

## **ERROR AND REMEDIAL WORK OF COMPARATIVE AND SUPERLATIVE ADJECTIVE AT DHYANA PURA UNIVERSITY**

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### **ABSTRACT**

This analysis discussed about Error analysis and remedial work on 4th semester students at Dhyana Pura University Bali in the year of 2023/2024 odd semester. This results of the material of comparative and superlative adjective given to 4th semester students from five different study programs namely (English literature, Psychology, Accountant, Management, D3 Digital Marketing) with the total 16 students. The purpose of this study was to find Error and find the most efficient way of giving the remedial task for in-depth understanding. This study uses qualitative research methods with descriptive research types to provide an explanation for the mistakes the students made in the students' tasks. The data collection technique used by the author is through the results of the first error test and providing material in the form of remedial work that uses questions that are easier than the first test questions. Using the types of error theory from Dulay 1982, this analysis found that the types of errors produced by the 4th semester students studied, reflect the types of error namely omission, addition, mis formation, and mis ordering forms.

**Keywords:** Error; Remedial Work; Comparative Adjective; Superlative Adjective

### **I. Introduction**

People from all over the world communicate using English as an international language in a variety of contexts, including business, tourism, economy, military support, science, technology, literature, and much more (Greenbaum, 1990) As a result, many people find it crucial to master English in order to stay current with global changes. This fact is in accordance with the Johann Wolfgang Von, a figure from Germany, stated "Those who do not know anything about foreign languages, they know about their own language"(Handayani 2016). From Wolfgang's statement, what is meant is how important it is to master a foreign language other than the mother tongue or the national language. One of the important foreign languages to master is English, because having the ability to master the English language can be an added

value for someone to be able to compete and will make it easier to get job opportunities, scholarships, as well as in international relations (Thariq, 2020). From these facts it can be concluded that mastery of the English language is very important to develop a career and broad capabilities in order to be able to compete at the global level.

Also, students who are fluent in English at the higher education level will have more access to current English-speaking sources in print and online. Students must gain four basic skills in order to understand English. The four basic abilities are speaking, reading, writing, and listening. Nonetheless, errors are still frequently made by students when learning is put into practice. Errors are signs that learning is actually happening and that the learner has not yet mastered or demonstrated a well-structured competence in the target language (Hendrickson 1978). Another definition of error by Bialystok et al (1983) errors are a fault in a learner's speech or writing. In other words, error is a diversion from accepted standards. Errors are bad, but they may also be useful for students, who will learn more from their own mistakes, and for teachers since they can show how far a learner has come and what still needs to be learned.

Some of the previous studies such as thesis and journal national also research this problem. The thesis by Hyacintha Handayani Purwitasari (2008) research errors in the use of Comparative and superlative degrees of adjective by the tenth-grade students of SMK Marsudi Luhur II Yogyakarta also discover some errors such as 1). Your book is the thickest than my book. 2). Life in a village is Saferer than in a city. Another research is in Indonesia Journal Of Economics, Social, And Humanities by Bungsu, Daud, and Masyhur in 2021 An Analysis of students "Grammatical Errors in Writing Degrees of Comparison from students MTS Mamur Pekanbaru. Also discover some errors such as 1). The Purse is expensiver than the pencil case. 2). English is easier than History.

It shows that the learners still confusing to decide the word comparative and superlative that impact the learners cannot produce the sentence in English Correctly. The previous studies also focus about the types of error and how to make the material that easier to understand for the learner not apply to the learner by the remedial task. This study discusses error in the use of comparative and superlative degree of adjective faced by the fourth semester students of Dhyana Pura University Bali. From different study program namely (English literature, Psychology, Accountancy, Management, D3 Digital Marketing). Mastering in Language it's important to the learners in Dhyana Pura University because end of the semester the students will follow the TOEFL as the requirement graduate in Dhyana Pura University. Investigate the students error also help the students writing English correctly and also help the students to improve and understand in depth about the comparison by giving remedial task. This is the basis of this study to discuss what kind of error and the effect of give the remedial task.

The problems in this research are: what kind of errors do the fourth semester students in Dhyana Pura University Bali to answer the Comparative and superlative degrees of adjective?;

and, what the effect of give the remedial task for the fourth semester students in Dhyana Pura University Bali to understand the Comparative and superlative degrees of adjective?

## **II. Methods**

This study's used the primary data by the 16 (sixteen) students in semester fourth at Dhyana Pura University Bali that from the other study program there are from (English literature, Psychology, Accountancy, Management, D3 Digital Marketing). This study purpose to analyzed what kind of error and what the effect of give remedial for the depth understanding. The method that used in this study was descriptive qualitative. According to Creswell (2013), descriptive qualitative analysis involves looking into the data to allow for a more thorough explanation. Bogdan and Biklen state in (Fraenkel and Wallen 2012) that one method of collecting data for their qualitative data study was to use statements or images rather than numerical or statistical information. However, typically the numerical data is combined to portray what has been observed to make the outcome more understandable. This study also included both numerical and non-numerical data.

Non-numerical data provide an explanation for the mistakes the students made in the student's tasks. In particular, the research took the form of a survey and document analysis. The act of analyzing a document's written or visual contents is referred to as document analysis (Frankel & Wallen, 2012). The purpose of this study was to find the most efficient way of giving the remedial task for in-depth understanding. The author collected information from the students' works in order to categorize the error. In order to collect data from the students, the author created a test that asked them to fill in the blanks from the story "Bali," using either a superlative or a Comparative adjective. Before the students could respond, the author provided a brief material of these two types of adjectives. The writer then carefully examined each student's work to identify any errors and accurately categorize them, using the omission, addition, misinformation, and misordering forms of errors described by Dulay 1982 theory. Also, the author used a table from Analyzing Learner Language Book by Meunier in 2006 for the categorization because Dulay's idea of error classification was also employed in this book.

The results of the test would be useful for the writer to identify the types of errors. The result of the classification would be the answer for the first research problem. For the correction the writer gives the participant evaluation material based on the maximal error that participant error. In relation to the second research problem, namely, the effective of giving the remedial for the depth understanding, the writer seen for the results or the grade for the first test, after that the writer give the remedial with the easier one for the participant understanding the material in depth.

### III. Findings and Discussion

A noun or pronoun can be modified (i.e., described) by a word or group of words known as an adjective (Straus, 2014). Examples: That puppy is so cute. She likes a senior in high school. Straus, also explains the three forms of the adjective known as degrees. A positive degree adjective is one that is used in its typical or usual form. There are also Comparative and Superlative degrees, which are used comparison, as in the following examples (Straus, 2014 P. 17). Positive: Sweet; Comparative: Sweeter, Superlative: Sweetest. Oxford dictionary defines comparison as the process of evaluating differences between two or more entities. Superlative and Comparative are the two categories that make up the comparison adjective. There are some comparative and superlative adjective rules, by Walker and Elsworth's (2000) in book New Grammar Practice.

**Comparative used to compare two people or two things. (added an ER-ending for one syllable and a more prefix for two syllables)**

**Example:** Tina Is Taller than Dito

The Car is more expensive than the bike

Table 1. Rules Comparative Adjective

1.	When an adjective comes from 1 syllable, only need to add (-er) at the end of the word <b>Example:</b> Faster + (er) = Faster
2.	If the adjective has (Consonant + vowel + consonant) add the final consonant then add (er) <b>Example:</b> BIG becomes BIGGER. The Elephant is Bigger than Mice. Consonants are dead words or letters (b, c, d, k, l, p etc.), while vowels are letters (a, i, u, e, o)
3.	If the adjective comes from one syllable and ends in -y, remove -y and add (-ier) <b>Example:</b> Spicy + (-ier) + Spicier
4.	When an adjective comes from 2 syllables, add the word MORE to the word and do not add the word (er) after it. <b>Example:</b> The car is More expensive than the bike. Syllables are distinguished by how you pronounce them: Expensive has 3 syllables (Ex-pen-sive) while fast has one syllable (Fast). The way to differentiate is to try to pronounce the word.

**Superlative is used to state that an object or person is the most (best, highest, biggest, or richest) compared to others. (Added the ending-Est for One syllable and Prefix Most for two syllables)**

**Example:** Taj Mahal is the Most Luxurious cemetery in the world  
Boni is the Richest person in the classroom.

Table 2. Rules Superlative Adjective

1.	When an adjective comes from 1 syllable, only add (-est) at the end of the word <b>Example:</b> Fast + (eat) = Fastest
2.	If the adjective (adjective) comes from (Consonant + vowel + consonant) add the final consonant then add (-est) <b>Example:</b> BIG becomes BIGGEST. Consonants are dead words or letters (b, c, d, k, l, p etc.), while vowels are letters (a, i, u, e, o)
3.	If the adjective comes from one syllable and ends in -Y we remove Y and add (-iest) <b>Example:</b> Spicy + (-est) + Spiciest
4.	When an adjective comes from 2 syllables, add the word MOST to the word and do not add the word (-est) after it. <b>Example:</b> Rendang is the most delicious food in the world. Syllables are distinguished by how you pronounce them: Expensive has 3 syllables (Ex-pen-sive) while fast has one syllable (Fast). The way to differentiate is to try to pronounce the word.

There are various definitions of errors. Errors are described as "systematic deviations due to the learner's still-developing knowledge of the second language rule system" in the context of language learning. (Dulay, 1982, p. 139) According to Dulay (1982) there are two categories of errors. The first is a mistake brought on by exhaustion and inattention (performance), and the second is a mistake brought on by ignorance of the grammar rules (competence). Yet, there are other English synonyms for errors, including mistake, wrong, incorrect, and untrue. Although if these words are synonymous, it is nevertheless crucial to distinguish between them when learning a new language because they have different meanings.

The terms wrong, incorrect, and untrue are simply used to describe something that is not correct or when the student is mistaken about something. The learning process constantly brings up blunders and faults. According to Richard (1985), a mistake is committed by a student when it results from inattention, weariness, carelessness, or other performance-related factors. On the other side, a learner errors when it results from a lack of knowledge of the target language. Only mistakes in this situation matter to the process of learning a language.

According to Dulay et al. (1982), "Error analysis has significantly contributed to the theoretical consciousness-raising of applied linguistics and language practitioners. It has made

the various causes of students' mistakes clearer to our minds. Lastly, it has been successful in transforming errors from completely undesirable to the relatively special status of research object, curriculum guide, and learning stage indicator. From this, it can be concluded that error analysis is a theory created by the researcher to explore and accept the difficulties that second-language learners face. The writer used Dulay et al (1982) for classification of errors to analyze the mistake and learn more about the student's error. Dulay et al. (1982) identify four types of errors: omission, addition, misformation, and misordering.

Based on the test 1 there are 24 data that found from four types of error. Committed by students in writing Comparative and Superlative adjective. The data of error can be seen in the table below.

Table 3. Description of error

No	Errors	Correct form	Linguistic Description	Types of errors
1.	1.1 Most beautiful 1.2. Beautiful 1.3 The most beautiful	The Most Beautiful	Noun Phrase; Adjective; superlative form	1.1 Omission 1.2 Omission 1.3 Addition
1	2.1 High 2.2 Highest 2.3 Higher 2.4 The highest	The highest	Noun phrase; Adjective; Superlative form	2.1 Omission 2.2 Omission 2.3 Misformation alternating form 2.4 Misformation archi- form
2	2.1 Spicy 2.2 More spicy 2.3 More spicier	Spicier	Noun phrase; Adjective; Comparative form	3.1 Omission 3.2 Misformation archi- form 3.3 Misformation archi- form
3	3.1 Cheap 3.2 Cheaper 3.3 The most cheap	The cheapest	Noun Phrase; Adjective; Superlative form	4.1 Omission 4.2 Misformation alternating form 4.3 Misformation archi- form

4	4.1 Cheapest 4.2 More cheap	Cheaper	Noun Phrase; Adjective; Comparative form	5.1 Misformation alternating form 5.2 Misformation archi- form
5	5.1 Small 5.2 More small	Smaller	Noun Phrase; Adjective Comperative form	6.1 Ommision 6.2 Misformation archi- form
6	7.1 Crowded 7.2 The most crowded	More Crowded	Noun phrase; Adjective; Comparative form	7.1 Ommision 7.2 Misformation alternating form
7	7.1 More easy 7.2 Easier 7.3 Eassier	Easier	Noun phrase; Adjective Comparative form	8.1 Misformation archi- form 8.2 Omission 8.3 Addition
8	9.1 Expensive	More expensive	Noun phrase; Adjective; Comparative form	9.1 Omission
9	10.1 Fastest	Faster	Noun phrase; Adjective; Comparative form	10.1 Misformation alternating form

From the table above, it might be seen that the total types of error that the student made in test error was 24 data. There are 10 for omission, 5 for misformation alternating form, 7 for misformation archi- form, 2 for addition and 0 for misordering, moreover the writer explained types of errors used the theory of Dulay et al (1982) based on the test 1.

### Omission

Omission errors happen when a learner leaves off a crucial word component. To put it another way, these faults are defined by the missing of a component that must be present in a well-formed utterance and the presence of morphemes that should be present in the correctly expressed sentence (Dulay et al, 1982). There are 10 errors that found in the test 1. According to Dulay et al, 1982 P: 155) there are two types of omission namely Content Morphemes and Grammatical Morphemes. Content Morpheme, carry the main of a sentence's relevant meaning: Nouns, verb, adjective and adverb. While Omission of Grammatical Morphemes, all the little words that minimally contribute to the sense of a sentence. That include verb inflections (the -s in birds); articles (a, the, etc.); verb auxiliaries (is, will, can, etc.); (is, was, am etc.); and prepositions (in, on, under, etc.). Here is an example of Omission in test 1.

## 2.1.1 Most Beautiful (Data 1.1)

## 2.1.2 Crowded (Data 7.1)

In the phrase data 2.1.1 Most Beautiful it is the answer for the question (Bali Is *the most beautiful* Country in the world) in this phrase, the student wrote Most beautiful instead of the most beautiful. According to the book New Grammar Practice Walker and Elsworth's, 2000. When the words come from more than one syllable the adjective not add -er or -est in the end of the words but add the word most for the superlative and more for the comparative, because the sentence mention Bali which is the beautiful country in the world. So, it must add “Most” as the superlative. In the phrase the students omit article “The”. In the phrase data 2.1.2 in the word Crowded it is the answer for the question (If you come to Bali at high season at April – August the situation is *more crowded.*) in this word the student wrote crowded instead of more crowded. When the words come from more than one syllable the adjective not add -er or -est in the end of the words, but add the word most for the superlative and more for the Comparative. Because the sentence explain Bali is getting crowded when the high season situation. so, it must add “more” as the Comparative.

### Addition

The students made an addition error when they added an unnecessary component to their statement. The study found 2 for addition. The writer discovered that students frequently fail to delete certain items, when necessary, which results in multiple marking. In the book Language Two by Dulay et al, 1982 P: 156. There are three types of addition namely Double marking, Regularization and simple addition. Double marking This error is defined as the inability to remove specific elements that are necessary for some linguistic constructions, Regularization. Both regular and irregular language exist, making it sometimes difficult for students to employ the appropriate structure. Simple addition is a type of addition error that neither involves double marking nor regularization. Here is an example of addition in test 1.

## 3.2.1 The most beutifull (Data 1.3)

## 3.2.2 Eassier (Data 8.3)

In the phrase data 2.2.1 The most beautifull it is the answer for the question (Bali Is *the most beautiful* Country in the world) in this phrase, the student wrote the most beautiful instead of The most beautiful. In this noun phrase the students add words “l” in the word beautiful became beautiful the student added unnecessary element in their sentence where this element is not applied in the target language. In the phrase data 2.2.2 Eassier it is the answer for the question (It’s the *easier* way than used a car or ridesharing such as uber or grab...) in this word



the student wrote Eassier instead of Easier. In this word the student wrote double “s” the students added unnecessary element in the sentence where this element is not applied in the target language.

### Misformation

The incorrect usage of a morpheme or structural element is what distinguishes misformation errors (Dulay et al., 1982). This means that different types of errors can be identified based on how well a structure or morpheme is put together or how closely it complies with its respective standards. Regularization, Archi form, and alternating form are the three misformation subcategories. Regularization refers to the employment of a regular marker rather than an irregular one. The choice of one student from a class of forms to speak on behalf of the others in class is known as an archi form. For example, a learner may temporarily select just one English demonstrative adjective this, that, these, those. For Example (Dulay, 1982) That dog; That dogs. By employing archi-forms, the students can pick different class members an option to choose with each other, allowing the students vocabulary and grammar to develop. Thus, finding demonstrative is a need, as an example: Those dog, This cats. In the test 1 that found 12 misformation (5 for misformation alternating form and 7 for misformation archi-form). Here is an example of misformation in test 1.

3.3.1. Cheaper (Data 4.2 Misformation alternating form)

3.3.2. More Cheap (Data 5.2 Misformation Archi-form)

2.3.1 In the word Cheaper it is the answer for the question (For the price Bali is the cheapest place to visit that the other destination) in this phrase, the student wrote Cheaper instead of the cheapest. This degree of the comparison adjective mentation that Bali is the place or the destination that the cheapest that the other destination. So when compare thing or person that the most than the other thing or person the degree is used superlative adjective. Because the word come from one syllable the student can add -er at the end of the word when used Comparative and add -est at the end of the word when used superlative. This type of error is misformation alternating form because the error when choose the degree of the comparison adjective. In the phrase the students misformation this word categorized as the superlative but the student forms the word as the Comparative adjective. In the phrase data 2.3.2 More Cheap it is the answer for the question (It is cheaper than Jakarta for price, especially for food) in this phrase, the student wrote “more cheap” instead of the “cheaper”. This degree of the comparison adjective mention that Bali is cheaper than Jakarta, it compares two things about the price, so it used Comparative adjective. Because the word come from one syllable the student can add -er at the end of the word when used Comparative and add -est at the end of the word when used

superlative. This type of error is misformation archi-form because the error when form the degree of the comparison adjective. In the phrase the students misformation about formation the Comparative one syllable and two syllable. So it make the students put the word more cheap as the Comparative adjective.

### **Misordering**

This particular error type can be identified by the misplacement of a morpheme in a sentence. For Example “What daddy is doing? This question is incorrect. It should be “What is daddy doing?”

From that research above the error and the types of error that the students made at the test 1 of error, the writer giving the remedial task to help the student understand the comparison adjective material and can differentiate between superlative and Comparative and when the types of degree used in the sentence. "Remedial", in Webster's New Twentieth Century Dictionary stated that it comes from the Latin word which means to heal again from the word "re-" "return" and the word "mederi" "to heal". In contrast, remedial in education is the act or process of treating, resolving, or getting over learning challenges or limitations (1982). Similarly, remedial is described by MC Ginnis and Smith (1982) as the act of administering diagnostic and therapy. The word or term remedial can be understood to mean diagnosis, prevention, therapy, healing, and repair after reading this description. Corrective instruction is therapeutic or improves learning.

Because of this, it has the learning process is undoubtedly more specialized because it is personalized to the individual types and degrees of learning challenges that student faces. More focus should be placed on attempts to enhance teaching methods, subject matter adjustments, and overcoming all challenges. After a diagnostic of the kids' learning issues has been made, a strategy and the proper next steps must be chosen in order to provide remedial learning. Remedial action can be taken in accordance with the form, including (Karyanto, 2022)

- a. Offering relearning using various techniques and media. Relearning can be done using materials that are presented in a simplified manner, different presenting styles, and easier assessments and questions. Relearning is done when the majority of students—or all of them—have not mastered the material or find it challenging. Teachers must give explanations using more relevant techniques and/or media.
- b. Offering specialized instruction, such as one-on-one instruction. Students that struggle with classical learning must receive alternative follow-up, which was decided upon as offering dual individual guidance.
- c. One aspect of the function of the teacher as a tutor is the provision of individualized guidance. When one or more students are unable to complete their work, the tutoring system is put into place. assigning appropriate training tasks. Exercise assignments must be increased in number

in order to put the idea of repetition into practice and prevent participant students from having trouble completing the final

- d. The use of peer tutors. Students with a faster rate of learning serve as peer tutors. They must be used to help friends who are behind in their studies by offering tutorials. It is believed that kids who struggle with learning will be more open and comfortable around classmates.

In the form of remedial implementation, this study chooses re-learning with different methods and media. By used a simplistic way materials and simplification of tests/questions. The media that used for the remedial task is google forms that consist of 10 (ten) objective question. The question is simpler than the error test. The students choose the right answer of the ten-objective question. the question is made based on the evaluation which dominant type of the error.

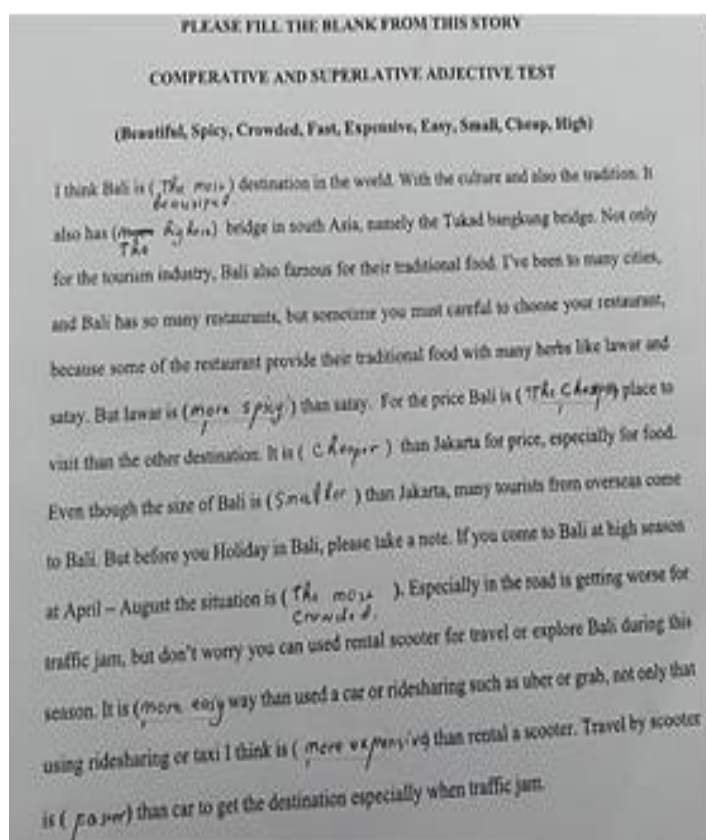


Figure 1. The Question of Error Test

Cheetah is (Fast) animal in the world \*

☐ The Most Fast

☐ The Fastest

The Train is (Fast) than The Bike \*

☐ Faster

☐ The Fastest

Figure 2. The Question of Remedial Task



Figure 3. The Activity of Error Test

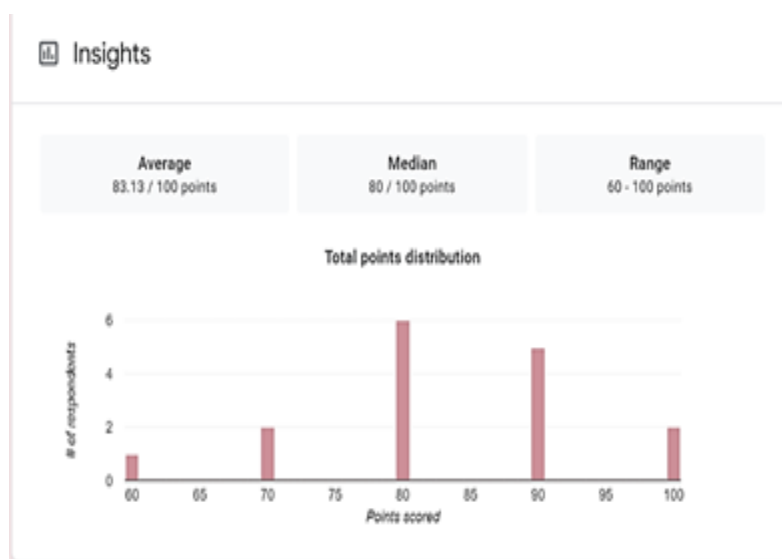


Figure 4. The Result of Remedial Task

From the picture 3 the results of the remedial task that gave from 16 participant. The used of the remedial task with the easier question and the media google form is the effective way to understand Comparative and superlative adjective based on the test. Thes student understand the material and can differentiate the degree of comparison namely Comparative and superlative adjective.

#### IV. Conclusion

After examining the data, errors in writing comparative and superlative adjectives were identified among 16 students from various study programs, including English literature, Psychology, Accountancy, Management, and D3 Digital Marketing, in the fourth semester at Dhyana Pura University. There was a total of 24 data found. As a result of these, 10 were for omission, 12 were for misinformation, which was further divided into 5 for misinformation in alternating form and 7 for misinformation in archi-form. Additionally, there were 2 instances of addition, and no instances of misordering. The primary errors made by the learner are related to misinformation, which refers to the selection of an incorrect form of a morpheme or structure.

In order to enhance student comprehension of the topic, it was assigned remedial tasks that involve re-learning using various means and media. By applying an easy-to-understand approach to content and simplifying tests/questions. The remedial task utilizes Google Forms as the medium, comprising 10 objective questions. This strategy is effective in enhancing students' comprehension of the content and facilitating their ability to distinguish between comparative and superlative adjectives. The maximum value is 80.

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