



THE EFFECT OF VOCABULARY MASTERY AND GRAMMAR TO WRITING RECOUNT TEXT SKILLS.

(Survey on SMP Negeri in Kabupaten Lebak-Banten)

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ABSTRACT

The purpose of this study was to: determine the interactive effect of vocabulary mastery and grammar mastery towards recount English writing skill. The research method was used the descriptive survey method. In this study data and the information were collected from respondents using a questionnaire. After the author analyzes the research variables Vocabulary Mastery, Grammar Mastery and Recount Text Writing Ability, it can be concluded that: (1) There are significant interactive effects of vocabulary mastery and grammar mastery trait towards recount English writing ability, as evidenced by the results of $Sig = 0,000 < 0,05$ and $f_{observed} = 106,807$. (2) There is a significant effect of vocabulary mastery towards recount English writing ability, as $Sig = 0,000 < 0,05$ and $t_{observed} = 7,667 > t_{table} = 1,663$. (3) There is a significant effect of grammar mastery towards recount English writing ability, as $Sig = 0,000 < 0,05$ and $t_{observed} = 1,615 < t_{table} = 1,663$.

Keywords: Vocabulary Mastery, Grammar Mastery, Recount Writing Ability

ABSTRAK

Tujuan dari penelitian ini adalah untuk: menentukan pengaruh interaktif penguasaan kosakata dan penguasaan tata bahasa terhadap keterampilan menulis teks recount bahasa Inggris. Metode penelitian yang digunakan adalah metode survei deskriptif. Dalam penelitian ini data dan informasi dikumpulkan dari responden menggunakan kuesioner. Setelah penulis menganalisis variabel penelitian Penguasaan Kosakata, Penguasaan Tata Bahasa dan Kemampuan Menulis Teks Recount, dapat disimpulkan bahwa: (1) Ada pengaruh interaktif yang signifikan dari penguasaan kosakata dan sifat penguasaan tata bahasa terhadap kemampuan menulis teks recount bahasa Inggris, sebagaimana dibuktikan oleh hasil $Sig = 0,000 < 0,05$ dan $f_{hitung} = 106,807$. (2) Ada pengaruh yang signifikan dari penguasaan kosakata terhadap kemampuan menulis teks recount bahasa Inggris, karena $Sig = 0,000 < 0,05$ dan $t_{hitung} = 7,667 > t_{tabel} = 1,663$. (3) Terdapat pengaruh yang signifikan antara penguasaan tata bahasa terhadap kemampuan menulis teks recount bahasa Inggris, karena $Sig = 0,000 < 0,05$ dan $t_{hitung} = 1,615 < t_{tabel} = 1,663$.

Kata Kunci: Penguasaan Kosakata, Penguasaan Tata Bahasa, Kemampuan Menulis Recount

INTRODUCTION

Education is a conscious and systematic effort made not only to humanize human beings but also so that people realize their position as khalifatullah fil ardhi, which in turn will further enhance themselves to become human beings who are pious, have faith, have knowledge and do good deeds. In the purpose of education as explained in the National Education System Law Number 20 of 2010 is "The development of the potential of students to become human beings who believe and devote to God Almighty, have noble, healthy, knowledgeable, capable, capable, creative, independent and become citizens. Democratic and responsible country ".

In improving themselves to become people who have faith and devote to God Almighty, have good character, are creative, independent and become citizens who are democratic and responsible, then every human being needs a tool for communication both verbally and in writing called language. Through language, we share information orally and in writing. Therefore we must be able to fully understand the nature of language. Therefore, it must also be able to master the language and its elements, such as vocabulary, grammar, pronunciation and punctuation. So with the important role of language as part of a communication tool in human life, Fromkin and Rodman (1998: 5) "state briefly the nature of human language that is as an arbitrary system of sound symbols used by community members to communicate and recognize one another" .

Language aside from being a medium for conveying information, it is also a medium for expressing oneself, feelings, desires, opinions or thoughts, and their needs. As individual beings and social beings, humans always use language as a means of integration, social and adaptable, between humans in each of their activities. Over time, the language of mammpu develops in accordance with the times.

Considering the important role of language as a means of communication both in one's own country and or with nations in other countries, it is necessary for every human being to be able to use international languages and develop them, thus, English which is an international language must be mastered in entering the era of globalization. The Indonesian government as the controller of education in Indonesia makes English as a foreign language that must be taught in formal and non-formal educational institutions. And from here also then English based on the 2006 KTSP curriculum, became one of the mandatory lessons taught starting at the elementary school (elementary), junior high school (SMP), senior high school (SMP) or vocational high school (SMK), even there which began to be taught at the kindergarten level (TK). And with the refinement of the curriculum from the 2006 KTSP curriculum to the 2013 Curriculum (Kurtilas), English must be taught at formal and non-formal educational institutions at the junior high school, junior high school, or vocational high school. (SMK). But there are still many private institutions that teach English lessons starting at the Elementary School (SD) level, and some even begin to be taught at the Kindergarten level.

Based on the junior high school English syllabus, it is known that in schools starting English lessons to students is not only for specific purposes but for general purposes. The syllabus is designed and organized to meet the needs of students. Students graduating from junior high school hope to be able to implement the abilities they have learned in real life. They must meet certain requirements in order to get a job, and to be able to compete with competitors in and from the outside world after they graduate from educational institutions with their skills. And one of these requirements, they must have sufficient ability or skills in foreign languages, especially spoken and written English.

Studying English is the same as learning the components and abilities or language skills. As for the components of English which are grammar, vocabulary, pronunciation, and spelling, ability or language skills include listening skills, speaking skills, speaking skills, speaking skills reading (reading skills), writing skills (writing skills). Among the four abilities or skills, most of which are often considered by the teachers, namely difficulties in learning abilities or speaking skills, on the grounds that students are expected to graduate or be able to be able to speak or communicate skillfully when using foreign languages. facing the globalization of the world. And to face the era of proficiency level is not enough just to have the ability or speaking skills, but must be supported by the ability or writing skills (writing)

Writing skills or skills are active activities, namely skills or skills to express thoughts, opinions, and storytelling through writing. writing skills are the most difficult skills or skills of the four skills in language, therefore writing skills are the fourth or final skill given in achieving English language skills or skills. ability or writing skills (writing skills) is different from other skills, namely listening skills (listening skills), speaking skills (speaking skills), reading skills which in learning the three skills students are given a stimulus so that students have opportunities great for responding to and answering questions related to the material. Unlike the ability or writing skills (writing skills) without being given a stimulus in advance by the second party, students must be able to express their thoughts in the form of written text in the form of narrative, descriptive, procedure, recount, and so on. In learning writing skills or writing skills, students also learn mastery of ideas that are logical, clear, use vocabulary in accordance with the theme and arranged in an interesting and in correct grammar. The use of vocabulary and grammar as said by Crimmon and Kurniawan (2006: 122) says that: "Writing is a productive and effective activity. In this activity one must be skilled at utilizing graphology, grammatical structures and vocabulary. Writing skills are used to record, copy, report, inform and mediate readers. These purposes and objectives can only be achieved well by learners who can structure and frame thoughts and express them in clear, fluent and communicative terms. This clarity depends on the mind, organization, usage and choice of words and sentence structure.

Based on the opinion above, the writer deliberately emphasizes difficulties in learning skills or writing skills in English that are no less important than learning abilities or speaking skills and other English skills or skills. The author's reason for adopting this theme is because there are still many students in the State Junior High School in the Sobang subdistrict of Lebak Regency who score below the KKM in writing assessment. Some difficulties in writing skills or writing skills, among others: mastery of vocabulary, grammar, punctuation, issuing ideas, composition of essays, and so on resulting in writing skills or skills (writing skills) do not exist in the English National Examination (UN).

English subjects especially ability or writing skills (writing skills) for some people still consider and provide an evaluation in the umpteenth rank compared to other skills. Many people tend to see that a student's achievement is measured by the value of exata subjects, such as mathematics, statistics, so that sometimes it forms the opinion of students who excel when the ex-score is high. Of course the perception is wrong. We should look at and place the alignment of knowledge. All knowledge provides benefits and has different, complementary and complementary functions.

In general, student achievement is influenced by two factors, namely internal factors and external factors. Internal factors include motivation, attitudes, intelligence

skills, emotional maturity while external factors can be in the form of rewards, facilities and infrastructure, school environment, teacher competencies, subjects and others. Likewise, achievement of writing skills or writing skills is greatly influenced by both of these factors. Internal factors that affect English language learning aspects of writing skills (writing skills) such as: IQ, vocabulary mastery, grammar, punctuation, composition of essays and students' learning strategies themselves. As revealed by Tarigan (2011: 2), "The quality of a person's language skills clearly depends on the quantity and quality of their vocabulary. The richer the vocabulary we have, the more likely we are skilled in language ". The external factors are the same as the external factors in achieving achievements in other subjects.

Based on the problems mentioned above, English teachers have the responsibility to reduce and even solve problems to find and find solutions to these problems. Then implement ways or solutions to resolve the problem so that it is resolved properly. Awareness of the responsibilities of English teachers is expected to improve the abilities or skills of their students so that they are able to compete with competitors from and outside the world.

The teacher is one component that is needed in the teaching and learning process because if there are no teachers, then there is no teaching and learning process so that there are no smart people, no one who becomes a doctor, pilot, boat captain, headman, regent and even president, through the teaching and learning process in which the teacher becomes the subject in charge of transferring their knowledge to the students (students) as the object, smart people, scholars, officials, entrepreneurs, politicians and so on are created. Bound to the internal factors that exist in each student are different, the task and role of the teacher is very large in providing motivation to students so that students who have different IQs and backgrounds are able to develop their potential optimally maybe. So students are motivated to learn English, especially in the ability or writing skills (writing skills).

The students usually have difficulty issuing their opinions on the ability or writing skills (writing skills) because they lack mastery of vocabulary and grammar, one way that can be done to develop and develop writing skills is to improve mastery of vocabulary and grammar because vocabulary is the main ingredient for realize ideas and ideas, while grammar is the linguistic principle used in composing sentences, so that the sentence becomes the correct sentence according to applicable language rules. And there are several types of texts that can be used in writing such as: narrative, descriptive, explanation, tount, report, news item, information, exposition, and argumentation. To overcome this the writer has experience before entering into the ability or writing skills (writing skills) students are given an understanding of the understanding of a text. Before entering into the writing skill or skills, students are given an understanding of what the understanding of the recount text follows, and then given a number of examples of recount text in English to be translated into Indonesian, and vice versa some examples of recount text in Indonesian to be translated, this is done by the teacher in the hope that students will have additional vocabulary in English while learning the content of stories from several recount texts.

After a number of times students have been drilled to increase vocabulary in English, then the teacher gives an explanation of how to compose correctly and correctly based on the composition of a composition (generic structure) in English. Both internal and external factors need to get attention together so they can provide good learning achievement.

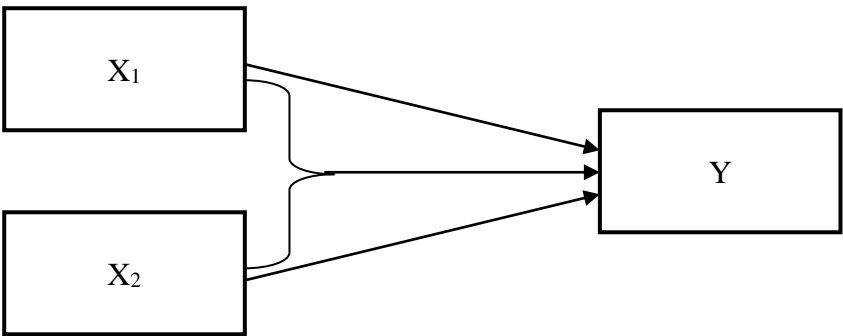
Based on the description above, the researcher wants to study it by conducting this study entitled: “The Effect of Vocabulary Mastery and Grammar To Writing Recount Text Skills”.

RESEARCH METHODS

The research was conducted in the form of field research while the method used was descriptive analytic. Descriptive survey method is a research method that takes samples from a population and uses a questionnaire as a data collection tool. In this study data and information were collected from respondents using a questionnaire. After the data is obtained then the results will be presented descriptively and at the end of the study will be analyzed to test the hypothesis proposed at the beginning of this study (Effendi, 2003: 3). The survey research method is an attempt at observation to obtain clear information on a particular problem in a study. The study was conducted for an action that is descriptive in nature, which is describing things that contain facts, classifications and measurements to be measured are facts whose function is to formulate and describe what happened (Ali, 2007: 5).

Associated with the understanding of descriptive methods explains that: "Research in terms of the presence of variables and when they occur, the research conducted by explaining or describing variables past and present (currently occurring), is descriptive research (to describe), describe or disclose" (Arikunto 1999: 10). This is in line with that the descriptive method is: "A method in the study of the status of the human group of an object, a set of conditions, a research system or a class of events in the present". The purpose of this descriptive study is to make a systematic, factual and accurate description, picture or painting of the facts and the relationship between the phenomena investigated (Nazir, 2008: 63). Based on the understanding of the experts above, the writer draws the conclusion that the descriptive survey method is suitable for use in this study, because it is in accordance with the purpose of the study, which is to obtain a picture of the influence of Vocabulary Mastery and Grammar Mastery on Text Recount Writing Ability in Class VIII Middle School students in Sobang District, Lebak Regency. Before conducting data analysis about the influence of data variables then data analysis techniques using inferential statistics multiple regression. In this study, the independent variables are Vocabulary Mastery (X1), Grammar Mastery (X2) and the dependent variable is the ability to Write Text Recount (Y) illustrated as follows:

Figure 3.1. Pattern of Relationships between Independent Variables X1, X2 and Bound Variables Y



Information:

X1: Vocabulary Mastery (independent variable)

X2: Grammar Mastery (independent variable)

Y: Ability to Write Text Recount (dependent variable)

The influence between variables:

1. The coefficient of direct influence on students' Vocabulary and Grammar Mastery on Text Recount Writing ability.
2. The coefficient of the direct influence of students' vocabulary mastery on the ability to write text recounts.
3. The coefficient of direct influence on students' grammar mastery on the ability to write text recounts.

There are two ways of collecting data in this study. The first test is used to collect data on English vocabulary and grammar mastery, the second is the writing test used to collect English recount writing ability data.

The sample selection technique in this study uses a combination of Cluster, Proportional and Random Techniques. Cluster technique is used to group students according to the school where they are studying. Proportional techniques are used to determine the number of members of each school in the affordable population

RESEARCH RESULTS AND DISCUSSION

The results of calculations and tests can be

Table 4.10. Calculation Results for Testing Multiple Correlation Coefficient Variables X1 and X2 to Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.569	.563	4.858

a. Predictors: (Constant), PENGUASAAN KOSAKATA

Table 4.11 Calculation Results for Significance Testing of Regression Coefficient of Variables X1 and X2 to Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2520.817	1	2520.817	106.807	.000 ^b
	Residual	1911.737	81	23.602		
	Total	4432.554	82			

a. Dependent Variable: KEMAMPUAN MENULIS TEKS RECOUNT

b. Predictors: (Constant), PENGUASAAN KOSAKATA

Table 4.12. Results of Calculation of Multiple Regression Equations for Variables X1 and X2 with Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.697	2.450		2.326	.023
	PENGUASAAN KOSAKATA	1.955	.255	.673	7.657	.000
	PENGUASAAN TATA BAHASA	.412	.255	.142	1.615	.110

. Dependent Variable: KEMAMPUAN MENULIS TEKS RECOUNT

The Effect of Vocabulary Mastery (X1) and Grammar Mastery (X2) together on Recount Text Writing Ability (Y)

Hypothesis tested:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0 \beta_{y2} \neq 0$$

Meaning:

H0: There is no effect of mastering vocabulary and mastery of grammar together on the ability to write recount texts

H1: There is an influence of mastering vocabulary and mastery of grammar together on the ability to write recount texts

From table 4.11. it can be stated that there is a significant effect of mastering vocabulary and mastery of grammar together on the ability to write recount texts. This is evidenced by the acquisition of Sig. 0,000 < 0.05 and Fcount = 106.807.

Meanwhile, the multiple regression line equation can be expressed with $\hat{Y} = 5.697 + 1.955 X_1 + 0.412 X_2$. This has the understanding that the vocabulary mastery and grammar mastery variables contribute positively to the ability to write recount texts. From table 4.12 it can also be explained that jointly the mastery of vocabulary and grammar mastery variables contributed 4% to the variable ability to write recount texts.

Effect of Vocabulary Mastery (X1) on Ability to Recount Text Writing (Y)

Hypothesis tested:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Meaning:

H0: There is no influence on the mastery of vocabulary on the ability to write recount text

H1: There is an influence of vocabulary mastery on the ability to write recount texts

From table 4.14. it can be stated that there is a significant influence on the mastery of vocabulary on the ability to write recount texts. This is evidenced by the acquisition of Sig. 0,000 < 0.05 and $t = 7.567$.

The contribution of vocabulary mastery variables to the ability to write recount text can be stated with the formula:

$KD = \beta_{x1y} \text{ value} \times \text{The value of its Passive Correlation } (r_{x1y}) \times 100\%$

$BC = 0.673 \times 0.754 \times 100\% = 50.7442\%$

From the calculation above it can be stated that the contribution of mastery of vocabulary in improving the ability to write recount text is 50.7442%

Effect of Grammar Mastery (X2) on Ability to Recount Text Writing (Y)

Hypothesis tested:

$H_0: \beta_{y1} = 0$

$H_1: \beta_{y1} \neq 0$

Meaning:

H_0 : There is no effect of grammar mastery on the ability to write recount texts

H_1 : There is an influence of grammar mastery on writing ability
recount text

From table 4.14. it can be stated that there is no significant effect of grammar mastery on the ability to write recount texts. This is evidenced by the acquisition of Sig. 0.110 > 0.05 and $t = 1.615$.

The contribution of grammar mastery variables to the ability to write recount text can be stated with the formula:

$KD = \beta_{x1y} \text{ value} \times \text{The value of its Passive Correlation } (r_{x1y}) \times 100\%$

$BC = 0.142 \times 0.526 \times 100\% = 7.4692\%$

From the calculation above, it can be stated that the contribution of grammar mastery in improving the ability to write recount text is 7,4692%

CONCLUSIONS AND SUGGESTIONS

Referring to the results of testing the research hypothesis and analyzing the data processing in Chapter IV, it can be concluded as follows:

1. There is a significant influence of the mastery of vocabulary and mastery of grammar together on the ability to write English recount texts of SMPN students in Lebak Regency. This is evidenced by the value of Sig. 0,000 < 0.05 and $F_{count} = 106,807$, together with the vocabulary mastery and grammar mastery variables contributed 4% to the variable ability to write recount text.
2. There is a significant influence in the mastery of vocabulary on the ability to write English recount texts of SMPN students in Lebak Regency. This is evidenced by the acquisition of Sig. 0,000 < 0.05 and $t_{count} = 7.667$.
3. There is an insignificant influence of grammar mastery on the ability to write English recount texts in SMPN students in Lebak Regency. This is evidenced by the acquisition of Sig. 0.110 > 0.05, $t = 1.615$.

Based on the research findings above the suggestions that the writer can convey in this study are:

1. The teacher has a central role in improving the ability to write recount texts, so the teacher must continually improve students' mastery of English vocabulary. By increasing vocabulary mastery, it will have a direct impact on the ability to write recount texts, which will then be able to improve grammar mastery.

2. English teacher training is needed in optimizing the ability to provide vocabulary and grammar mastery lessons to students.
3. 3Students (students) should be facilitated in routine programs, for example; language month or written exhibition at a certain time, as one form of contextual learning. So students feel proud of their work, can be motivated to improve their learning outcomes.
4. Literacy programs with the habit of using libraries in an effort to increase students' interest in reading should be further optimized.

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