' grammar mastery and students' writing achievement at eleventh grade students of SMAN 1 Tarakan. The correlation coefficient or the *r* value was 0.510 it was higher than *r* table was 0.3388 it indicates that the correlation was in medium category. The result showed that the hypothesis was accepted.

REFERENCES

- Aliaga, Gunderson. 2002. *How Do Qualitative And Quantitative Research Differ*. University Of St. Gallen. Switzerland.
- Adhiyatma B, Jamiluddin, Nadrun *The Correlation Between Students' Mastery of Grammar And Writing Ability of The Tenth Grade*. <https://pdfs.semanticscholar.org/c0e1/fa22487f1cb8a7aa2931a522f86f2d8a429e.pdf?ga=2.142401969.220635915.1579405428-1422158870.1579405428>. (Retrieved on february 28th 2019)
- Arikunto, S. 2006. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara
- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ary, D. 2006. *Introduction To Research In Education*. Canada: Wadsworth. University Press.
- Davis D, Cosenza. 2005. *Business Research For Decision Making*. Kent Publishing Company.
- Fraenkel, Jack. R. and Norman E. Wallen. 2012. *How To Design And Evaluate Research In Education 8th Edition*. Boston: Mcgraw-Hill Higher Education.
- Ghaye T. 2019. *Teaching and Learning Through Reflective Practice*. Bandung : Nuansa Cendekia
- Hadjar, Ibnu. 1999. *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan*. Jakarta : Raja Grafindo Persada
- Harmer, J . 2004. *How To Teach Writing: Effective Sentence, Paragraph, And Essay*. New York: Longman.
- Harmer, J. 2001. *The Practice Of English Language Teaching*. Longman. Essex, England
- J.B Heaton. 2001. *Writing English Language Tests*, London: Longman.

- Khairunisa A, Nadrin and Rachmania. 2015. *The Correlation Between Students' Grammar Mastery And Writing Skill* .
- Leech , Svartvik. 2002. *A Communicative Grammar Of English*. Routledge. Great Britain.
- Mahmudah D R. 2014. *The Correlation Between Students' Writing Ability And Their Vocabulary Mastery*.
- Muhsin A. "The Correlation Between Students' Grammar Knowledge And Writing Ability". https://www.academia.edu/25824292/THE_CORRELATION_BETWEEN_STUDENTS_GRAMMAR_KNOWLEDGE_AND_WRITING_ABILITY (Retrieved on March 3rd 2019)
- Niece, Masruchin. 2016. *The Great Of Grammar And Tenses*. Raffael Publisher. Indonesia.
- Oshima, Alice and Hogue A. 2006. *Writing Academic English*. Pearson longman
- Sedarmayanti, Hidayat S. 2011. *Metodologi Penelitian*. Mandar Maju. Indonesia
- Sugiyono. 2017. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitative Dan R&D*. Bandung: CV. Alfa Beta
- Suhud, A. 2013. *Smart Way To The Grammar*. Jakarta: Dunia Cerdas.
- Thornbury. 2012. *Teaching Unplugged : Is Dogme An Innovation Or A Remake*.
- Ur, Penny. 2000. *A Course In Language Teaching: Practice And Theory*. New York:Cambridge University Press.
- Yule, G. 2010. *The Study Of Language*. Cambridge University Press