

**THE COMPARATIVE EFFECTS OF JIGSAW AND DICTOGLOSS
TECHNIQUE ON SECOND YEAR STUDENTS' GRAMMAR ABILITY OF
ENGLISH DEPARTMENT STKIP DHARMA BHAKTI LUBUK ALUNG**

Thesis



BY

ANCE JUSMAYA

NIM. 19271

**This Thesis Is Submitted to Fulfill One of The Requirements to Obtain
A Degree of Master in Education (M.Pd)**

**ENGLISH EDUCATION SECTION
LANGAUGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG**

2013

ABSTRAK

Ance Jusmaya.2013. *The Comparative Effects of Jigsaw and Dictogloss Technique on the Second year Students' Grammar Ability of English Department STKIP Dharma Bhakti Lubuk Alung. Thesis. English Education Program, Graduate Program, State University of Padang.*

Sebagian besar mahasiswa tahun kedua STKIP Dharma Bhakti Lubuk Alung kurang menguasai dasar-dasar grammar. sehingga mereka tidak menggunakan tata bahasa yang tepat dalam berkomunikasi lisan dan tulisan. Selain itu, teknik pengajaran yang diterapkan gurupun tidak sesuai dengan kebutuhan siswa. Dalam hal ini, teknik pengajaran seperti Jigsaw dan Dictogloss dapat dijadikan teknik pengajaran yang memberikan pengaruh yang signifikan terhadap hasil belajar mahasiswa. Penelitian ini bertujuan untuk mengetahui perbandingan dampak dari teknik dictogloss dan jigsaw terhadap kemampuan *grammar* mahasiswa di STKIP Dharma Bhakti Lubuk Alung.

Jenis penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah mahasiswa tahun ke dua jurusan Bahasa Inggris di STKIP Dharma Bhakti Lubuk Alung tahun akademik 2012/2013 yang berjumlah 100 orang. Sampel penelitian diambil sebanyak 44 orang mahasiswa yang menggunakan teknik *Cluster random Sampling*. Untuk mendapatkan data penelitian digunakan instrument berupa tes kemampuan *grammar*. Analisis data dilakukan secara kuantitatif dengan menggunakan uji *t* dan *two ways Anava unweighted means*.

Temuan menunjukkan bahwa: (1) Pengajaran *grammar* dengan teknik *Jigsaw* memberikan hasil yang sama dengan teknik *Dictogloss*; (2) Pencapaian pemahaman *grammar* mahasiswa berkemampuan awal tinggi yang diajar dengan teknik *Jigsaw* sama dengan mahasiswa yang diajar dengan teknik *Dictogloss*; (3) Pencapaian pemahaman *grammar* mahasiswa berkemampuan awal rendah yang diajar dengan teknik *Jigsaw* sama dengan mahasiswa yang diajar dengan teknik *Dictogloss*; (4) Tidak terdapat interaksi antara penggunaan teknik *Jigsaw* dan *Dictogloss* dengan kemampuan awal dalam mempengaruhi pencapaian pemahaman *grammar* mahasiswa.

Berdasarkan temuan diatas dapat disimpulkan bahwa teknik *Jigsaw* dan *Dictogloss* memberikan pengaruh terhadap kemampuan *grammar* pada mahasiswa tahun ke dua jurusan bahasa Inggris di STKIP Dharma Bhakti Lubuk Alung.

ABSTRACT

Ance Jusmaya.2013. The Comparative Effects of Jigsaw and Dictogloss Technique on the Second year Students' Grammar Ability of English Department STKIP Dharma Bhakti Lubuk Alung. Thesis. English Education Program, Graduate Program, State University of Padang.

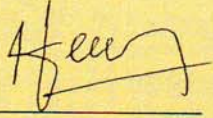
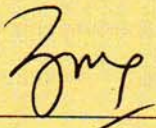
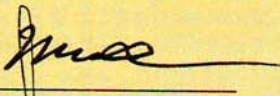
Most students on the second year English department STKIP Dharma Bhakti Lubuk Alung lack of knowledge about basic English grammar, as the result they could not use the appropriate tenses of grammar in communication and written form. Besides, the technique that the teacher used could not suit with the students needs. In order to make all students involved in teaching grammar. Teaching techniques such as Jigsaw and Dictogloss can be used as the techniques to assist students' learning needs. This research was aimed at finding and explaining the comparative effects of jigsaw and dictogloss techniques toward student's grammar ability of English Department STKIP Dharma Bhakti Lubuk Alung

This research was an experimental research . The experimental study is factorial design 2x2. The population of this research was the second year English Department students of STKIP Dharma Bhakti Lubuk Alung registered in 2012/2013 academic year. The sample of this research was 44 students who were taken by using cluster random sampling technique. The data were collected by using Grammar test. The data were analyzed with t-test and two ways *Anova unweighted means*.

Research findings showed (1) Jigsaw gives same result as Dictogloss. (2) Teaching grammar by using Jigsaw gives same results as teaching grammar by using Dictogloss for upper half students;(3) Teaching grammar by using jigsaw gives same result as teaching teaching grammar by using dictogloss for lower half students;(4) There is no interaction between teaching grammar by using Jigsaw and Dictogloss to the students's achievement in understanding grammar.

Based on the finding of the research, it can be concluded that jigsaw and dictogloss gave significant effects toward student's grammar ability on second year students of English Department of STKIP Dharma Bhakti Lubuk Alung.

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. Hermawati Syarif, M.Hum.</u> (Ketua)	
2	<u>Dr. Hamzah, M.A., M.M.</u> (Sekretaris)	
3	<u>Prof. Dr. M. Zaim, M.Hum</u> (Anggota)	
4	<u>Prof. Dr. H. Mukhaiyar</u> (Anggota)	
5	<u>Prof. Drs. H. Jalius Jama, M.Ed., Ph.D.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Ance Jusmaya*

NIM. : 19271

Tanggal Ujian : 7 - 5 - 2013

ACKNOWLEDGEMENT

I would like to thank all of those who have contributed in many ways to my thesis. Therefore, in this occasion, I would like to sincerely thank my advisors, Prof.Dr.Hermawati Syarif,M.Hum and. Dr. Hamzah, M.A, M.M, who have given a great deal of continuous guidance, valuable advice, meaningful contributions and time in completing this thesis. I would also like to thank my contributors and examiners, Prof. Dr. M. Zaim, Prof.Dr.Mukhaiyar and Prof.Dr. Jalius Jama who provided comments, contribution, and constructive feedback for the improvement of this thesis.

Padang, May 2013

The researcher

DEDICATION

This thesis is dedicated to my lovely parents, Jusman (alm) and Mayarni. My life never make sense without their support, kindness, pray, love, suggestion, guidance, advice and motivation .My beloved sisters: Irawati, S.Pd, Febmi Yarni,A.Md, Noviade Jusman and Putri Jusmaya. A great appreciation is addressed to them for their love, pray, support and motivation. Furthermore, to all my friends at the graduate program of the State University of Padang (UNP) enrolled in 2010/2011 for their friendship and encouragement during my study.

Padang, May 2013

The researcher

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR	iii
PERSETUJUAN KOMISI	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
DEDICATION	vii
TABLE OF CONTENTS	viii
LIST OF THE TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I. INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	6
E. Purpose of the Research.....	7
F. Significance of the Research.....	7
G. Definition of the Key term.....	7
CHAPTER II. REVIEW OF RELATED LITERATURE	9
A. Review of the Related Theories.....	9
1. Grammar.....	9
2. Teaching Grammar.....	11
3. Jigsaw.....	19
4. Dictogloss.....	26

B. Review of Related Findings	26
1. Jigsaw.....	26
2. Dictogloss	28
C. Conceptual Framework.....	31
D. Hypotheses.....	32
CHAPTER III. RESEARCH METHOD.....	35
A. Research Design	35
B. Population and Sample	37
1. Population	37
2. Sample	38
C. Instrumentation	39
1. Validity of the instrument	41
2. Degree of difference	41
3. Index Difficulty	43
4. Reliability of the instrument	43
D. Instrument test result	44
1. Validity of the test	44
2. Degree of difference	45
3. Index difficulty	46
4. Reliability	46
E. Technique of data collection	46
F. Technique of data analysis	47
G. Procedures of the research.....	56
CHAPTER IV. RESEARCH FINDINGS.....	59
A. Description of the data	59
B. Pre-Requisite Analysis	62
C. Hypothesis testing	66

D. Discussion	70
E. Limitation of the Research.....	79
CHAPTER V. CONCLUSIONS, IMPLUCATIONS, SUGGESTION.....	80
A. Conclusion.....	80
B. Implications.....	80
C. Suggestion	81
BIBLIOGRAPHY.....	83
APPENDICES.....	88

LIST OF TABLES

Table

1. Advantages and Disadvantages of Jigsaw and Dictogloss.....	25
2. Factorial Design.....	36
3. Population of third semester students of English Department students of STKIP Dharma Bhakti Lubuk Alung.....	37
4. Material of grammar test.....	39
5. Result of Validity test	44
6. Result of Degree of difference	45
7. Result of Index difficulty	46
8. Formula of Underweighted means two ways ANAVA	55
9. Teaching procedures for both Experimental classes (Jigsaw and Dictogloss)...	57
10. Summary of Pre-test of two experimental group.....	59
11. Summary of Post-test of two experimental group.....	61
12. Test of Normality in Experiment class	63
13. Test of Normality of upper half students' grammar ability in dictogloss and jigsaw class	63
14. Test of Normality of lower half students' grammar ability in dictogloss and jigsaw class	64
15. Test homogeneity of students' grammar ability	64
16. Test homogeneity of upper half and lower half achievement students	65
17. Test homogeneity of students' grammar ability	65
18. Summary of first hypothesis	66
19. Summary of second hypothesis	67
20. Summary of third hypothesis	68
21. Summary of ANAVA <i>unweighted means</i>	69

LIST OF FIGURES

Figures

1. Conceptual Framework	31
2. Summary of Pre-test.....	60
3. Summary of Post-test.....	62
4. Interaction between the use of Jigsaw and Dictogloss to student's Initial Achievement.....	70

LIST OF APPENDICES

Appendices

1. Normality and Homogeneity of Samples.....	88
2. Validity test of Validator.....	99
3. Research Instrument of Try Out.....	102
4. Data Analysis of Try Out	109
5. Research Instrument Pre Test.....	120
6. Data Analysis of Pre Test.....	127
7. Research Instrument Post Test.....	132
8. Data Analysis of Post test.....	139
9. Normality Testing.....	145
10. Homogeneity Testing.....	152
11. Hypothesis Testing.....	156
12. Lesson Plan.....	165
13. Statistical Tables.....	190
14. Research Schedule.....	198
15. Letter of Research Permission.....	200
16. Picturesof the Research.....	202

CHAPTER I

INTRODUCTION

A. Background of the Problem

Languages have structural features that are complicated and hard to learn. For students, to master them, understanding and use of these features are necessary. Therefore, grammar as a set of rules by which people speak and write is a fundamental in comprehending the language because when we speak, we are free to utter any utterances. However, the utterances must be understandable which established by the grammar system and use in general. Therefore, when the students could master all the linguistic forms or correctness of language, it is said that they have linguistic or grammatical competence.

The primary goal of language learning today is to develop communicative competence, or the ability to communicate effectively and spontaneously in real life settings. Language teachers today would not deny that grammatical competence is an integral part of communicative language ability. Therefore, grammar should not only be learned, but also applied to some linguistic or communicative purpose and it should be viewed as a basic source for effective communication. For that reason, the teacher cannot ignore the study of grammar in teaching English and grammar teaching should be taught integratedly with the other skills.

However, grammar is still difficult for some of the English Department students of STKIP Dharma Bhakti Lubuk Alung. Such fact, the researcher's observation is due to some problems faced by the students in the process of mastering English grammar. The first problem is that some students do not know much about English grammar and what they had got in grammar courses. The students admitted that they need more explanation about grammar.

Because of lack information about basic concept of English grammar, it caused problems for them to follow the material given based on the syllabus design. Finally grammar becomes more difficult for the students and it is also hard for them to understand their usage.

In addition, students have difficulty in internalizing a grammatical features. For example, based on the researcher preliminary study in STKIP Dharma Bhakti Lubuk Alung, students admitted that they still made a lot of mistakes on their writing and speaking. They faced problems in using grammatical features when they communicated their words. The crucial problems mostly occurred when they related two or more different events in the communication. It is hard for them to speak English with correct English structure. This condition gets them in trouble when they have to speak in formal situation where they need to use appropriate grammar. Thus, the students feel confused about applying the rules when writing and speaking, although they have been learning English since junior high school. As the result, they feel that grammar is very complicated or hard to apply, and finally they are give up and do not have motivation to improve their grammar ability.

Like students, lecturers also faced problems in teaching grammar. One of the problems generally faced by grammar lecturers in STKIP Dharma Bhakti Lubuk Alung is the poor standard of the students. Students are even ignorant of the basic rules and structural patterns which they are supposed to have learnt at the school level. As the result, the lecturer should begin from the simple grammatical items and proceed towards the complex one. They must make the students truly understand about each grammatical item which can be base on the next material. However, although the lecturers have a strong desire to explain more detail about material individually while, time limitation is a big problem. Therefore, some lecturers just give a test and exercises for every meeting but it is lack of comprehension by the students. For

example, the lecturer teaches the rule such as choosing correct answers in the multiple questions. Consequently, students are used to doing multiple choice-based grammar exercises. However, when they are faced with complicated grammatical items, the students feel frustrated. In fact, such an activity like that is monotonous and boring for them. As a result some of them ask someone else to write their exercises or copy other's answers just for a good mark

To solve that problem, the lecturers try some techniques in teaching grammar. For example, they integrate both inductive and deductive methods into teaching grammar. In deductive classroom, the lecturer gives a grammatical explanation followed by a set of exercises designed to clarify the grammatical point and help the students master the point. Here, the works is from principles to examples. Meanwhile, in inductive teaching the learners are presented with samples of language and, through process of guided discovery, get the learners to work out the principle or rule themselves. However, it doesn't give a good results because the lecturers just teach grammar as an abstract system , as the result, it fails to give students a proper context for the grammar point. For example, the class just full of explanation of grammar rules from the teacher with less attention to a meaningful and communicative context. As a result, many students just spend times learning, but could not exchange information, express ideas or feeling and control problem solving.

Basically, the problem is that the lecturers have difficulty to apply both form and meaning at the same time. As Ellis (2006:84) stated that focus on form here is the type of instruction that occur when student's primary focus is on linguistic form. While, focus on meaning is stated that the linguistic knowledge is acquired through communication rather than direct instruction. However, when the teachers focuses on meaning, the students are unable to

apply to form all at once, because lack of knowledge about grammar, on the other hand, when the teacher are focused on form, their students still confused in using the language to some communicative purpose. For that reason, a grammar lecturer need types of learner- centered communicative situations in the classroom which enable a students to use grammatical items regularly in various life situations. Therefore, students need meaning based tasks that allow them to opportunity to process language form. Thus, students are first required to process a text for meaning and then, afterward to attend to how particular grammatical form is used in the text.

In relation to the problem above, involving students understanding grammar is needed. As Ellis (2006:86) also states that grammar teaching needs to emphasize on awareness of how grammatical features work, therefore the teacher needs such tasks that make students much less dependent on the teacher. Task based language teaching is the essence unit of planning and instruction in language teaching. In this case, the learning process consist of activities that involve real communication. It is consist of meaningful tasks to promote learning. For example discussion based materials; communication games, simulations; role plays and other pair work and group activities. Thus, the basic ideas that successful language depends on giving students tasks that require students to negotiate meaning and involve in naturalistic and meaningful communication.

Related to the problem above, Jigsaw and dictogloss need to be considered as an effective way to improve students grammar ability. In jigsaw the students work together as a team to learn material. Within the team each student will learn a part of information and become an expert. When each expert understand a part of his or her assigned material , each expert will teach his/her information to the group. Moreover, dictogloss is a teaching technique that involves the speedy dictation of a short text to a students. The students hear and reconstruct

the text and collaboratively reconstructing the text from memory and then comparing it with the original followed by discussion on the grammatical issued that may arise. Both are cooperative learning that is good in forcing students to communicate and promotes deeper understanding about grammar.

Acutally, dictogloss and jigsaw technique are still in moderate performance. It is proven by Sandra J Savignon and Cahochang Wang (2003) research who investigated Taiwanese EFL learners' attitudes and perceptions with regard to classroom practices. Findings suggest that activities or tasks designed such as jigsaw and dictogloss are able create a situation where learn English in context. It is better than memorizing grammatical rules. Thus, it indicates that these two techniques implemented by the teachers are still in a current use. Since dictogloss and jigsaw techniques are two of current techniques used in the classroom, this research needs to be conducted because the two techniques are based on communicative approach too.

B. Identification of the Problem

In accordance with the background of the problem above, there are some problems faced by the students in grammar. The problem are affected not only from the students' side but also the teacher's side. The problems are then classified as follow:

1. The students got lack information about basic concept of English grammar
2. The students got lack of knowledge in using grammatical features when they communicated their words.
3. The lecturer did not apply appropriate teaching techniques in teaching grammar.

C. Limitation of the Problem

Related to the identification of the problems above, it can be explained that students need more detail explanation about basic English grammar which is integrated with appropriate teaching technique that combine focus on form and focus on meaning. One way to solve these problems is by using some techniques in teaching grammar such as: role play, dictogloss, jigsaw, simulation. Thus, the teachers must determine what technique that is appropriate to all students.

In relation to the the problem above, there are many teaching techniques that can be applied by the teacher in teaching grammar. The researcher, in this case, limits the problem to compare the effects of Jigsaw and Dictogloss technique toward students grammar ability at the third semester student's English Department STKIP Dharma Bhakti Lubuk Alung.

D. Formulation of the Problem

Due to the limitation of the problem above, the problems are then formulated as follows:

1. Does jigsaw technique produce different results on student's grammar achievement as compared to dictogloss technique?
2. Does Jigsaw technique produce better results on grammar achievement for upper half students as compared to dictogloss technique?
3. Does jigsaw technique produce better results on grammar achievement for lower half students as compared to dictogloss technique?
4. Is there any interaction between teaching grammar by using Jigsaw and Dictogloss to the student's achievement in understanding grammar?

E. Purpose of the research

The purpose of this research is to find out whether:

1. Jigsaw produces different results on student' s grammar achievement as compared to dictogloss
2. Jigsaw produces better results on grammar achievement for upper half students as compared to dictogloss
3. Jigsaw produces better results on grammar achievement for lower half students as compared to dictogloss
4. There is an interaction between teaching grammar by using jigsaw and dictogloss to the student's achievement in understanding grammar.

F. Significance of the research

The result of the research is supposed to have theoretically and practical significance. Theoretically, it is expected that the result of this study can enrich the theories of English grammar technique. Practically, it can be a guideline for the English teacher to apply various kinds of teaching method and to improve their teaching quality. In addition, for the students, it is expected that they can engage actively in teaching and learning process.

G. Definition of the key term

In order to make the same interpretation with the readers about the terms used in this research , they are defined as follows:

1. Jigsaw Technique is teaching technique that employs students to work together as a team to learn material which provides situation where student has information that the other does not. Each student must provide the information using oral language. It has a group called expert group. In this group, the member of the group gets the same topic to discuss so that they can comprehend the topic being discussed.
2. Dictogloss is teaching technique that employs students to work together as a team to learn material which involves the speedy dictation of a short text. The students are required to reconstruct a short text in group by listening and noting down key words before comparing their versions with original based on grammar point on the text given.
3. Grammar Ability : The capacity to realize grammatical knowledge of eight English tenses such as simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense and simple future tense accurately and meaningfully in language use situations.
4. Initial Achievement: The achievement of the students before giving the treatment that is achieved through pre-test. If the student's score in pre-test is equal or above the average score, they are categorized into upper half students. While, if the student's score is below the average score, the students are categorized into lower half students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

This is an experimental research with factorial design that applied two techniques which were associated with teaching grammar. After analyzing the data, it can be concluded that:

There is no differences on the students' grammar achievement between those who are taught by using jigsaw and dictogloss.

There is no differences on the students' grammar achievement between those who are taught by using jigsaw and dictogloss for upper half students

There is no differences on the students' grammar achievement between those who are taught by using jigsaw and dictogloss for lower half students

There is no interaction between the use of jigsaw and dictogloss to the student's grammar achievement

B.Implication

Based on the result, there are four implications of this research, they are: First, the use of jigsaw and dictogloss technique are one of alternative technique that can be applied in teaching grammar because it was tested statistically that both jigsaw and dictogloss give the same achievement for the students grammar ability. Second, the use of jigsaw and dictogloss technique are also alternative technique that can be applied in teaching grammar especially for upper half students and lower half students, because it was tested statistically that both give the

same achievement for the students grammar ability too. Third, based on the conclusion it was stated that there is no interaction between the use of jigsaw and dictogloss to students initial achievement. It means that, the teacher can use these techniques without considering students initial achievement. It can be used for all levels of students and depends on situation and creativity of the teacher in the classroom. Forth, based on the research findings, these techniques made the teaching grammar process become enjoyable and meaningful for all students, therefore it implies that teacher can use these techniques based on the students needs in the classroom in order they can increase their grammar ability.

C. Suggestion

In accordance with the conclusions and the implications above, the researcher intended to provide suggestions as below:

1. The English teachers in STKIP Dharma Bhakti Lubuk Alung are suggested to apply Jigsaw and Dictogloss to vary their techniques in teaching grammar although their classrooms consist of higher and lower achievement students.
2. The English teachers in STKIP Dharma Bhakti Lubuk Alung can use jigsaw and dictogloss as one of the alternative techniques
3. The English teachers must consider what kinds of techniques appropriate for students.
4. Other researchers who are interested in carrying out a research in using Jigsaw and Dictogloss are suggested to conduct these research findings because these techniques still needed adjustment between the techniques with other factors such as others skill, different materials, students' emotional and personality, etc.

BIBLIOGRAPHY

Akbari, Alireza.2011. Enhancing EFL Learner's Grammatical Competence Through Dictogloss method, ([Http: //lookingahead.dictogloss.upublish.info](http://lookingahead.dictogloss.upublish.info). Retrieved on January 12th 2012

Al, Sibai, M.Dina.2008. Using Dictogloss Tasks: Attention to form in a Collaborative classroom activity with Female students at King Saud University. <http://faculty.ksu.edu.sa/dinaalsibai/Documents/MA%20Thesis%20Abstract.pdf>. retrieved on December 10th 2012

Arikunto,S.2002.*Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta

2009. *Dasar-dasar Evaluasi Pendidikan*. Edisi Revisi. Jakarta: Bumi Aksara.

Arronson,Elliot.2000.Tips and Implementation Jigsaw Classroo. Http: <http://www.jigsaw.org/tips.htm>. retrieved on Sept 20th 2012

Brown, H. Douglas.1994.*Teaching by Principles: An Active Approach to Language Pedagogy* . Englewood Cliffs , New Jersey: Practice Hall Regent

Brown. 1994. *An Interactive Approach to language Pedagogy*. San Fransisco: Prentice Hall. Inc

Daryanto.1997.*Evaluasi Pendidikan*.Jakarta: Rineka Cipta

Davis,R.B, Mahler and Noddings,N. 1990. Contructivist views on the teaching and learning of Mathematics. *Journal for research in mathematics education by National Council of teacher mathematics*. [http: //home.capecod.net/tpanitztendsarticles/workbetter.htm](http://home.capecod.net/tpanitztendsarticles/workbetter.htm). retrieved on September 20th 2012

Dotson, M.Jeanne, 2001. Cooperative Learning Structures can Increase Students achievement. [http: // www.kaganonline.com/freearticles](http://www.kaganonline.com/freearticles). Retrieved on September 29th 2012

Eksi, Halil.2011. Effect of Jigsaw I technique on Achievement in written Expresion skill. <http://www.academia.edu/132278/effect-of-jigsaw-i-technique-on-achevement-in-write=ten-expression-skill>. Retrieved on December 8th 2012

Elis , Rod. 2006. Current Issues in the teaching of Grammar : An SLA Perspective.*TESOL Quarterly* . Vol 40, No 21, March. [http:// tesol quarterly.html](http://tesolquarterly.html) .retrieved on February 4th2012

2003.TaskBased Language Learning and Teaching.[http:// pilot/youthjoin/tykolujigsaw. Html](http://pilot/youthjoin/tykolujigsaw.Html)Retrieved on January 14th 2012

Ferguson, George. 1976. *Statistical Analysis in Psychology and Education*.Fourth Edition. Tokyo: McGraw-Hill

Gay, L.R.,et al.2009. *Educational Research*. New Jersey: Pearson Education,Inc.