

## **STUDENTS' PROBLEM IN CONSTRUCTING ENGLISH SENTENCE PATTERNS AT SMA NEGERI 12 BANDA ACEH**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengkategorikan permasalahan siswa dalam menyusun pola kalimat bahasa Inggris dan untuk mengetahui faktor – faktor yang membuat siswa mendapatkan permasalahan tersebut. Peneliti menggunakan penelitian kualitatif deskriptif sebagai metode dalam penelitian ini. Kuesioner digunakan sebagai instrumen. Terdapat lima aspek yang di analisa oleh peneliti yaitu kosa kata, susunan kata, tanda baca, tensis, dan kata ganti pribadi. Setelah menganalisis data, peneliti menemukan bahwa permasalahan siswa dalam menyusun pola kalimat bahasa Inggris bervariasi. Dalam hal kosa kata, terdapat tiga permasalahan yang dihadapi siswa; kurangnya kosa kata, mendapatkan kesulitan dalam memilih kata – kata yang benar, dan mendapatkan kesulitan dalam mengidentifikasi kosa kata dari bagian bahasa. Sementara itu, terdapat tiga permasalahan dalam susunan kata yang dihadapi oleh siswa yaitu mendapatkan kesulitan dalam menggunakan susunan kata, mengidentifikasi macam – macam susunan kata, dan membedakan susunan kata. Selain itu, dalam hal tanda baca, permasalahan yang dihadapi siswa adalah mendapatkan kesulitan dalam menggunakan tanda baca, mengidentifikasi macam – macam punctuation, dan membedakan tanda baca. Selanjutnya, permasalahan dalam tensis adalah mendapatkan kesulitan dalam memilih tensis yang sesuai, mengidentifikasi macam – macam tensis, dan membedakan tensis. Ditambah lagi, permasalahan dari kata ganti pribadi yang dihadapi siswa adalah siswa mendapatkan kesulitan dalam menggunakan kata ganti pribadi, mengidentifikasi macam – macam kata ganti pribadi, dan siswa juga mendapat kesulitan dalam membedakan kata ganti pribadi dalam menyusun pola kalimat.

**Kata Kunci:** Pola kalimat Bahasa Inggris, Grammar Bahasa Inggris

### **Abstract**

The purpose of this study was to categorize students' problem in constructing English sentence patterns and to know the factors that make the students get problem in constructing English sentence patterns. The researcher used descriptive qualitative research as the method in this study. The questionnaire was used as the instrument. There were five aspects analyzed by the researcher such as vocabulary, word order, punctuation, tenses, and personal pronoun. After analyzing the data, the researcher found that the students' problem in constructing English sentence patterns is various. In term of vocabulary, there were three problem faced by the students; lack of vocabulary, getting difficultes to choose the correct words which have the same pronunciation, and getting difficultes to identify the vocabulary from part of speech. Meanwhile, there were three problems of word order faced by the students. They were getting difficulties in

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*using word order, identifying the kinds of word order, and differing the word order. Moreover, in term of punctuation, the problems were getting difficulties in using punctuation, identifying the kinds of punctuation, and differing the punctuation. Furthermore, the problems of tenses were getting difficulties in choosing the proper tenses, identifying the kinds of tenses, and differ the tenses. Moreover, the problem of personal pronoun were the students get difficulties to use personal pronoun, identify the kind of personal pronoun, and the students also got difficulties to differ the personal pronoun in constructing English sentence pattern.*

**Keywords:** *English Sentence Pattern, English Grammar*

## **INTRODUCTION**

The importance of language is expressing something to others in order to establish a communication. By using language, any individual might distribute feeling, idea, opinion of things, or expression. Basically, some people understand how to communicate with others but not all of them are able to communicate well regarding the sentence patterns. The sentence pattern is a part of grammar. It consists of simple sentence, compound sentence, complex sentence, and compound - complex sentence. Each sentence has different pattern, and it is related to grammatical structure, connectors, and punctuation mark.

Every sentence pattern describes a different way to combine clauses. If the students favor one particular pattern, their writing might be kind of boring if every sentence has exactly the same pattern. Furthermore, according to Langan (2010: 195-203) that sentence patterns are made up of phrases and clauses; they are traditionally described as simple, compound, complex, or compound - complex.

According to Christianto (2018:34), understanding sentence pattern is very necessary to know the structure of each type of sentences. The basic sentence patterns are sentences that consist of a subject and a verb or predicate. A subject means to whom or what something happens, a predicate is what happens. A sentence is not complete when it consists of only a subject or only a verb. Therefore, a complete sentence must have both, a subject and a verb, while the more complete sentences consist of a subject, a verb and complements or modifiers of the subject and the predicate.

In addition, According to Fitri (2017:68) that sentence patterns are formulas used by grammarians to illustrate the design of basics English sentences. It is necessary to understand sentence patterns by understanding some important parts of speech and sentence parts. The parts of speech are the grammatical classes to which words belong. The sentence parts are the parts of sentences which do different job.

The simple sentence conveys one thought, and it contains one independent clause. Meanwhile, the compound sentence is a sentence that consists of two simple sentences

connected by comma and a coordinating conjunction or by semicolon and comma with conjunctive adverb. The complex sentence that consist of one independent clause and one dependent clause. The last is compound – complex sentence that involves the complex and simple sentences with coordinating conjunction.

One of important point that must be paid attention is grammar. According to Swan (2005:19) that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. It means that grammar is an essential aspect, especially to make a sentence. In addition, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence, in relation context, a speaker should consider who the speaker is, who the audience, where the communication takes place, what communication takes place before after a sentence in question, implied versus literal meaning, styles, and register (Brown, 2001:362). Moreover, he also said that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to be learnt for the Indonesian students.

Furthermore, every language has its own grammar (Goh, 2009:19). It is crucial because it is needed to help in understanding the language. Grammar makes possible the production and comprehension of a potentially unlimited number of utterance, because no language can exist without grammar and none can use a language fluently without knowledge of it. A good language depends on the grammar (Goh, 2009:21). Therefore, grammar plays very important role as a bridge between speaker and reader in people communication in both speaking or writing.

Without grammar, a language would not work because people could not communicate effectively. The writers and the speakers of any exchange need to both function in the same system in order to understand each other. The grammar of a language includes basic axioms such as the existence of tenses of verbs, articles, and adjectives and their proper order, how question are phrased, and more (Philip, 2002:15). In addition, he added that a language without grammar would be disorganized and causes misunderstanding, like grammatical errors in writing scripts. Therefore, learners need to know the grammatical system of the language so that they can communicate with others properly. The learners frequently make mistakes and even errors in learning English, especially when they try to arrange sentences or uses tenses in writing. As a result, they will write sentences grammatically incorrect. Therefore, a good grammar can

be seen from the correct grammar that is used in each sentence when someone writes or speaks.

There are three areas that have to be considered in teaching grammar. They are grammar as rules, grammar as form, and grammar as resource (Richards, 2005:15). For many EFL learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security. A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

According to Morelli (2003:15), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. In addition, based on a study conducted by Tanto Wijaya (2015) about students' attitude toward grammar instruction, showed that the students' attitude toward grammar in general and grammar instruction is positif with the implication that the result of the study is good to be considered as an input to anyone who teach grammar by considering the explicit grammar instruction.

In writing a sentence pattern, EFL learners often get difficulties especially for the complexity. Due to complexity, the students often get difficulties in understanding and mastering it. The problems is the students' confusion to differ connectors (coordinating conjunction or conjunctive adverb) while making a compound sentence. Furthermore, the students' ignorance to place the punctuation marks such as comma, semicolon, and period, and the inappropriateness to use subordinating conjunction while making a complex sentence. Moreover, the distinction to combine complex and simple sentence that joined by coordinating conjunction and the difficulties to find out ideas while writing compound - complex sentences.

In this study, the researcher analyze EFL students sentence patterns because the researcher wants to know what are the grammar problems that the students face in constructing sentence patterns and what is the solution toward the students' English grammar understanding. Overall, this research focuses on analyzing EFL students' sentence patterns: the problem and factors in constructing English sentence patterns at SMA Negeri 12 Banda Aceh. Therefore, this study contributes more for the education field since it is not only discuss about the students' problem but also to find out the factors that

make the students get difficulties in constructing English sentence patterns. Therefore, the researcher decided to conduct a descriptive study of students' problem in constructing English sentence patterns at SMA Negeri 12 Banda Aceh.

## ***METHODOLOGY***

In this study, researcher used descriptive qualitative research as a research design. Based on Moleong (as cited in Sugiyono 2010:60) qualitative research is the display of observed object in sentences in detail. It means that qualitative research does not focused on the detail of the counting data but it focused on how to analyze the data in words. In addition, Preissle (2008:19) defined qualitative research as a loosely defined category of research design or models, all of which elicit verbal, visual, tactile, and gustatory data in the form of descriptive like field notes, recording, or other transcriptions.

The researcher conducts research at SMA Negeri 12 Banda Aceh. In obtaining the data, The researcher took 30 students of X MIPA and X IPS as the subject of research. In this case, the researcher uses purposive sampling method in choosing the subject of the research. Samples were taken using purposive sampling, which is the sample selected based on the research objectives. Therefore, the researcher only took 30 students to be analyzed because they were able to construct a sentence in English compared to their other friends. This was proven when they did the exercise of writing descriptive text, they have good score from their English teacher and pass the minimum completeness criteria in writing. These 30 students got 60-75 scores while the minimum completeness criteria in writing especially about grammar is 60. However, the teacher said that these 10 students were still confused about the correct use of grammar and based on the structure. Moreover their friends only got 35-50 scores or below the minimum completeness criteria. Hence, the researcher wants to analyze and find out more about what kind of grammatical problems and what is the solution for their English grammar understanding that the 30 students produced in constructing a sentence.

In this study, researchers used questionnaire as instrument to obtain valid data from students. According to Sugiono (2014: 142) that a questionnaire is the technique to found efficient data. There are two types of questionnaire. They are closed questionnaire and open ended questionnaire. The questionnaire that is used in this research is closed questionnaire. It is because the respondents give their opinion toward the questions/statements by choosing the available answer. Therefore, the questionnaire that is used in this research is closed questionnaire because the question which is given by

the researcher will be answered by choosing the available answer. Every question in the questionnaire has four answer choices. The answer from the respondent written by giving the checklist on the available questionnaire, they are always, usually, seldom, never.

The study was conducted in one day via whatsapp application. the researcher do the following steps to collect the data; firstly, the researcher asks the students to make a group via whatsapp application, after that the researcher give the questionnaire to the student as respondents to obtain the data, this questionnaire contains some questions in measuring the students' opinion about the problems and factors that make the students get problem in constructing sentence patterns.

After collecting the data, the researcher analyzed the data by using qualitative method with a descriptive research. Data analysis is the process of systematically searching and arranging the interview script, field notes, and other material that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others (Sugiyono,2014:334). The techniques in data collection is the most strategic in the study, because the main purpose of the research is getting a data. So, the writer analyzes with the complete data source taken from the students. In analyzing the data, the researcher collected the data from the first grade students of SMA Negeri 12 Banda Aceh. The purpose of data analysis is to simplify and also facilitate data to interpret more qualitative data expressed in terms of words or symbols.

In analyzing the data of questionnaire, percentage is used for analyzing the data accurately. According to Ardiansyah (2014:42-43) stated that after the data will be collected, the researcher used the following steps; (1) calculating the number of frequency placed in each statement, (2) calculating the total score of each indicator, (3) calculating the percentage of each statement by considering the total score of each indicator in form of number (  $P = F/N \times 100\%$  ), where P is percentage, F is Frequency of the score that is obtained for every aspect is observed, N is The amount of maximal score for every aspect is observed, and 100% is constant value.

In qualitative research, there are several techniques that can be used to increase the validity of the data. Research validity is very important in a study. One of them is triangulation. According to Moleong (2007:330), triangulation is a technique for checking the validity of data that uses something other than data to examine or compare the data. Hence, the triangulation technique was chosen in this study because in this study using several data sources derived from documents and other sources.

Denzin (in Lexy 2008: 330) states that there are four kinds of triangulation techniques: (1) source triangulation : Source triangulation uses different source to get the same data. It used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collecting method or others. (2) methodological triangulation : This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same source to test the data validity. (3) Investigator triangulation : Investigator triangulation means that the validity of the research can be tested by some other researchers. From some researchers' point of view and interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the research validity and (4) theoretical triangulation. In this study, the researcher used the theory triangulation to get the validity of data. The theory triangulation in which the researchers use various theories that aim to ensure the data collected that has met the requirements. In this study several explanations of theories used can be seen in the discussion.

## RESEARCH FINDINGS AND DISCUSSION

The research was conducted at SMA Negeri 12 Banda Aceh, in grade X. The researcher only took 30 students for the research subject. The writer analyzed the result of the study based on the questionnaire. The result of questionnaire can be shown in the following table:

No	Questions	Answer	Percentage
1.	Do you get difficulties to construct English sentence patterns because you are lack of vocabulary?	Always	46.7%
		Usually	33.3%
		Seldom	13.3%
		Never	6.7%
2.	Do you try to remember the vocabulary at home to construct English sentence patterns ?	Always	36.7%
		Usually	26.7%
		Seldom	23.3%
		Never	13.3%
	Does the teacher encourage	Always	53.3%

3.	you to find the vocabulary in dictionary to construct English sentence patterns?	Usually	26.7%
		Seldom	13.3%
		Never	6.7%
4.	Do you get difficulties in choosing the correct words which have the same pronunciation to construct English sentence patterns?	Always	50%
		Usually	30%
		Seldom	13.3%
		Never	6.7%
5.	Do you get difficulties to identify the vocabularies from the part of speech to construct English sentence patterns?	Always	43.3%
		Usually	23.3%
		Seldom	20%
		Never	13.3%
6.	Do you get difficulties to use word order in constructing English sentence patterns?	Always	53.3%
		Usually	23.3%
		Seldom	16.7%
		Never	6.7%
7.	Do you get difficulties in identifying the kinds of word order to construct English sentence patterns?	Always	43.3%
		Usually	30%
		Seldom	16.7%
		Never	10%
8.	Do you learn the correct usage of word order while constructing English sentence patterns?	Always	63.3%
		Usually	23.3%
		Seldom	6.7%
		Never	6.7%
9.	Do you have problem to differ the word order in constructing English sentence patterns?	Always	43.3%
		Usually	26.7%
		Seldom	20%
		Never	10%



10.	Does the teacher encourage you to construct English sentence patterns with different word order?	Always	63.3%
		Usually	23.3%
		Seldom	6.7%
		Never	6.7%
11.	Do you get difficulties to use punctuation in constructing English sentence patterns?	Always	46.7%
		Usually	33.3%
		Seldom	13.3%
		Never	6.7%
12.	Do you get difficulties in identifying the kinds of punctuation to construct English sentence patterns?	Always	43.3%
		Usually	30%
		Seldom	16.7%
		Never	10%
13.	Do you learn the correct usage of punctuation while constructing English sentence patterns?	Always	63.3%
		Usually	23.3%
		Seldom	6.7%
		Never	6.7%
14.	Do you have problem to differ the punctuation in constructing English sentence patterns?	Always	43.3%
		Usually	26.7%
		Seldom	20%
		Never	10%
15.	Does the teacher encourage you to construct English sentence patterns with different punctuation?	Always	60%
		Usually	20%
		Seldom	16.7%
		Never	3.3%
16.	Do you get difficulties to choose the proper tenses in constructing English sentence patterns?	Always	53.3%
		Usually	23.3%
		Seldom	16.7%
		Never	6.7%

17. Do you get difficulties in identifying the kinds of tenses to construct English sentence patterns?	Always	46.7%
	Usually	26.7%
	Seldom	20%
	Never	6.7%
18. Do you learn the correct usage of tenses while constructing English sentence patterns?	Always	66.7%
	Usually	13.3%
	Seldom	10%
	Never	10%
19. Do you have problem to differ the tenses in constructing English sentence patterns?	Always	43.3%
	Usually	26.7%
	Seldom	20%
	Never	10%
20. Does the teacher encourage you to construct English sentence patterns with different tenses?	Always	60%
	Usually	13.3%
	Seldom	20%
	Never	6.7%
21. Do you get difficulties to use personal pronoun in constructing English sentence patterns?	Always	37.7%
	Usually	30%
	Seldom	23.3%
	Never	10%
22. Do you get difficulties in identifying the kinds of personal pronoun to construct English sentence patterns?	Always	46.7%
	Usually	20%
	Seldom	20%
	Never	13.3%
23. Do you learn the correct usage of personal pronoun while constructing English sentence patterns?	Always	66.7%
	Usually	13.3%
	Seldom	10%
	Never	10%

24. Do you have problem to differ the personal pronoun in constructing English sentence patterns?	Always	40%
	Usually	30%
	Seldom	20%
	Never	10%
25. Does the teacher encourage you to construct English sentence patterns with different personal pronoun?	Always	60%
	Usually	16.7%
	Seldom	20%
	Never	3.3%

Based on the result of the questionnaire, it can be seen that there are some problems of vocabulary faced by students in constructing English sentence patterns. Firstly, the students get difficulties in constructing English sentence pattern because lack of vocabulary. It can be seen from the students' questionnaire result. Most of the students answer that they always get difficulties in constructing English sentence pattern because lack of vocabulary. There are only two students who answer that they never get difficulties in constructing English sentence pattern because lack of vocabulary. The second problem is the students get difficulties in choosing the correct words which have the same pronunciation to construct English sentence pattern. There are 80% of the students stated that they get difficulties in choosing the correct words which have the same pronunciation to construct English sentence pattern. It means that the majority of the students faced the problem. Furthermore, the students also get difficulties to identify the vocabulary from the part of speech to construct English sentence pattern. There are 20 of 30 students who answered that they are always and usually get difficulties to identify the vocabulary from the part of speech to construct English sentence pattern. However, most of the students stated that they always try to memorize the vocabulary at home, and their teacher always encourage them to find the vocabulary in dictionary to construct English sentence pattern.

In addition, there are some problems of word order faced by students in constructing English sentence patterns. Firstly, the students get difficulties to use word order in constructing English sentence pattern. There are 76.6 % of the students who answered that they are always and usually get difficulties to use word order in constructing English sentence pattern. There are only two students who answered that

they never get difficulties to use word order in constructing English sentence pattern. Secondly, the students also get difficulties in identifying the kinds of word order to construct English sentence pattern. The majority of the students stated that they always and usually get difficulties in identifying the kinds of word order to construct English sentence pattern. Meanwhile, there are 5 students who answered seldom and only 3 students who stated that they never get difficulties in identifying the kinds of word order to construct English sentence pattern. In addition, the students also get problem to differ the word order in constructing English sentence pattern. There are 21 of 30 students who answered that they always and usually get problem to differ the word order in constructing English sentence pattern. It means that the majority of the students faced the problem. But, the students always learn the correct usage of the word order, and the teacher also encourages them to construct English sentence pattern with different word order.

Moreover, there are some problems that students faced in constructing English sentence pattern in term of punctuation. The first problem is the students get difficulties to use punctuation in constructing English sentence pattern. There are 24 students who agree about the statement. There are only 4 students who answered seldom and 2 students said that they never get difficulties to use punctuation in constructing English sentence pattern. It means that the majority of the students get difficulties to use punctuation in constructing English sentence pattern. Furthermore, the students also get difficulties in identifying the kinds of punctuation to construct English sentence patterns. The majority of students agree that they have problem in identifying the kinds of punctuation to construct English sentence patterns. There are only 3 students who answered that they never get problem in identifying the kinds of punctuation to construct English sentence patterns. Moreover, the other problem is the students get difficulties to differ the punctuation in constructing English sentence patterns. 70% of the students answered that they always and usually get difficulties to differ the punctuation in constructing English sentence patterns. There are only 30% of the students answered that they are seldom and never get difficulties to differ the punctuation in constructing English sentence patterns.

Furthermore, there are some problems faced by the students in constructing English sentence pattern in term of tenses. Firstly, the students get difficulties to choose the proper tenses in constructing English sentence pattern. It can be seen that there are 23 of 30 students answered that they always and usually get difficulties to choose the proper

tenses in constructing English sentence pattern. It means that the majority of students get difficulties to choose the proper tenses in constructing English sentence patterns. Secondly, the students get difficulties in identifying the kinds of tenses to construct English sentence pattern. There are 73.4% agree about the statement. There are only 6.7% who answered that they never get difficulties in identifying the kinds of tenses to construct English sentence pattern. Moreover, the third problem is the students get difficulties to differ the tenses to construct English sentence pattern. Most of the students answered that they always get difficulties to differ the tenses to construct English sentence pattern. There are only 3 students who never get difficulties to differ the tenses to construct English sentence pattern.

Moreover, there are some problems faced by the students in constructing English sentence pattern in term of personal pronoun. The first problem is the students get difficulties to use personal pronoun in constructing English sentence patterns. The majority of students agree about that statement. There are only 3 students who answered that they never get difficulties to use personal pronoun in constructing English sentence patterns. Furthermore, the students also get difficulties in identifying the kind of personal pronoun to construct English sentence pattern. There are 20 of 30 students agree about the statement. It means that the majority of the students answered that they get difficulties in identifying the kind of personal pronoun to construct English sentence pattern. Moreover, the third problem is the students get difficulties to differ the personal pronoun in constructing English sentence pattern. There are 70% of the students agree about the statement, and only 10% of the students answered that they never get difficulties to differ the personal pronoun in constructing English sentence pattern.

### ***CONCLUSION AND SUGGESTION***

Based on the analysis in the previous chapter, the researcher concludes that there are some problems faced by the students in constructing English sentence patterns. There are five aspects analyzed by the researcher. They are vocabulary, word order, punctuation, tenses, and personal pronoun. In term of vocabulary, there are three problem faced by the students; the students get difficulties in constructing English sentence pattern because lack of vocabulary, choosing the correct words which have the same pronunciation, and identifying the vocabulary from the part of speech to construct English sentence pattern. The student's problems in word order are they get difficulties to use word order, identifying the kinds of word order, and differ the word order in

constructing English sentence pattern. Meanwhile, in term of punctuation, the problems are they get difficulties to use punctuation, identifying the kinds of punctuation, and they get difficulties to differ the punctuation in constructing English sentence patterns. Furthermore, the problem of tenses are the students get difficulties to choose the proper tenses, identifying the kinds of tenses, and students also get difficulties to differ the tenses to construct English sentence pattern. Moreover, the problem of personal pronoun are the students get difficulties to use personal pronoun, identifying the kind of personal pronoun, and the students also get difficulties to differ the personal pronoun to construct English sentence pattern.

The findings of this research come up with some suggestions for researcher as the future teacher. The researcher should know about all problem that faced by the students in constructing English sentence patterns. So that the researcher may find the best method to overcome those problems. In addition, for the teacher who teach English , they should teach the students harder about the English sentence patterns. They must find the best method in teaching the students about the sentence patterns, so the students can understand easily how to construct the English sentence patterns.

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