

## REFERENCES

- Abbasi, M., & Karimnia, A. (2011). An analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory. *European Journal of Social Sciences*, 25(4), 525–536.
- Albertini, J. A., & Schley, S. (1985). *Writing: Characteristics, Instruction, and Assessment*.
- Alova, I. M. C., & Alova, C. A. R. (2023). Long Paper Grammatical and Academic Writing Competence of Special Science Class Students. *Puissant*, 4, 747–763.  
<https://puissant.stepacademic.net>
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*.
- Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6(2). <https://doi.org/10.5070/1462005216>
- Coffey, B. (1948). Elements of Symbolic Logic. *The Modern Schoolman*, 25(3), 198–202. <https://doi.org/10.5840/schoolman194825330>
- Cook, V. (2016). *Second language Learning and Language Teaching*.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, Quantitative Planning, Evaluating Qualitative and and Research 4th Edition*.
- Debata, P. K. (2013). The Importance of Grammar in English Language Teaching- A Reassessment. *Language in India*, 13(1), 482–486.  
[www.languageinindia.com](http://www.languageinindia.com)
- Durst, R. K., & Newell, G. E. (1989). The Uses of Function: James Britton's Category System and Research on Writing. *Review of Educational Research*,

59(4), 375–394. <https://doi.org/10.3102/00346543059004375>

David P. Harris, 1969. *Teaching English as a Second Language*,. New York:

McGraw Hill Book Company Inc, p. 1341

Evelyn Hatch and, & Hossein Farhady. (1982). Research design and statistics for applied linguistics. In *Rahnama publications*.

Fahuzul, M., Ulfah, B., & Surayatika, D. (2022). The Correlation Between Grammar Mastery and Writing Ability of the Eighth Grade Students. *Jurnal Ilmiah Multidisiplin*, 1(12), 4394–4403.

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>

Galbraith, D. (2009). Writing as discovery. *BJEP Monograph Series II: Part 6 Teaching and Learning Writing*, 5–26. <https://doi.org/10.1348/978185409x421129>

Hartsuiker, R. J., & Barkhuysen, P. N. (2006). Language production and working memory: The case of subject-verb agreement. *Language and Cognitive Processes*, 21(1–3), 181–204. <https://doi.org/10.1080/01690960400002117>

Jacob L Holly, at al. (1981). *Testing ESL composition: A practical approach*, rowley, massachuest (Issue August).

Kharbouch, A.A., & Karam, Z. N. (2006). Three Models for the Description of Language. *Journal of Linguistics*, 5(1), 1–22. <https://doi.org/10.1017/S0022226700002024>

Kolln, M., & Funk, R. (2010). *U nderstanding English G ra m m a r*.

Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods*,

*Arts-Based, and Community-Based Participatory Research Approaches.*

Mark Anthony Reyes Aguion, J. A. B. B. (2021). *Language Acquisition: The Role of Grammar Acquisition and Instruction in Second Language Teaching and Learning* Mark. 2017. <https://doi.org/10.32996/jweep>

Nassaji, H., & Fotos, S. S. (2011). Teaching Grammar in Second Language Classrooms. In *Teaching Grammar in Second Language Classrooms*. <https://doi.org/10.4324/9780203850961>

Quintero, L. M. (2011). A way to foster EFL writing. *Colombian Applied Linguistics Journal*, 10, 7. <https://doi.org/10.14483/22487085.96>

Rao, P. S. R. (2019). The importance of speaking skills in English classrooms. *SrinivasAlford Council of International English & Literature Journal*, 2(2), 6–18. [www.acielj.com](http://www.acielj.com)

Roca, R. M. C., & Manla, E. C. (2023). Grammatical Competence Level and Grammar Learning Strategy of Pre-Service Teachers. *European Journal of English Language Teaching*, 8(2), 140–154. <https://doi.org/10.46827/ejel.v8i2.4807>

Santana, W. S. K., Mantra, I. B. N., Joni, D. A. A. W., & Widhiasih, L. K. S. (2022). The correlation between high school students' grammar and writing ability. *Journal on Studies in English Language Teaching (JOSELT)*, 3(1), 43–51.

Schleppergrell, M. J., & Go, A. L. (2007). Analyzing the writing of English learners: A functional approach. *Language Arts*, 84(6), 529–538.

Setiyadi, A. B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing (2nd ed)*. Yogyakarta: Graha Ilmu. Shohamy, E. G. (1985). A Practical.

Sioco, E. C., & De Vera, P. V. (2018). Grammatical competence of Junior High

- School students. *TESOL International Journal*, 13(2), 82–94.
- Sulistyo, I. (2013). An analysis of generic structure of narrative text. *ETERNAL (English Teaching Journal)*, 4(2), 169–181.  
<http://journal.upgris.ac.id/index.php/eternal/article/view/1956>
- Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung: Alfabeta, 2011), p.184.
- Tërnavo-Osmeni, S., & Osmeni, A. (2019). Mastering of English Writing Skill by Students of Upper Secondary Schools in Kosovo. *Acta Universitatis Danubius: Communicatio*, Vol 13, Iss 1, Pp 91-113 (2019).  
<https://doaj.org/article/b9f1c57aaba74933914d8b657779b8dd>
- Vigliocco, G., Butterworth, B., & Semenza, C. (1995). Constructing Subject-Verb Agreement in Speech. In *Journal of Memory and Language* (Vol. 34, Issue 2, pp. 186–215).
- Wang, L. (2019). Research on the application of the mind map in english grammar teaching. *Theory and Practice in Language Studies*, 9(8), 990–995.  
<https://doi.org/10.17507/tpls.0908.15>.

