THE ABILITY OF ENGLISH DEPARTMENT STUDENTS IN USING ADVERB CLAUSES OF TIMES

Rindilla Antika, Sri Wahyuni, Melvina

Primary School Teacher Education Program, STKIP Nasional, Indonesia

Medical Faculty, Universitas Baiturahmah, Indonesia

English Department, STKIP PGRI Sumatera Barat, Indonesia

Email: ¹dilarindilla@gmail.com, ²sriwahyunizukhri@gmail.com,
³melvina.stkipgrisumbar@gmail.com

Submitted: 15-09-2020

Accepted: 29-11-2020

DOI: <https://doi.org/10.22202/tus.2020.v6i1.3597>

Abstract

Adverb clauses of time are one of the grammatical rules which is quite difficult to master. This research aimed to describe students' ability in using adverb clauses of time for the past, present, and future time at the State University of Padang. This research is descriptive research on the population of the third-year students of the English Department in the State University of Padang. There are 30 students as samples which are chosen by using cluster sampling. The instrument of this research is a test that consists of two types of tests; multiple choices and filling in the blank with the total number of 75 items. The result shows that students' ability in using adverb clauses of time is categorized as generally where 50% of the students are able to use adverb clauses of time correctly. Specifically, students' ability in using adverb clauses of time refers to past time is categorized good with a percentage of 74% while students' ability in using adverb clauses of time refers to the present time is categorized low since only 50% of students answered correctly. Thus, the percentage of students' ability in using adverb clauses of time which refers to future time is categorized low because only 47% of students are able to answer the test correctly. In conclusion, students' ability in using adverb clauses of time is average; however, it is suggested to the lecturers to provide more practice about adverb clauses of time.

Keywords: *Adverb Clauses of Time, English, Students' Ability*

INTRODUCTION

English as a foreign language which is acquired or learnt formally in the classroom where such learning is provided. In Indonesia education system, English is learnt from basic school through to university or any tertiary level. English syllabuses are structured based on students' needs and their capabilities. The students learnt along a movement of the form basic syntax through simple sentences to complex sentences. This facilitates a thorough

understanding of the systems of rules for the language, especially the rules of placement of words within sentence, rules guiding the usage of verbs and other parts of speech. However, in the basic school in Indonesia, the rules of sentences or grammar are learnt through skills integratedly and for tertiary level of education, grammar is learnt based on the purposes and the needs of the learners.

Grammar is one of the important language components. Grammar helps students to have competence in four language skills namely listening, speaking, reading, and writing. In listening, grammar helps someone to comprehend what other people talk about. Speaking helps him to convey well-formed utterances in speech. In reading, it helps him to comprehend various texts. In writing, it helps him to produce well-formed and meaningful sentences in written form. Since grammar is needed in the four skills, it is important to teach grammar. However, learning English grammar is not easy for students since there are many rules and patterns that should be understood and mastered. These rules and patterns should be used correctly. If the students are not able to use these rules correctly, it will cause misunderstanding and confusion to listeners or readers and other people. In other words, students' grammar ability shows their capability in using English correctly.

Generally, grammar is the knowledge that takes some years to master. Many students get difficulties in understanding grammar even though their teachers have taught it to them. This is because students should know many rules in order to learn to master grammar. In the English department of the State University of Padang, grammar becomes an individual subject. It is given to the students continuously in structure courses that are divided into 4 levels: Structure 1, Structure 2, Structure 3, and Functional Grammar. These subjects must be studied by all students and the students should pass the previous Grammar course before taking the next course as a prerequisite. It will help them to acquire and achieve the learning objectives of Grammar subjects.

The grammatical structure consists of gerunds, parts of speech (pronoun, verb, noun, adjective, adverb, preposition, conjunction, and article), modal

auxiliaries, passive voices, tenses and etc. It consists of many complicated rules. Many students still make mistakes in applying these structures due to the complexity of patterns and rules of English grammar. For instance, in studying passive voice, students face difficulties in changing active form into passive form. They do not know the fundamental distinction between active forms and passive ones. Consequently, they miss the constituents of these sentences. Furthermore, the students get confused in applying three major tenses in English: past tense, present tense, and future tense, in a paragraph or complete text. It requires them to understand how to use these tenses in writing. Therefore, grammar is considered a difficult subject since the students are confused to understand, to identify, and to use all tenses together.

One of the complicated rules is a clause. Clauses are defined as grammatical structures that contain a subject and a predicate (Dickerson, n.d.). There are two kinds of clauses, independent clauses, and dependent clauses. A sentence can consist of an independent and dependent clause, A dependent clause has a function to elaborate on the meaning of the sentence and make the sentence more meaningful. Dependent clauses are usually used in complex sentences, so; dependent clauses should be learnt and mastered by students in order to construct complex and more meaningful English sentences. There are three kinds of dependent clauses such as noun clauses, adjective clauses, and adverb clauses.

Adverbs, according to Pichler (2016), describe (modify) verbs, adjectives, and other adverbs. In essence, they can be regarded as describing words. Adverbs are a very important part of speech as shown in Figure 1. The diagram (Figure 1) shows that while adjectives describe or modify the subject (noun or pronoun); adverbs describe or modify verbs, and adjectives or other adverbs (Baldi & Cuzzolin, 2011). The slanted lines indicate the modifiers.

Figure 1. Adverbs and its function in sentences

Source: www.English-Grammar-Revolution.com

There are two patterns for location of an adverbial clause, such as:

Table 1. Pattern #1 of adverbial clause location

Subordinating Word	Subordinating Clause	Independent Clause
After Although Because Before Since When	Subject + verb	Subject + verb
Subordinate adverbial clause independent clause When we finished the project, we had a party to celebrate		

Table 2. Pattern #2 of adverbial clause location

Independent Clause	Subordinating Word	Subordinate Clause
Subject + verb	After Although Because Before Since When	Subject + verb
independent clause	Subordinate adverbial clause

We had a party to celebrate when we finished the project

All adverb clauses perform the grammatical function of adverbial. Adverbials are defined as words and phrases that modify an entire clause by providing additional information about the condition, condition, manner, place, purpose, reason, result, and time. Moreover, (Hinkel, 2003) states that an adverb clause or adverbial clauses are a simple clause that answers questions such as when, where, why, and how. This clause always joins the sentence with conjunctions after, although, if, since, and when. Adverbial clauses frequently precede independent clauses, but they can appear at the end of independent clauses. Varying the positions of subordinate clauses in a paragraph can control the emphasis and provide sentence variety. The clause that is indicated as difficult enough to be mastered is the adverb clauses because it consists of English tenses and the students have to understand all tenses. Furthermore, there are several kinds of adverb clauses that students have to know before making a sentence.

Moreover, there are several types of adverb clauses, one of them is the adverb clause of time. Time adverbials indicate certain references to “time.” When, before, after, while, until, till, since, as soon as, and whenever are some of the adverbial time markers, which are highly functional parts of speech because they answer how, where, when, how often, and how much. Adverbials of time tell us more about verbs by “qualifying” or “modifying” verbs in relation to time by giving additional information. In other words, adverbs of time tell us something about the time that something happens in the course of time. They are introduced by subordinating conjunctions (Demirezen, 2015). An adverb qualifies or quantifies an action in a real life situation or uses in terms of functions such as time, place, and manner or process or type. Increases or decreases the effect and efficiency of the action referred to in the verb of the sentence. Nouns, noun phrases, adverbial phrases, prepositional phrases, and adverbial functions can form an adverb or adverbial phrase or adverbial function (Collins & Hollo, 2016).

Furthermore, Hendery (2012) defines that adverb clauses of time can relate ideas or actions that occur at the same time or in a sequence. These may be

habitual, repeated activities, or they may be occurring in the present. Hendery notes that these clauses may be began or ended sentences. Moreover, Hendery also differentiates the use of tenses in adverb clauses of time as shown as in the table below:

Time Frames	Main Clauses Tenses	Dependent Clauses Tenses	Examples
Future time	The future tense and the present tense which use modal auxiliaries.	Tenses in dependent clauses for future time are in the present tense or in the present perfect tense. The present perfect tense emphasizes the completion of an action.	You wait here until I come. I'm going to call you as soon as I finish. I should work until I have finished.
Present time	The present tense, the continuous tense, the presents perfect tense and the present perfect continuous tense.	Tenses in dependent clauses for the present times are in the simple present time or in the present perfect tense. Some conjunctions use the present continuous tense to emphasize continuity.	JK. Rowling begins her new book whenever she gets an inspiration. He never starts a new project before he has completed the current one.
Past time	The past tense or the past perfect tense.	Tenses in dependent clauses for past tense are in the past perfect tense and the past tense. The tense of dependent clause depends on the conjunction is used.	My mother called me Benzie when I was a baby. She ate after her mother had left the house.

Table 3. The Use of Difference Tenses of Adverb Clauses of Time

Moreover, Werner & Nelson (2002) explain several conjunctions that are used in expressing adverb clauses of time such as: after; the meaning of 'After' is 'after that moment'. It takes the present for future events and the past or the past perfect for past events. The tense used past perfect tense which refers to an action

or event that came before another event in the past. The past perfect is used in the subordinate clause. The other tenses that can be used in the subordinate clause are simple present and present perfect. Before means 'before that moment'. Before takes the simple past or the present tense in the dependent clause. The past perfect is used in the independent clause and the simple present or perfect tense is used in the subordinate clause. When; when means at the same time. "When", it is used to take a simple past or present tense in a dependent clause — the dependent clause changes tense in relation to the 'when' clause. While means 'during that time'. "While" is used with two actions that happen at the same time. While is often used with progressive verb forms. Until; until means 'to a particular time and then no longer'. It also expresses 'up to that time'. Until is used in a simple present or simple past in a dependent clause. Since means 'from that time'. The sentence uses the present perfect (continuous) with 'since' in the dependent clause. 'Since' can also be used at a specific point in time. As soon as it expresses a direct connection at the time of the occurrence. 'As soon as' means 'when something happens – immediately afterward'. 'As soon as' is very similar to 'when' it emphasizes that the event will occur immediately after the other. We usually use the simple present for future events although present perfect can also be used. 'By the time' expresses the idea that one event has been completed before another. It is important to notice the use of the past perfect for past events and future perfect for future events in the main clause. This is because of the idea of something happening up to another point in time.

Based on observation and interviews with several third-year students of the English Department of the State University of Padang, it was found that they still have some difficulties in adverb clauses. The researcher had done informal preliminary research about adverb clauses to 15 students of the fourth year of the English Department of the State University of Padang. They were asked to make a sentence by using some subordinating conjunctions such as because, before, since, after, and when. Some of them wrote phrases. The students were confused on how to use conjunctions to produce a clause sentence. They wrote a sentence such as; *I*

cannot come to the school because I am sick. Even though their sentences are correct, but they are not appropriate because they were asking to make an example of adverb clauses. In addition, the students also had problems in choosing the correct tenses for both independent and dependent clauses. As an example which is found in the preliminary research, *I was talking on the phone when he arrives.* The tense of the dependent clause is wrong because if the tense of the independent clause is past continuous tense, the tense of a dependent clause must be in past tense form. Furthermore, students got difficulties in selecting subordinating conjunctions to combine independent clauses with dependent clauses. For example, students made the sentence *I'll lock the door after I leave.* This sentence is wrong because the subordinating that used is not the correct one. The subordinating that should be used in that sentence is before because before is used to introduce the first event. So the sentence will be: *I'll lock the door before I leave.*

Based on the explanation above that the students still had difficulties in using adverb clauses, it is possible for the third-year students of the English Department of the State University of Padang to make a mistake in using adverb clauses. The research will focus on the ability of third-year students of the English Department of State University of Padang in using adverb clauses. Therefore, the research questions of this research are:

1. How is the ability of third-year students of the English Department of the State University of Padang in using adverb clauses of time referring to the present?
2. How is the ability of third-year students of the English Department of the State state University of Padang in using adverb clauses of time referring to the past?
3. How is the ability of third-year students of the English Department of the State University of Padang in using adverb clauses of time referring to the future?

The purpose of this research is to investigate the ability of third-year students of the English Department of the State University of Padang in using adverb clauses of time. Through the research, it will be found out the ability of third-year students of the English Department of the State University of Padang in using adverb clauses of times which refer to the present, past, and future time. This research is significantly seen in the main aspects. Theoretically, by doing this research, it is hoped that the lectures can define the problems faced by students in mastering grammar, especially in using adverb clauses of time. Besides that, students have more attention to their problems in grammar. Practically, the lectures can know the problems which are faced by students and do some improvements in teaching adverb clauses of time. Then, it is hoped that this research could enrich the lecturers' and students' literature of grammar studies.

METHODS

Since the purpose of the research was to find out and to explain the ability of third year students of the English Department of State University of Padang in using adverb clauses of time, this research was designed as a descriptive research. McMillan & Schumacher (2010) state that descriptive designs are used to summarize an existing phenomenon assesses the nature of existing condition. Moreover, Mills & Gay (2019) state that descriptive research is the collection and analysis of numerical data to describe, explains, predict, or control phenomena interest. The researcher had the students' answer sheet of grammar test and essays given as the data. They were analyzed by using formula suggested by Sudjono (2010) to get the students' score. From the students' score, the researcher described the students' ability in using adverb clauses of time especially in difference time frames such as past time, present time and future time. Thus, the data in this research were presented in the form of description about student's ability.

The population of the research was the third year students of the English Department of State University of Padang. They are divided into 6 (six) classes,

four classes for educational program (K-1, K-2, K-3 and K-4) and two classes for non-educational program (NK-1 and NK-2). The number of the students in each class was about 35 students. The researcher chose them as the population because they have learnt adverb clauses of time from Structure 1 until Functional Grammar.

The sample of this research was chosen by using cluster sampling technique. Mills & Gay (2019) say that the cluster sampling in which groups, not individuals, are randomly selected which have similar characteristics. In general the sample for the descriptive research is about 10%-20% of the population (Mills & Gay, 2019) 10%-20% of 210 students are 21-42 students. So that, the researcher decided to take a class as her sample. It was chosen randomly by taking six pieces of papers and named the papers based on the name of the classes. Those papers were put in a box and the researcher took one of them randomly.

This research used a test as the instrument. The test was a kind of teacher-made test because it was only used for specific purpose and for special material. This kind of test was selected because the researcher wanted to construct a test which was suitable with the purpose of the research. There were some procedures in constructing the test such as planning the test where the researcher constructed the item of the test, next step is consulting the test to the advisors and revising it, testing the test to class out of the sample to get reliability and the last one is to revise the test. The test was about adverb clauses of time that consist of three kinds of time frames; adverb clause of time refers to the future, adverb clause of time refers to the present and adverb clause of time refers to the past. The forms of the test were multiple choices and completion. There were some indicators that were measured in this test:

**Table 4. Indicators of Difficulties
in Using Adverb Clauses of Time**

Variable	Sub Variable	Indicator
Adverb clauses of time	Main Clause	Use future tense in main clause.
	Dependent	Use present tense, future perfect and future

refers to FUTURE	Clause	perfect continuous in dependent clause.
Adverb clauses of time refers to PRESENT	Main Clause	Use present tense in main clause.
	Dependent Clause	Use present tense, present perfect, present continuous in dependent clause.
Adverb clauses of time refers to PAST	Main Clause	Use past perfect or past tense in main clause.
	Dependent Clause	Use past perfect, past continuous and simple past tense in dependent clause.

Before giving the test to the sample, the researcher tried it out to the class out of the sample. The test for tryout class consisted 105 items, 60 items of multiple choice and 45 items for completion. The respondents were given 85 minutes to do the test. They were asked to choose one options (a, b, c, and d) given in multiple choice and complete the essay by using the correct form of verbs in parentheses. Then, the researcher seeked out validity and reliability of the test. The validity of both test are, 0.56 for multiple choices test and 0.76 for completion test. After classifying the validity of the try out test, it was found that there were some items had low criterion based on the grading validity criterion. Because of that, most of the items were discarded. Meanwhile, the reliability of the multiple choice test was 0, 76 and was categorized high and for completion test was 0.90 and was categorized very high based on grading criterion of reliability.

There were some steps to analyze the students' ability in using adverbs clause of time. First, the frequency of the students answer was computed by giving a score. Next, the frequency of the correct answer was calculated and percentage of the students' ability was achieved.

The data was analyzed by using the formula (Sudjono, 2010):

$$P = F/N \times 100\%$$

P = The percentage of the students' correctness

F = Frequency of the students' correctness

N = Total respondent

The researcher determined the indicators of the students' mastery in using adverb clauses of time based on Sudjono (2010).

Table 5. Criteria of Students' Grammar Mastery

Percentage of Score	Mark	Grading Criterion
81-100%	A	Excellent
66-80%	B	Good
56-65%	C	Average
41-55%	D	Poor
0-40%	E	Very Poor

FINDING AND DISCUSSION

The instruments of this research was grammar test which had been tried out. The test consisted two types of tests; multiple choices and completion, which numbered 75 items. The number of the sample was 30 students. The students' sentences or the data were analyzed by using quantitative method. The researcher used the formula suggested by Sudjono to find out the students' ability in using adverb clauses of time. In Structure test, it could be seen the students' understanding of using adverb clauses of time refers to past, present and future time. The analysis of students grammar test can be seen in the following table;

Table 6. Data Analysis of Students Grammar Test

Number of Sample	Types of Test	Mean			Average Score	Standar Deviation			Average Score
		Time Frames				Time Frames			
		Past	Present	Future		Past	Present	Future	
30	Multiple Choices	9,43	6	8,1	7,84	7,43	7,09	7,23	7,50
30	Completion	9,25	7,65	6,90	7,93	7,10	7,23	7,10	7,43

Based on the table above, it can be seen that students' average score for multiple choices test is 7,94 which is categorized good and the average score for completion test is 7,93 which is also categorized good. The mean score for multiple choices test for the past time frame is 9,43, for the present time frame is 6

and for the future time frame is 8,1. Meanwhile, the mean score for completion for the past time frame is 9,25, for the present time frame is 7,65 and for the future time frame is 6,90. Furthermore, the standar deviation for both of the tests are categorized good since the standar deviation score for multiple choice is 7,50 and the score for completion is 7,43.

Based on data analysis, there are some mistakes which students made in using adverb clauses of time can be seen in these examples:

- a. We arrived there while everybody slept.
The correct one is : *We arrived there while everybody was sleeping*
- b. We went suddenly to the hotel as soon as he is given the direction.
The correct one is : *We suddenly went to the hotel as soon as he gave the direction.*
- c. By the time they had arrived there, they imagined how beautiful Raja Ampat is, especially for the people who are eager to dive.
The correct one is : *By the time they arrive there, they will have imagined how beautiful Raja Ampat is, especially for the people who are eager to dive.*
- d. Before I end my holiday in Raja Ampat, I'm buying some souvenirs for my friends.
The correct one is : *Before I end my holiday in Raja Ampat, I will buy some souvenirs for my friends.*
- e. After I get permissions from my parents and buy plane ticket, I will pack my bag.
The correct one is : *After I have gotten permissions from my parents and bought plane ticket, I pack my bag.*

Based on those examples, it could be seen that most of the students still had difficulties in choosing the correct form of verbs in adverb clauses of time. It can be seen in the first example that students still got difficulties in choosing the correct tenses for certain subordinating conjunction. Then, in other example, it could be seen that some of students still got difficulties in choosing the correct

tenses for clauses, main clauses and dependent clauses. Even though it was explained in the instruction, they still chose the wrong tenses in combining between main clauses and adverb clauses. Furthermore, they also had difficulties in choosing the correct tenses for some of subordination conjunctions. It can be concluded that the students did not understand about how to use subordinating conjunctions and what is the correct form of verbs for every subordinating conjunctions in different time frames. It can be caused that they did not pay attention to the lectures' explanation.

Students' ability in using adverb clauses of time will be described in this following diagram;

Diagram 1. Students' Ability in Using Adverb Clauses of Time

Based on the diagram above, it is shown that the students' ability in using adverb clauses of time was presented. It was found that the students' ability in using adverb clauses of time, in general, got "D" as the mark. It was categorized poor. It means that the students' ability in using adverb clauses of time is average. The ability of the students who used adverb clauses of time refers to the past time was 74% which got "B" as the mark that was categorized good. It shows that the students have a good ability in using adverb clauses of time referring to the past time. Students can choose the correct tenses for both independent and dependent clauses. Even though most of the students' ability was satisfactory, but there were

some students which still had difficulties in choosing the correct tenses for both clauses. For example; *the next day, while we were sleeping, there is a window's car*, this sentence is wrong because the students chose to combine the past continuous tense with the present tense. The correct tense that students have to choose is the past tense or the past perfect with the past tense.

Moreover, based on the diagram above, it can be seen that students' ability in using adverb clauses of time refers to the present time, which is categorized as poor. The students still made some mistakes in using adverb clauses of time which refer to the present time. The students chose the wrong tenses while they were combining both clauses. For example; *after I got permission from my parents and bought my plane tickets, I'll pack my bag*. This sentence is also wrong because the correct tense to combine those sentences is perfect tense and simple present. Moreover, the students still got difficulties in choosing the correct tense for some subordinating conjunctions. If the sentence was used after, so, the tense which should be used is perfect tense, but the students tend to use past tense in combining dependent clauses which were used after as the subordinating conjunction.

Furthermore, 47% of the students who were able to use adverb clauses of time refer to the future time correctly, but it is categorized as poor. The students still get difficulties in choosing the correct tense and also the correct tense for some subordinating conjunction. For example; *by the time they arrived there, they imagined how beautiful Raja Ampat is*. This sentence is wrong since the tense that is used for joining the adverb clauses is used 'by the time' as the subordinating conjunction is present tense and the tense which are used for the independent clauses is future perfect tense. In short, students' ability in using adverb clauses of time refers to past, present and future time is weak. The highest percentage of students' ability in using adverb clauses of time is for adverb clauses of time which refer to past time.

Adverb clauses of time are one of the English components that should be mastered. It enables students to add some more information about the time. The

students should know the subordinating conjunctions which are used in adverb clauses of time and how to use the correct tenses in both clauses. There are several subordinating conjunction which are used in adverb clauses of time, they are when, while, after, before, by the time, since, as soon as, and until. Adverb clauses of time can we use in the three kinds of time frames; past time, present time and future time. The students had learnt all the time frames used in adverb clauses of time and also how to use the subordinating conjunctions in each time frame in two subjects; Structure 2 and Structure 3. It is expected that they have mastered these points of grammar. In fact, the students still had problems in using and choosing the correct tenses and subordinating conjunctions for each time frame. It is similar whit the research done by Demirezen (2015) which found that Turkish students of English are difficult to cope the production of time clauses in using adverbs which apparent them to non-native English.

Adverb as one of grammar lessons is difficult enough to be mastered. Teaching adverb can be demanding for Foreign Language leaners and Second Language learners because adverbs can be applied on various positions in a sentence which depends on the types of adverb (Rutledge & Fitton, 2015). Yet, learning adverbs is already difficult for both Foreign and Second Language leaners but, the instructors should still develop a clear understanding of adverb position.

CONCLUSION

Based on the result of analysis in research findings, it can be concluded that the English Department students' ability in using adverb clauses of time generally was weak. In addition, the students ability in using the adverb clauses of time refers to present time and future time was weak except for adverb clauses of time refers to the past time was satisfactory. Most of the students still got difficult to choose the correct tense for both dependent and independent clauses. Moreover, the students' ability in choosing and using the correct subordinating

conjunctions was also poor. They also had difficulties in differentiates which ones are used for connectors and subordinating conjunctions.

From the findings and conclusions of the research, the researcher would like to propose some suggestions. First, to the lecturers, especially grammar lecturers, should give more intensively and deeply explanation of adverb clauses of time. Even though there are special lessons of adverb clauses of time in course book but they are not enough. The students need more practice to understand how to use adverb clauses of time especially in using different time frames. It is hoped the lecturers give more variations in assignments to make the students practice more. Moreover, the lecturers also should find an interesting way to teach grammar lessons to courage the students to study. It is also suggested to the students to study more seriously in learning adverb clauses of time. When the lectures explain the material, they are expected to pay attention or listen carefully. Then, they are hoped to brush up the material that had been learnt in order to help them understanding the material.

REFERENCES

- Baldi, P., & Cuzzolin, P. (2011). *Complex Sentences, Grammaticalization, Typology*. Walter de Gruyter.
- Collins, P., & Hollo, C. (2016). *English Grammar: An Introduction*. Macmillan International Higher Education.
- Demirezen, M. (2015). Evaluation of the Production of the Intonation of Adverb Clauses with Time by Turkish English Teachers: A Demonstration by Computer Application. *The Anthropologist*, 22(2), 157–166. <https://doi.org/10.1080/09720073.2015.11891866>
- Dickerson, D. M. (n.d.). *Adverb clauses: How to make them and how to use them Clause order Essential or nonessential adverb clauses*. 2.
- Hendery, R. (2012). *Relative Clauses in Time and Space: A Case Study in the Methods of Diachronic Typology*. John Benjamins Publishing.

- Hinkel, E. (2003). Adverbial markers and tone in L1 and L2 students' writing. *Journal of Pragmatics*, 35(7), 1049–1068. [https://doi.org/10.1016/S0378-2166\(02\)00133-9](https://doi.org/10.1016/S0378-2166(02)00133-9)
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*, 7th Edition. MyEducationLab Series. In *Pearson*. Pearson.
- Mills, G. E., & Gay, L. R. (2019). *Educational Research: Competencies for Analysis and Applications*, 12th Edition. In *Pearson*. Pearson.
- Pichler, H. (2016). *Discourse-pragmatic variation and change in English: New methods and insights*. Cambridge University Press. <https://www.cambridge.org/core/journals/language-in-society/article/abs/heike-pichler-ed-discoursepragmatic-variation-and-change-in-english-new-methods-and-insights-cambridge-cambridge-university-press-2016-pp-xviii-304-hb-70/6D903B640EF71D7FBCD4B8894136027E>
- Rutledge, J., & Fitton, Z. (2015). *Teaching ESL Students Adverb Position to Develop Rhetorical Emphasis*. 4, 9.
- Sudjono, A. (2010). *Pengantar Statistik Pendidikan*, cet. 22. Rajawali Press.
- Werner, P. K., & Nelson, J. P. (2002). *Mosaic 2 Grammar 4th Edition*. New York: McGraw-Hill Companies Inc.