

CHAPTER II

REVIEW OF RELATED LITERATURE

A. LITERATURE REVIEW

1. Grammar in Teaching and Learning

1.1. The Definition of Grammar

Grammar is one of the language components. Grammar is a set of signals which language expresses the meaning or the total of structure of the language. Oxford learner's pocket Dictionary stated that grammar is rules for forming words and making sentences.¹ We need a theory of grammar or language which helps us understand how texts work. Grammar is concerned with how sentences and utterances are formed.²

Grammar is also the rules of the means of language to construct the sentence and it guides people how to speak and write correctly. Grammar is one of the language component that must be learned by the students.

As teachers, we need to know how to understand and procedure text, spoken and written in various contexts for various purpose. "When we process language we are not only trying to make sense of the words and the grammar, we are also trying to infer the speaker's or writer's intention or to put it another way, the function of what they are saying or writing".³

In the place of grammar instruction in the second or foreign language curriculum. "Rod Ellis points to much recent research on ESL / EFL learning and acquisition and notes that without grammar instruction learners frequently fail to achieve advanced level of grammatical competence".⁴ He emphasized that research has shown that grammar instruction can improve the quality of second and foreign language learning.

1.2. The Importance of Grammar

Grammar is important because it is the language that makes it possible for us to talk about language. The types of words and word groups that make

¹ Oxford, *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 187

² <http://grammar.about.com/od/fh/g/grammarterm.html>

³ Scott Thornbury *How to Teach Grammar*.(England : Bluestone Press, 1999), p.6

⁴ Eli Hinkel, *New Perspectives on Grammar Teaching in Second Language Classroom*, (London : Lawrence Erlbaum Associated, inc., 2002), p. 13

up sentences in grammar not only in English but also in any language. As human beings, we can put sentences together even as children, we can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences that knows about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. Grammar adds meaning that are not easily inferable from the immediate context.⁵

People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns.⁶

Every human being who speaks a language knows the grammar. “Grammar is a process for making a speaker’s or writer’s meaning clear when contextual information is lacking”.⁷ When linguist wish to describe a language the attempt to describe the grammar of the language that exists in the minds of its speaker. There may of course be some differences between the knowledge that one speakers has and that of another. But there must be shared knowledge because it is this grammar that makes it possible for speakers to talk to and understand one another. “Descriptive grammar, it doesn’t tell you how you should speak; it describes your basic linguistic knowledge; it explain how it is possible for you to speak and understand, and it explain what it is you know about the sounds, words, phrases, and sentences of your language”.⁸

Grammar not only makes a person more conscious of stylistic effects but also helps a writer in diagnosis writing problems. Apart from improving students' writing in the area of sentence construction, grammar can also supply resources for the variation of emphasis in an essay. This is usually a function of word order.

⁵ Scott Thornbury, *Op Cit*, p.13

⁶ Regina Avalos, November 4, 2001, <http://grammar.about.com/od/grammarfaq/f/grammarvalue.htm>

⁷ Scott Thornbury, *Op Cit*, p.4

⁸ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York : The Dryden Press, 1983), p. 12

Based on the explanation above, we can know that grammar is one of the important language components. The study of grammar all by itself will not necessarily make us a better writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraphs. In short, studying grammar may help you become a more effective writer or speaker. It can help us avoid making errors.

2. The Concepts of Song

2.1. Definition of song

In this study the writer convince that song can offer new ways to improve students skill in learning English and carrying students into pleasure activities without reduce discipline of learn.

Oxford Learner's Pocket Dictionary stated that song is short piece of music with words that you sing.⁹ Song is a work of art which can be enjoyed by anyone.

A song is a musical composition. Songs contain vocal parts that are performed with the human voice and generally features words (lyrics), common accompanied by other musical instruments.¹⁰

The songs for children contain simple vocabulary. Sometimes about objects around, so it makes students familiar English word. Songs also can be used to teach English grammar, such as article. By using song students can enjoy the lesson, because song is considered as a bridge of pleasure learning. It can help students to enjoy the material and easy to memorize the material.

2.2 Songs in the classroom

Songs in the classroom are a wonderful way to learn English Song is one of the general media that very useful to be used in teaching. Everyone likes listening to music and song can not only be fun for students and teacher but also be used in an effective to students' third grader.

Song also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, adverbs,

⁹ Oxford, *Op Cit*, p.412

¹⁰ <http://en.wikipedia.org/wiki/song>

articles etc. The teacher can explain about the grammatical with the song lyric because it's more understandable and easy to teach in English articles.

Ludurg van bethove once said.” Music is the electrical soil in which the spirit lives, thinks and invents”.¹¹

There are some reasons using songs in the EFL young learner in the classroom:

1. They are memorable, and so make students remember the language
2. They can be great fun. And the biggest factor that makes them fun for the kids is how much the teacher likes them, so you have a perfect motivation for using your own favorites
3. They cover the same topics as they kids are covering in the English lessons
4. They are the best way of marking different stages of the lesson. e.g. starting the class every week with the same song, ending the class with another.
5. They provide an achievable challenge for all levels of learner in mixed ability classes, by letting some students just show their understanding by doing the actions while others can sing along or even improvise their own words
6. They can be used at whatever stage you are at with the language.
7. They allow for lots of repetition of the language without kids getting bored (as long as you add variations), vital for learning in small children. Variations to keep it interesting include doing the song louder and quieter, slower and faster.

When teaching English as a second language to children in the classroom. Songs can be an effective way to get your point across. Use English songs created for English Second Language students. Some songs focus on teaching a particular grammar point or a part of speech. Connecting these concepts with music is mnemonic devices that can help students remember.¹²

There are many advantages of using songs in teaching English classroom as follows:

1. To present a topic
2. To provide a relaxed classroom atmosphere
3. To bring variety and fun to learning

¹¹ Leah Williams, April 15, 2010, <http://www.ehow.com/list-effects-songs-teaching-english-classes.html>

¹² Maggie McCormick, May 7, 2010, <http://www.ehow.com/how-teach-english-children-through-songs.html>

4. Music has the ability to produce greater students motivation
5. Songs invite the students to become active in the learning practice
6. Children who have language difficult can especially benefit from the introduction of music in the classroom
7. Music establish positive learning state and energizer learning activities
8. Music adds an element of fun while helping accentuate the lesson orientation
9. Music helps easy tension through work that does not feel like typical classroom work.¹³

Based on the reasons above. The writer conclude that music is the universal language and children respond very strongly to song. Singing together with other children, a teacher or another adult is a pleasure activity for children. It is a fun way for children learning English to increase their skill in English. The writer believe musical support to be a valuable resource that teachers can depend on to help teach language and share culture at the same time. Music is a strong resource which helps create positive feelings about English. While songs serve as useful teaching tools for EFL students, they also contribute to helping create a positive and warm atmosphere in the English learning environment.

3. The Characteristics of Elementary School Students

The characteristic of elementary school students in teaching English is not the same as teaching adult. Some people say that children learn language faster adult, perhaps this is influence by the plasticity of a young brain. Elementary school students usually consist of students about six up to twelve years old who are relatively mature children with an adult side and a childish side. Their characteristics and motivation are different with students at the higher levels, like junior high school and university.

The children in learning a foreign language at the earliest stages might be the different development and learning abilities in their language into abilities in English.

For some students, learning English grammar is a little bit difficult since they must memorize and understand to the material. But, if the students know the characteristic how to make grammar easier to be memorized and understood, some

¹³*Ibid.*

of the students will find learning easier than others, or they develop to transfer to the new language more easily one of ways is using songs to learn English grammar especially Articles.

Someone once said the difference between teaching in elementary school and teaching in secondary school is that secondary teachers teach subject whereas elementary, teachers teach children. A discussion of the characteristics of any group must always run the risk of being misinterpreted.

The characteristics of students in elementary school are as follows:

- 1) They are competence user of mother tongue
- 2) Typical of elementary school students is curiosity.
- 3) They need to inspect, to know, to organize, and to classify.
- 4) They were expected to act as adults in every way, and they did so.
- 5) They can tell the difference between the fact and fiction
- 6) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think that what they are doing is real work.
- 7) They are enthusiastic and positive about learning.
- 8) They rely on the spoken words as well as the physical word to convey and understanding meaning.
- 9) They are able to work with other and learn from other.
- 10) Their own understanding comes through eyes, hands and ears.

Based on the characteristics of elementary school students above. The teachers have important role for elementary school students. The role oh the teacher as follows :

- 1) Making the children the center of learning.
As Montessori Said, “ The teacher’s task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child”.¹⁴
- 2) Encouraging children to use the freedom provider for them.
- 3) Observing children so as to prepare the best possible environment, recognizing sensitive periods, and diverting unacceptable behavior to meaningful tasks.

¹⁴ George S. Moririson, *Early Childhood Education Today*, (USA : Merill Publishing Company, 1988), p. 85

- 4) As teachers, we can capitalize on our students' natural curiosity and help them expand it by introducing them to new topics.¹⁵

Elementary school students combine great curiosity with increased social interest. They are able to learn about people who live elsewhere in the world, but their understanding of what they read is dependent upon relating ideas to their own experience.

The teacher needs to remember that children may still find that English words as a foreign language is difficult to understand grammar well. The children in learning a foreign language at the earliest stages might bring the different development and learning abilities in their first language into their abilities in English. For some students, grammar especially articles is a little bit difficult since they have to memorize.

4. The Concepts of Article

4.1 Definition of Article

An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles specify the grammatical definiteness of the noun, in some languages extending to volume or numerical scope.¹⁶

4.2 Kinds of Article

The articles in the English language are *the* and *a/an*. Articles are usually characterized as either definite or indefinite.

Within each type, languages may have various forms of each article, according to grammatical attributes such as gender, number, or case, or according to adjacent sounds.

1. Definite article

A definite article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be the same thing that the speaker has already mentioned, or it may be something uniquely specified. The definite article in English is ***the***. It comes before singular, plural, and non count nouns.¹⁷

¹⁵ Kenneth. T. Henson and Delmar Janke, *Elementary Science Methods*, (USA : McGraw-Hill,Inc., 1984), p. 22

¹⁶ <http://en.wikipedia.org/wiki/Article>

¹⁷ M. Kathleen Mahnke and Elizabeth O'Dowd, *Grammar Links 2, A Theme – Based Course for Reference and Practice, Second Edition* , (New York : Houghton Mifflin Company,2003), p. 151

We use *the* before a noun when our listener / reader knows. Which particular person (s), thing (s) we are talking about.¹⁸ In the other hand, *the* is used to indicate something that we already know about or something that is common knowledge. *The* serves to particularize a noun. It helps to distinguish the known from the unknown.¹⁹ It may narrow down a class, or it may even limit the class to one :

Example:

- This is **the** way to do it. (this is the only way)
- **The** dog (that specific dog)
- **The** apple (that specific apple)

The definite article is used :

1. **The** is the same for singular and plural for all genders:²⁰

The boy	The girl	The mother
The boys	The girls	The father

2. When the object or group of objects is unique or considered to be unique (one of a kind)²¹. There is only one of this person, place, or thing in the world:

The sun	the moon	the sky	the earth
The world	the sea	the star	the equator

3. Before a noun which has become definite as a result of being mentioned a second time:
 - I have a car and a truck. **The** car is new, the truck is old.
 - She's got two children; a boy and a girl. **The** boy's fourteen and the girl's eight.
 - I bought a new bag yesterday. **The** bag is red.
4. Before a noun made definite by the addition of a phrase or clause:
 - **The** woman in red is a my girlfriend.
 - **The** road to Jakarta is very crowded.
 - **The** boy that I met.

¹⁸ Michael Swan, *Oxford University*, (New York : Oxford University Press, 1995), p. 57

¹⁹ Englewood Cliff, *Modern English; A Partical Reference Guide*, (USA : Prentice-Hall.Inc., 1972), p.

²⁰ Drs. Akhmad Kardimin, M.Hum, *English Grammar*, (Yogyakarta : Pustaka Pelajar, 2006), p. 73

²¹ A.J Thomson and A.V. Martinet, *Oxford University*, (New York : Oxford University Press, 1995),

- **The** man with the banner.
 - I like **the** hat that you are wearing²²
5. Before a noun which by reason of locality can represent only one particular thing:
- My mother is cooking in **the** kitchen.
 - Ann is in **the** garden. (the garden of this house)
 - He walked into **the** house.
6. Before superlatives used as adjectives or pronouns, and only:
- I'm **the** oldest in my family.
 - I had a horrible thing in **the** first day I worked in that office.
 - To be with you is **the** sweetest thing of my life.
 - I think it is **the** only way to solve this problem.
7. When other words in the sentence make the noun known (specific)
- **The** book on the table is mine (on the table tells which book)
 - **The** second book was the best (second tells which book)
8. Generic *the* is commonly used with in specific of animals:
- **The** whale is the largest mammal on earth.
 - **The** elephant is the largest and mammals.
9. The is used before names of choirs, musical instruments, orchestras, theatre and pop group (band);²³
- **The** piano - **The** Bach Choir
 - **The** Beatles - **The** guitar
 - **The** Mitra Theatre - **The** Arjuna Theatre
 - **The** Philadelphia Orchestra
10. The is used before certain proper names of seas, rivers, groups of island, chain of mountains, plural names of countries, deserts, regions, ships:
- **The** Red Sea - **The** Atlantic Ocean
 - **The** Persian Gulf - **The** Great Lakes
 - **The** Rocky Mountains - **The** Andes
 - **The** Netherlands²⁴

²² Robert Krohn, *English Sentence Structure*, (USA : The University of Michigan, 1986), p. 54

²³ Betty Schrampter Azar, *Understanding and Using English Grammar, Second Edition*, (USA : Prentice Hall Regents, 1989), p. 420

²⁴ Michael A. Pyle, M.A and Mary Ellen Munoz Page, *TOEFL Preparation Guide*, (USA : John Wiley & Sons Inc., 2002), p. 49

- **The** Nile
- **The** Pacific
- **The** SS Bridge
- **The** Mississippi
- **The** Titanic
- **The** Nelson²⁵

11. We use **the** to talk about geographical points on the globe.

- **The** Middle East
- **The** West
- **The** north of Spain

12. School, colleges, universities when the phrase begins with school.

- **The** University of Florida
- **The** College of Arts and Sciences
- **The** University of London

13. The Ethnic groups

- **The** Indians
- **The** Indonesian
- **The** American

2. Indefinite article

An Indefinite article indicates that its noun is not a particular one (or ones) identifiable to the listener. It may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement about any such thing.

A and **an** are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

A or **an** can precede only singular count nouns ; they mean one. They can be used in a general statement or to introduce a subject which has not been previously mentioned.²⁶

Example :

A baseball is round (general – means all baseball)

I saw **a** boy in the street (we don't know which boy)

I like **an** apple and an orange.

A banana is yellow.

A cat sits in the window.

²⁵ Gunawan Chandra, *ABC English Grammar*, (Surabaya : INDAH, 1986), p. 133

²⁶ Michael A.Pyle, M.A and Mary Ellen Munoz Page, *Op Cit*, p. 47

The indefinite article is used:

1. The use of A article

- a. A is used before words that begin with a consonant sound or a vowel with a consonant sound:

Example:

- **a** pen - **a** city
- **a** factory - **a** man
- **a** hat - **a** student
- **a** house (begins with a consonant sound)
- **a** Union (begins with a consonant sound)
- **a** university (begins with a consonant sound)

We say "university" with a "y" sound at the beginning as though it were spelt "youniversity". So, "a university" is correct

- b. For thing we can count²⁷

- **a** book - **a** boy
- **a** cat - **a** snake

- c. In certain expressions of quantity²⁸:

- **a** lot of - **a** great many
- **a** couple - **a** dozen
- **a** year - **a** glass
- **a** mile

- d. With a noun complement

- She'll be **a** doctor
- He is **a** Moslem
- He is **a** lawyer
- I am **a** student
- She is **a** teacher

- e. With certain numbers, before half when half follows a whole number²⁹:

- **a** hundred - **a** thousand
- **a** quarter - **a** half portion

²⁷ Slamet Riyanto, *Essentials of English Grammar for Fluent English*, (Yogyakarta : Pustaka Pelajar, 2010),p.136

²⁸ A.J Thomson and A.V. Martinet, *Op Cit*, p.15

²⁹ *Ibid*.p.16

- **a** half holiday - **a** half share
- f. In exclamations before singular, countable nouns
 - Such **a** long queue!
 - What **a** pretty girl!

2. The use of **An Article**

- a. The form **an** is used before words beginning with a vowel sound.³⁰
 - **an** Apple - **an** Orange
 - **an** exam - **an** egg
 - **an** Umbrella (begins with a vowel sound)
- b. Before words beginning with a silent h
 - **an** Honest
 - **an** hour (begins with a vowel sound)

We say "hour" with a silent h as though it were spelt "our".
So, "an hour" is correct.
- c. With a noun complement
 - It was **an** earthquake
 - He is **an** actor
 - She is **an** Indonesian
 - He is **an** employee
 - It is **an** umbrella

An article is a small word with a very important job. Articles are special kinds of adjectives. They give information about nouns. Articles make it clear whether you are talking about a specific, definite thing or something in general.

4.3 Teaching English Article to Elementary School Students

Using Songs

Teaching is an integral part of the boarder range of human services and helping professions. Teachers are the key to whether meaningful play and

³⁰ Slamet Riyanto, *Op Cit*, p. 136

therefore learning occurs in the elementary school. Teachers have these responsibilities in a quality play curriculum.³¹

Leinhardt and Greeno (1986) also describe teaching as “ a complex cognitive skill which requires the construction of plans and the making of rapid on line decisions”. They note that “skilled teacher have a large repertoire of activities that they perform fluently”.³²

Teacher in teaching English grammar should have a good strategy. It can help teaching learning process be success. Song can be used as a new method when teaching English grammar especially article. Song is a great tool to use in the classroom. Song is one of the ways to help the students to create contexts in which the language is useful and meaningful. English songs can be used for a wide variety of English Second Language learning and teaching activities. In addition, music can serve a variety of functions in your classroom, at home, or even in the car. Music can set a mood. Music can signal a transition from one activity to another (for both the teacher and the student). Music can be a bonding experience.

There are many types of technique that can be applied in teaching in order to help the teacher in teaching English article to Elementary School Students Using Songs The teacher prefer to use background music and others use music lyrics as the basis of a lesson.

There are some techniques doing by teacher in teaching English article to Elementary School Students Using Songs:

1. The teacher chooses the right songs to use in the classroom.

Choose a song or songs that will let children use skills they already have, to build their confidence while singing. In this case the teachers choose a song which contains article. Ones with too many words, a melody that is too fast, or context that is difficult to understand will only confuse your students. This will completely destroy any positive benefits songs could have and demoralize your students as they will fail rather than succeed.³³

³¹ George S. Moririson, *Op Cit*, p. 227

³² Kathleen M. Bailey and David Nunan, *Voices from the language Classroom*, (USA : Cambridge University Press, 1996), p. 19

³³ <http://ezinearticles.com>

2. The teacher uses English songs created for Elementary school students.

Some songs focus on teaching a particular grammar point especially articles. Connecting these concepts with music is mnemonic devices that can help students remember.

3. The teacher introduce a song by sing a song

Elementary School Students hear whole sentences when they listen to songs; this helps them learn and remember words and phrases as they subconsciously pick up on grammar. It leads them to naturally use their new vocabulary in context instead of isolated syllables or words.

4. The teacher gives students lyrics of song that can help reinforce words in the song and support new language before and after singing.

5. The teacher invites students to practice singing a song.

The teacher doesn't need a great singing voice, but the teacher really does need to know the words in the song.

6. The teacher explains the lesson about article in the classroom.

Explain the lesson related with contains of the song. That is material about English article. Look at the book with, or set out toy animals for the elementary students to play with.

7. The teacher gives elementary school students some time to look at lyric of the song which contains material about English articles.

8. Practice singing a song after the material given.

9. Follow up with the same activity.

Beside the techniques above, the teacher can apply the songs in teaching English articles as follows:

1. Fill in the blanks

Songs are often used in this way in the English Second Language Classroom. The teacher can carefully choose which words to blank out depending on lexical area the teacher want and students can work it.

2. True or False

The teacher can use this way to improve students' comprehension to the lesson.

3. Matching Exercise

In this way, the students to match questions with right answer.

4. Rearrange words

The teacher provides scramble words and the teacher asks students to rearrange words into good sentence.

From the statements above, the writer can conclude that there are a variety of exercises that you can do with songs. When teaching English as a second language to children the teachers have to be very creative in ways to keep their interests. Song is great tools to teach English grammar especially articles and song is one of the best ways to make learning English fun and make students enjoy to the lesson.

B. PREVIOUS RESEARCH

The writer has some relevant previous researchers that support, there are:

1. Thesis entitled, **“USING SONGS TO TEACH ENGLISH ARITHMETIC TERMS” (An Experimental Research with The Fourth Grade Students of SD N 1 Tonjong Kutamendala Kab. Brebes in the Academic Year of 2009/2010)** by Siti Elok Nur Faiqoh (053411433). This is an experimental research with the fourth grade students of SD N1 Kutamendala Kab. Brebes in the Academic Year of 2009/2010.

The result from this research similarities between her research and the writer's were on the use of song and research approach.

The differences were on object of the study (English Arithmetic Terms), participant and the data analysis. The result was significant. Using songs is more effective in teaching arithmetic than without using songs. It is showed of the mean of experimental class is higher than control class.

2. Thesis entitled, **“CHILDREN SONG AS A MEDIUM IN TEACHING ENGLISH PRONUNCIATION” (A Case Study of Fifth Graders of SD N Bawang 02 Batang in Academic Year of 2008/2009)** by Ahmad Yazid (3104075). This is a Case Study of Fifth Graders of SD N Bawang 02 Batang in Academic Year of 2008/2009.

The result from this research similarities between his research and the writer's were on the use of song.

The differences were on object of the study (English Pronunciation), research approach, participant, and the data analysis. The result was significant. Children Songs are of suitable media for pronunciation teaching learning. It is because children attracted fun and enjoyable, they like and children songs are

one of media that are able to motivate the children (students) in English teaching learning process especially pronunciation.

3. Thesis entitled, **“THE USE OF SONGS TO IMPROVE STUDENTS’ MOTIVATION IN LEARNING ENGLISH” (A Classroom Action Research at the Eleventh Grade Students of SMK NU Ungaran in the Academic Year of 2009/2010)** by Ita Kristiyanti (3104019).

The result from this research similarities between her research and the writer’s were on the use of song.

The differences were on research approach, object of the study, participant and the data analysis. The result was significant. The use of songs as a tool to teach English to the Eleventh Grade Students of SMK NU Ungaran in the Academic Year of 2009/2010 is an effective tool in improving their motivation in learning English.

Based on description above, then the writer interested to formulate this research by using title ” **THE EFFECTIVENESS OF USING SONGS IN TEACHING ENGLISH ARTICLES” (An Experimental Research with The Third Graders of MIN Purwokerto in the Academic Year of 2010 / 2011)** because study English articles through song in many ways in order to make good atmosphere in the class and students enjoyable to the lesson. Not only be fun for students and teacher but also be used in an effective to students’ third grader.

C. HYPOTHESIS

The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.³⁴ Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this research is that the used of songs as media to teach English articles is effective for the third graders of MIN Purwokerto in the academic year of 2010 / 2011.

³⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 71.