

TEACHING COORDINATING CONJUNCTIONS TO THE ELEVENTH GRADE STUDENTS THROUGH SHORT TEXT

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Abstract

The objective of this research was to find out the use of short text in teaching coordinating conjunctions. This research applied quasi experimental research design which has two groups: the experimental group and the control group. The research population was the eleventh grade students. The sample of this research was selected by purposive sampling technique. The samples of this research were XI IPA 1 as the experimental group consisting of 29 students and XI IPA 2 as the control group consisting of 26 students. In collecting the data, the researcher used test. The test was used twice as pre-test and post-test. Then, the data were analyzed statistically. Having analyzed the data, it reveals that there were different scores obtained from the experimental group and the control group. In other words, the t_{counted} (3.067) is higher than the t_{table} (2.008). It shows that the research hypothesis was accepted. It indicates that the use of short text is effective in teaching coordinating conjunctions.

Keywords: Conjunction; Coordinating Conjunctions; Short Text

INTRODUCTION

Language is a means of communication in daily human life. Language makes us easy to interact, cooperate, and communicate with each other. Since we were a child, we have used the language that we got from our parents and family. When we grow up, we also acquire other languages from our environment. English is one of them and many people use it in the world.

English is an international language. It is used all over the world. It is important for people to master English both orally and writing. In Indonesia, English is taught at Senior High School as a compulsory subject. In mastering English, students find problems dealing with language skills and language components. Students should master not only language skills: listening, speaking, reading, and writing but also language components: vocabulary, structure or grammar, and pronunciation to support them in mastering English well.

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Grammar is the system of a language. When we understand the grammar (or system) of a language, we can understand many things. It seems a guide or a map to the students. People sometimes describe grammar as “rules” of a language. It is very important. If there is no rule, everyone will use his/her own rules and it will create many problems in communication.

Grammar is one of the language components that should be learned by students. The students should understand the grammar well. It controls the forms of words of sentences to avoid misunderstanding when they communicate with their society spoken or written. Sometimes students got difficulty in connecting one sentence to another sentence correctly. The students should know how to make a good sentence and how to connect one sentence to another sentence correctly. Students need conjunctions to connect their words, phrases, clauses, and sentences. Hence, by mastering the use of conjunctions, they can get better writing.

Sulaiman (1999:147) states, “A conjunction is a word which connects words, phrases, clauses, sentences or paragraphs”. According to Quirk, *et, al* in Sulaiman (1999:147), “Other term for conjunction is coordination”. It means that conjunction is a coordinator that is used to connect words, phrases, clauses, sentences or paragraphs. One of the kinds of conjunction is coordinating conjunction.

Coordinating conjunctions are conjunctions that join words or phrases that have the same grammatical structure. Manurung (2004:107) explains, “Coordinate conjunctions join words, phrases, or clauses together in the same structures (what is on one side of these words must be parallel to what is on the other side)”. There are seven coordinating conjunctions: *and, but, or, yet, for, so, and nor*. We use the acronym **FANBOYS** (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o) to remember all the words easily. Coordinating conjunctions do not depend on the other sentences or clauses. They can stand by themselves, for example: *Anis bought a blouse and a shirt yesterday*. Based on the sentence, coordinating conjunction *and* is used to connect phrase and phrase, particularly between noun phrase and noun phrase. The sentence consists of two independent clauses. The first independent clause is *Anis bought a blouse yesterday*, and the second independent clause is *Anis bought a shirt yesterday*.

Based on the pre-observation at SMAN 1 Dampelas, the researcher found that the students did not know how to use coordinating conjunctions well. By asking some of the students, the researcher found that they get difficulty in making a sentence by using coordinating conjunctions, for example: *I'm so scared*. It shows that word *so* is used as an adverb not as a coordinating conjunction. It means that the students did not know how to use the coordinating conjunctions and did not understand about the classes of words.

There are some techniques or media that can be used to improve students' mastery in using coordinating conjunctions. One of the media is using short text. The use of short text in teaching coordinating conjunctions gives some benefits for the students and also the teacher. For the students, they can see directly many sentences that contain coordinating conjunctions as the example how to construct good sentences in using coordinating conjunctions. For the teachers, they do not need to give long explanation to the students because the material has contained in the short text. Therefore, the researcher applied short text as the medium in this research.

In this research, the researcher conducted the research on the use of short text to improve students' mastery in using coordinating conjunctions. The research question was formulated in the following *"Is the use of short text effective in teaching coordinating conjunctions to the eleventh grade students of SMAN 1 Dampelas ?"* Based on the question, the researcher attempted to find out whether the use of short text is effective in teaching coordinating conjunctions or not.

METHODOLOGY

In conducting this research, the researcher used quasi-experimental design. The researcher applied two groups of sample. Those were the experimental group and the control group. These two groups were given the same test: pre-test and post-test. The researcher used Hatch and Farhady's model (1982:22) as follows :

<u>G1</u>	<u>T1</u>	<u>X</u>	<u>T2</u>
G2	T1		T2

Where :

G1	: experimental group
G2	: control group
T1	: pre-test for the experimental/the control group
X	: treatment
T2	: post-test for the experimental/the control group

Population is needed by the researcher when conducting research. Lodico, Spaulding, and Voegtle (2006:13) state, "Population is the larger group to which the researcher would like the result of a study to be generalizable". The population of this research was the eleventh grade students of SMAN 1 Dampelas.

In relation to the population above, the researcher chose two classes as the sample of this research, they are XI IPA 1 as the experimental group and XI IPA 2 as the control group. Lodico, *et. al.* (2006:143) state, "A sample is a smaller group selected from a larger

population that is representative of the larger population”. The researcher needed an appropriate technique to select the sample. The aim was to limit the object so that it would be easy for the researcher to conduct the research. The sample was chosen by applying purposive sampling technique. The researcher used that technique because it was appropriate to this research design. Furthermore, the English teacher of SMAN 1 Dampelas, especially XI Grade’s English teacher recommended the researcher to conduct this research in those classes.

Variable is an object of research. There are two variables: independent and dependent. The dependent variable is the students’ ability of the eleventh grade of SMA Negeri 1 Dampelas in using coordinating conjunctions and the independent variable is the use of short text.

In conducting this research, the researcher used an instrument. The instrument was test. There were two kinds of test: pre-test and post-test. The tests consisted of completion and sentence construction. Both tests were provided to measure the students’ achievement in using coordinating conjunctions and to find out the effectiveness of short text as the medium given whether the students would get progress in their writing or not.

Table 1
The Scoring System for Sentence Construction

Text Type	Explanation	Score	Number of Item	Maximum Score
Sentence Construction	a. Correct content, correct structure, correct vocabulary and correct punctuation .	5	5	5 x 5 = 25
	b. Correct content, incorrect structure, correct vocabulary and correct punctuation.	4		
	c. Correct content, incorrect structure, fairly correct vocabulary, and correct punctuation.	3		
	d. Correct content, incorrect structure, incorrect vocabulary and fairly correct punctuation.	2		
	e. Fairly correct content, incorrect structure, incorrect vocabulary and fairly correct punctuation.	1		
	f. No answer.	0		

(Adapted from KTSP 2006)

Table 2
The Scoring System for Objective Test

Test Type	Number of Item	Score	Maximum Score
Completion	10	1	10x1=10

The researcher analyzed the data by using statistical analysis. It was used to analyze the test instrument result (pre-test and post-test). The researcher computed the individual score by using formula as recommended by Arikunto (2006:308):

$$\sum = \frac{x}{n} \times 100$$

Where :

\sum = standard score
 x = students score
 n = maximum score
 100 = constant number

The researcher computed the students' mean score of the students in the pre-test and the post-test by using formula as recommended by Arikunto (2006:313):

1. The formula is used for the experimental group

$$Mx = \frac{\sum x}{N}$$

2. The formula is used for the control group

$$My = \frac{\sum y}{N}$$

Where :

Mx = mean score of experimental group
 My = mean score of control group
 $\sum x$ = sum of score of experimental group
 $\sum y$ = sum of score of control group
 N = number of students

After that, the researcher computed the mean differences of the pre-test and the post-test by using formula proposed by Arikunto (2006:276):

1. The formula is used for the experimental group

$$Mx = \frac{\sum x}{N}$$

2. The formula is used for the control group

$$My = \frac{\sum y}{N}$$

Where :

M_x = mean deviation of experimental group
 M_y = mean deviation of control group
 $\sum x$ = sum of score of experimental group
 $\sum y$ = sum of score of control group
 N = sum of the students

Getting the mean difference of the pre-test and the post-test, the researcher computed the square deviation using the formula proposed by Arikunto (2006:308) as follows:

1. The formula for the experimental group

$$\sum x^2 = \sum x^2 - \left(\frac{(\sum x)^2}{N}\right)$$

2. The formula for the control group

$$\sum y^2 = \sum y^2 - \left(\frac{(\sum y)^2}{N}\right)$$

Where :

$\sum x^2$ = the sum of square deviation of experimental group

$\sum y^2$ = the sum of square deviation of control group

N = number of the students

After getting the mean of the pre-test and the post-test between the experimental group and the control group in order to know whether the research hypothesis is accepted or rejected, the researcher applied the formula designed by Arikunto (2006:311):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = the value of t-counted

Md = the mean deviation of pre-test and post-test different

$\sum x^2$ = the sum of square deviation for experimental group

$\sum y^2$ = the sum of square deviation for control group

N = number of the subject

2 = constant number

FINDINGS

The researcher conducted the pre-test for the experimental and the control group. The pre-test of both groups is shown below in table 3.

To find the mean score of the experimental group and the control group in the pre-test, the researcher applied the formula as stated previously. The mean calculation is as follow:

$$\begin{aligned} Mx &= \frac{\sum x}{N} \\ &= \frac{1277}{29} \\ &= 44.03 \end{aligned}$$

$$\begin{aligned} My &= \frac{\sum y}{N} \\ &= \frac{738}{26} \\ &= 28.38 \end{aligned}$$

Table 3
The Pre-test Score of Experimental Group and Control Group

EXPERIMENTAL GROUP					CONTROL GROUP				
No .	Initials	Raw	Standard Score	Max .Score	No .	Initials	Raw	Standard Score	Max .Score
1.	AAS	25	71	35	1.	ALG	13	37	35
2.	ABM	15	42	35	2.	CND	11	51	35
3.	ARB	13	37	35	3.	DDS	20	57	35
4.	AMD	15	42	35	4.	DSM	9	25	35
5.	ALF	20	57	35	5.	FND	8	22	35
6.	ABM	11	31	35	6.	FKT	16	44	35
7.	ASW	20	57	35	7.	IWS	6	17	35
8.	BRA	19	54	35	8.	IWY	3	8	35
9.	DWY	12	34	35	9.	HYT	10	28	35
10.	DNL	14	40	35	10.	KIC	11	31	35
11.	DPS	11	31	35	11.	MYY	10	28	35
12.	DNI	18	51	35	12.	MSY	14	40	35
13.	EGA	13	37	35	13.	MWM	7	20	35
14.	FTZ	10	28	35	14.	NDH	14	40	35
15.	HDO	11	31	35	15.	NDP	8	22	35
16.	IDP	20	57	35	16.	NGK	10	28	35
17.	IDY	18	51	35	17.	NMA	11	31	35
18.	INA	13	37	35	18.	PRW	9	25	35
19.	MLW	11	31	35	19.	RFA	9	25	35
20.	MUA	11	31	35	20.	RFN	5	14	35
21.	MHM	23	65	35	21.	RKA	8	22	35
22.	NMR	14	40	35	22.	SDT	10	28	35
23.	NWA	19	54	35	23.	STD	8	22	35
24.	NPY	19	54	35	24.	SRK	12	34	35
25.	NLS	9	25	35	25.	STL	10	28	35
26.	RTY	11	31	35	26.	VFB	11	31	35
27.	SSF	16	44	35	TOTAL		738		
28.	STY	19	54	35					
29.	WDA	21	60	35					
TOTAL				1277					

After conducting treatment to the experimental group, the researcher conducted post-test to both groups. The researcher presented and analyzed the post-test result of both groups that can be seen in the following tables:

Table 4
The Post-test Score of Experimental Group and Control Group

EXPERIMENTAL GROUP					CONTROL GROUP				
No .	Initial s	Raw	Standar d Score	Max .Sco re	No .	Initials	Raw	Standar d Score	Max .Sco re
1.	AAS	29	82	35	1.	ALG	19	54	35
2.	ABM	25	71	35	2.	CND	17	48	35
3.	ARB	29	82	35	3.	DDS	13	37	35
4.	AMD	22	62	35	4.	DSM	22	62	35
5.	ALF	28	80	35	5.	FND	11	31	35
6.	ABM	29	82	35	6.	FKT	18	51	35
7.	ASW	28	80	35	7.	IWS	16	44	35
8.	BRA	29	82	35	8.	IWY	15	42	35
9.	DWY	30	85	35	9.	HYT	14	40	35
10.	DNL	26	74	35	10.	KIC	18	51	35
11.	DPS	31	88	35	11.	MYY	28	80	35
12.	DNI	28	80	35	12.	MSY	22	62	35
13.	EGA	28	80	35	13.	MWM	14	40	35
14.	FTZ	26	74	35	14.	NDH	28	80	35
15.	HDO	29	82	35	15.	NDP	20	57	35
16.	IDP	30	85	35	16.	NGK	28	80	35
17.	IDY	28	80	35	17.	NMA	22	62	35
18.	INA	27	77	35	18.	PRW	14	40	35
19.	MLW	28	80	35	19.	RFA	18	51	35
20.	MUA	24	68	35	20.	RFN	15	42	35
21.	MHM	22	91	35	21.	RKA	13	37	35
22.	NMR	29	82	35	22.	SDT	18	51	35
23.	NWA	28	80	35	23.	STD	16	44	35
24.	NPY	31	88	35	24.	SRK	28	80	35
25.	NLS	29	82	35	25.	STL	26	74	35
26.	RTY	31	88	35	26.	VFB	12	34	35
27.	SSF	27	77	35	TOTAL				1374
28.	STY	29	82	35					
29.	WDA	30	85	35					
TOTAL				2329					

To find the mean score of the experimental group and the control group in the post-test, the researcher applied the formula as stated previously. The mean calculation is as follow:

$$\begin{aligned}
 M_x &= \frac{\sum x}{N} \\
 &= \frac{2329}{29} \\
 &= \mathbf{80.31}
 \end{aligned}$$

$$\begin{aligned}
 M_y &= \frac{\sum y}{N} \\
 &= \frac{1374}{26} \\
 &= \mathbf{52.84}
 \end{aligned}$$

After computing the mean score of both groups, the researcher measured the deviation of the experimental and the control group. The result can be seen in the following table:

Table 5
The Result of Experimental Group's Pre-test and Post-test

No.	Initials	Standard Score		Standard Deviation (X ₂ -X ₁)	(X) ²
		Pre-test (X ₁)	Post-test (X ₂)		
1.	AAS	71	82	11	121
2.	ABM	42	71	29	841
3.	ARB	37	82	45	2025
4.	AMD	42	62	20	400
5.	ALF	57	80	23	529
6.	ABM	31	82	51	2601
7.	ASW	57	80	23	529
8.	BRA	54	82	28	784
9.	DWY	34	85	51	2601
10.	DNL	40	74	34	1156
11.	DPS	31	88	57	3249
12.	DNI	51	80	29	841
13.	EGA	37	80	43	1849
14.	FTZ	28	74	46	2116
15.	HDO	31	82	51	2601
16.	IDP	57	85	28	784
17.	IDY	51	80	29	841
18.	INA	37	77	40	1600
19.	MLW	31	80	49	2401
20.	MUA	31	68	37	1369
21.	MHM	65	91	26	676
22.	NMR	40	82	42	1764
23.	NWA	54	80	26	676
24.	NPY	54	88	34	1156
25.	NLS	25	82	57	3249
26.	RTY	31	88	57	3249
27.	SSF	44	77	33	1089
28.	STY	54	82	28	784
29.	WDA	60	85	25	625
TOTAL				Σx= 1052	Σx²=42506

The computation of the students mean deviation is presented as the following:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1052}{29}$$

$$M_x = 36.27$$

Having counted the mean deviation, the researcher then computed the square deviation as shown below:

$$\begin{aligned}\sum x^2 &= \sum x^2 - \left(\frac{(\sum x)^2}{N}\right) \\ \sum x^2 &= 42506 - \left(\frac{(1052)^2}{29}\right) \\ \sum x^2 &= 42506 - \left(\frac{1106704}{29}\right) \\ \sum x^2 &= 42506 - 38162.20 \\ \sum x^2 &= 4343.8\end{aligned}$$

Table 6
The Result of Control Group's Pre-test and Post-test

No.	Initials	Standard Score		Standard Deviation (Y ₂ -Y ₁)	(Y) ²
		Pre-test (Y ₁)	Post-test (Y ₂)		
1.	ALG	37	54	17	289
2.	CND	31	48	17	289
3.	DDS	57	37	-20	400
4.	DSM	25	62	37	1369
5.	FND	22	31	9	81
6.	FKT	44	51	7	49
7.	IWS	28	40	12	144
8.	IWY	8	42	34	1156
9.	HYT	17	44	27	729
10.	KIC	31	51	20	400
11.	MYY	28	80	52	2704
12.	MSY	40	62	22	484
13.	MWM	20	40	20	400
14.	NDH	40	80	40	1600
15.	NDP	22	57	35	1225
16.	NGK	28	80	52	2704
17.	NMA	31	62	31	961
18.	PRW	25	40	15	225
19.	RFA	25	51	26	676
20.	RFN	14	42	28	784
21.	RKA	22	37	15	225
22.	SDT	31	34	3	9
23.	STD	28	51	23	529
24.	SRK	22	44	22	484
25.	STL	34	80	46	2116
26.	VFB	28	74	46	2116
TOTAL				Σy= 636	Σy²=22148

The computation of the students' mean deviation is presented as the following:

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{636}{26}$$

$$M_y = 24.46$$

Having counted the mean deviation, the researcher then computed the square deviation as shown below:

$$\sum y^2 = \sum y^2 - \left(\frac{(\sum y)^2}{N}\right)$$

$$\sum y^2 = 22148 - \left(\frac{(636)^2}{26}\right)$$

$$\sum y^2 = 22148 - \left(\frac{404496}{26}\right)$$

$$\sum y^2 = 22148 - 15557,53$$

$$\sum y^2 = 6590.47$$

To see whether there is a significant difference between the means of the two groups in the post-test; the researcher compared them by using statistical formula as follows;

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{36.27 - 24.46}{\sqrt{\left(\frac{4343.8 + 6590.47}{29 + 26 - 2}\right)\left(\frac{1}{29} + \frac{1}{26}\right)}}$$

$$t = \frac{11.81}{\sqrt{\left(\frac{10934.27}{53}\right)\left(\frac{55}{754}\right)}}$$

$$t = \frac{11.81}{\sqrt{(206.30)(0.072)}}$$

$$t = \frac{11.81}{\sqrt{14.85}}$$

$$t = \frac{11.81}{3.85}$$

$$t = 3.067$$

To test the difference between the t-counted and the t-table, the researcher applied 0.05 level of significance for two-tailed test with 45 degree of freedom (df) $29 + 26 - 2 = 53$. Because there is no (df) 53 in the table, the researcher computed by using interpolation in order to find out the value of t-table as follows:

$$\frac{a}{b} \chi^2$$

$$\begin{aligned} a &= 53 - 40 = 13 \\ b &= 60 - 40 = 20 \\ c &= 40 \text{ ----- } 2.021 \\ &= 60 \text{ ----- } 2.000 \\ &= 2.021 - 2.000 \\ &= 0.021 \end{aligned}$$

$$\frac{13}{20} \chi^2 0.021 = 0.013$$

$$\begin{aligned} \text{Df (45)} &= 2.021 - 0.013 \\ &= \mathbf{2.008} \end{aligned}$$

$$\frac{a}{b} \chi^2$$

By using df 53 and level of significance, therefore the value of the t-table was 2.008. The researcher found that the t-counted value (3.067) was higher than the t-table value (2.008). It means that the use of short text is effective in teaching coordinating conjunctions.

DISCUSSION

In this research, the researcher focused on the coordinating conjunctions *and*, *but*, *or*, *yet*, and *so*. Related to the result of the students' pre-test, the percentage of the students who failed is 96.55% and the students who passed the test is 3.44% in the experimental group while in the control group, 0% who did the test well and 100% students was unsuccessful. Related to the result of the pre-test in both groups, it shows that the students got difficulties to do the test correctly. There are several reasons such as they did not know what the coordinating conjunctions is and how to make a good sentence by using coordinating conjunctions.

To solve the problem, the researcher used short text as the medium by doing the following steps: Firstly, the researcher gave warm up questions to the students. Secondly, she explained about coordinating conjunctions. Then, she provided some examples of coordinating conjunctions. Furthermore, the researcher divided the students into pairs. After that, the researcher distributed the short text to the students and asked them to identify the coordinating conjunctions in that text. Next, the researcher asked them to analyze the sentence. The last, the researcher and the students discussed it together.

The short text is a good medium in teaching coordinating conjunctions for the students because they can see the way how to construct the sentence in using coordinating conjunctions directly. Another term of short text is reading text. Harmer (2004:99) argues,

“Reading text [...] provides good models for English writing. [...] We can also use reading material to demonstrate the way we construct sentence, paragraph, and the whole text”.

After the students got the treatment, the researcher gave the post-test. In the result of the post-test, the researcher found that most of the students in the experimental group got high score than the students in the control group. In the experimental group, there are 93.10% of students doing the test well or got score ≥ 70 as the minimum score and 6.89% of students fail in doing the test while in the control group, there are 19.23% of students doing the test well and 80.76% of students fail in doing the test. By seeing at the result of percentage from the pre-test and the post-test of both groups, the researcher found that the medium is effective to improve the students' mastery in using coordinating conjunctions.

Referring to the fact of the problems about coordinating conjunctions faced by the students, the researcher relates this research to the previous study. The previous study was conducted by Mukhayyarah (2013) by proving that the use of reading text is effective in teaching coordinating conjunctions. Regarding to the findings, this study and the previous study have similarity and difference. Firstly, we use similar medium. Secondly, we have different scope. This study only focused on *and*, *but*, *or*, *yet*, and *so* while Mukhayyarah's study focused on the seven kinds of coordinating conjunctions: *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. The researcher can conclude that short text or reading text is effective medium in teaching coordinating conjunctions.

CONCLUSION AND SUGGESTIONS

After doing the research, the researcher concludes that the use of short text is effective in teaching coordinating conjunctions to the eleventh grade students of SMAN 1 Dampelas. It is proven by the value of t_{counted} (3.067) which is higher than t_{table} (2.008). It means that researchers' hypothesis is accepted.

After conducting the research, the researcher has some suggestions for some parties. Firstly, the English teacher may use short text as the medium in teaching process to help the students learn English grammar particularly coordinating conjunctions. Secondly, the teacher should use appropriate media, techniques, strategies, or methods in teaching English grammar in order to make the students more interest to learn English grammar especially coordinating conjunctions. The last, next researchers should use a variety of teaching techniques or media that would make the students feel enjoy in the process of learning.

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