

**TEACHING MODAL AUXILIARY THROUGH
DIALOGUE IN IMPROVING SPEAKING
ABILITY OF SENIOR HIGH SCHOOL
STUDENTS**

PAPER

*Submitted in Partial Fulfillment of the Requirements
for the Strata One (1) Degree*



By

**LENDRAWATI, S.Ag
2001/365 54**

(Depag's Students)

**ENGLISH DEPARTMENT
FACULTY LANGUAGE LITERATURE AND ART
PADANG STATE UNIVERSITY
2004**

TEACHING MODAL AUXILIARY THROUGH
DIALOGUE IN IMPROVING SPEAKING
ABILITY OF SENIOR HIGH SCHOOL
STUDENTS

PAPER

*Submitted in Partial Fulfillment of the Requirements
for the Strata One (1) Degree*



By

LENDRAWATI, S.Ag
2001/365 54

(Depag's Students)

ENGLISH DEPARTMENT
FACULTY LANGUAGE LITERATURE AND ART
PADANG STATE UNIVERSITY

2004

HALAMAN PENGESAHAN MAKALAH

Judul : **Teaching Modal Auxiliary through Dialogue in
Improving Speaking Ability for Senior High School
Students**

Nama : **LENDRAWATI,S.Ag**

NIM : **2001/36554**

Program : **Pendidikan Bahasa Inggris**

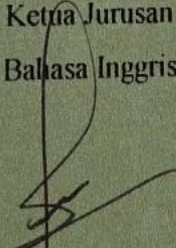
Jurusan : **Bahasa Inggris**

Fakultas : **Bahasa Sastra dan Seni Universitas Negeri Padang**

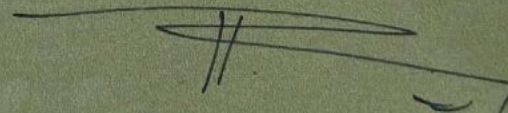
Padang, Februari 2004

Disahkan oleh

Ketua Jurusan
Bahasa Inggris


Drs. JUFRI, M.Pd
NIP. 131 406 174

Pembimbing


Dra. RATMANIDA, M.Ed
NIP. 131 875 335

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

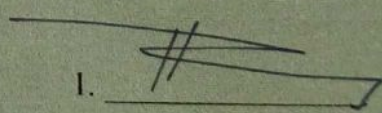
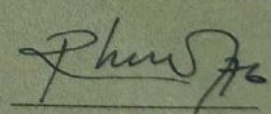
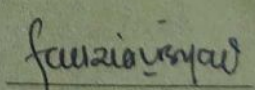
Dinyatakan lulus setelah dipertahankan di depan Tim Penguji
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa Sastra dan Seni
Universitas Negeri Padang

Teaching Modal Auxiliary Through Dialogue in Improving Speaking Ability
of Senior High School Students

Nama : LENDRAWATI
NIM : 36554
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa Sastra dan Seni

Padang, 24 Februari 2004

Tim Penguji :

	Nama	Tanda Tangan
1. Ketua	: Dra. Ratmanida, M.Ed	1. 
2. Anggota	: Dra. Rahmah Apen, M. Si	2. 
3. Anggota	: Dra. An Fauzia Rozani Sy, MA	3. 

ACKNOWLEDGEMENT

"In the name of Allah most gracious most, merciful".

"Alhamdulillah" praise to Allah, who has given the writer knowledge and strengths in completing this paper entitle. "Teaching Modal auxiliary through Dialogue in improving speaking ability of Senior High School students." She also sends her greeting and "shalawat" to prophet Muhammad SAW.

The writer would like to express her sincere gratitude toward Dra. Ratmanida, M.Ed, her advisor, for her valuable advice and guidance during the writing of this paper.

The writer is gratitude also express to Dra. Yeni Rozimela, M.Ed her academic advisor for guidance during her studies in University of Padang.

Special word of appreciation also goes to Drs. Jufri, M.Pd, the chairmen and Refnaldi, S.Pd, M. Litt, The secretary of the English Department and all lecturers that cannot be mentioned one by one.

Finally, the writer's deep appreciation and sincere gratitude also goes to her beloved parents, my husband, brothers and sisters who have given continues encouragement and supported her psychologically and financially. She also wishes to express her thank to all of friends, who struggle together to finish her study.

ABSTRAK

Lendrawati : Teaching Modal Auxiliary Through Dialogue in Improving Speaking Ability Of Senior High School Students
Pembimbing : Dra. Ratmanida, M. Ed.

Banyak siswa SMA mengalami kesulitan dalam mempelajari grammar (tata bahasa) khususnya modal auxiliary, walaupun modal auxiliary tersebut telah mereka pelajari sejak mereka duduk dibangku SLTP. Melihat masalah yang ada ini, penulis sangat tertarik untuk menemukan cara yang efektif dan efisien yang dapat dilakukan guru yaitu dengan menggunakan dialogue (percakapan) sebagai salah satu teknik dalam mengajarkan modal. Dalam paper ini penulis membahas tentang langkah-langkah pengajaran modal, dilengkapi dengan beberapa contoh dialogue baik secara lisan maupun tulisan. Tujuan penulis menggunakan dialogue (percakapan) adalah untuk memudahkan siswa dalam mempelajari modal auxiliary, lebih tertarik belajar bahasa Inggris khususnya dalam masalah modal dan juga agar siswa dapat mempraktekkan secara langsung dalam kegiatan sehari-hari. Seterusnya, dalam proses belajar mengajar, siswa diharapkan lebih aktif sedangkan guru banyak berperan sebagai fasilitator dan motivator.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
I: INTRODUCTION	
1.1 The background of the Problem.....	1
1.2 The identification of the Problem.....	3
1.3 The limitation of the Problem.....	4
1.4 The Formulation of the Problem.....	4
1.5 Significance of the Problem.....	4
II: REVIEW OF RELATED LITERATURE	
2.1 The nature of Modal auxiliary.....	5
2.2 The nature of dialogue.....	8
2.3 The nature of Speaking.....	9
III:DISCUSSION	
3.1 Teaching Modal auxiliary through dialogue.....	11
3.2. Procedure of teaching Modal auxiliary through dialogues.....	13
IV:CONCLUSIONS	
4.1 Conclusions.....	20
4.2 Suggestions.....	20
BIBLIOGRAPHIES	

INTRODUCTION

1.1 Background

Teaching English is not an easy one because English is a foreign language. Beside that English is a complex skill. The students are expected to master the skills such as speaking, reading, writing and listening. Some students from senior high school say that even though they are brave enough to speak but they are still poor in grammatical structure as the main element of mastering the language.

The grammar is one of language aspect that should be mastered by learners of English because it determines the success in mastering the four language skills. According to Cook and Suter (1987;1) grammar is a set of rules that should be mastered by people to communicate with some one. Furthermore, McComish (1987 : 2) said that in order to be able to use grammar correctly and understand its structure, the students have to practice it in real situation. In this case the students can practice grammar through real dialogue class as a result it can help them to understand the rules in grammar.

Moreover, Molinsky and Bliss (1980:2) add that the students can practice particular grammar and content of the lesson through dialogue activity. Dialogue has important function to convey messages, opinions and idea included to teach grammar. Gunawan (2002:16-17) said that by using dialogue the students do not learn grammar directly but knowing and remembering the rules in grammar through dialogue.

In addition by using dialogue in teaching grammar, the students do not only know the pattern of the tenses but also understand how to use it in real life situation. According to Barker (1978 : 8-9) the students have to be active in speaking, listening and responding to the messages in dialogue activity.

Based on explanation above, grammar is really needed to create good sentences. It is impossible to create good sentences. Beside that, grammar can be learn through dialogue to increase students' ability to use language correctly. Moreover, in order to be able to form and produce good sentences, they should understand the knowledge about grammar of the language such as tenses, part of speech, word order and the use of modal auxiliary.

Based on writer experience most of understand of senior high school especially in the first grade still have a problem in using modal auxiliary. They often make mistake by using wrong modal auxiliary because they do not know appropriate auxiliary for such sentences.

Before we come to further explanation, it is better for us to consider what modal auxiliaries are. According to Azar (1992 : 94) "Modal auxiliaries are" helping "verbs that express a wide range of meaning (ability, permission, possibility, necessity etc). Most of the modal have more than meaning".

From quotation above it can be concluded that the existence of modal auxiliaries in sentences are important to create sentence. For example we find one two or three auxiliaries in most sentences such as may, should, will, shall' etc. those helping verbs usually inform us about certain function. In other word we use

auxiliary verb for example "will" it can express requests, prediction, determinations, commands, promises etc.

1.2 Identification of the problem

It is not easy to teach the students dealing with modal auxiliary. Because we realize that English is not their native language and it is not their second language either. Therefore the teacher should find a good way of teaching modal auxiliary, which is easier for them to understand.

The students often get bored and confused while learning modal auxiliaries because the method of teaching and the media that are used by teacher are not interested for them. So that's why they often forget them although students have learned them before. Moreover they often make mistake in interpreting the meaning and the function of modal auxiliary. According to King (1987) the function and the meaning of modal auxiliaries are complex.

Based on phenomena above the student of Senior High School who have varieties of problem especially in using modal auxiliary need special treatment from their teacher. In this case the teacher should find a good way or techniques in teaching modal auxiliary for example by using game, picture, real dialogue class in order to make the students understand what modal auxiliary is and how to use it. That's way this problem should be solved by seeking alternative technique that is effective to use.

1.3 The limitation of the problem

In this paper, the writer would like to discuss about modal auxiliaries, there are many techniques that can be used to teach modal auxiliaries, but the writer limits herself in teaching modal auxiliaries in dialogue.

1.4 The formulation of the problem

The problem of this writing is formulated as follow : "How can Modal Auxiliaries be taught through dialogue for Senior High School ?".

1.5 The purpose of the paper

It is hope that this paper will be useful for teachers who English in teaching modal auxiliaries. Moreover, it will make student easier to understand and enjoy the teaching-learning process.

REVIEW OF RELATED LITERATURE

2.1 The Nature of Modal Auxiliary

According to Azar (1992) "Modal auxiliary are helping verbs that express a wide range of meaning (ability, permission, necessity, possibility etc), most of modal have more than one meaning". Than Cook and Suter (1980:91) said that the modal forms are very small but very important words in English. In another word, modal auxiliaries are really important to create sentence and they have several meanings depending on their context.

Furthermore, Stageberg (1965:136-137) adds that, there are two groups of auxiliaries (can, could, may, might, will, would, should). Modal auxiliaries are different from the other three auxiliaries (quasi auxiliaries) in two ways. Firstly, they have special grammatical features for instance, they have no infinitive and the third person singular has no - s, -ed suffix either. Secondly, most modal auxiliaries have not only a grammatical function but also have certain meaning for example "must", it can express necessity, probability etc. otherwise, quasi auxiliaries (do, be and have) don't really have meaning when they are used as auxiliary verbs. Can, could, may, might, must, ought to, should, will and would form a special group because the do not use normal verb tense endings. Also, their meanings change according to the context of the sentence (Patricia K Werner : 1983 p. 83-89).

For example :

- Mrs. Nelson : Good morning may I help you ?
- Ali : Yes, thank you. I would like to open both a saving and a checking account. Could you please tell me about the different kinds of accounts you have ?
- Mrs. Nelson : Certainly. One type of checking account is the now account. a now account gives you $5\frac{1}{4}$ percent interest on the money in your account. And if you keep a minimum balance of \$ 300, there is service charge.
- Ali : The now account looks good. And would you explain a little about saving account, please ?
- Mrs. Nelson : We offer several types. Will you need to make regular deposit and withdrawals ?
- Ali : Yes, I will
- Mrs. Nelson : In that case, I recommend a regular saving account. Our other account pay higher interest, but you may not withdraw money without paying a penalty fee.
- Ali : I think the regular account will be best. Could I open both a checking and saving account now ?
- Mrs. Nelson : Of course. To begin, would you please fill out these applications ?

Moreover Cook and Suter (1994:91-91) divide the form of modal auxiliaries and the expression of them.

1. Expressing ability (can and could)

The modal can expresses a present ability to do some thing. The past form could indicate that the ability existed at some time in the past. For example :

- She can play the guitar.
- She could speak English when she was at Senior High School.

2. Expressing Advisability/Obligation (should, ought to, had better).

Should, ought to, had better have basically the same meaning. The modal should is often used to express advisability or a sense of moral obligation. For example :

- You should get up early if you want to succeed.
- Government should show respect toward the people in the village.

3. Expressing necessity (have to, have got to, must)

Three of them have basically the same meaning. They express the idea that something is necessity. Have to is used much more frequently than must in every day speech and writing. There's no past tense form for must such as.

- I must study hard in order to get good mark.
- I have to study hard in order to get good mark.

4. Possibility (may, might and could).

May, might and could express possibility in the present or future. They have the same meaning for example :

- It may be rain tomorrow
- It might rain tomorrow

- He could be sick

5. Expressing Probability

Must and should indicate probability. Must is used to express strong probability in the present, while should frequently expresses the probability of a future event. For example :

- Yanti have been taking English course for one year, she must know how to speak English well.
- Our team is clearly superior. We should win Saturday's game easily.

6. Request for Permission

The modals can, could, may and might are used for requesting permission. For example :

- Can you lend me your book?
- Could you lend me your bag ?
- Might you lend me your pen ?

2.2 The Nature of Dialogue

One of the techniques that has been frequently used in developing oral skill is the use of dialogue. Nambiar (1985, p.46) commends dialogue for it can be used for controlled or guided and free work. Dialogue is by its very nature language interaction between people fulfill the communication criterion.

Finocchiaro and Bonomo (1973, p.112) add,

"Dialogue permits the students to practice whole statements, questions, or formulas of the language rather than items or bits of language which, by themselves, do not duplicate the real communication or interaction which goes on among individuals".

Be (1989, p.8) proposes that dialogue found in the students' textbooks can be used just as starters or models, but soon the teacher should ask the students to communicate in a more realistic, not just memorizing the set dialogues.

The effectiveness of dialogue in teaching speaking has been proved by many researchers and practitioners. Comeau (1989, p.59) point out that dialogue represents the most common form of oral communication, so that it is not surprising that the dialogue format lends itself so well to grammar activities.

Any dialogue will normally consist of two speakers (in a particular place, at a particular time) engaged in some form of communication in which language is likely to play a significance part. The speaker will have some individual and social identities, both of which might affect what language is chosen as well as how to say it.

2.3 The Nature Speaking

Human being need communication to fulfill their needs, and language is the means of communication whether it is in oral or written. Between two kinds of communication, oral communication is the oldest form. In oral communication, they need listening and speaking skills. In discussing about the speaking skill Moris (1980 : 24) stated that a living language is basically oral communication. It is speaking which serves as natural means of communication between members of community, both for example of thought and as of social behavior.

Speaking ability can be described as the ability of a person to express his/her idea, feeling or something in his/her mind to not easy by using the spoken

language. In using a target language (English), it is not easy thing to do, since students usually think in their mother tongue.

According to Windowson (1984:54) speaking is an active or productive skill and makes use of the oral medium. In speaking English as target language, the main concern is with ability to communicate informal, or to communicate by using the language that the students have learned.

Hornby (1985:827) also point out that speaking is to make use of language in an ordinary, not singing, voice to state one's views, wishes etc. in one's own way he further explains that performance is a talent, special natural power to do something well. Speaking express one's views or wishes. In other words, speaking is a skill to express what someone wants to say orally.

Furthermore, Pevito (1994) states that the ability of speaking is the act of one person talking with another. By the reason, speaking is very useful for communication or interaction with another in the classroom and outside.

Whenever an oral communication take place, of course there is always a set of speaker(s) and listener(s), while in a written communication, there is a set of writer(s) and reader(s). A speaker want to say something to express his thought in sentences. Wilkins (1976) said in speaking, the ability to compose sentences is needed but is not the only ability needed because in oral communication some one makes use of sentences to perform a variety of different acts of an essentially several nature.

In brief, speaking is the natural means of communication to express human beings' thought as form of social behavior. It is an active productive skill.

III

DISCUSSION

3.1 Teaching Modal Auxiliaries through Dialogue

Before discussing teaching modal auxiliaries, firstly let us consider what teaching it self. Clark and Starr (1967:4) stated that, teaching is the whole activities that teacher do in the classroom to fulfill their responsibility by transferring their knowledge, attitude, and good ideal to students. Deckert (1987:19) adds that the classroom is a place to practice a foreign language. Here an English teacher should consider that the aim of teaching English based on curriculum is to make students be able to use English communicatively. Teacher should be able to bring the whole language classroom activities in communicative ones.

Clark and Starr (1967:4) suggest that teacher should create an effective classroom activity so that students can learn English effectively. In this case, the teacher should be able to find plenty of good techniques. According to Victoria (1981:2) there are some advantages by presenting some techniques in teaching.

1. The teacher can make learning more how interesting for learner and will motivate to learn.
2. The teacher can handle their problem in teaching learning process such as different competency of each learner, the large classes and so on.
3. The teacher can improve their ability and knowledge.

By knowing teaching implementing some techniques in teaching, it is hoped that teaching and learning process can achieve the instructional objective.

There are many techniques in teaching modal auxiliaries such as by using games, dialogue, pattern etc. according to Molinsky (1980:2) the students can practice particular grammar and content of lesson through dialogue activity. Then Mc Comish (1987) said that in order to be able to use grammar correctly and understanding its structures, the learner should practice them in real situation, Victoria (1981:2) adds that dialogue ; listening reading and composition are technique to practice grammar.

Based on explanation above we can conclude that dialogue is the most effective in teaching grammar. It means that the students can analyze the grammar, which is used in the dialogue. Moreover modal auxiliaries as one grammatical element also can be taught by using dialogue King (1987:12) stated that there are some reasons why modal auxiliaries (can, will, may, might etc) are taught through dialogue :

1. Modal auxiliaries are complex in their uses and meaning.
2. Generally students misuse them especially in academic presentations.
3. Students often misconception about such as would, could, should and might are simply the past form of will, can, shall and may.
4. By doing dialogue the students can see the frequency and importance of each auxiliary.

3.2. The Procedure of Teaching Modal Auxiliaries Through Dialogue

After reviewing about modals auxiliaries and dialogue, it is time for writer to explain some procedures in presenting dialogue for teaching modals : Can, could, may, will, shall, should, must, have to, had to.

In doing this, the writer divides two kinds the activities into : controlled and free – controlled activities. Controlled activities is activity given by the teacher by using a modal. The teacher has to prepare dialogue using modal auxiliaries at home, before she or he comes to the class.

The teacher has to remember that the dialogue has to be based on the education curriculum. It means, that teaching modal by presenting dialogue, it presented by the dialogue which based on to the education curriculum.

If the modals can, may, could, will, shall, should, must, have to, had to, by using dialogue.

The dialogue can be created by the teacher himself. She or he can create the dialogue based on situation and then ask the student to practice it. The teacher can use some ways, such as role play, discussion and solving problem.

While free – controlled dialogue is a dialogue that is created by student himself, or in pairs, and finally practice it inform of the class under the teacher is guide.

A. Pre-teaching activities

The teacher intends to motivate student to be aware of the objective of teaching. The teacher can make dialogue activities such as playing a game or riddle and create a problem. According to a certain situation, then ask students to

solve the problem. In playing game or riddle teacher can divide the students into two groups, such as group A and group B. In this case, teacher has to monitor them. Each of group has about two or three a famous people in the world or famous people in Indonesia. Then, one group try to guess is he or she, by asking some questions. Then, the group which has a riddle just answer by saying yes, I can or no I can. Try, so that all of students in that group asking questions to another groups. Do not let them just silent if the group can answer the riddle well, then, the group become the winner. In this riddle teacher has to stimulate them, so that they fire up in playing the game. The questions that the students have such as:

Group A

- Can you speak English ?.
- Can you speak chines ?.
- Could you stay a lone ?
- Could you give me information about her ?.

Group B

- Yes, I can.
- No, I can.
- No, I can.
- No, I could.

The teacher goes around the class, asking each student with one or two simple questions answer such as :

Teacher : Can you help us ?.

Student : Yes, I can .

Moreover, Jackson in Delvia (200:15-16) gives six suggestion teach dialogue class.

Than respectively, the models of dialogue will be presented as fallows :

Modals used in dialogue :

- a. Should
- b. Have to
- c. Would
- d. Could

Should

1. Controlled the dialogue :

Situation Mr Smith and Nella are opening an Account

Mr Smith : What can I do for you today.

Nella : I would like to open up savings account and a checking account.

Mr Smith : Will there be just one name on the accounts ? you look very young. You can married.

Nella : Actually, I am married, but I would rather have the account in my name only.

Mr Smith : I see. Could you please fill out these two application ? you should fill in both the front and the back.

Nella : May I use your pen

Mr Smith : Certainly. We prefer everything in ink. How much will you be depositing in the account ?

Nella : It will be \$ 32.570 altogether.

(Particia K Wekner : 1983).

Controlled

Daniel : Oh this part is going to be great ! Now the monster is going to step on all those cars on the freeway, is not he ?

Sally : No, he is not. Some one may stop him. Look ! the police are shooting at him from helicopter !

Daniel : Oh, those little bullets will not stop him, will they ? He can not even feel them, can he ? Nobody could do anything to kill the monster before now, and

3. Shall – Will for Future

Situation ; Dewi and Tenra are talking about his planning to go Jakarta.

Dewi : Tenra I shall go to Jakarta next week.

Tenra : Really ? you will go to Jakarta.

Dewi : Yeah, shall you go with me ?

Tenra : Oh, no, I promise, I shall help my father to work at in the garden. By the way, will you bring a present for me ?

Dewi : Ok. I shall.

4. Must, have to, for necessity and unnecessary a controlled.

Mother : You must study harder.

Tenra : Why ?

Mother : Because you will take examination next week.

Tenra : Ok. Mam, I think, I have to study harder three before.

Do you think, I must help father to work in the garden to day.

Mother : Oh no, you must not, because you must prepare yourself to study.

Tenra : Thank Mam.

B. While – Teaching activities

The next activity that the teacher has, can be such as creating a problem. Then they discuss the problem and how to solve the problem. This activity can be like debate. The teacher, also can decide the students into two groups, such as group A and group B. Group B attack the idea of group A, and group B keep support their idea about the problem in this case, teacher has to establish one group to attack one idea, and another group to keep support their idea. About the topic to be discuss, the teacher can create topic by her or himself, or student choice by themselves.

The teacher also can create a problem such as make a gossip. Such as a gossip about their friends, their neighbor or about their famous film start. In this case, the teacher ask the students to practice dialogue in front of class.

The dialogue can be presented by radio role play. The teacher creates situation in the class in the like the dialogue that the student will present or like in the real situation. Then, the teacher ask the students to modal it in the class. The dialogue is really done by the students and the teacher has to monitor them, so that they are serious in doing that. If in the dialogue using a telephone or they facilitate by them selves. It is meant to make the dialogue is real for the students life and

more interesting. And if the students act as director, so he or she has to sit in the chair also, such as the dialogue below, one student act as a manager and another student as a job. Situation in this dialogue is in the office. So the students create the situation like in the office.

C. Post – Teaching Activities

The last of active is teacher explains about modal to the students about why they use , will, would, shall, should, must, have to, and had to. According to the modal that the teacher has to give to the students. Then, the students try to remain them by activities which has happened or the activities that they have been presented. Such as riddle and interview above. What words they use in the modals.

- a. What expression John use to advise to ask him to attend English Course ?

Ought to + Verb one (V1)

- Check student work.
- Ask them to perform in front of the class.

- a) Could for polite permission

Septu : Could I come to visit you this afternoon.

Honesty : What for

Septu : For studying ; if you permit me I want to discuss math problem with you.

Honesty : Yes, you could

b) Free – controlled dialogue

Ask student work in pair to make a similar dialogue by using their own words.

CONCLUSIONS AND SUGGESTIONS

4.1. Conclusions

Based on the proceeding description, it can be concluded that teaching modals can be done by presenting dialogues, in order to be more understand easily by the learners.

First, in teaching modal through dialogue the teacher should consider students needs. It can be taught step by step, or by presenting modal based on their usage.

Second, presenting dialogue can be combined with Free-While teaching activity. In which, modals are taught by presenting controlled and Free- controlled dialogue. Controlled dialogue is given by the teacher by sticking a dialogue on the board while Free- controlled dialogue is presented in post – teaching activity, in which students are asked to make a dialogue in pair based on their idea and based on using modals being taught.

Third, by using controlled and free controlled dialogue student can improve their comprehension in using modals for communication.

As there self, presenting dialogue to teach modal is the most practical technique because it uses communicative approach.

4.2. Suggestions

Based on the above conclusion, it is necessary for the writer to suggest as fallows :Teacher should give model practically such as by presenting a dialogue

Teacher should not too dependent on text book material for teaching grammar especially teaching modal because it can make student bored.

It is suggested to use communicative approach in teaching modal, because modals are often used in students daily speaking.

BIBLIOGRAPHY

- Azar, B.S. 1992. *Fundamental of English Grammar*. New Jersey Regent/prentice Hall
- Barkey, Lany. 1987. *Communication*. New Jersey Prentice-Hall, Inc
- Clark, L.H. and Starr, J.S. 1967. *Secondary School Teaching Method*. New York The Macmillan Company
- Cock, S.J and Sutter, R.W. 1980. *The Scope of Grammar*. United State of America : McGraw-Hill. Inc
- Deckert, Glenn.D. 1987. *The Communicative Approach : helping Student Adjust*. English Teaching Forum. Vol.xxv, No.3:19
- Edeiman, Crary (1987). *Effective interviewing in Communicative Classroom*. English Teaching Forum vol.xxv, No.3:19
- Gunawan Hendry. 2001. *English for Specific Purpose : The Active Conversation in Learning English for Secretary*. Padang : Padang State University.
- King, Philip. 1987. "Corpus-Based Grammar Teaching", Guidelines : vol.9. No.2:12.
- K. Werner. Patricia, *Interaction II (A communication grammar)*, New York : Random House, 1983
- McComish, Johanne. 1987. "Good Grammar Teaching : The "Games Dimension", Guidelines : vol.9. No.2
- Molinsky, S.J and Bliss, B. 1980. *Side-by-Side, English Grammar Through Guided Conversation*. New Jersey : Prentice-Hall. Inc, Englewood Cliffs.
- Neti Delvia. 2000. *Some Improved Techniques in Teaching Preposition for Senior High School*. Padang : Padang State University.
- Richards, J, C and Lochart, C. 1966. *Reflective teaching in Second Language Classrooms*. New York : Cambridge University Press.
- Stegebert, Norman C. 1965. *An Introductory English Grammar*. New York : Hort, Rinehart Winston, Inc

Victoria University of Wellington. 1981. *Language Teaching Techniques*.
Wellington : I.S.P Nation.

Wilkins, D.A. 1976. *Lingusitics in Language Teaching*. London : Edward
Arnold., Thd