

**APPLIED SIMPLE PRESENT TENSE ON WRITING ENGLISH
PARAGRAPH BY THE FIRST ACADEMIC YEAR IN 2019/2020
NON-ENGLISH DEPARTMENT'S STUDENTS FROM FIVE
UNIVERSITIES IN BANDUNG IN INDONESIA**

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ABSTRACT

The aim of this research is not only to measure of basic ability the students but also to examine process of learning by normalized gain interpretation. Descriptive method is used in this research. The data was taken from five universities. They were as many as 509 students. Students were from university A: 62, University B: 155, University C: 149, University D: 71 University E: 72. Their subjects study are Informatics, System Informatics, Architect, Computer Engineering, Visual Communication Design, Economics, Logistics Management, Accounting and Economics Management. In the first meeting, students were given pretest (Cycle 1) of writing free idea of their subject of the study. The second they were given syllabus, theory, type of sentences and paragraph English writing. It took one semester to take the data more over final test (cycle 2) was given the time 120 minutes to finish it. The result of research was based on normalized interpretation average of words the increasing ability students is 0.35 so that it belongs to the medium category. In making sentences increased into 0.28 and it belongs to the low category. In making simple sentence decreased into 0.10. It means that in making sentences of simple sentences increased into compound sentences is as many as 0.22. It belongs to the low category. In the meantime that the increasing ability to write in complex sentences 0.33, it belongs to the medium category. In the grammatical error decreased into negative 0.05. and it belongs to the low category.

INTRODUCTION

English is the one of the most important subjects for university students in Indonesia, especially in the first and second semester. In our main academic goal, that listening, speaking, reading, and writing are really needed, especially, in writing, there are many universities in Indonesia, mainly in Bandung where they are given subject of English in the first and the second semester so that they need to be given some research in measuring their basic ability in English and the developments.

The skill or ability in English is really needed by university students, especially in applied tenses and writing paragraph. There are also many theories and research about it for the example: Tense is "a grammatical category which involves changing the form of the verb to reflect the location of an event in time. The usual distinction is between past, present and future" (Baker, 2012). As a rule, tense is marked on verbs, though there are exceptions "(Crystal, 1977). The semantic concept of time reference has temporal adverbials that locate situations in time. Comrie (1976). The system of tense and aspect are very greatly from language to language" (Simpson, 184) entry 'Tense, aspect and mood') elaborates tense as follows: Tense "refers to the grammatical expression of the time of the situation described in the proposition, relative to some other time. This other time may be the moment of speech: it indicates past, present and future (The International Encyclopedia of Linguistics 1992). Tense shows that the times of the action or state were being expressed by a verb" (Shaw, 1986,). Tense is "the relationship between the form of the verb and the time of the action or state it describes"(Richards & Schmidt, 2002). Tense is the "Inflectional category whose basic role is to indicate the time of an event, etc. in relation to the moment of speaking "(Matthews, 2007, p. 404).

There are many theories in sentences, According to Frank (1972:220) a sentence generally classified in two types. It can be divided by its function and it's structural. The first is it's functional. These functional are divided into four categories; they are declarative sentence, interrogative sentence, imperative sentence and exclamatory sentence. It also supported by Murphy (2003: 224). According to him, sentence structural is divided into four categories, they are simple sentence, compound sentence, complex sentence and compound complex sentence. The first one is simple sentence. It is a sentence which has only subject and predicate. Werner et al. (2002: 254) state that compound sentence may also be formed by joining two sentences with semicolon. It means that compound sentence has two or more independent clauses and it will be connected by a coordinating conjunction. Oshima and Hogue (2006:165) say that a compound

sentence is two or more independent clauses joined together. He also says that there are three ways to join the clauses; they are compound sentences with coordinators, compound sentences with conjunctive adverbs and compound sentences. Writing also discussed and theorized by: Bello (1997) Nunan (2003: 88), (Ghaith, 2002).

There are many literature review in the writing paragraph in addition there are also discussed in the writing by Bello (1997) states that “*writing enhances language acquisition as learners' experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class*”. It means that students need some understanding not only in specific vocabulary but also sentences structure.

According to David Nunan (2003: 88), writing can be defined by a series of contrast.

The first, “*Writing is both a physical and a mental act. At the most basic level, writing is the physical act of ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader*” . Writing is said that the process involved physical and mental that is related to original idea and organizing them into mental expressions.

The second, “*Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose*” . The purpose is how to make expression of the idea involved environment and reader.

The third, it is “*The writer imagines, organizes, drafts, edits, reads, and rereads. Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text*” . It means the aim of writing by the process of stepping of writing.

According to (Ghaith, 2002). “*Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete It is an activity that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed*” .

According to Rumisek and Zemach (2005: 3), “*Writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences*” .

The problems

Although this may be true that all students especially non-English department such as: computers science students, economics students, design visual communication students and accounting students, informatics and system informatics students. They had studied English so that they are expected to be able to write from words, sentences and English paragraph writing especially in the applied simple present writing in their opinion of his / her subject studying at university.

The aim of this Research

The first is on how to measure their ability in pretest and post test ability in writing, for the example applied simple present's writing in his or her subject studying in theirs university, For those students who study of computer, he or she must know the computer science as best as possible and so do all the students. The second is on how to know average and gain of their ability in developing simple present and applied it into writing English paragraph.

LITERATURE REVIEW

There are literature reviews in Writing in English for instance: The first was "*Improving Student' Achievement on writing descriptive text thorough thinker pair*" by Siburian (2013). The result shows that by the range of lower, middle and upper group.

The second was a thesis entitled "*Improving Students' Ability in Writing Descriptive Text through Wholesome Scattering Game*" by Widodo Hami (2011). It is explained that drill wholesome scattering game can help students to imagine the ideas in writing and develop their sentences.

The third was "*The effect of the cluster pre- writing strategy on Turkish students' writing achievement and their writing attitudes*" by SevimInal (2014). This study sought the effects of the clustering prewriting by first year university students in Turkey.

The fourth was "*The Impact of Task Complexity on Cognitive Processes of L2 Writers and Writing Quality: The Case of Writing Expertise, L1, and Lexical retrieval in Iran*" by ForoughKasiria, and Ali Mohammad (2016). This study Sixty TEFL students with different writing expertise completed a computerized Written Productive Translation, as well as three L1 and L2 argumentative writing tasks.

The fifth was "*A Study of Students' Assessment in Writing Skills of the English Language*" Muhammad Jayed (2013) Doctoral (TESOL) Candidate, University SainsMalaysia, this paper

addresses to evaluate and assess the students' competency in focusing five major content areas: word completion, sentence making/syntax, comprehension, tenses/ grammar and handwriting.

The sixth was “*An Analysis of Compound Sentences in Students’ Writing*”. Dirga Ika, (2018) Advances in Social Science, Education and Humanities Research, volume 301

METHODOLOGY

This research explains on the research design, subjects, setting and procedure. In accordance with the objectives of the research that is to improve a certain condition in the setting classroom action research. Burns (1999: 30) says that “action research is the view to improve the quality of action within situation, involving collaboration and cooperation of researcher and participant. In collecting data, the writer used many instruments, namely: Pre-Test (Cycle 1) and final test (Cycle 2). The test instruments were in form of writing test consisting of writing paragraph of description of theirs subject the study at his or her university (applied of Simple Present Tense, the students were given an explanation of tenses, sentence structure, transition, simple sentences, compound sentences, complex sentences, also main idea, supporting idea and concluding idea. Finally students were given the final test.

A simple sentence contains only one independent clause and has no dependent clauses. For example, ‘*I went to the beach*’ the term “simple” refers to the basic structure of a sentence. It must have one subject-verb combination. Simple sentence can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple. Here are two simple sentences: Example:

Table 1: Simple Sentence

No	S	V	O
a	John ate spaghetti	ate	spaghetti
b	The boy from Canossa with the funny earring in his left ear	Devoured	Italian pasta a la Milanese

These two sentences have the same structure. Both are simple sentence from structural point of view. They both consist of a subject and a predicate indicating what the subject did. They are both composed of two noun phrases and a verb. Those both sentences can be reduced with pronouns; ‘*He ate it*’.

A compound sentence joins two or more sentences that have *related ideas of equal importance*; each independent clause must still have a *subject* and a *verb*. For example:

Table 2: Compound Sentence

S V	Coordinate conjunction	S V
He went to the party	, but	She stayed at home

These independent clauses joined together by a comma and a *coordinating conjunction but*. A comma is not enough to connect two sentences. For example: A comma is needed before the coordinating conjunctions. Sentences cannot just run together. They must be joined with a semi colon or a coordinating conjunction. For example:

Table 3: Coordinating Conjunction and Punctuation

a	Wrong	He like tea Bill likes coffee
b	Right	He likes tea; Bill likes coffee
c	Right	He likes tea ; but Bill likes coffee

Coordinating Conjunction are words used to join independent clauses to make compound sentences. In this case, it isn't necessary to put a comma before *but* because there are not two independent clauses joined together. In English there are seven coordinating conjunctions: *and, but, or, so, for, nor* and *yet*. Let's see how each of them is used in a sentence and how a comma is used with them.

Table 4: Coordinating Conjunction.

No	Coordinate	Examples
a	And	She is a very smart girl, and the man enjoys watching it
b	But	We wanted to eat, but they wanted to drink
c	or	I would rather go fishing, or camping
d	so	He had to write a book, so he would buy a book
e	For	he could not go home, for he had no place to go
f	Nor	She has not done her job, nor does he
g	Yet	I am allergic to cats, yet I have three of them

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent, both have subject and verb, but dependent clause does not express a complete thought. For example a complex sentence

Table 5: Complex Sentences

I reached the station	before	the rain had left.
Independent clause	Subordinating conjunction	Independent clause

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationship between the main parts of the sentence.

The word “before”, for instance, tells readers that one thing occurs before another. A word such as “although” conveys a more complex, relationship than a word such as “and” conveys. Pretest and posttest data in this research was used to find the improvement of student concept understanding. It was expressed by the value of gain. Normalized gain (g) was used to know the gain of each student. Then the calculation result of normalized gain was converted into normalized gain criteria:

Table 6: Normalized Gain Interpretation Standard Gain Score (g) Criteria

Gain Score	Criteria
$0.70 < (g)$	High
$0.30 \leq (g)$	Medium
$< 0.30 (g)$	Low

(Hake R, 1999)

Table 7: Normalized gain interpretation formula

$$\text{Normalized gain } (g) = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Maximum Score} - \text{Pretest Score}} \quad \text{Eq.(1)}$$

Analyzed data is based on normalized gain interpretation such as: words in sentences, Simple sentences, compound sentence, complex sentence and grammatical error. All of variable is analyzed by minimum and maximum. Pretest and post test are done so that the result of normalized gain is known. The result of gain divided into categories: low, medium and high. See table 6

RESULT AND DISCUSSION

In this research the data were taken five universities. There are as many as 509 students: University A were 72 students, university B were 155 students, university C were 149 students, university D were 71 students and university E 72 students. They are studying in Informatics, System Informatics, Architect, Computer Engineering, Visual Communication Design, Economics, Logistics Management, Accounting and Economics Management.

It can be seen from the figure 1 that the average words in the pretest at the university A was as many as 128 words then After the student were given syllabus and the process studying on how to write paragraph, next the students were given final test and the result of average of words is

higher than pretest 309 words, based on Normalized Gain Interpretation that the increasing ability students is 0.62 so that it belongs to the medium category.

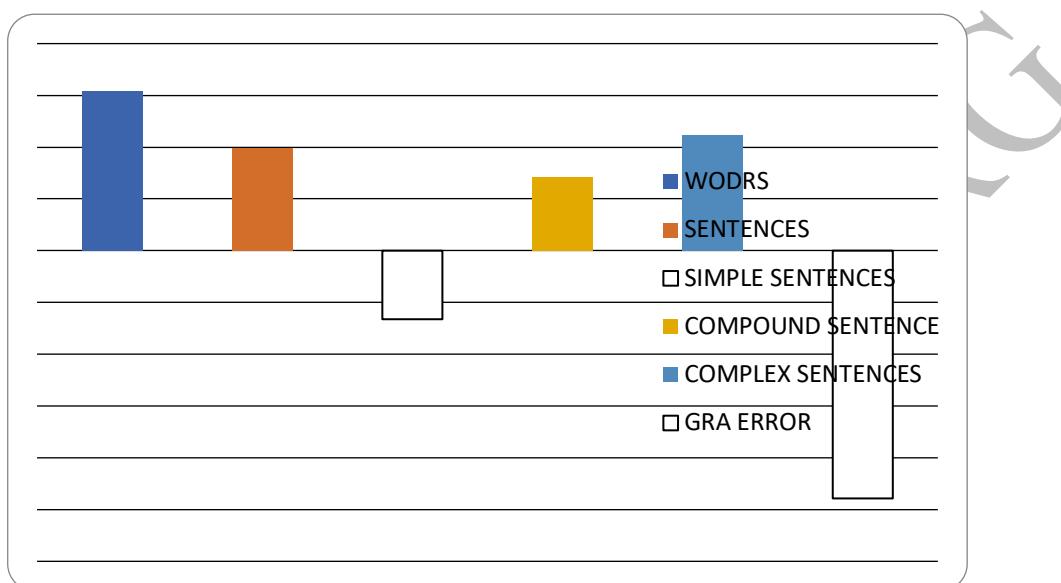


Figure1: Normalized Gain Interpretation of University A

The average in ability of students in making sentences in the pretest was as many as 10 sentences, after the students was given lesson of writing, it increased into average 17 sentences so that based on normalized gain interpretation 0.4 and It belongs to the medium category. The average of ability's the students in making simple sentences is as many as 3 sentences. After giving students lesson during one semester as the result of final test's average is 3 sentences. It means that based on normalized gain interpretation 0.26. It means that the ability of students in making sentences of simple sentences is increasing into compound and complex sentences. In the compound sentences is as many as 0.28 in the meant time that the increasing ability to write in complex sentences 0.45 and based on normalized gain interpretation are belong to the medium category. The ability students in writing especially in the grammatical error decreased into 0.95 that belongs to the high category. For this reason of the result of the highest grammatical error in the university A must have had practice doing grammar much more time equally important in the second highest in is in making complex sentences by the reason of this case that the students know the grammar therefore in applying transitions in writing.

As we can see from the figure 2 that the average words in the pre test, there was as many as 125 words, then after giving the syllabus and material of writing for the students, they had given a final test and the result of average is 320 words, according to normalized gain interpretation 0.32 and it belongs to the medium category furthermore the ability students based on the pretest in sentences, there was 9 sentences then after they had given a lesson, as a result that the average of sentences increased into 13 sentences 0.23 and it belongs to the low category.

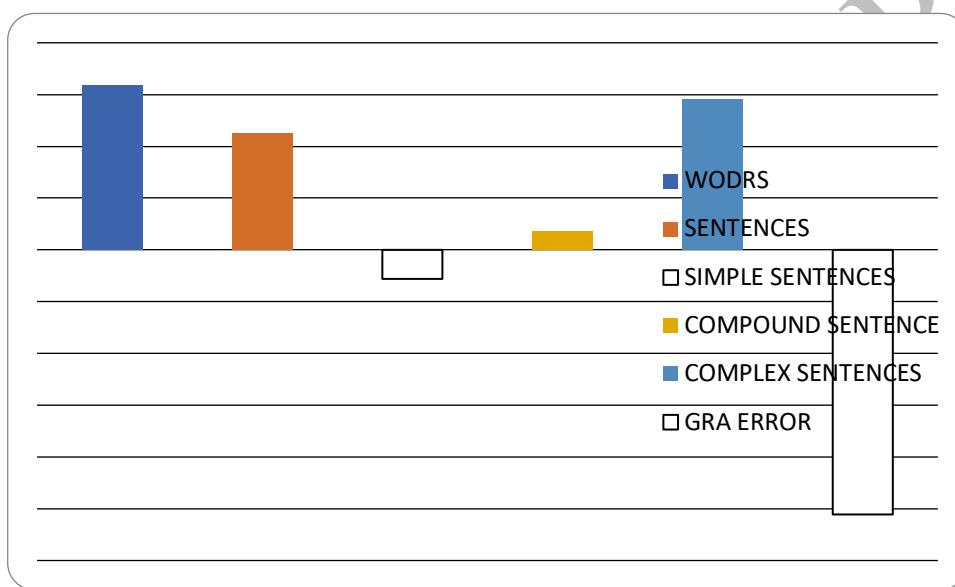


Figure 2: Normalized Gain Interpretation of University B

In the simple sentences section that we can see from the pretest, the average was 5 sentences then the student was given a material and lesson so that the result decreased into 4 sentences. It means that in the pretest the students ability decrease from 5 sentences become 4 sentences 0.23 and it belongs to the low average. On the contrary that in average the compound sentences is 4 then after giving post test 4.29 so that it a little increasing 0.04 and it belongs to the low category. In the complex sentence increased 0, 29 and it belongs to medium category. Following that in the average grammatical decreased into negative 0.51. It means that the student's ability in writing English paragraph is lower mistakes in grammatical and it belongs to medium category. Taking the case of the highest is in grammatical error in other that the second highest is in increasing word, students in university B must have known and applied vocabulary and the grammar of simple present as well so does transitional.

It can be seen from the figure 3 clearly that the average words in the pretest at the university C was as many as 84 words then After the student were given syllabus and the process studying on how to write paragraph, next the students were given final test and the result of average of words is higher than pretest 267 words, based on Normalized Gain Interpretation that the increasing ability students is 0.77 so that it belongs to high category.

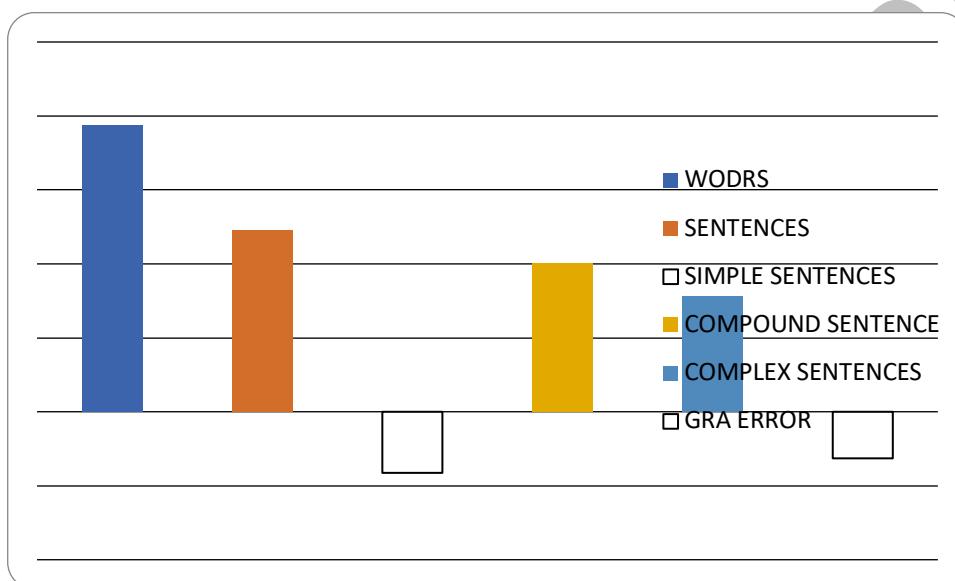


Figure3: Normalized Gain Interpretation of University C

The average in ability of students making sentences in the pretest was many as 7 sentences, after the students was given treatments of the study writing that it increased into average 13 sentences, the normalized interpretation is 0.49 so that based on normalized gain interpretation belongs to the medium category. The average of ability of the students in the making simple sentence is as many as 3 sentences. After the students were given the lesson during one semester and the result of final test, the average is 3 sentences. It means that based on normalized gain interpretation negative 0.17. It means that the ability of students in making sentences of simple sentences is increasing into compound and complex sentences. In the compound sentences is as many as 0.40 in the meant time that the increasing ability to write in complex sentences 0.31 and it belongs to the medium category. The average ability student's in grammatical error decreased into negative 0.13 and it belongs to the low category. The major reason in university C is different from the other university A and B, the lowest increasing ability in grammatical error. The first highest is in increasing word and the second highest is in sentences. Case in point students did not both know well the grammar and apply transitions.

The figure 4 shows that the average words in the pretest at the university D was as many as 74 words then after the students were given syllabus and the process studying on how to write paragraph, next the students were given final test and the result of average of words is higher than pretest 279 words, based on normalized gain interpretation that the increasing ability students is 0.65 and It belongs to the medium category

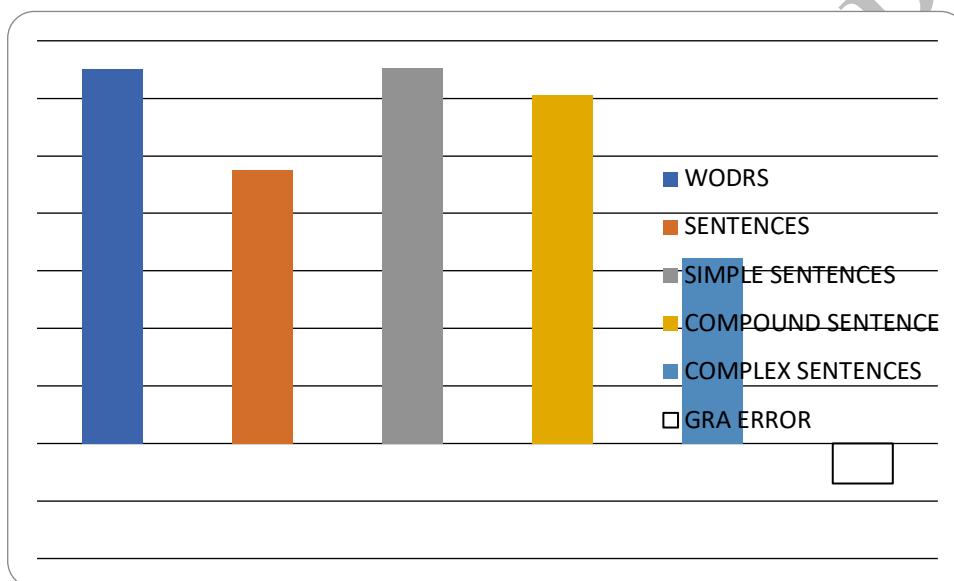


Figure 4: Normalized Gain Interpretation of University D

The average in ability of students making sentences in the pretest was many as 5 sentences, after the students was given syllabus and lesson writing that it developed into average 14 sentences 0.48 so that it belongs to the medium category. The average ability of the students in the making simple sentence was as many as 5 sentences. After the students were given lesson, it increased into 14 sentences 0.65 and it belongs to medium category. The ability of students in making sentences of simple sentences is increasing into compound sentences is as many as 0.61 in the meant time that the increasing ability to write in complex sentences 0.32 and they are belong to the medium category. The ability students in writing especially in the grammatical error decreased into negative 0.07 and it belongs to the low level category. A great concern in this university students that the highest point in increasing words are the same as simple sentences following those complex and compound sentences are lower than words and simple sentences and so is words. On the whole that the ability writing did not apply transition and grammatical of

simple presents but they still using coordinate conjunction as making simple and compound sentences.

It can be known from the figure 5 that the average words in the pretest at the university E was as many as 128 words then After the student were given syllabus and the process studying on how to write paragraph, next the students were given final test and the result of average of words is higher than pretest 289 words, based on normalized gain interpretation that the increasing ability student's is 0.65 so that it belongs to the medium category.

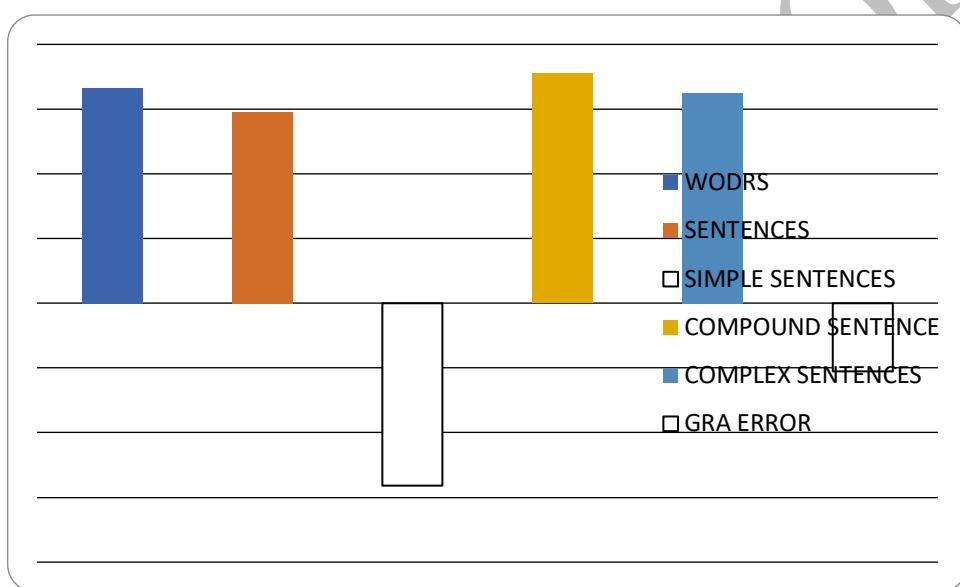


Figure 5: Normalized Gain Interpretation of University E

The average in ability of students making sentences in the pretest was many as 5 sentences, after the students was given treatments of the study writing that it developed into average 14 sentences and the gain is 0.66 so that based on normalized gain interpretation that It belongs to the medium category. The average ability of the students in the making simple sentence in the pre test was as many as 13 sentences. After the students were given lesson then it increased into 21. It means that negative 0.59 and it belong to medium category. The ability of students in making sentences of simple sentences is increasing into compound sentences is as many as 0.71. It belongs to the high category. In the meant time that the increasing ability to write in complex sentences 0.65 and it belongs to the medium category. The ability students in writing especially in the grammatical error 0.21 belong to the low category in other that the highest is compound sentence and the second highest is making sentences a little different with complex sentences and it is

more interesting that the lowest is grammatical error hence the simple sentences turned into complex and compound sentences. The students did not know more specifics of grammar and applied transition in general.

It can be summarized from the figure 6 that the average words in the pretest from 5 universities was as many as 115 words then After the student were given syllabus and the process studying on how to write paragraph, next the students were given final test and the result of average of words is higher than pretest 283 words, so the increasing ability students is 0.35 so that it belongs to the medium category

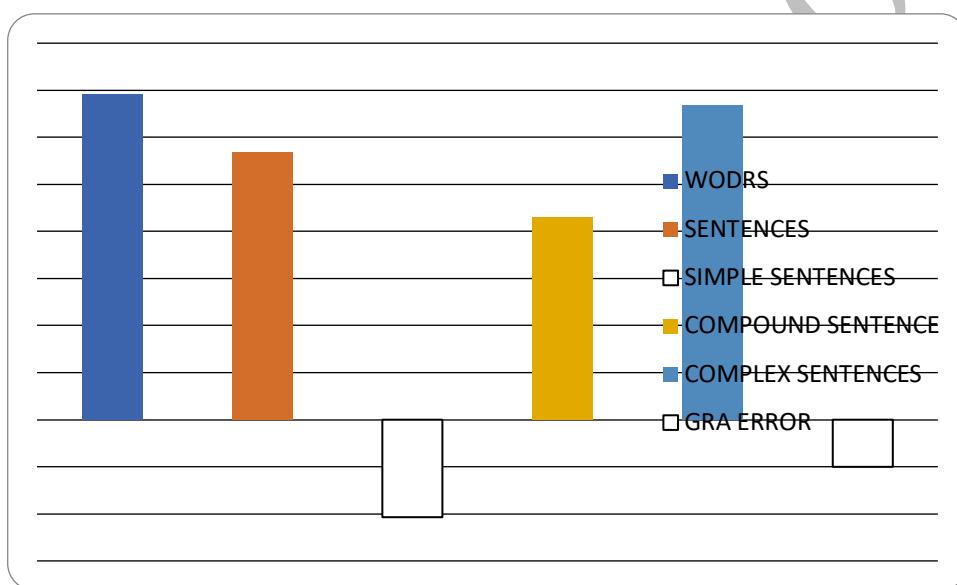


Figure 6: Normalized Gain Interpretation of five Universities

The average in ability of students making sentences in the pretest was many as 9 sentences, after the students was given treatments of the study writing that it developed into average 15 sentences 0.28. It belongs to the low category. The average ability of the students in the making simple sentences was as many as 5 sentences then it decreased into the average is 3 sentences. It means that based on normalized gain interpretation negative 0.10 and it belongs to low category. It means that the ability of students in making sentences of simple sentences increased into the compound sentences is as many as 0.22. It belongs to the low category. In the meant time the increasing ability to write in complex sentences is 0.33. It belongs to the medium category. The ability students in writing especially in the grammatical error, after the students were given the

lesson 0.05, in this case that according to normalized gain interpretation result of writing wrong grammar belongs to the low category.

The upshot of all the are as many as five universities in general with different from: time, place and policy that in the increasing words and complex sentences belong to the medium category and simple sentences and compound sentences belong to the low category so that all of students. In order to clarify all five universities: For those students who are in university A must have had practice doing grammar much more time equally important in the second highest in is in making complex sentences by the reason of this case that the students know the grammar therefore in applying transitions in writing. For those students who are in university B must have known and applied vocabulary and the grammar of simple present as well so does transitions. On the other hand students university C have the lowest increasing ability in grammatical error. Case in point students did not both know well the grammar and apply transitions the same way with students. University D on the whole that the ability writing did not apply transition and grammatical of simple presents but they still using coordinate conjunction as making simple and compound sentences in other that students university E the lowest is grammatical error hence the simple sentences turned into complex and compound sentences. The students did not know more specifics of grammar and applied transitions in general.

CONCLUSION

English is the one of the most important subjects for university students in Indonesia, especially in the first and second semester. In our main academic goal English is very important especially, in writing, there are many universities in Indonesia, mainly in Bandung the aim of this study is not only measure their basic ability and post test ability in writing applied simple in his or her subject studying in theirs university but also know normalized gain interpretation in writing English paragraph. Based on normalized gain interpretation that there is low category for instance: in making sentences, simple sentences, error grammatical and compound sentences, of little difference in making complex sentence belong to medium category. In the running of studying process at five universities have time; place and policy are different so that in the learning process and making syllabus moreover material needs to be given improvements in the future.

Limitations of the study

As a matter of fact that there is not one perfect in the world and so is this research. There are two limitations of this study: The first in the running of studying process there are as many as five universities which they are different not only place but also time as well as policy so that researchers ought to adapt all of above. The second in taking the data classes in the first semester

(before covid 19), but 3 classes were in the second semester when the Covid 19 spread out so that they were studying and taking final test by online.

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