

STUDENTS' ABILITY IN USING CONJUNCTION IN WRITING NARRATIVE TEXT  
AT THE ELEVENTH GRADE OF SMK NEGERI 1 TELUK DALAM

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**Abstrak**

Penelitian ini bertujuan untuk menganalisis kemampuan siswa dalam menggunakan konjungsi di dalam teks naratif di kelas sebelas SMK Negeri 1 Teluk Dalam. Jenis penelitian dalam penelitian ini yaitu jenis penelitian kualitatif dengan pendekatan deskriptif. Kemudian, peneliti menggunakan teori Miles, Huberman, & Saldana untuk menganalisis kemampuan siswa dalam menggunakan konjungsi di dalam teks naratif di kelas sebelas SMK Negeri 1 Teluk Dalam. Hasil penelitian ini menunjukkan bahwa siswa memiliki kemampuan dalam menggunakan konjungsi di dalam teks naratif. Kemampuan tersebut ditunjukkan oleh lembar kerja siswa dimana setiap konjungsi yang digunakan oleh siswa sangat tepat. Artinya siswa tersebut mampu menghubungkan elemen-elemen yang terkandung di dalam teks naratif dengan baik. Konjungsi yang lebih digunakan oleh siswa yaitu *coordinating conjunction* dan *subordinating conjunction*. Bagaimanapun, siswa tersebut masih memiliki kesulitan dalam menggunakan di dalam teks naratif khususnya menggunakan *correlation conjunction*. Kesulitan tersebut disebabkan oleh ketidakpahaman siswa terhadap materi teks naratif khususnya materi *correlation conjunction* sehingga mereka tidak dapat menggunakannya dengan baik dan menganggap bahwa materi itu sulit. Berdasarkan hasil tersebut, peneliti menyarankan guru bahasa Inggris harus memperhatikan hal tersebut dengan tujuan untuk menghasilkan teks maupun berbicara yang baik. Bagi guru, peneliti mengharapkan penelitian ini bisa digunakan bahan pertimbangan dalam mengajarkan penggunaan konjungsi kepada siswa. Dan bagi peneliti selanjutnya, diharapkan dapat memperoleh informasi dan pengetahuan untuk menghasilkan sebuah text.

**Kata Kunci:** Kemampuan Siswa; Konjungsi; Teks Naratif.

**Abstract**

*This research aimed at analyzing students' ability in using conjunction in writing narrative text at the eleventh grade of SMK Negeri 1 Teluk Dalam. The kind of this research is qualitative research with descriptive approach. Researcher used Miles, Huberman, & Saldana theory to analyze the students' ability in using conjunction in writing narrative text. The result of this research showed the students had the ability in using conjunction within a narrative text. It showed by the students' worksheet that each conjunction were used by students was exactly. It means that, they could be able to connects the elements are contained within a text well. The conjunction that students more used*

*were coordinating conjunction and subordinating conjunction. However, they still have difficulties in using conjunction within a narrative text especially in using correlation conjunction. Those students' difficulties caused by the students' comprehension of narrative text materials, especially in using conjunction. So the students could not comprehend it and regarded that it is difficult. It is suggested that students should pay attention about the students' ability in using conjunction in order to create a good text as well as a speech. For the teachers, hopefully this research could be used as their consideration to teach conjunction to students. For the next researcher, could be the information and knowledge to create a narrative text.*

**Keywords:** *Students' Ability; Conjunction; Narrative Text.*

## A. Introduction

Language is one of the things that is very important for living human. It is the tool of communication which is delivery the ideas, thoughts and feelings to others. Those are delivered through oral language as well as written language. According to Brown (2002:22) language is used for communication. It is a way to understand other people's thoughts, feelings, and ideas. It means that without language, the people in the world cannot communicate.

In language, to convey the thoughts to other there are several ways which is divided in four skills, they are speaking, listening, reading, and writing skills. The four language skills are related to each other and each of them has functions itself. Writing is the one of language skills that is to convey the ideas, thoughts and feelings to others through written media. Writing skill includes the ability to express the writer's opinions or thoughts clearly and efficiently into written forms.

Writing is one of the competences to communicate to other by using the symbol of the language is used by the writer. Byrne (1988:1) emphasized that "When we write, we use graphic symbols that is letters all combination letters which related to the sounds we make when we speak". It means that, writing is one of the

ways to improve the ability to express the thoughts and feelings into written forms by using the symbols of the language used. In writing, there are several elements that needed to achieve a good writing. They are grammar, punctuation, vocabulary, conjunction etc that contained within a text. Those of them are creating the text to be sistematically, clearly and effectively.

Writing is one of learning's material that must learned by students in the eleventh grade of senior or vocational high school which aims to improve their ability to organize the language elements within a text. Atkins and Carver (1958:3) state that writing is a tool that students can use to review knowledge, organize their thoughts, and evaluate their content understanding. Moreover, based on the determined in the learning objective in curriculum 2013, writing is one of language skills that must be taught to the senior high school especially in eleventh grade, UPW (Unit Perjalanan Wisata). One of the learning objectives in curriculum 2013 that the students must be exposed and able to write a differ kinds of texts. One of the kinds of the text is narrative text.

Narrative text is a series of sentences that are narrative in nature or have a

character of describing and explaining. In another sense, narrative can be said as prose whose subject is a series of events. Furthermore, narrative text contains stories and the certain events that use a narrative language style. It has a clear plot from the beginning to the end of the story. And also narrative text has forming elements in the form of theme, setting, plot, character, and point of view. According to Bonavidi, et. al (2018:245) narrative text is a story which complication or problematic events and it tries to find the resolutions to solve the problem. It means that, narrative text is the text that, tell about the events that contain the problems and the problems intended solved so can find a resolution. Furthermore, in narrative text there four the generic structures to organize the text structurally. They are; (1) orientation, it is the opening of a story, (2) complication, it is the problem that arises and develops in the middle of narrative text, (3) resolution, it is the part of the text that tells the problem solving, (4) orientation or coda, it contains statements about the story or lessons learned from the story in the narrative text.

Narrative text is one of the learning materials for students especially in eleventh grade that aims to improve the students' skill in writing. Furthermore, writing a narrative text may improve the students' knowledge about the using of writing elements within a text itself. Narrative text needs to express the events that had past which it organized by the words, clauses or sentences so those are forming a text. Therefore, in a narrative text is using a past tense. Moreover, to organize the series of events in narrative

text, the text needs to be cohesive and coherent. In this case, in narrative text also must be organized by the language features that used within a text itself. One of the language features that used within a narrative text is conjunction.

Conjunction is one of the parts in writing which connects the components that contained within a text. It means that, conjunction is the connections between words, clauses, sentences, paragraphs so a text will be cohesive and coherent and can be understood by the readers. Halliday and Hasan (1976:320-321) explained that conjunction is the linguistic system forms of systematic relationships between sentences. Moreover, Caroly (2017:60) states that conjunctions established connections between parts of the text that follow one another but are not structurally connected. However, in writing a narrative text, many the difficulties faced by the students included the using of conjunction.

Furthermore, in a narrative text, contains a sequence of events, and these events influence the next through the participle of causation. Therefore, the existence of conjunction within a narrative text is very important to connect the each component within a text itself.

Narrative text is also learnt by the eleventh grade students of Sekolah Menengah Kejuruan (SMK) Negeri 1 Teluk Dalam, South Nias. During joining narrative text that is one of the text that must be mastered by the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam. So, the researcher had enthusiasm to know the student's ability during learn a narrative text.

Based on the result of the preliminary study that conducted by researcher at SMK Negeri 1 Teluk Dalam specially eleventh grade, UPW (Unit Perjalanan Wisata) by collecting five the students' work sheet as the sample of the research. It showed that students had difficulties in using conjunction in narrative text itself. One of the students' work sheet showed bellow.

One afternoon there was a fox that was walking through the forest then it was looking an the grapes hangang from over a lofty branch just the thing to quoted the fox. And taking a few steps backward, then the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed. Finally, the fox was giving up, turned up its nose and said they are probably sour anaway. And the fox walked away.

Based on the narrative text above, it shows that the student had low capability to use conjunction in writing narrative text. The student could not use conjunction to connect each of clause or sentence within a text itself. In narrative text above contained some conjunctions, they are; then (line 1) (Vago, 2010:70-77). Then, but (line 3). And, but, still (line 5). And (line 6). And (line 7). However, in the narrative text, there are some conjunction that are incorrectly used, they are; and (line 3), and (line 6).

For example: Finally, the Fox was giving up, turned up its nose and said they are probably sour anyway.

The example above is contained two sentences, they are; the fox was giving up, turned up its nose and said they are probably sour anyway. The using of

conjunction between both of sentences should use conjunction then.

Based on the explanations above, the researcher was interested in knowing in detail how the students' ability in using conjunction with a narrative text made by the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam.

## **B. Research Method**

This research is conducted by using descriptive qualitative research to analyze the students' ability in using conjunction with a narrative text made by the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam. Qualitative research involves collecting data an analyzing non numerical data to understand concepts, opinions or experiences. Gay, Mills, Airasian (2012:381) explain that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insight into a particular phenomenon of interest. Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them can not be measured by number. The researcher used the descriptive qualitative method which aims to described to describe the students' ability in using conjunction in writing narrative text at the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam.

The data of this research is the primary data. It is the conjunction are used by the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam in narrative text. The source data of this research is students' worksheet of narrative text made by the students at the

eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam.

In this research, the researcher collected the data by using interview, and documentation techniques. Interview is one of data collection technique asking the questions to the participants. It can help the researcher to understand, and explore subjects' behaviors, experiences, and opinions to gain depth information based on the phenomena research. In this research, the research focused on interviewing the English teacher and five students as the participants, in conducting the interview, the researcher prepared a list of a question as a guidance to get information about the students' difficulties in using conjunction on narrative text. Then, Documentation is document include transcript, magazines, news paper etc. According to Guba and Lincoln in Nugrahani (2014:109) stated that documentation is any written materials or films that will be used by the researcher as evidence. The documentation in this research intended the students' work sheets of narrative text which written by the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam.

In analyzing the data of this research, there were three steps flows of activity. They were data condensation, data display, and drawing and verifying conclusions. (Miles, Huberman & Saldana, 2020:8-10).

In analyzing the data of this research, there were three steps flows of activity. They were data condensation which refers to the process of selecting, foccusing, simplifying, abstracting, and transforming the data that appear in the full coupus

(body) of written-up field notes, interview transcripts, documents, and other empirical materials. Then, data display which is designing a display, deciding on the rows and collums of a matrix for qualitative data and deciding with data, in which form, should be entered in the cells are analytic activities. And then, drawing and verifying conclusions. this steps, the researcher will describes the results of analyzing the data which from the start of data collection, the qualitative analyst interprets what things mean by nothing patterns, assertions, propositions, explanations, and clausal flows. Furthermore, the conclusions that have got will be verified as the analyst proceeds. The verification may be as a brief as a fleeting second thought crossing the analyst's mind during writing.

### C. Research Finding and Discussion

The data in this research were the conjunction in narrative text made by the eleventh grade, UPW (*Unit Perjalanan Wisata*) of SMK Negeri 1 Telukdalam. Those contained from the narrative text made by students' as the source data of this research. Based on the main focuses of this research are to know the students' ability in using conjunction in narrative text made by the eleventh grade, UPW (*Unit Perjalanan Wisata*) of SMK Negeri 1 Teluk Dalam.

In this research, the researcher used several theories as a guidance of analysis the generic structure that written by the students. One of them is according to Cameron & Craig (2019:29), they stated that there are some types of conjunction, they are; coordinating conjunction which is



a word used to connect two ideas of relatively equal importance. The words and, but, or, for, nor, yet, are coordinating conjunction; subordinating conjunction which is a word used to show the connection between a dependent clause and the rest of the sentence. The words if, until, although, as, when, because, since, unless, and before are subordinating conjunction; correlation conjunction which is a pair of words used to show contrast between two ideas. For example: not only.... but also, either.... or, whether.... if, and neither.... nor are correlative conjunctions.

Furthermore, based on the data that acquired by the research in narrative text made by the eleventh grade, UPW (*Unit Perjalanan Wisata*) of SMK Negeri 1 Teluk Dalam. The data was acquired through the students' worksheet as dokumentation made by the eleventh grade, UPW (*Unit Perjalanan Wisata*) of SMK Negeri 1 Teluk Dalam and interview. Those of data described below.

#### 1. Documentation

##### a. Analysis on The Students' Ability of Using Conjunction In Narrative Text

Conjunction is the connection of two or more sentences, clauses or parts of clauses. Conjunction has three types, they are coordinating conjunction, subordinating conjunction and correlation conjunction.

Furthermore, all of them are found in the narrative text made by the eleventh grade, UPW (*Unit Perjalanan Wisata*) of SMK Negeri 1

Teluk Dalam. So, they are described below.

Based on the data in the table above, can be explained in the description below.

#### 1) A Coordinating Conjunction

##### a) And

Monkey danced at animal gatherings **and** they were all very happy (S. 1).

The example above, shows that the position of conjunction *and* is the connection between two clauses. It connected between "Monkey danced at animal gatherings" and "they were all very happy".

Based on the researcher's analysis of students' work sheets that the using of conjunction *and* in the narrative texts, dominantly the students are be able to connect the clauses and sentences by using conjunction *and*.

##### b) But

I do not have any money to buy it for you **but** you can pick my apples. (S. 6).

The example above, shows that the position of conjunction *but* is the connection between two clauses. It connected between "I do not have any money to buy it for you" and "you can pick my apples".

Based on the researcher's analysis of students' work sheets that the using of conjunction *but* in the narrative texts, dominantly the

students are be able to connect the clauses, sentences and paragraphs by using conjunction *but*.

c) Or

Sidopek said Banyu..... Wangi..... **or** Banyu Wangi (S. 8).

The example above, shows that the position of conjunction *or* is the connection between two phrases. It connected between "Banyu..... Wangi....." and "Banyu Wangi".

d) For

It was a tragic **for** the mouse (S. 16).

The example above, shows that the position of conjunction *for* is the connection between two phrases. It connected between "a tragic" and "the mouse".

e) Nor

You can never forget the death of your son, **nor** I lost of my tail. (S. 20).

The example above, shows that the position of conjunction *nor* is the connection between two clauses. It connected between "You can never forget the death of your son" and "I lost of my tail".

Based on the researcher's analysis of students' work sheets that the using of conjunction *nor* in the narrative texts, dominantly the students are be able to connect the clauses by using conjunction *nor*.

f) Yet

Based on the researcher's analysis of students' work sheets

that the using of conjunction *yet*, the researcher not found it within a narrative text made by the students.

2) A Subordinating Conjunction

a) If

"I will become a price **if** you kiss me". (S.4).

The example above, shows that the position of conjunction *if* is the connection between two clauses. It connected between "I will become a price" and "you kiss me".

Based on the researcher's analysis of students' work sheets that the using of conjunction *if* in the narrative texts, dominantly the students are be able to connect the clauses, by using conjunction *if*.

b) Until

He put them in the pot **until** water rose to the brim. (S. 9).

The example above, shows that the position of conjunction *until* is the connection between two clauses. It connected between "He put them in the pot" and "water rose to the brim".

Based on the researcher's analysis of students' work sheets that the using of conjunction *until* in the narrative texts, dominantly the students are be able to connect the clauses, by using conjunction *until*.

c) Although

Based on the researcher's analysis of students' work sheets that the using of conjunction *although*, the researcher not found it

within a narrative text made by the students

d) As

He cried so hard **as** he could.  
(S. 23).

The example above, shows that the position of conjunction *as* is the connection between two clauses. It connected between "He cried so hard" and "he could".

Based on the researcher's analysis of students' work sheets that the using of conjunction *as* in the narrative texts, dominantly the students are be able to connect the clauses, by using conjunction *as*.

e) When

Romeo believes that she is really dead and commits suicide. **When** Juliet wake up and sees Romeo dead beside her, she stubs herself. (S. 13).

The example above, shows that the position of conjunction *when* is the connection between two sentences. Because before conjunction *when* utteranced the sentences. So, It connected between "Romeo believes that she is really dead and commits suicide" and "Juliet wake up and sees Romeo dead beside her, she stubs herself".

Based on the researcher's analysis of students' work sheets that the using of conjunction *when* in the narrative texts, dominantly the students are be able to connect the clauses, sentences and paragraphs by using conjunction *when*.

f) Because

It smelt in his ears and slowly left the place **because** the bears do not want to touch the dead creatures. (S. 11).

The example above, shows that the position of conjunction *because* is the connection between two clauses. It connected between "It smelt in his ears and slowly left the place" and "the bears do not want to touch the dead creatures".

Based on the researcher's analysis of students' work sheets that the using of conjunction *because* in the narrative texts, dominantly the students are be able to connect the clauses, sentences by using conjunction *because*.

g) Since

Based on the researcher's analysis of students' work sheets that the using of conjunction *since*, the researcher not found it within a narrative text made by the students.

h) Unless

Based on the researcher's analysis of students' work sheets that the using of conjunction *unless*, the researcher not found it within a narrative text made by the students.

i) Before

.... (previous paragraph)  
**Before** he killed her and threw her into river .... (S. 8).

The example above, shows that the position of conjunction *before* is the connection between two paragraph. It connected between



“previous paragraph” and “he killed her and threw her into river .....”.

Based on the researcher’s analysis of students’ work sheets that the using of conjunction *before* in the narrative texts, dominantly the students are able to connect the clauses, sentences and paragraphs by using conjunction *before*.

j) Then

Sidopek did not believe her and said that he would kill her. **Then** he brought his wife to the river bank. (S. 8).

The example above, shows that the position of conjunction *then* is the connection between sentences. It connected between “Sidopek did not believe her and said that he would kill her” and “he brought his wife to the river bank”.

Based on the researcher’s analysis of students’ work sheets that the using of conjunction *then* in the narrative texts, dominantly the students are be able to connect the clauses, sentences and paragraphs by using conjunction *then*.

k) Finally

After flying a long distance, a thirsty crow was wandering the forest in search of water. **Finally**, he saw a pot half filled with water. (S 9).

The example above, shows that the position of conjunction *finally* is the connection between two sentences. It connected

between “After flying a long distance, a thirsty crow was wandering the forest in search of water” and “he saw a pot half filled with water”.

Based on the researcher’s analysis of students’ work sheets that the using of conjunction *finally* in the narrative texts, dominantly the students are be able to connect the clauses, sentences by using conjunction *finally*.

l) However

Judy flew to a pet shop in Japan. **However**, the supermarket in Japan only had small dogs. (S. 7).

The example above, shows that the position of conjunction *however* is the connection between two sentences. It connected between “Judy flew to a pet shop in Japan” and “the supermarket in Japan only had small dogs”.

Based on the researcher’s analysis of students’ work sheets that the using of conjunction *however* in the narrative texts, dominantly the students are be able to connect the sentences by using conjunction *however*.

3) A Correlation Conjunction

Based on the researcher’s analysis of students’ work sheets that the using of correlation conjunction in the narrative texts, dominantly the students are not be able to use correlation conjunction. Even, the students are not using it in narrative text that made by them.

b. The result of interview

An interview conducted to know how the students' ability in using conjunction on narrative text and what are the caused by students' difficulties in using conjunction on narrative text it self.

Based on an the interview that conducted by researcher to English teacher and five students as informants. Informed that the students are not be able to use all conjunction within a narrative text. It seems in the results of students' work sheets above. They had difficulties in using coordinating conjunction, such as; *yet*. Then, subordinating conjunction, such as; *although*, *since* and *unless*. Those conjunctions are not used by the students in narrative text. It same with the using of correlation conjunctions. The students were not using correlation conjunction within a narrative text. Furthermore, based on the results of interview that the causes of studets' difficulties in using some conjunctions within on narrative text are those are regarded by students that it is difficult to use in sentences or text, so they never used it within a text. Therefore, the conjunctions are never use in the text.

Based on the research finding that acquired by researcher about the students' ability in using conjunction on narrative

text at the eleventh grade, UPW (*Unit Perjalanan Wisata*) of SMK Negeri 1 Teluk Dalam, that the students had ability in using conjunction on narrative text difficulties in describe the structures and the using of language features are used within a procudure text.

In narrative text is contained the language features which is arranging the language elements within a text itself. According to Indarini (2019:119) language features of narrative text are uses past tense, adverbs/adverbial phrases of time, conjunction, conjunction, direct and uses direct speech. The existence of the language features serves to organize the language elements which form the structure of narrative text.

Based on the research findings that found by research at SMK Negeri 1 Teluk Dalam especially in eleventh grade, UPW (*Unit Perjalanan Wisata*). The students had the ability in using conjunction within a naraive text. The students more used the coordinating conjunction and subordinating conjunction than correlation conjunction. However, all of the coordinating and subordinating conjunction were not used by the students. Because, the students' have some difficulties in using conjunction *yet* as coordinating conjunction and *although*, *as*, *since* and *unless* as subordinating conjunction. Furthermore, the students' difficulties dominant in using correlation conjunction, even they never used it in the text. In this case, the students could be able to connect the elements of language within a text grammatically by using conjunction.

Furthermore, the students' difficulties above, it caused by the difficulties of material of narrative text regarded by them, so the students could not comprehend it. Therefore, based on the research finding above, that the researcher can be concluded that the students' ability in using conjunction in narrative text still have low capability.

#### D. Conclusion

Based on the focus of this researcher, the researcher focuses on students' ability in using conjunction on narrative text. Determine of this research conclusion was based on the research questions. The question is how the students' ability in using conjunction on narrative text at the eleventh grade, UPW (Unit Perjalanan Wisata) of SMK Negeri 1 Teluk Dalam.

The students' ability in using conjunction in narrative text still have low capability. It caused by the students' difficulties in using conjunction itself. Their difficulties are the using of coordinating conjunction (yet), subordinating conjunction (although, as, since and unless) and more dominant in using correlation conjunction. Then, they had difficulties in using other conjunction, such as; or, yet, although, as, since and unless. Furthermore, those of students' difficulties caused by the students' comprehension of narrative text materials, especially in using conjunction. So the students could not comprehend it and regarded that it is difficult. Therefore, that the researcher can be concluded that the students' ability in using conjunction in narrative text still have low capability.

This researcher lack of data were found then, the researcher suggests the

further researcher to seek other course of data which is containing the students' ability in using conjunction on narrative text. Additionally, suggests to find out the students' ability in other source. For examples: descriptive text, procedure text, recount text, etc. For the teachers, suggests to use this result of research as the consideration to teach the students in classroom to improve their writing and the using of conjunction in narrative text. And for students, suggests to master in writing structurally and in using the language features within a text to improve the knowledge or insight about writing to get the information in many sources.

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