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MALAYSIA



2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROCEEDINGS

Hosted by

Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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THE SECOND INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

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Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

PROCEEDINGS

The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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Table Of Content

Preface	ii
Steering Committee.....	iii
Table of Content	iv
Paper Presenter :	
39. Structures Of The West Lampung’s Wayak Oral Literature - Armina	II-261
40. At A Glance Information System In LMS For Education Language - Arnes Yuli Vandika, Eka Imama Novita Sari, Ade Kurniawan, Dina Ika Wahyuningsih	II-271
41. E-Education : Social Media Network For Distance Learning System - Arnes Yuli Vandika, Eka Imama Novita Sari, Ade Kurniawan, Ruri Koesliandana.....	II-275
42. Teacher Understanding Of Pedagogy Competency In Tangerang - Azizah Husin.....	II-278
43. The Impact Of Using English Songs Towards The Students’ Vocabulary Mastery At Grade Ten Of Smk Negeri 1 Bandarlampung In Academic Year 2013 – 2014 - Bastian Sugandi	II-285
44. The Impact Of The Application Of Make-A Match Technique Towards Students’ Vocabulary Mastery - Dewi Maduratna.....	II-290
45. The Effect Of The Application Of Contextual Teaching And Learning (Ctl) On The Students’ Vocabulary Mastery At Grade Seven Of Smp Gajah Mada Bandar Lampung In Academic Year 2013-2014 - Dewi Marsela.....	II-295
46. The Correlation Between Students’ Remarkable Experiences And Their Ability In Recount Text Writing - Eka Rindi Astuti	II-301
47. The Effect Of The Application Of Contextual Teaching Learning Toward Students’ Listening Ability Of Grade Xi At Man 2 Tanjung Karang In 2014 - Eka Wahyuni Kartika	II-307
48. The Analysis Of Conditional Sentence Errors Pattern In Writing Sentences Of The Eleventh Grade Students Of Sma Negeri 5 Bandar Lampung - Fangky Adetia	II-314
49. The effect Of Mind Mapping Technique Towards The Students’ Speaking Ability At 7th Grade Of SMPN 4 Bandar Lampung - Frederika Mei Anggraeni.....	II-320
50. Teaching English Words’ Literal Meaning To 2nd Semester Students Of FKIP UBL Through Stage Hypnosis - Helta Anggia.....	II-328
51. Politeness And Camaraderie:How Types Of Form Matter In Indonesian Context - Jumanto	II-335
52. The Effect Of Using Pictures On Students’ Speaking Ability At Grade Eight Of SMPN 2 Seputih Mataram Lampung Tengah - LaurisaWidyaningrum	II-351
53. Time Expansion And Clear Speech To Improve Speech Recognition In Older Adults – Lusy Tunik Muharlisiani, Supeno, Danny Yatika.....	II-356
54. The Breath Sport Training For Health - M.C. Tri Atmodjo	II-364
55. The Correlation Between The Students’ Past Tense Mastery And Their Ability In Translating Narrative Texts - Marita Safitri	II-368

56. The Effect Of The Application Of Suggestopedia Teaching Method Toward Students' Speaking Ability Of Grade Eleven At SMA Adiguna Bandarlampung 2014 - Meidian Putri Zusana	II-374
57. The Application Of Snakes And Ladders Game In Teaching Vocabulary - Meipina	II-380
58. The Correlation Between The Students' Pronunciation Mastery And Their Ability In Speaking - Meylan GNA Sihombing	II-388
59. An Error Analysis Of The Use Of Present Participle Form Of The Sixth Semester Students Of FKIP Universitas Bandar Lampung - Miryanti Feralia	II-394
60. The Impact Of The Application Of SQ3R Method (Survey, Question, Read, Recite, Review) Towards Students' Reading Comprehension - Ni Nengah Parwati	II-399
61. The Correlation Between Students' Narrative Text Identification Ability And Their Narrative Text Writing Ability - Padila Dewi.....	II-405
62. Representation Of National Final Exam In Indonesian News Of detik.com – R. Nadia R. P. Dalimunthe	II-410
63. The Influence Of Using Crossword Puzzle Towards The Students' Vocabulary Mastery – Ria Anggelia Tambun	II-416
64. Teaching Learning Method Development With The Assignment To Outline Portions Of The Textbook - Sarjito Surya.....	II-422
65. The Influence Of The Application Of Pairs Check Technique (PCT) Towards Students' Writing Ability At Grade Ten Of Sma Catur Karya Tulang Bawang 2014 - Siti Nuryati.....	II-426
66. The Influence Of The Application Of Problem Based Learning Towards The Students' Speaking Ability Of Grade Eleven Of Sma Negeri 5 Bandar Lampung - Sumardi Hussein.....	II-430
67. The Impact Of Using Pictures On The Students' Vocabulary Mastery At Grade Three Of SD Negeri 2 Rulung Raya Natar South Lampung In Academic Year 2013-2014 – Surya Adi Tama.....	II-436
68. The Influence Of Task-Based Instruction Towards The Students' Ability In Writing Procedure Text At Grade Ten Of Sma Tri Sukses Natar Lampung Selatan In Academic Year 2013-2014 - Tuti Rasminah	II-442
69. The Impact Of Using Thesaurus Program In Microsoft Word Towards Students' Vocabulary Mastery -Wenny Octaria Tami	II-445
70. An Analysis Of Traditional Grammar, Immediate Constituent Analysis, And X-Bar Syntax Theory - Yanuarius Yanu Dharmawan	II-453
71. The Impact Of Using Skimming And Scanning Strategies Of Descriptive Text Towards Students' Reading Comprehension At Grade Eight Of SMPN 22 Bandar Lampung - Yuli Fatmawati.....	II-463

THE CORRELATION BETWEEN STUDENTS' NARRATIVE TEXT IDENTIFICATION ABILITY AND THEIR NARRATIVE TEXT WRITING ABILITY

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Abstract

In doing the research the writer used quantitative method. The research was conducted by using r product moment. The population of this research was all of students' of grade eight in second semester of SMPN 20 Bandar Lampung in 2013-2014 that consisted of 763 students. The writer took 30 students as sample. In determining the sample, the writer used cluster sampling technique because the students' achievements are heterogeneous. In collecting the data the writer used essay test. The data was analyzed by using r-Product moment.

The data were collected through the tests were which statically analysed. r- product moment was applied. The result indicated that p-value 1%: 0.463 and 5%: 0.361 and t-test value was 742. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. The writer concluded that there is the correlation between students' narrative text identification ability and their narrative text writing ability.

Keywords: writing ability, narrative text, cluster sampling, heterogenous

1. INTRODUCTION

In Indonesia, millions of people, especially students learn English at formal school or at English courses. Unfortunately only a few of them have succeeded. This is because they do not have any experience in learning a foreign language. They also have difficulty in understanding vocabulary, grammar and other language components. Moreover, English in many aspects, is very much different from their native language, Indonesian.

English as a foreign language needs to be learned by people in the world. By understanding English one can communicate with people from other countries by using the language. English, like other languages can be used to communicate one another in order to exchange ideas, feeling and thoughts both in the spoken and written English. English is also used to transfer knowledge and high technology. Without a language someone can not send messages to other people in doing their daily activities. Language is a social phenomenon. It is used to communicate among individuals. For the above reason, English is taught in schools and universities in almost all countries in the world, including in Indonesia.

The government of Indonesia has designed the curriculum of junior high school that gives the opportunities to students to use the English four skills: listening, speaking, reading, and writing. We know that the four skills should be introduced in teaching English at junior high schools. It is clear that one of the goals of the curriculum of junior high school is that the students have competency in the four language skills. Writing is one of the four language skills. Writing is one the four skills in English that has a very important role in students' academic life.

Narrative text is a text that relates to the story or tale that aims to entertain the reader. This text is one type of text that should be taught to students at the first semester of the junior high school level. In teaching writing, there are many barriers that students face. Students always have difficulty to make sentences in a systematic way. In addition, they sometimes do not have enough vocabulary to write as well as they do not master the grammar such as the tenses and the sentence patterns. Through a narrative text they can get a lot of vocabulary and learn grammar which exist in the text.

In SMPN 20 Bandar Lampung, the students find difficulties to identify and to write narrative text. There are some difficulties to identify and to write narrative texts, they are :

1. It is difficult for the students to master vocabulary and grammar so their ability in writing is not good.
2. The students' comprehension of narrative text ability is still low so they get difficulty to write the text.
3. They are not interested in writing because of their lack of writing ability.

Based on the statement above the writer as we always imagine. The teacher can not teaching writing effectively to the students because of their lack knowledge, experience and how to teach writing. On other hand students still have difficulties in learning to write because of their lack of vocabulary, writing skill and insufficient practice given by the teacher.

Narrative text is a text that relates to the story or tale that aims to entertain the reader. This text is one type of text that should be taught to students at the first semester of the junior high school level. In teaching writing, there are many barriers that students face. Students always have difficulty to make sentences in a systematic way. In addition, they sometimes do not have enough vocabulary to write as well as they do not master the grammar such as the tenses, and the sentence patterns. Through a narrative text they can get a lot of vocabulary and learn grammar which exist in the text.

Narrative text is a story that tells an incident or experience in sequence time. As Brown stated that narrative is recounting of an incident or event. It tells a story that illustrating thrush of the argument (Brown, 1984:325). This idea is also supported by Crimon which says that narrative is talking about a story which makes a point. Based on the above theories the writer assumes that narrative text is a text that tells about an incident or event experience in sequence time.

2. THE CORRELATION BETWEEN STUDENTS' NARRATIVE TEXT IDENTIFICATION ABILITY AND THEIR NARRATIVE TEXT WRITING ABILITY

Narrative text is kind of the text telling about the story which happened in the past. Purwanti (2013 :49) says'' narrative text is a text whose content type tells the theoretical story that happened in the past. Cameron stated that construction cohesive narrative requires the use of relative clause, connectives, pronominal reference, adverb, verb tense, and aspect to convey temporal relationship (Cameron 2001:55). There are some of language features of narrative such as, focus on spesific and usually individualized participant, use of relational procces and mental procces and use of past tense.

From the statement above , the students should know about the information or messages that they are going to express in narrative. Moreover, the students should have the ability to identify narrative text. Therefore, the students are able to understand whether the identification of narrative text is right or wrong.

Based on the theories above, the writer assumes that narrative writing tells about an incident or event or experience in sequence time. The purpose of narrative text is to amuse and give moral lesson or education or to entertain and to deal with actual or vicarious experience in different ways.

There are three main structures of narrative text (Purwanti 2013) :

1. Orientation

Orientation is in the first paragraph. Orientation provides an introduction to the definition of a short story that will tell about the character and setting of the story (time and place of story in the text). Orientation paragraph has useful information about the characters in the story (who), the timing of the story (when), and the scene of the story (where).

2. Complication

Having written the characters and setting, the next paragraph is a paragraph that contains the experience of the main characters in the story. The paragraph appears in the narrative part of the story is called complication. Complication is the part of the text that displays the main problems of narrative text in the story. Paragraph complication contains a series of events experienced by the main characters. Narrative text can have more than one paragraph of complication.

3. Resolution

The last part of narrative text is resolution. Resolution is the problem solving. A story can end up with happiness (happy ending) or sadness (sad ending). As the development of the script, there is narrative text that has an unsolved problem, the Teaching procces of language, especially writing, is not easy. The teacher should be able to motivate the students in order for the students to be interested in learning language. Teaching guides the students not only to write sentences in a paragraph but also to express their ideas in writing paragraph. Writing comes from the result of thinking, drafting, revising and proceduring which need specialized skills to be developed naturally. Brown (2001:335). Moreover the students must be

able to master some skills in writing such as vocabulary mastery, grammar and structure and spelling and punctuation.

Writing can be defined as production mode to reinforce of grammatical concept. (Brown, 2001:335) explains that writing skills are complex and sometimes difficult to teach.

Writing is extremely complex cognitive activities of requiring control of a number of variables simultaneously(Bell & Nunan, 1998). At sentence level, writing includes control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation, beyond the level, a good writer must be able to structure and integrate information into cohesive and content paragraph and texts.

Raimes (1983:3) says'' writing is the effort to express ideas and the constant use of the eyes, hand and brain''. It means that writing is the effort of thinking and expressing ideas.

Tribble (1996) states'' in writing the emphasis is on recording things, on completing task or on developing ideas and arguments''. Students can discover their perceptions, feelings, thought and ideas in writing. He adds'' writing reinforces grammatical structures, idioms and vocabulary''. Hence to make a good writing, the students have to appropriately arrange their sentences in right structures to make the sentences clear for the readers.

Harmer (2004:31), states that writing is one of the four skills of listening, speaking, reading, and writing and has always forms part of syllabus in the teaching of English.

Sorenson (1992:12) said writing is reached the point at which you are free to express your ideas without worrying about mechanical details, sentences structure and other formal writing techniques.

1. The step of writing

According to Purwanti (2013:3), writing consist of a series of related activities that can never be separated. A series of activities in the form of several stages are prewriting stage , planning/outlining, and writing and revising the draft. At each stage there is step-by-step writing process as in the following explanation:

Prewriting stage

2. The steps are as follows : choosing and specifying a topic and brainstorming

3. Planning / Outlining

The steps are follows : making a list, writing the topic sentence, creating the outline.

4. Stage of writing and revising the draft

The steps are as follows : making a rough draft, improving the content and sentence used, reading revised draft, and writing the final draft.

There are some reasons to teach writing to the students of English as a foreign language. They are Reinforcement: it refers to some students acquire languages in a purely oral/aural way, but most of the teacher gets benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

In the language development the teacher can't be sure to adopt writing as an actual process (rather like the process of speaking) but it can help the teacher to learn how to treat learner for their mental activities that is was aimed to construct proper written texts as all part of the on going learning experience.

Learning style: in the there are some students are fantastically quick at picking up language just by looking and listening. It can be said that it is just take a little longer to think through those ways. The students can produce language in a slower way through writing.

Writing as a skill: in the writing is not only as a basic language skill, just as important as speaking, listening, and reading. But on the other hand there are some specific purpose such as the students know how to write letters, how to reply advertisements, how to write using electronic media. (Harmer :1998)

There are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can (and should) be adapted to the many different learning situations Heaton (1993:25).

1. Understand your students reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the students', or when the teacher's goals do no match those of the school or institution in which the students study. It is important to understand both and convey the goals to students in way that make a sense to them.

2. Provide many opportunities for students to write

Writing always improves with practice. Evaluate your lesson plans: how much time is spent for reading or talking about writing, and how much is spent actually for writing? My students groan when they see

how much writing is required, but I draw an analogy for them: since writing is in part a physical activity, it is like other physical activities so it requires practice, and lot of it.

It provides students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summarizing, poetry, or any type of writing you find useful in your class should be practiced in class.

3. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it does not always have the intended effect. If you write comments on your students' papers make sure they understand the vocabulary or symbols you use. Taking time to discuss the symbols in class. Be cautious about the tone of your comments. When the teacher write a short comments, there will be always some word learn out about main messages. While you may think, "I'm not sure I understand your point here". Students can see comments such as these as unkind and unhelpful. Feedback does not always be written in the margins. You can experiment with different forms: individual conferences, taped responses, typed summary respond, and so forth.

Finally, feedback should not entail, "correcting" a students' writing. In order to foster independent writers, you can provide summary comments that instruct students to look for problems and correct them on their own. So, instead of adding an - s to the end of every first person present tense verb, a comment at the end might say, "there are several verbs that are missing an- s at the end.

4. Clarifying for yourself, and for your students, how their writing will be evaluated

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, "I just don't understand what you want." One way to combat that feeling is to first develop a statement for yourself about what is valued in students' writing, either in your classroom or in your institutions as well whole. Some questions might ask are:

1. On a scale of 1-10, how important is creativity, or originality of ideas?
2. On a scale of 1-10, how important is following a particular written format (such as a research report, book report, letter, ect.)?
3. On scale of 1-10, how important is grammatical accuracy?
4. On a scale of 1-10, how important is that the assignment includes recently taught material?
5. On scale of 1-10, how important is accuracy in spelling and punctuation?

A brief example of this type of rubric would look like the following readers are given freedom estimate the ending of story

3. METHOD

Quantitative research is an approach which must to use numbers, began from collecting data, interpretation of these data as well as the appearance of this results (Arikunto, 2006:12).

Population is the total number of inhabitants constituting a particular race, class, or group in a specified area Irawan (2000:72). The population in this research is students at the second semester of grade eight at SMPN 20 Bandar Lampung.

The sample of this research is the students at the second semester of grade eight at SMPN 20 Bandar Lampung. To get the sample the writer used cluster sampling technique.

4. FINDINGS AND DISCUSSION

To interpret the research findings, the writer used the equation of r-Product Moment to compute the data that have been obtained. The computation of the data as follows:

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N \Sigma x^2 - (\Sigma x)^2)(N \Sigma y^2 - (\Sigma y)^2)}}$$
$$r_{xy} = \frac{30 \cdot 186390 - (2243)(2484)}{\sqrt{(30 \cdot 168409 - (2243)^2)(30 \cdot 206824 - (2484)^2)}}$$
$$r_{xy} = \frac{5591700 - 5571612}{\sqrt{(5052270 - 5031049)(6204720 - 6170256)}}$$
$$r_{xy} = \frac{20088}{\sqrt{(21221)(34464)}}$$
$$r_{xy} = \frac{20088}{\sqrt{731360544}}$$

$$r_{xy} = \frac{20088}{\sqrt{27043.67}}$$
$$r_{xy} = 0.742$$

To know the critical value of r product moment (r-table), the writer firstly counted df. Df is degree of freedom. The formulation of df is $N - 2$. N is the number of research population. Therefore, the computation is as follows:

$$df = N - 2$$

$$df = 30 - 2$$

$$df = 28$$

From the computation above, it was obtained that r_{xy} is 0.742. The degree of freedom, df was 28. The critical value or r-table with df 28 in the 5% significant level is 0.361 and in the 1% significant level is 0.463. Therefore, the writer concluded that r_{xy} is greater than the critical value both in the 5% and 1% significant level. On the other words, 0.742 is greater than 0.361 and 0.463.

5. CONCLUSION AND SUGGESTION

This research is aimed to find out the correlation between the grade eight students' narrative text identification ability and their narrative text writing ability in SMPN 20 Bandar Lampung. With collecting the data from essay and writing test. From the data which have been collected and analyzed, the writer concluded that there was a correlation between students' narrative text identification ability and their narrative text writing ability at second semester of grade eight at SMPN 20 Bandar Lampung. The statistical analysis of the correlation between the students' narrative text identification ability and their narrative text writing ability which was applied to the sample is 0.742. The r value or t table of df 28 in the 5% significance level is 0.361 and in the 1% significance level is 0.463. It implies that r_{xy} is greater than the r value or r table both in 5% and 1% significance level. The data were collected from the test given to the student.

It is suggest

1. The teacher should be respond the students writing is one of alternative techniques in teaching writing process and the teacher should give more exercise to the students.
2. The teacher must be able to handle all of the students so that their achievement will be better create.
3. The English teacher should be able to find ways to minimize the students difficulty in theory.

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