INVESTIGATING STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT AND ITS SOLUTIONS FOR TENTH GRADE IN SMAN 2 PARE AND SMAN 1 WATES

THESIS

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Degree in English Language Education

By:

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This thesis aims to investigate students' errors in writing descriptive text and its solution applied by the teachers of tenth graders in SMAN 1 Wates and SMAN 2 Pare. Moreover, it is expected to give more references and other insights for academicians, educators, and institutions to develop strategies for improving students' writing skills.

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The Writer

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LETTER OF STATEMENT

I, the undersigned:

Name : **RISKA NINDYASARI**

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Hereby, declare that :

1. The thesis entitled: **INVESTIGATING STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT AND ITS SOLUTIONS FOR TENTH GRADE IN SMAN 2 PARE AND SMAN 1 WATES** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, January 23rd, 2025

The Writer,

RISKA NINDYASARI

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INVESTIGATING STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT AND ITS SOLUTIONS FOR TENTH GRADE IN SMAN 2 PARE AND SMAN 1 WATES

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ABSTRACT

Writing descriptive texts is a fundamental skill for English learners. However, many senior high school students in Indonesia find it quite a significant challenge. To improve students' writing in this area, teachers need to enhance their strategies for teaching descriptive writing. This study aims to investigate the errors that students encounter and the strategies teachers implement to address these errors. This qualitative study utilizes multiple case designs and focuses on the experiences of teachers instructing tenth-grade students in writing descriptive texts. The participants in this study include three teachers and 33 students from SMAN 1 Wates and SMAN 2 Pare. Data were collected through students' written work and teacher interviews. The results indicate that students primarily make errors in grammar and vocabulary, as well as in other error categories, including spelling accuracy, punctuation, and capitalization. In response, teachers adapt their instruction by combining multiple strategies to address these errors during writing classes. By identifying the specific errors and corresponding solutions, this study aims to help English as a Foreign Language (EFL) teachers implement effective strategies to assist students in overcoming their writing errors in descriptive texts.

Keywords: writing descriptive, students' errors, teachers' strategies,

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ABSTRAK

Menulis teks deskriptif merupakan keterampilan dasar bagi pelajar bahasa Inggris. Akan tetapi, banyak siswa sekolah menengah atas di Indonesia merasa hal ini merupakan tantangan yang cukup besar. Untuk meningkatkan kemampuan menulis siswa di bidang ini, guru perlu meningkatkan strategi pengajaran menulis deskriptif. Penelitian ini bertujuan untuk menyelidiki kesalahan yang dialami siswa dan strategi yang diterapkan guru untuk mengatasi kesalahan tersebut. Penelitian kualitatif ini menggunakan beberapa desain kasus dan berfokus pada pengalaman guru dalam mengajar siswa kelas sepuluh dalam menulis teks deskriptif. Partisipan dalam penelitian ini meliputi tiga guru dan 33 siswa dari SMAN 1 Wates dan SMAN 2 Pare. Data dikumpulkan melalui tugas menulis siswa dan wawancara guru. Hasil penelitian menunjukkan bahwa siswa terutama membuat kesalahan dalam tata bahasa dan kosakata, serta dalam kategori kesalahan lainnya, termasuk ketepatan ejaan, tanda baca, dan penggunaan huruf kapital. Sebagai tanggapan, guru menyesuaikan instruksi mereka dengan menggabungkan beberapa strategi untuk mengatasi kesalahan ini selama kelas menulis. Dengan mengidentifikasi kesalahan spesifik dan solusi yang sesuai, penelitian ini bertujuan untuk membantu guru Bahasa Inggris sebagai Bahasa Asing (EFL) menerapkan strategi yang efektif untuk membantu siswa mengatasi kesalahan menulis mereka dalam teks deskriptif.

Kata kunci: menulis deskriptif, kesalahan siswa, strategi guru.

CHAPTER 1
INTRODUCTION

1.1 Background of Study

Writing is a basic ability that enables people to use written language to communicate their ideas, feelings, and thoughts (Alharthi, 2021). It is essential for communication because it allows people to share information, experiences, and viewpoints across time and distance and bridges gaps between them. Transforming abstract mental ideas into written symbols, such as letters, words, and punctuation that are widely used within a particular language community is a complex process of writing (Jones & Lockhart, 2019; Thevadas & Hashim, 2020; Brown, 2000) noticed that writing serves diverse purposes, ranging from self-expression and information dissemination to persuasion and storytelling. For instance, a personal diary entry captures intimate reflections, while a scientific paper presents factual information to inform and educate. In addition, writing to persuade, such as in opinion articles or advertisements, challenges the writer to craft arguments that resonate with the audience carefully.

Similarly, descriptive text is a specific form of writing that aims to provide a detailed depiction of a person, place, object, or event, enabling readers to visualize and experience the subject as vividly as possible (Anderson & Anderson, 2003). It is designed to create a sensory-rich experience, appealing to the reader's imagination by focusing on the subject's distinct characteristics and qualities. According to Anderson and Anderson (2003), descriptive text is objective, striving to present a clear and unbiased portrayal of the subject without incorporating personal opinions or judgments. Further, Anderson and Anderson (2003) explain that the structure of descriptive text typically consists of two main components: identification and description. The identification section introduces the subject, offering context and background information to orient the reader. The description section, on the other hand, delves deeper into the subject's attributes, elaborating on its physical appearance, behaviors, or other distinguishing features. This detailed account allows readers to form a vivid mental image of the subject.

Additionally, using sensory language and descriptive devices like adjectives, adverbs, and figurative expressions like similes and metaphors are essential components of effective descriptive writing (Anderson and Anderson, 2003). By using these components, authors can create complex settings, arouse feelings, and increase the text's readability and relatability. To make the subject come to life for the reader, mastering this style of writing calls for not just linguistic proficiency but also originality and attention to detail.

However, senior high school students frequently encounter several common errors when writing descriptive texts. Writing errors are errors produced during the composition process that might impact the text's overall coherence, clarity, and communication (Dulay, Burt, & Krashen, 1982). These mistakes, which might be structural, grammatical, or word choice-related, frequently make it more difficult for the reader to comprehend the writer's intended meaning. Such mistakes can greatly reduce the text's effect when used in descriptive writing when the aim is to use words to create a vivid picture.

Furthermore, Masruddin and Nasriandi (2022), Nguyen et al. (2021), and Ali (2024) notice that grammatical errors like subject-verb agreement and improper verb tenses are common problems. Similarly, students frequently suffer from punctuation mistakes that might break the flow of their descriptions, including missing commas or periods (Siregar et al., 2023). Hence, Özkayran and Yılmaz (2020) note that vague or imprecise language is another frequent issue. Students may substitute general terms for exact adjectives, which results in poor imagery. Additionally, Masruddin and Nasriandi (2022) explain that a lot of students struggle to logically arrange their thoughts, which leads to fragmented descriptions that are inconsistent. These problems highlight the value of targeted writing training that prioritizes structure, clarity, and the efficient use of descriptive language to improve students' writing abilities and their capacity to hold readers' attention.

Several studies have been conducted that errors in writing descriptive texts have many factors, as stated in the studies of Masruddin and Nasriandi, 2022; Siregar et al., 2023; Özkayran and Yılmaz, 2020; Nguyen et al., 2021; and Ali, 2024. They also stated that several solutions were offered to overcome these errors. However,

few studies have discussed EFL students' writing ability from the perspective of senior high school students. Therefore, this study aims to investigate common errors in students' descriptive writing and explore potential solutions to solve them. It seeks to gather insights from both senior high school teachers and students across various schools, providing a deeper and more comprehensive understanding of the issues. In this research process, the researcher uses a multi-case study research design to facilitate the researcher in the research process.

1.2 Research Questions

In this study, the main objective of the research is to investigate teachers' opinions of text writing skills with descriptive writing practices. The following research questions were addressed:

1. What are the students' errors when writing descriptive texts?
2. How do the teachers cope with the student's errors in writing descriptive texts?

1.3 Research Objectives

The objectives of this study are as follows:

1. To identify and understand the specific errors that students encounter when writing descriptive texts. By evaluating students' competencies in descriptive writing, the research seeks to uncover common errors they face, such as issues in linguistic aspects.
2. Building on the insights gained from analyzing students' errors in writing descriptive text, the study will investigate the strategies employed by teachers to address and overcome these errors. The focus will be on how teachers at SMA Negeri 1 Wates and SMA Negeri 2 Pare implement instructional methods and techniques to support students in improving their descriptive writing. By examining these strategies, the research aims to highlight best practices and offer recommendations for improving teaching methods and supporting student success in writing descriptive texts.

1.4 Scope and limitations

This study specifically targets the genre of writing, exploring the unique errors and teaching strategies associated with this form of writing and in linguistic aspects. Therefore, this study will investigate the methods and techniques used by teachers in SMA Negeri 1 Wates and SMA Negeri 2 Pare to help students overcome writing errors. This includes reviewing teaching practices, feedback mechanisms, and classroom interventions designed to improve students' descriptive writing skills.

However, gathering detailed information through interviews and student assignments requires significant time and effort. The depth of analysis required to fully understand each student's errors and their corresponding solutions may extend the duration of data collection and analysis. Therefore, this study will be limited to two selected schools, which may not fully represent the diversity of student experiences and teacher strategies in other educational settings. While this study provides valuable insights into descriptive writing that focuses on the linguistic aspect, it does not cover other writing genres or broader aspects of language teaching. Meanwhile, the effectiveness of the identified solutions and strategies may vary with the introduction of new or updated teaching methods. This study will reflect current practices, but future developments in teaching methodologies may impact the relevance and applicability of the findings.

1.5 Significance of the study

1. The study is conducted to give further insight into students' errors in writing descriptive text, especially in students' writing process.
2. In EFL education contexts, this study can motivate educators to do self-reflection on their teaching strategy in writing to foster their students' ability and choose the most appropriate strategy to cope with students' errors in writing descriptive text.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Learning of Writing Skills

Writing skills encompass the abilities required to effectively communicate ideas, thoughts, and emotions through written language (Brown, 2000). These skills are essential not only for academic success but also for professional and personal communication. Writing involves several components, including grammar, punctuation, organization, and clarity (Dulay, Burt, & Krashen, 1982). A proficient writer can convey their message succinctly and engagingly, ensuring that the audience understands the intended meaning.

Further, the characteristics of effective writing include clarity, coherence, and conciseness. Terzioğlu and Bostanci (2020) stated that clarity ensures that the reader can easily grasp the writer's message, while coherence refers to the logical flow of ideas throughout the text. Meanwhile, Terzioğlu and Bostanci (2020) explained that conciseness involves expressing thoughts without unnecessary words or fluff. Additionally, good writing often includes a strong structure, with a clear introduction, body, and conclusion, which helps guide the reader through the content.

On the other hand, the importance of writing skills cannot be overstated. In academic settings, Taye and Mengesha (2024) and Ali (2024) assumed that writing is crucial for producing essays, reports, and research papers that demonstrate understanding and critical thinking. In the workplace, Ciesielkiewicz (2015) and Johnsona et al. (2017) point out that strong writing skills facilitate effective communication through emails, reports, and presentations, enhancing collaboration and professionalism. Therefore, writing is a valuable tool for self-expression and reflection.

In terms of application, writing skills can be developed through practice and feedback. Engaging in various writing exercises, such as journaling or creative writing prompts, can enhance one's ability to articulate thoughts clearly (Mukramah

et al., 2023; Mulyasin et al., 2023). Additionally, Aziz Faraj (2015) and Alharthi (2021) sum up that revising and editing drafts fosters a deeper understanding of language mechanics and improves overall writing quality. By honing these skills, individuals can become more effective communicators in all aspects of life.

2.2 Learning of Descriptive Text

2.2.1 Definition and Characteristics of Descriptive Text

Writing that provides a general description of a particular person, location, or event is known as a descriptive text (Anderson & Anderson, 2003). By using certain details, the writers of the descriptive text want to evoke the reader's imagination and help them visualize the concepts they are explaining. In other words, a clear representation of a particular person, place, thing, or event is the goal of descriptive text—for instance, our pets, favorite spot, favorite movie, or a familiar person (Anderson & Anderson, 2003). Additionally, the author can evoke strong emotions in the reader by presenting firsthand experience of the described object. Therefore, Anderson & Anderson (2003) state that descriptive writing aims to persuade, express emotions, educate, link experiences, and influence readers to describe something.

2.2.2 The Importance and Application of Writing Descriptive Text

Acquiring writing skills in a second language is considered more challenging than developing other language competencies. Writing integrates cognitive methods and background information about the target culture, which motivates teachers to educate students on various subjects (Brown, 2000; Nguyen et al., 2021). To generate a written statement that is understandable, clear, and beneficial, a writer must adhere to a series of structured writing procedures. (Ping Wu & Garza, 2014; Ratnaningsih & Azizah, 2019). This talent includes the process of finding ideas in the text by choosing and arranging the ideas after taking into account several factors, in addition to just writing the words down. Therefore, the implementation of teaching writing to senior high school students in the EFL context remains challenging.

Descriptive writing also improves language proficiency. Thevadas & Hashim (2020) state that descriptive writing promotes the use of figurative language, including similes and metaphors, rich vocabulary, and vivid imagery. This broadens a writer's lexicon and enhances their capacity for more complex and imaginative self-expression. Lastly, there are numerous real-world uses for descriptive writing. Writing creatively, including poems, short stories, and novels, requires it. In industries where vivid descriptions may effectively engage readers and relay experiences, such as journalism, marketing, and travel writing, it is also beneficial.

2.3 Definitions of Students' Errors

Errors are inevitable in students' English writing, as they serve as a reflection of the language acquisition process. According to Harmer (2001) and Brown (2000), mistakes are a natural component of students' "interlanguage," which is the phase of language competency that learners experience as they get closer to being fully proficient in a new language. As students improve their comprehension and use of the language, this "interlanguage" is continuous and changes over time. In this regard, Harmer (2001) and Brown (2000) conclude that errors are a natural component of the learning process and offer valuable insights into the learner's current stage of development. Harmer (2001) and Brown (2000) show where more study and practice are required, but they also show the learner's attempts to apply language principles and structure.

Another point of view is offered by Dulay et al. (1982), who claim that mistakes are the "flawed" parts of students' writing or speaking. They are passages that depart from accepted standards of adult language use in a discourse or text. According to this concept, Nunan (2015), and Dulay, Burt, & Krashen (1982) confirm that mistakes are not arbitrary but rather the result of intentional attempts on the part of the learner to communicate using the language as they now understand it. These variations point to areas in which the learner's vocabulary, syntactic, or grammar skills are still growing.

2.4 Kinds of Students' Errors in Writing Descriptive Text

Descriptive writing presents various errors for students. Dulay, Burt, & Krashen, (1982) provide a comprehensive framework for understanding students' errors in writing through their error analysis theory that focuses on grammar, vocabulary, and other errors such as spelling errors, incorrect capitalization, wrong spacing, and incorrect punctuation.

2.4.1 Grammar Errors

Errors are an inevitable aspect of the learning process. Students are bound to make mistakes during the writing process, whether related to grammar or text structure (Ondrakova and Siruckova, 2015; Siregar et al., 2023). Sentence structure and text organization are essential components of writing proficiency. Therefore, teachers consider various factors when assessing students' writing skills. Dulay et al. (1982) identify several types of grammatical errors. First, omission is a mistake that occurs when anything necessary for a well-formed utterance is not there. This kind of inaccuracy can occur in words and morphemes. Every word or morpheme in a phrase has the potential to be deleted, although certain morphemes are more frequently left out than others. For instance, "*How you meet him?*" Which is the best way to write *"How do you meet him?"*

Second, Dulay, Burt, & Krashen (1982) state that addition errors are the other common grammatical errors. The inclusion of an item that shouldn't be in a well-formed utterance is what defines this sort of error. EFL learners make three different kinds of errors, such as simple additions, regularizations, and double marks. These errors are positive signs that while some fundamental rules have been learned, they have not yet been improved. for instance, "*She doesn't writes letter*" which should be "*She doesn't write a letter*." Third, Dulay, Burt, & Krashen (1982) notice that misformation errors are included as grammatical errors. The usage of the incorrect morpheme form structure is what distinguishes these errors. In misformation errors, the student provides something inaccurately, whereas in omission errors, the item is not provided at all. The literature has documented three different forms of misformation. They are alternating forms, regularizations, and Archi forms. Fourth,

according to Dulay, Burt, and Krashen (1982), misordering errors represent another category of grammatical errors. The wrong arrangement of morphemes in an utterance, such as "*I eat usually three times a day*," which should be "*I usually eat three times a day*," is a sign of misordering errors. Finally, additional error categories, such as spelling errors, improper capitalization, incorrect punctuation, and inappropriate spacing, are also included in this classification (Dulay, Burt, & Krashen, 1982). As these errors have minimal impact on the overall meaning of the statement, they are often disregarded.

2.4.2 Vocabulary Errors

Vocabulary is crucial for students to write effective descriptive texts. Errors in vocabulary can hinder clarity, vividness, and precision (Masruddin and Nasriandi, 2022). Common error issues Li and Akram (2024) state include lexical choice, where students struggle to select appropriate words to convey sensory details. Meanwhile, Ondrakova & Siruckova (2015), and Taye & Mengesha (2024) state that overused or basic words like nice or good can fail to create rich descriptions, restricting reader engagement. Word formation errors, particularly incorrect prefixes and suffixes, represent another common issue (Al-Sobhi et al., 2017). Additionally, word repetition poses an error, as Li and Akram (2024) note that students often overuse the same terms without considering synonyms. Encouraging synonym use and paraphrasing can help diversify vocabulary and sustain reader engagement. These errors typically arise from limited exposure to authentic texts, insufficient practice in applying new vocabulary, and a lack of focused instruction on effective word choice strategies.

2.4.3 Other Errors Category

First of all, writing descriptive texts requires cohesion and coherence, which are crucial for students to create rational, captivating, and easy-to-understand narratives (Bui, 2022). Cohesion refers to grammatical and lexical connections within a text, such as ellipses, references, conjunctions, and lexical choices (Masruddin and Nasriandi, 2022). However, excessive or improper use of

connecting words like and, but, or although can disrupt the flow of thoughts. Further, Masruddin and Nasriandi (2022) state that lexical coherence, which avoids repetition while preserving clarity, is difficult to achieve in descriptive writing. Meanwhile, Alharthi (2021) and Masruddin & Nasriandi (2022) state that coherence ensures a coherent and understandable flow of ideas, involving paragraphs with a convincing main idea and logically flowing supporting elements from one phrase to the next. Many students struggle with logical flow, adding irrelevant concepts or neglecting to organize related descriptions, making their texts difficult to understand. Coherence depends on the clear arrangement of paragraphs and transitions between them.

Secondly, Al-Sobhi et al. (2017) explain that spelling is crucial for writing quality and clarity, especially in descriptive passages. However, students learning English as a foreign language (EFL) often face spelling difficulties due to the complexity and irregularity of the English orthographic system. Words with silent letters or homophones can also be problematic due to a lack of phoneme-grapheme correlation (Masruddin and Nasriandi, 2022; Al-Sobhi et al., 2017; Angele et al., 2024). Therefore, errors can be categorized into omissions, substitutions, insertions, and transpositions. These errors are often influenced by the irregular nature of English spelling rules and students' reliance on their first language's phonetic system. On the other hand, Li and Akram (2024) explain that mispronunciations exacerbate these issues, as vowel usage deviates significantly from expected spelling patterns. EFL students often lack exposure to proper spelling in real-world settings due to poor reading habits and lack of experience with difficult terminology.

Finally, Ping Wu & Garza (2014), and Taye & Mengesha (2024) notice that punctuation and capitalization are crucial for clear and coherent descriptive paragraphs. Misuse of punctuation, such as commas, periods, apostrophes, or quotation marks, can cause ambiguity or misinterpretation. Hence, misplaced commas can significantly alter a sentence's meaning, especially among EFL learners. In addition, complex sentence structures, such as semicolons, colons, and dashes, require careful punctuation to avoid run-on sentences or fragments. Therefore, effective instruction in punctuation use and corrective feedback can

significantly enhance learners' written communication. (Ruru and Sulistyo (2020), Damanik (2022), and Angele et al. (2024) emphasize that capitalization is another important component often forgotten, as inconsistent capitalization of proper names, titles, or sentence openings can detract from writing's formality. Students must have adequate knowledge of capitalization rules to avoid misunderstandings.

2.5 Teachers' Solutions to Cope with Students' Errors in Writing Descriptive Text

Learning descriptive writing effectively requires a variety of techniques to assist students in developing their expressiveness and creative thinking. Developing a strong bond between the reader and the subject through the use of figurative language, fostering vivid imagery, and creating sensory detail are important answers. Therefore, several solutions have been proposed to address the errors in writing.

2.5.1 Solution of Grammar Errors

Descriptive writing grammatical issues require a multimodal strategy that incorporates practice, feedback, and direct teaching. Brown (2000), Richards & Renandya (2002), and Harmer (2007) explain that teaching grammar principles explicitly, especially those on subject-verb agreement, tense use, and sentence construction, is one of the best methods. For example, teachers could design activities that reinforce these concepts within context and provide targeted instruction on the correct construction of the present tense in descriptive writing. Research has shown that such focused instruction significantly enhances students' ability to use grammar accurately in their writing tasks. Another key solution is integrating technology into grammar instruction. Tools like grammar-checking software and online resources enable students to identify and correct their errors independently (Zafar, 2016). These platforms can complement classroom instruction by offering immediate feedback and promoting enhanced grammatical awareness among students. Furthermore, the integration of collaborative learning combined with face-to-face instruction will facilitate sustained learning by providing

structured opportunities for students to practice grammar within meaningful contexts (Aziz Faraj, 2015; Pham, 2021).

Feedback is another critical component in addressing grammar issues along with punctuation and capitalization. Teachers should provide constructive feedback that not only highlights errors but also explains the underlying rules, enabling students to learn from their mistakes (Jones & Lockhart, 2019). Meanwhile, Ruru and Sulistyo (2020) and Damanik (2022) notice that peer review activities can further reinforce grammatical accuracy by encouraging students to critically analyze others' writing, thereby internalizing correct grammatical structures and other mechanical terms such as punctuation and capitalization.

2.5.2 Solution of Vocabulary Errors

Students' writing skills can be greatly improved by putting particular strategies into practice to overcome vocabulary issues when writing descriptive text. Including vocabulary-building activities, like the ESL games, which use word hints for spelling and meaning, is one efficient strategy (Chowdhury et al., 2024). This approach involves students in a collaborative and participatory learning process in addition to reinforcing word recognition. Hence, McCarthy et al. (2022) recommend that teachers assist students in better-comprehending word usage in context by giving them spelling and meaning hints, which makes it easier for them to write successfully. Another essential solution is to promote substantial reading. Angele et al. (2024) notice that reading regularly has been linked to better vocabulary development and increased familiarity with descriptive language structures. Students can acquire new vocabulary and learn how to use it successfully in their writing when they are exposed to a variety of books.

2.5.3 Solutions of Other Errors Category

First of all, addressing errors in descriptive writing requires targeted interventions that improve students' understanding and use of cohesive devices, such as conjunctions, pronouns, and lexical ties, to ensure logical flow in their writing. Misuse or overuse of these devices can lead to disjointed or repetitive writing, a

common issue among EFL students. Coherence, on the other hand, Bui (2022) relates to the logical organization and progression of ideas, which students often struggle to maintain due to limited exposure to effective writing practices. Explaining the appropriate use of cohesive devices, such as "*however*," "t*herefore*," and "*furthermore*," can significantly improve students' ability to link ideas. Practical exercises, such as analyzing model texts for cohesive elements, can help students understand their role in creating meaning. Mukramah et al. (2023) figured out that organizing ideas using graphic organizers like mind maps and outlines can also improve coherence. Aziz Faraj (2015), and Ruru & Sulistyo (2020) notice that regular feedback and peer reviews can enhance students' writing by making them more conscious of cohesion and coherence issues in their work. Aziz Faraj (2015) finds that integrating writing assignments with scaffolding techniques ensures systematic improvement.

Secondly, to address spelling accuracy issues in descriptive writing, various strategies need to be implemented. McCarthy et al. (2022) figured out that explicit instruction in spelling and phonics helps students understand word structure and internalize proper spellings through repetition. Meanwhile, Chowdhury et al. (2024) believe that gamified learning improves spelling rule belief and motivation, while visual learning strategies like word walls and visualization techniques improve memory recall. Hence, Mehany (2022) recommends differentiated instruction strategies, such as diagnostic tests and peer review activities, to help teachers classify students according to their competence levels and offer focused solutions. Self-awareness and responsibility for learning are fostered through peer review activities and the use of spelling notes (Alharthi, 2021). Further, McCarthy et al. (2022) state that frequent exposure to correctly spelled words in reading and writing situations reinforces spelling knowledge. Eventually, a combination of these strategies can help students improve their spelling accuracy in descriptive writing.

CHAPTER III

3.1 Research Design

The study employed multi-case study designs, which were commonly associated with qualitative research. Thus, the understanding of the case study design required an awareness of the goals and characteristics of qualitative research. The constructionist approach to knowledge was manifested in qualitative research (Mack, Woodsong, et al., 2005; Creswell & Creswell, 2018). Rather than trying to change an environment, qualitative researchers aimed to understand the environment as it was. Therefore, although aware that their research impacted the environment, researchers made every effort to avoid changes to the natural environments they investigated.

3.2 Setting and Subject

This study adopted a multiple case study design in Kediri Regency, focusing on two public schools: SMA Negeri 1 Wates and SMA Negeri 2 Pare. Both schools were chosen due to their outstanding student achievements in English, particularly in writing. Students from these schools consistently outperformed those from other public schools in areas such as poetry, novels, and essays. The researcher employed purposive sampling to select teachers from both schools. These teachers were specifically those who mentored and guided students toward success in writing competitions and literary achievements. Eventually, three teachers were chosen as the respondents of this study.

Meanwhile, the researcher employed snowball sampling to select students as respondents. The initial participants were identified based on recommendations from their teachers. This approach was particularly effective for reaching populations that were difficult to access through traditional sampling methods. According to Mack, Woodsong, et al., (2005), snowball sampling began with a small number of respondents who met the criteria for the study. In the field, teachers were then asked to refer other students who fit the research parameters. This iterative process allowed the sample to grow organically, as each respondent contributed to the identification

of additional participants. By leveraging the existing relationships and trust between students and teachers, this method not only facilitated access to potential respondents but also enhanced the quality of the data collected. The interconnected nature of the respondents provided richer insights into the research topic, making snowball sampling a valuable tool for this study. Ultimately, a total of 33 students were selected for this study.

3.3 Data Collection Technique and Instruments

3.3.1 Document Analysis

Students' writing of descriptive texts was collected as part of their regular assignments, ensuring a representative sample of their writing abilities. This instrument would gather data about types of students' errors in writing descriptive text. The analysis was conducted through a systematic coding process, where specific linguistic errors were identified and categorized. This coding helped in understanding the prevalence of various issues and in drawing connections to the instructional practices that supported student learning.

3.3.2 Interview

Cohen (2000) asserted that interviews served as a systematic method for data collection through a structured exchange of questions and answers, tailored to the specific objectives of the research. In this study, semi-structured interviews were conducted with all respondents to collect in-depth data. These interviews aimed to obtain insights into the strategies employed by teachers to address students' errors in writing descriptive texts.

The teachers' interviews took place after the learning sessions, allowing the researcher to gain valuable insights into the errors students faced during the writing process. This timing was strategic, as it enabled teachers to reflect on their observations and the immediate learning environment. The focus of these interviews was on understanding the linguistic errors encountered by students, as well as the strategies or interventions that teachers implemented to address these errors.

Therefore, the researcher developed a set of targeted questions, informed by a prior document analysis of student writing samples.

This dual approach, interviewing teachers and analyzing students' errors in writing, aimed to provide a comprehensive understanding of the writing errors faced in the classroom, alongside the potential solutions and support mechanisms available. By triangulating data collected from both groups, the researcher aims to develop a comprehensive understanding of the educational context and generate actionable insights to improve writing skills.

3.4 Research Procedure

In qualitative research, it was crucial to declare the data validation. This was done to determine whether or not the data was reliable. Triangulation was one method of data verification used in qualitative research. Triangulation, as defined by Carter, Bryant-Lukosius et al., (2014), was the process by which researchers approached a problem under investigation or answered research questions.

After obtaining administrative permission from the school, the researcher reached out to EFL teachers to seek their recommendations for students who could participate as respondents in the study. This initial step was crucial because teacher insight helped identify students who were having problems with writing. Once the recommended students were selected, the researcher formally requested permission to collect and analyze their writing tasks. This analysis provided a foundation for understanding the specific difficulties students encountered and insight into their writing abilities. The researcher carefully examined the writing tasks, looking for patterns, strengths, and areas for improvement.

After completing the analysis, the researcher conducted semi-structured interviews with the teachers. Engaging in a dialogue with them, the researcher posed several questions to uncover potential solutions to the writing errors identified in the student's handwriting. Supported by the student's written work, the researcher conducted in-depth interviews with the teachers. This phase of the research aimed to create a comprehensive understanding of the writing errors faced by students and to collaboratively explore effective strategies for overcoming these errors. Through

this multifaceted approach, the researcher hoped to bridge the gap between student handwriting and teacher insights, ultimately contributing to improved writing outcomes in the EFL classroom.

Ultimately, analyzing the data using data analysis techniques was the final task that had to be completed. The data was analyzed, and then the researcher began to provide the data in the study results as descriptions. Subsequently, the investigator examined the facts in light of pertinent hypotheses to bolster its validity. The final step was to make inferences based on the information presented in the data results and discussion.

3.5 Data Analysis Technique

To describe students' errors in writing and the teachers' strategies to cope with the Errors, the researcher followed the technique of data analysis by Miles & Huberman (1994), which was conducted as follows:

3.5.1 Coding

Here, coding was the initial step in the qualitative data analysis process. The most popular method was to read the data several times and organize it using meaningful words, phrases, and sentences to make it easier to understand. After analyzing students' handwriting by using the error analysis method and conducting interviews with teachers, the researcher began the process of transcribing the recorded interviews. This step was essential for ensuring that all spoken information was accurately captured and could be thoroughly analyzed. Once the transcriptions were complete, the researcher categorized the responses to identify the errors students faced and the solutions teachers proposed. In this coding process, the researcher carefully grouped the various students' errors identified by the teachers and the teachers' strategies employed to help students overcome these errors. This error analysis approach facilitated a clearer presentation of the findings, allowing the researcher to highlight both the obstacles and the corresponding solutions in a cohesive manner.

Furthermore, the researcher ensured that any extraneous information arising during the interviews was identified and categorized separately for clarity and coherence. This ensured that the analysis remained focused and relevant to the study's objectives. Through meticulous data organization, the researcher sought to provide a comprehensive analysis that not only delineated the specific writing errors encountered by students but also highlighted the innovative strategies employed by teachers to address these errors. Ultimately, this detailed examination contributed to a deeper understanding of the writing landscape in the EFL classroom, providing valuable insights for educators and researchers alike.

3.5.2 Data Reduction

Data reduction was a crucial step in the research process, aimed at streamlining the information collected to focus on what truly mattered. This involved identifying and extracting relevant data that directly addressed the research questions while discarding extraneous information that did not contribute to the study's objectives. The initial phase of data reduction involved explicitly defining the research questions. A clear and precise understanding of the study's objectives enabled the researchers to effectively identify and prioritize relevant data. This involved sorting through large datasets, identifying patterns, and filtering out noise—data that might have been interesting but was not essential**.**

3.5.3 Data Display

The display of data was a crucial aspect of qualitative research, as it allowed researchers to communicate their findings understandably and engagingly, particularly in descriptive studies. In this context, data presentation involved organizing and showcasing the findings in a way that was meaningful and interpretable. The descriptive qualitative study was focused on using narrative forms to convey the depth and complexity of the data. This might have included detailed explanations, participant comments, and topic summaries that vividly illustrated the findings. By presenting the data in a narrative style, the researcher was able to

provide a clear depiction of the recorded experiences and viewpoints, helping the audience to have a better understanding and relate to the findings.

3.5.4 Conclusion Drawing and Verification

To ensure the validity of the data, the final stage of analysis involved drawing conclusions and verifying the findings. At this point, the researcher analyzed the data acquired from interviews and error analysis of students' handwriting to ensure the findings were credible and well-founded. To establish the means of achieving the study's objectives, the researcher conducted a thorough analysis of the data, with a particular focus on identifying key themes and emerging patterns throughout the investigation. The researcher conveyed the ideas and experiences of participants by presenting the findings in a narrative fashion, which made the results both understandable and insightful.

3.6 Trustworthiness

In this study, valid data was obtained. This section shows the trustworthiness of the study. The researcher established trustworthiness with credibility, transferability, dependability, and confirmability.

3.6.1 Credibility

The study investigated students' errors and the strategies employed by teachers to address these errors in writing classes. Data were rigorously to reveal the underlying phenomena. The primary data sources included interview transcriptions and an analysis of students' written texts. Additionally, the study incorporated theories on teaching strategies for writing, with a particular focus on linguistic aspects, to better understand the teaching practices observed in addressing these errors.

In this study, the data was categorized, read, and examined carefully. The data was constantly analyzed based on the theory adopted in this study. Therefore, the revision was also conducted accordingly. The study of the data was continuously accomplished to meet the intended in-depth insight.

3.6.2 Transferability

The data in this study were presented clearly to assist readers and future researchers in understanding the findings. Additionally, the presentation aimed to enhance the transferability of the study's results. Improved transferability encourages others to consider, further explore, and potentially implement the findings in their contexts.

The findings of this study were reported in a detailed, systematic, and clear manner to help readers understand the results effectively. The presentation included a description of the study's participants, the methods used to conduct the research, and the results of the data collection process.

3.6.3 Dependability

The dependability, stability, and consistency of the research processes in this study were rigorously evaluated through a critical review conducted by fellow researchers with expertise in language studies and artificial intelligence. To further enhance the reliability of the study, AI-powered tools such as Grammarly, Gemini, and QuillBot were employed as supplementary evaluative instruments. The review process encompassed several key aspects, including the theoretical framework adopted in this study, the methods used for data collection, the interpretation and analysis of data, and the overall reporting of findings.

The critical review was conducted by systematically examining the details of the study’s presentation, ensuring coherence, accuracy, and adherence to academic standards. Feedback and suggestions provided by fellow researchers were carefully considered, allowing for necessary refinements in the research methodology and presentation of results. Additionally, artificial intelligence tools contributed by identifying potential linguistic inconsistencies, structural weaknesses, and areas for improvement in clarity and academic rigor. Based on the combined input from both human reviewers and AI-based evaluations, necessary modifications and enhancements were implemented to strengthen the overall quality and reliability of the study.

3.6.4 Confirmability

Confirmability is important in a study to determine whether the data presentation by the researcher is objective. It shows a degree of neutrality to which the responses of participants reflect the findings of the study and are not by the researcher's bias, motivation, or interest. In this study, confirmability was provided with the result of error analysis in the student's handwriting. Hence, the results of interviews with the teachers confirmed the validation of those responses. The data was categorized into themes and was connected to the references referred to. From students' handwriting, this study confirmed the errors made by the students in their writing based on the theory relied on in the second chapter.

Meanwhile, the data analysis from teachers' interviews was conducted by data reduction that focuses on the kinds of teaching strategy applied by the teachers, data display that presents the data questioned including teaching strategy, problems, and the possible solutions, and concluding as the results of reviewing the data to obtain the findings of the study. In this current research, one of the triangulation techniques was used, namely document analysis of students' handwriting tasks and interviews with the teachers.

CHAPTER IV
RESULT OF THE STUDY

This section describes the results of the study. It includes the results of interviews with the respondents and document analysis which is in the form of student handwriting.

4.1 Research Findings

This section presents the result of data analysis concerning (1) the students' errors when writing descriptive texts, and (2) teachers' solutions to cope with the students' errors in writing descriptive texts.

4.1.1 Students' Errors in Writing Descriptive Text

The research findings revealed that students encountered various errors in writing descriptive texts, particularly grammatical errors such as subject-verb agreement mistakes and tense inconsistencies. Students also struggled with vocabulary for instance limited lexicon, repetitive words, and simplistic diction. Additionally, students have errors in their spelling and proper nouns, which were common.

4.1.1.1 Students' Errors in Grammar: *Verb Agreement, Tense Usage, and Sentence Structure*

Errors in verb agreement, tense usage, and sentence structure were commonly observed in students' writing. These issues often stem from misunderstandings of grammatical rules and their application, leading to errors that hinder clarity and coherence in written texts. Table one illustrates these errors in detail.

Table 1. Students' errors in grammar

Grammar Errors		
Students' Errors	**Error Correction**	**Students' Error Types**
• *We goes to the Kediri mall.*	• *We go to the Kediri mall.*	• Subject-verb agreement
• *Angkringan is one of the places that has many regular visitas, and became one of the places Angkringan whit many Visitors*	• *Angkringan is one of the places that has many regular visitors, and it becomes one of the places Angkringan whit many Visitors*	• Inconsistent tenses
• *Which is located to the south of Indomaret.*	• *Which is located south of Indomaret.*	• Prepositional errors

A closer look at the data revealed that grammar errors were encountered by students in descriptive writing, particularly in sentence construction, tense usage, and preposition application. For example, the sentence "*We goes to the Kediri mall*" demonstrated the overgeneralization of present tense rules, leading to subject-verb disagreement. This reflected a fundamental misunderstanding of English grammar structures, which could hinder sentence accuracy. Similarly, the sentence "*Angkringan is one of the places that has many regular visitas, and became one of the places Angkringan whit many Visitors"* exhibits inconsistent use of tenses. The shift between present and past tenses indicated that students struggled to maintain tense consistency in their narratives. Furthermore, the phrase "*Which is located to the south of Indomaret*" highlighted incorrect preposition usage where the improper choice of "*to*" instead of "*south of*" reflected a lack of contextual understanding of prepositions. These errors collectively pointed to a need for targeted grammatical instruction that addresses intralingual transfer issues.

4.1.1.2 Students' Errors in Vocabulary: *Limited Lexicon, Repetitive and Simplistic Diction*

Students often struggled with a limited vocabulary, relying on repetitive and simplistic diction in their writing. These errors reduced the complexity and richness of their expression, hindering their ability to convey ideas effectively. Table two highlights the extent of this issue and its impact on writing quality.

Table 2. Students' errors in vocabulary

Vocabulary Errors		
Students' Errors	**Error Correction**	**Students' Error Types**
• *Disturbed by street singer.* • *The place is near to bunderan. So, we can see car and motorcycle passing by.*	• *Interrupted by a street singer.* • *The place is near a traffic circle. So, we can see cars and motorcycles passing by.*	• Lexical error
• *I eat many foods. The foods are delicious. After I eat all the delicious food, I reorder the delicious food once again.*	• *I enjoy a variety of foods, all of which are delicious. After finishing the delicious meal, I often order it again to savor it once more.*	• Repetition of words
• *So it becomes a cool and comfortable place to hang out.*	• *So, it becomes a pleasant and comfortable place to hang out.*	• Simplistic diction

The results of the analysis indicated that the vocabulary errors faced by students in descriptive writing were evident in the overuse of basic words, incorrect

word choices, and limited variety in their vocabulary. For instance, in the sentence "*Disturbed by street singer*," the word "*disturbed*" is an inaccurate choice, as it conveys a stronger emotional reaction than intended. The more appropriate term would be "*interrupted.*" Another example, "*I eat many foods. The foods are delicious. After I eat all the delicious food, I reorder the delicious food once again,*" reflects the repetitive use of the words "*delicious*" and "*eat,*" which limits the richness of the description. Instead, using varied vocabulary such as "*enjoy*" and "*savor*" could enhance the text's depth. Additionally, The sentence "*So it becomes a cool and comfortable place to hang out*" demonstrates the ambiguity of the word "*cool*," which can be interpreted literally or figuratively. Lastly, the phrase "*near to bunderan*" is an example of intralingual transfer, as "*bunderan*" is not an English term. "*Roundabout*" or "*traffic circle*" would be the correct choices. These errors highlighted the need for expanding vocabulary and improving word choice precision, helping students produce clearer and more engaging descriptions.

4.1.1.3 Students' Errors in Other Errors Category: *Phonetics Spelling, Proper Noun Capitalization and Noun Inflection*

Students frequently encountered difficulties in using conjunctions correctly, which affected the coherence and flow of their writing. Improper application of conjunctions could lead to awkward sentence structures and hinder clarity. Table 3 delineates the errors encountered by students in mastering this fundamental aspect of sentence construction.

Table 3. Students' errors in other error categories

Students' Errors in Other Errors Category		
Students' Errors	**Errors Correction**	**Students' Errors Types**
• *The restaurant, locted downtown, offers a variety of dishes that left me relived to find something I loved, and apart*	• *"Locted"* → should be *"located."* • *"Relive"* → should be *"relieved."* • *"Apart form"* → should be *"Apart from."*	• Phonetics spellings

form the main course, their crispy onion rigs were absolutely delicious	• *"Onion rigs"* → should be *"onion rings."*	
• *I love to go indomaret and alfamart on weekend because it is near to my house.*	• *I love to go to Indomaret and Alfamart on the weekend because it is near to my house.*	• Proper noun capitalization
• *This shop sells so many different variation of ice cream.*	• *This shop sells so many different variations of ice cream.*	• Noun inflection

According to the data analysis, it was clear that the spelling accuracy Errors in students' writing were largely due to a limited understanding of vocabulary and phonetic rules. In the sentence "*The restaurant, locted downtown, offers a variety of dishes that left me relived to find something I loved, and apart form the main course, their crispy onion rigs were absolutely delicious,*" several spelling errors occur. "*Locted*" is a misinterpretation of "*located,*" influenced by phonetic similarity. Similarly, "*relived*" should be "*relieved,*" as students confuse the pronunciation of "*relieve*" with the incorrect form. The phrase "*apart form*" should be corrected to "*apart from,*" reflecting proper spelling and prepositional use. Additionally, "*onion rigs*" is a common misspelling of "*onion rings,*" where the student confuses the phonetic sounds of "*rings*" with "*rigs*." These errors highlighted the importance of phonemic awareness and a deeper understanding of correct spelling patterns in the target language.

The results of the analysis indicated that capitalization errors in students' writing. In the first example, the lack of capitalization for proper nouns like "*Indomaret*" and "*Alfamart*" is another common mistake. This error suggests that students may not fully understand the rules for capitalizing proper nouns, which are essential in English writing. The capitalization error pointed to gaps in students'

understanding of basic capitalization rules, which were crucial for clarity and correctness in writing. (See Appendix 4).

Finally, In the sentence "*This shop sells so many different variation of ice cream,*" the plural form "*variations*" should be used instead of "*variation.*" These errors were called noun inflection.

4.1.2 Teachers' Solutions to Cope with the Students' Errors in Writing Descriptive Texts

In this study, the qualitative data obtained from the teachers' interviews underscore several linguistic errors commonly encountered by students in their English language learning. Furthermore, tables 4 up to 6 offered a detailed overview of the specific linguistic errors.

4.1.2.1 Teachers' Solution to Cope with the Students' Errors in Grammar

Table 4 presents the solutions implemented by teachers to address students' errors in grammar. These strategies aimed to improve students' understanding and application of grammar rules, helping them overcome their writing errors and enhance their writing skills. Effective teaching techniques were essential in addressing these common grammatical issues.

Table 4. Teachers' solution to cope with the students' errors in grammar

Respondents	Students' Errors in Grammar	
	Students' Error Types	Teachers' Solutions
Teacher A SMAN 2 Pare	• Subject-verb agreement • Inconsistent tenses • Prepositional errors • Proper noun capitalization	• Peer-assessment • Scaffolding writing • TaRL (Teaching at the Right Level) • Teachers' feedback
Teacher B SMAN 2 Pare		• Collaborative feedback. • Teachers' feedback
Teacher C SMAN 1 Wates		• Differentiated instruction strategy • Teachers' feedback

The data revealed insights into the common grammatical errors encountered by students and the corresponding strategies adopted by teachers to address these errors. There were three teachers as respondents. They were teacher A and teacher B from SMAN 2 Pare and teacher C from SMAN 1 Wates. Based on the data, students commonly struggled with subject-verb agreement, inconsistent tenses, prepositional errors, and capitalization of proper nouns. These errors often led to inaccuracies in writing descriptive texts, reducing clarity and grammatical correctness. For example, errors in subject-verb agreement (e.g., *we goes to the Kediri Mall* instead of *we go to the Kediri Mall* (See table 1)) and inconsistent tenses for instance shifting between present and past tense within the same sentence, disrupt sentence structure and coherence. Similarly, errors in prepositions for example "*Which is located to the south of Indomaret"* instead of "*Which is located south of Indomaret" (see table 1)* and reliance on improper capitalization of proper nouns further affects the readability of students' work.

To address these issues, teachers employed several solutions designed to provide targeted support. Peer assessment encouraged students to evaluate each other's work, fostering collaborative learning and helping them recognize errors independently. While, scaffolding writing involved guiding students step-by-step, with gradual withdrawal of support as they gained confidence in applying grammatical rules. In line with the student's capability, teacher A applied Teaching at the Right Level (TaRL) to ensure students receive appropriate instruction to their proficiency, enabling them to focus on mastering fundamental concepts before tackling more complex structures. Moreover, all the teachers highly suggested that Teachers' feedback played a central role, particularly through collaborative feedback, where teachers engaged students in discussions about their errors, providing clear explanations and encouraging active participation in the correction process. As one of the teachers said:

Extract 1

> *Yes, of course. If the strategy is to use peer assessment, then the children will correct each other with one partner in the group, well, that can also*

be done later when the children are writing, I will also provide feedback.
(Teacher A; Appendix 3)

Additionally, teacher C applied differentiated instruction strategies to tailor teaching methods to individual student needs, ensuring that all learners receive appropriate and effective guidance regardless of their proficiency level.

By aligning these solutions with the identified errors, teachers could effectively address students' grammatical errors, fostering improved writing skills and greater overall language competence.

4.1.2.2 Teachers' Solution to Cope with the Students' Errors in Vocabulary

Table 5 highlights the errors in writing based on teachers' points of view and the solutions to address students' vocabulary errors. These strategies focused on expanding students' word choices, enhancing their understanding of word meanings, and improving their ability to apply vocabulary effectively in writing. Teachers' approaches played a key role in overcoming these obstacles.

Table 5. Teachers' solution to cope with the students' errors in vocabulary

Respondents	Students' Errors in Vocabulary	
	Students' Error Types	**Teachers' Solutions**
Teacher A SMAN 2 Pare	• Lexical error • Repetition of words • Simplistic diction • Noun inflection	• Promote reading activity • Vocabulary games (ex: Lottery) • Differentiated instruction
Teacher B SMAN 2 Pare		• Vocabulary logging
Teacher C SMAN 1 Wates		• ESL games (hangman, bubbles, clouds above) • Contextual vocabulary building

The data highlighted the common vocabulary-related errors encountered by students and the strategies employed by teachers to address these writing errors. Based on the input from Teacher A and Teacher B from SMAN 2 Pare and Teacher C from SMAN 1 Wates, students faced some errors in their writing such as lexical errors, repetition of words, reliance on simplistic diction, and errors in noun

inflection. These difficulties indicated a need for targeted interventions to enhance students' vocabulary and improve their overall language proficiency.

Lexical errors, which involve incorrect word usage, often result from limited vocabulary or confusion between similar words. For example, students might use "*disturb*" instead of "*interrupt*" in formal contexts (See table 2). Repetition of words was another common issue where students overuse the same terms, making their writing monotonous and less engaging. Meanwhile, reliance on simplistic diction highlighted the need for more advanced vocabulary and errors in noun inflection. This error reflects a lack of understanding of grammatical rules.

Teachers addressed these students' writing errors through a variety of solutions designed to expand students' vocabulary. Promoting reading activities exposed students to diverse words in context, enhancing their ability to understand and use them correctly. Vocabulary games, such as Lotteries Game, and ESL activities like Hangman Game or Bubbles Game, made learning engaging and interactive, encouraging students to experiment with new words in a fun and low-pressure environment. As two of three teachers emphasized in their statements:

Extract 1

> *children are more into reading practice or can also be from games. I intersperse with vocabulary games, usually, I can use Lottery, which is fun, that's clear, basically, children have to be happy first.*
> **(Teacher A; Appendix 3)**

Extract 2

> *Oh yes, I have games, ESL games, there are many kinds. There are Hangman Game, Bubbles Game, and Clouds Above Game, so it's a kind of guessing game. It's guessing the arrangement of sentences, then there's another one about guessing the correct vocabulary that should be included in the sentence. Through games, children are very happy*.
> (**Teacher C; Appendix 3)**

Vocabulary logging, where students maintained a personalized record of new words, allowed them to track their progress and internalize vocabulary over time.

Differentiated instruction tailored teaching methods to individual student's needs, ensuring all learners, regardless of their proficiency level, receive appropriate support. Meanwhile, contextual vocabulary building emphasized understanding words within real-life or meaningful contexts, which helped students grasp usage nuances and improve word choice in their writing.

By aligning these solutions with the identified errors, teachers created a comprehensive approach to vocabulary development. These strategies not only addressed immediate issues but also equipped students with tools to enhance their language skills in the long term.

4.1.2.3 Teachers' Solutions to Cope with the Students' Errors in Other Error Categories

Table 6 presents the strategies teachers use to address students' errors in cohesion and coherence based on the errors that cause them. These solutions focused on helping students organize their ideas logically, using appropriate connectors, and ensuring smooth transitions between sentences and paragraphs, enhancing the clarity and flow of their writing.

Table 6. Teachers' solutions to cope with the students' errors in other error categories

Respondents	Students' Errors in Others Errors Category	
	Students' Error Types	Teachers' Solutions
Teacher A SMAN 2 Pare	• Phonetics Spellings • Proper noun Capitalization • Noun Inflection	• Teacher's feedback • Being a critical reader
Teacher B SMAN 2 Pare		• Teacher's feedback • Digital platform
Teacher C SMAN 1 Wates		• Collaborative feedback

The data outlines reveal the students' errors in writing in the other error categories in their writing and the solutions provided by teachers to address these issues. Based on the student's handwriting error analysis result, common errors included phonetic spellings, improper proper nouns, and noun inflection errors. These errors indicated gaps in students' foundational knowledge and their ability to

apply language rules consistently. Phonetic spellings occur when students write words as they sound, such as "r*elived*" instead of "*relieved*" (see table 3). This reflected insufficient exposure to correct spellings or lack of practice in reading and writing. Hence, errors in proper noun capitalization often resulted from neglecting rules regarding names, places, or titles (e.g., "*indomaret"* instead of "*Indomaret*"). Similarly, noun inflection errors demonstrate a misunderstanding of singular and plural forms, affecting grammatical accuracy.

To address these issues, Teachers A and Teacher B of SMAN 2 Pare and Teacher C of SMAN 1 Wates employed various strategies tailored to students' needs. Teacher feedback played a critical role, as it provided direct guidance on correcting errors and offered explanations to help students internalize the rules. Further, being a critical reader helped students identify errors in their own and others' writing. This skill sharpened their attention to detail, making them more mindful of spelling, capitalization, and inflection rules. Teachers also integrated digital platforms to enhance learning, using tools that provide immediate feedback on grammar and spelling. On the other hand, Teacher C applied collaborative feedback, where students and teachers discussed errors together, fostering a deeper understanding of language rules and their application. This approach also built students' confidence in self-editing.

Extract 1

> *Oh yes, sometimes group work is also done, even in my class where I am the homeroom teacher, I form a kind of peer tutor. So, some students learn English fast. Well, I take one, two, or up to three children. I give them the obligation to be tutors to their friends.*
> **(Teacher C; Appendix 3)**

By aligning these strategies with the identified errors, teachers provided comprehensive support to help students overcome their writing errors, fostering improved writing skills and greater accuracy.

4.2 Discussion of the Findings

This section discusses the findings with the related theories or previous studies. Both of the two findings are about 1) Students' errors in writing descriptive texts, and 2) Teachers' strategies to cope with students' errors in writing descriptive texts.

4.2.1 Students' Errors in Writing Descriptive Texts

The analysis revealed several significant writing errors among students, particularly in linguistic aspects. One major area of concern was the struggle with fundamental grammar rules. Specifically, many students created errors with subject-verb agreement and maintaining consistent verb tenses throughout their writings (Siregar et al., 2023; Taye and Mengesha, 2024). Similarly, inconsistent use of verb tenses could confuse readers regarding the timing of events described in narratives. Another critical issue was the limitation in vocabulary usage. Students who had access to a narrower range of words found themselves unable to express their ideas vividly and engagingly. This restriction not only impacted the overall quality of their writing but also hindered their capacity to captivate readers effectively. Expanding one's vocabulary enables writers to convey complex thoughts and emotions more accurately and creatively (Chowdhury et al., 2024). Additionally, phonetic spelling errors frequently occur due to unconscious patterns in word formation. Words were often misspelled according to how they sounded rather than their actual orthography (Al-Sobhi et al., 2017). Furthermore, mistakes related to capitalization and noun inflections (incorrect pluralization) contribute significantly to unclear expressions in texts.

When taken as a whole, the need for focused language assistance was designed to address these particular areas of difficulty. The use of constructivist methods, which emphasized active engagement during lessons, was recommended by educational theorists (Richards, & Renandya, 2002). These methods motivated students through practical exercises that incorporated both grammar correction strategies and expanded vocabulary through contextualized practices. Last but not

least, applying Process-Writing methodologies, which mainly concentrated on drafting-revisiting-editing cycles, aided participants in identifying and fixing the aforementioned errors while also expanding their perspectives on the variety of lexical options available, ultimately improving the final products produced therein and producing better outputs overall (Cohen, 2000; Harmer, 2007).

4.2.2 Teachers' Solutions to Cope with the Students' Errors in Writing Descriptive Texts

The relationship between students' errors in writing descriptive texts and the solutions provided by teachers lies in the pedagogical strategies aimed at addressing specific linguistic errors. Harmer (2001) states that writing errors, such as those related to grammar. These errors, which included subject-verb agreement, inconsistent tenses, prepositional misuse, and improper capitalization, stemmed from both limited language exposure and gaps in understanding linguistic rules. Effective teaching strategies were crucial to bridging these gaps.

Teachers' solutions were informed by a variety of theoretical frameworks. For grammar-related errors, approaches like peer assessment and collaborative feedback aligned with Harmer, (2007) and Jannah et al. (2020), which emphasized the role of social interaction in learning. These strategies encouraged students to identify and address errors collaboratively, fostering deeper engagement with linguistic rules. By engaging in peer assessment, students could collaboratively identify and correct errors, enhancing their metalinguistic awareness.

Scaffolding writing, another solution, was rooted in Aziz Faraj (2015) which emphasized the gradual removal of support as learners gained independence. This approach allowed students to develop their grammatical and vocabulary accuracy step-by-step with teacher guidance. Similarly, teaching at the Right Level (TaRL) focuses on tailoring instruction to students' current proficiency levels, as supported by differentiated instruction models, which address individual learning needs (Tomlinson, 2001; Mehany, 2022). This approach was particularly effective in addressing the diverse proficiency levels among students, providing personalized support to overcome vocabulary-related challenges.

Promoting reading activities aligned with Harmer, (2007) which highlighted the importance of comprehensible input for language learning, particularly for building vocabulary in context. Vocabulary errors, such as lexical inaccuracies, repetition, simplistic language, and noun inflection mistakes, often reflected gaps in linguistic knowledge and limited exposure to diverse and meaningful language use (Özkayran and Yılmaz, 2020; Siregar et al., 2023). Krashen's theory underscored the need for consistent and meaningful language exposure to support vocabulary development and improve accuracy.

Teachers' feedback, including collaborative feedback, was essential for explicit error correction, as emphasized by Pham (2021), who highlighted the role of corrective feedback in promoting language accuracy. Teachers' solutions were informed by established theories in language pedagogy and cognitive development. Teacher feedback was a cornerstone of addressing students' errors in grammatical errors, vocabulary errors, and other errors for instance category phonetic spelling, improper capitalization of proper nouns, and noun inflection errors.

In summary, the relationship between students' errors and teachers' solutions was underscored by reliance on theories of collaborative learning, scaffolding, Differentiated instruction, and teachers' feedback. These strategies provided a comprehensive framework for addressing linguistic challenges in writing descriptive texts, fostering both accuracy and fluency.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about the EFL students' errors and teachers' solutions in writing descriptive text for tenth grades in two Senior High schools. In addition, it also offers some recommendations for EFL teachers and next researchers.

5.1 Conclusions

The findings of this study show that EFL students faced some errors when writing descriptive text for instance errors in 1) grammar, 2) vocabulary, and 3) Other error categories such as spelling accuracy, punctuation, and capitalization.

The solutions proposed by the EFL teachers to cope with students' errors are varied. However, there were some strategies mostly used by the teacher, they were: 1) ESL games, 2) scaffolding writing, 3) collaborative learning, 4) differentiated instruction, 5) visual aids, 6) regular practice, and 7) teachers' feedback.

5.2 Recommendations

The present study identified recurring errors made by students in writing descriptive texts, particularly in linguistic aspects. However, this study highlighted various strategies that EFL teachers can employ to address these errors effectively. Drawing upon these findings, the study offers recommendations for EFL teachers to enhance their instructional approaches and for future researchers to further explore and develop strategies aimed at mitigating the writing errors students face in writing descriptive texts.

Students' descriptive text writing must present errors for EFL teachers. To accommodate the diversity of their students, teachers must design their lessons and activities with a variety of teaching techniques. To enhance student achievement, it integrates those ideas and creates new approaches, techniques, teaching materials, and media. EFL teachers can divide their students into multiple groups based on their preferred methods of learning, current level of mastery, and areas of interest. Furthermore, educators can utilize a variety of resources, including textbooks,

modules, student worksheets (LKS), handouts, brochures, photographs, radio broadcast recordings, videos, articles, cartoons, and more, to accommodate variances in writing errors.

This study contributes to the literature on students' errors in constructing descriptive texts and their solutions, which will be useful for future studies. Consequently, more research needs to be conducted to fill up the gaps in this study. Firstly, more academics must look into what errors students have while producing descriptive texts and the wide range of non-linguistic solutions that address these errors. Second, because English is widely used at all academic levels, further study is required to examine the students' errors when writing descriptive texts and how they overcome these difficulties at a higher level, like college.

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Appendix 1:

Semi-Structured Interview for teachers

INTERVIEW GURU TERHADAP TANTANGAN SISWA DALAM MENULIS TEKS DESKRIPTIF DAN SOLUSINYA

Tujuan:

1. Mengudentifikasi solusi dari permasalahan/ tantangan yang dihadapi siswa selama proses menulis teks deskriptif

Informasi Umum:

1. Nama Guru : …….
2. Sekolah : ……
3. Pendidikan terakhir : ……
4. Lama mengajar : ……

Bagian 1: Mengidentifikasi solusi dari permasalahan/ tantangan yang dihadapi siswa selama proses menulis teks deskriptif.

<u>Solusi Masalah Tata Bahasa</u>

Memahami Tantangan

1. Apa saja tantangan tata bahasa yang paling umum dihadapi siswa saat menulis teks deskriptif?
   (Fokus pada tata bahasa, kesesuaian subjek-kata kerja, struktur kalimat, dll.)
2. Seberapa sering Anda melihat masalah dengan konsistensi tata bahasa dalam tulisan deskriptif siswa? Dapatkah Anda memberikan contoh bagaimana hal ini memengaruhi kejelasan deskripsi mereka?
3. Apakah siswa lebih kesulitan dengan aturan tata bahasa dasar (misalnya, kesesuaian subjek-kata kerja atau struktur kalimat kompleks)? Menurut Anda mengapa demikian?
4. Apa saja kesalahan umum yang dilakukan siswa dalam menggunakan tata bahasa untuk deskripsi, seperti artikel, preposisi, atau modifier?

5. Apakah Anda mengamati perbedaan tantangan tata bahasa di antara siswa dengan tingkat kemahiran yang berbeda-beda? Jika ya, dapatkah Anda menjelaskannya lebih lanjut?

Memahami Penyebab

6. Menurut pengalaman Anda, apa kesalahan mendasar tata bahasa siswa dalam penulisan deskriptif? *(misalnya, kurang berlatih tata bahasa Inggris, pengaruh L1, atau pemahaman terbatas tentang aturan tata bahasa)*
7. Menurut Anda, apakah siswa lebih fokus pada pembuatan konten daripada akurasi? Mengapa atau mengapa tidak?

Solusi dan Strategi

8. Strategi apa yang Anda gunakan untuk membantu siswa mengatasi tantangan tata bahasa dalam penulisan deskriptif? Jelaskan!
   (Misalnya, instruksi tata bahasa yang eksplisit, teknik umpan balik, berlatih menulis.)
9. Bagaimana Anda mengintegrasikan pengajaran tata bahasa ke dalam praktik menulis, khususnya untuk teks deskriptif?
10. Apa peran alat koreksi tata bahasa atau tinjauan sejawat (*peer reviews*) dalam mengatasi masalah tata bahasa di kelas Anda?
    (Misalnya: Grammarly, ProWritingAid, Ginger Software, etc)
11. Bagaimana Anda memberikan umpan balik tentang kesalahan tata bahasa dalam penulisan deskriptif, dan seberapa efektif menurut Anda umpan balik ini?

Mengevaluasi Solusi

12. Menurut pendapat Anda, dukungan atau sumber daya tambahan apa (misalnya, lokakarya, alat/ media, atau materi/ bahan ajar) yang dapat membantu siswa meningkatkan tata bahasa mereka dalam penulisan deskriptif?
13. Apakah Anda melihat adanya peningkatan jangka panjang dalam akurasi tata bahasa siswa setelah menerapkan intervensi atau metode tertentu? Dapatkah Anda memberikan contoh?

Solusi dari Penggunaan Kosa Kata

Memahami Tantangan

1. Apa saja tantangan terkait kosakata yang umum dihadapi siswa saat menulis teks deskriptif?

   (Misalnya, pilihan kata terbatas, penggunaan kata yang tidak tepat, atau terlalu mengandalkan kosakata dasar.)

2. Bagaimana siswa biasanya kesulitan memilih kata deskriptif yang tepat? Dapatkah Anda memberikan contoh masalah ini?
3. Apakah siswa mengalami kesulitan dengan pembentukan kata, seperti menggunakan awalan, akhiran, atau kata majemuk dalam tulisan mereka? Bagaimana hal ini memengaruhi deskripsi mereka?
4. Seberapa sering Anda mengamati pengulangan kata dalam teks deskriptif siswa? Menurut Anda mengapa mereka cenderung menggunakan kata-kata tertentu secara berlebihan alih-alih mengeksplorasi sinonim?
5. Apakah ada kategori kata/ phrase tertentu (misalnya, *adjective phrase/ adjective; Noun/ Noun phrase; Adverb/ adverb phrase*) yang menurut siswa lebih sulit digunakan secara akurat?

Memahami Penyebab

6. Menurut Anda, apa penyebab utama keterbatasan kosakata siswa dalam penulisan deskriptif?

   (Misalnya: kurangnya kebiasaan membaca, keterbatasan paparan terhadap bahasa Inggris, atau kurangnya latihan.)

7. Menurut Anda, apakah bahasa pertama siswa memengaruhi penggunaan kosakata mereka dalam bahasa Inggris? Jika ya, bagaimana hal ini terwujud dalam tulisan mereka?
8. Apakah siswa mengalami kesulitan memahami konteks penggunaan kata dalam deskripsi? Dapatkah Anda memberikan contoh di mana konteks disalahpahami?

Solusi dan Strategi

9. Strategi apa yang Anda gunakan untuk membantu siswa mengembangkan kosakata mereka untuk penulisan deskriptif?

(Misalnya, latihan membangun kosakata, aktivitas pemetaan kata, atau penggunaan tesaurus/daftar kata dan ungkapan.)

10. Bagaimana Anda mendorong siswa untuk menggunakan kata-kata yang bervariasi dan jelas dalam deskripsi mereka?
11. Apakah Anda menyediakan daftar kosakata atau sumber daya yang eksplisit untuk membantu siswa menulis teks deskriptif? Jika ya, seberapa efektifkah hal itu?
12. Bagaimana Anda mengoreksi atau membimbing siswa ketika mereka salah menggunakan kata-kata dalam tulisan mereka? Metode umpan balik apa yang Anda gunakan?
13. Apakah Anda telah menerapkan kegiatan kolaboratif, seperti umpan balik rekan sejawat atau *brainstorming group*, untuk mengatasi masalah kosakata? Jika ya, seberapa berhasilkah kegiatan tersebut?

Mengevaluasi Solusi

14. Alat atau sumber daya tambahan apa (misalnya, aplikasi, kamus, atau permainan) yang Anda rekomendasikan untuk mendukung siswa dalam meningkatkan kosakata mereka?
15. Menurut pendapat Anda, program atau inisiatif sekolah apa yang dapat mendukung pengembangan kosakata untuk penulisan deskriptif?
16. Apakah Anda mengamati adanya peningkatan signifikan dalam penggunaan kosakata siswa setelah intervensi tertentu? Dapatkah Anda memberikan contoh?
17. Saran apa yang akan Anda berikan kepada guru yang mencoba mengatasi tantangan kosakata dalam penulisan deskriptif siswa mereka?

<u>Penyelesaian Masalah Kohesi dan Koherensi</u>

Memahami Tantangan

1. Apa saja masalah kohesi dan koherensi yang paling umum dihadapi siswa saat menulis teks deskriptif?

   (Misalnya, penyalahgunaan perangkat kohesif, kurangnya alur logis antar gagasan.)

2. Seberapa sering siswa menggunakan kata penghubung secara berlebihan atau salah seperti *and, but, so,* dan *however* dalam tulisan mereka? Apa dampaknya terhadap deskripsi mereka?
3. Apakah siswa kesulitan menyusun gagasan mereka secara logis dalam tulisan deskriptif? Dapatkah Anda memberikan contoh di mana kurangnya koherensi mengganggu deskripsi mereka?
4. Apakah ada pola inkonsistensi logis atau gagasan yang terfragmentasi secara spesifik dalam tulisan deskriptif siswa?

Memahami Penyebab

5. Menurut Anda, apa yang menyebabkan siswa kesulitan membuat teks yang kohesif dan koheren?

   (Misalnya, pemahaman yang terbatas tentang perangkat kohesif, perencanaan yang buruk, atau praktik yang tidak memadai.)
6. Apakah tantangan siswa dengan kohesi dan koherensi berasal dari kesulitan dengan tata bahasa, kosakata, atau pembuatan ide? Bagaimana hal-hal ini saling terkait?
7. Apakah ada perbedaan dalam keterampilan kohesi dan koherensi siswa dengan berbagai tingkat kemahiran bahasa Inggris? Jika ada, apa saja perbedaannya?

Solusi dan Strategi

8. Strategi apa yang Anda gunakan untuk membantu siswa meningkatkan kohesi dan koherensi tulisan deskriptif mereka?

   (Misalnya: mengajarkan perangkat kohesif, organisasi paragraf, atau teknik menguraikan/ outlining technique.)
9. Bagaimana Anda mengajar siswa untuk menggunakan kata penghubung secara efektif dalam tulisan deskriptif?
10. Apakah Anda memberikan instruksi eksplisit/ *explicit instruction* tentang penataan paragraf untuk mendukung koherensi? Jika ya, metode apa yang efektif?
11. Apa peran umpan balik rekan sejawat (*peer feedback*) atau penulisan kolaboratif dalam mengatasi masalah kohesi dan koherensi?

Mengevaluasi Solusi

12. Teknik umpan balik apa yang Anda gunakan untuk membantu siswa mengidentifikasi dan mengatasi masalah kohesi dan koherensi dalam tulisan mereka?
13. Apakah Anda mengamati peningkatan yang nyata dalam tulisan deskriptif siswa setelah menerapkan strategi tertentu? Dapatkah Anda memberikan contoh?
14. Sumber daya atau alat apa (misalnya: *graphic organizers, online platforms*) yang Anda rekomendasikan untuk meningkatkan kohesi dan koherensi siswa dalam menulis?

<u>Solusi Akurasi Ejaan</u>

Memahami Tantangan

1. Apa saja tantangan ejaan paling umum yang dihadapi siswa Anda saat menulis teks deskriptif? Bagaimana hal ini memengaruhi tulisan mereka?
   (Misalnya, kebingungan antara homofon seperti "their" dan "there"/ "*bare"* dan "*bear*", *ejaan yang tidak teratur, atau kesalahan dalam kata-kata deskriptif umum.)*
2. Apakah siswa cenderung kesulitan mengeja kata-kata yang rumit, atau kesulitannya lebih tampak dengan kosakata sehari-hari yang sederhana yang digunakan dalam deskripsi?
3. Seberapa sering siswa membuat kesalahan ejaan yang memengaruhi kejelasan atau makna tulisan deskriptif mereka? Bisakah Anda memberikan beberapa contoh?
4. Seberapa penting tantangan ejaan dalam kaitannya dengan aspek penulisan lainnya (misalnya, tata bahasa, kosakata, atau koherensi)?

Memahami Penyebab

5. Menurut Anda, apa saja alasan utama ketidakakuratan ejaan dalam tulisan deskriptif siswa?

   (Misalnya, kurangnya pengetahuan kosakata, kebingungan fonetik, dll)

6. Apakah siswa lebih mengandalkan alat pemeriksa ejaan (*Grammarly/Scribbr/ Reverso)* atau kamus untuk mengoreksi ejaan mereka, dan seberapa efektif alat-alat ini dalam meningkatkan keakuratannya?
7. Apakah Anda mengamati perbedaan dalam keakuratan ejaan antara siswa dengan dasar bahasa yang kuat dibandingkan dengan mereka yang kesulitan dengan dasar-dasar bahasa?

Solusi dan Strategi

8. Strategi apa yang Anda gunakan untuk mengatasi tantangan ketepatan ejaan dalam tulisan deskriptif siswa Anda?
   (Misalnya, latihan ejaan, penyuntingan oleh rekan sejawat, perangkat mnemonik.)
9. Bagaimana Anda mengajar siswa untuk mengidentifikasi dan mengoreksi kesalahan ejaan mereka sendiri selama proses revisi?
10. Apa peran latihan atau latihan ejaan rutin (*drills*) dalam pendekatan Anda untuk meningkatkan ketepatan tulisan siswa?
11. Apakah Anda memasukkan aturan ejaan, seperti penggunaan awalan dan akhiran, dalam pelajaran Anda? Bagaimana ini membantu siswa dengan tulisan deskriptif?
12. Bagaimana Anda memberikan umpan balik kepada siswa tentang kesalahan ejaan mereka, terutama ketika kesalahan ini memengaruhi kualitas keseluruhan teks deskriptif mereka?

Mengevaluasi Solusi

13. Metode atau alat pengajaran apa yang menurut Anda paling efektif dalam membantu siswa meningkatkan akurasi ejaan mereka dalam penulisan deskriptif?
14. Dapatkah Anda menceritakan aktivitas apasaja, seperti permainan atau latihan ejaan, yang telah menghasilkan peningkatan yang nyata dalam akurasi ejaan siswa?
15. Apakah Anda melihat peningkatan dalam akurasi ejaan siswa secara keseluruhan setelah menerapkan strategi atau intervensi tertentu? Dapatkah Anda memberikan contoh?

16. Bagaimana Anda menilai kemajuan ejaan siswa dalam penulisan deskriptif? Jenis penilaian formatif atau sumatif apa yang Anda gunakan?
17. Menurut pengalaman Anda, saran apa yang akan Anda berikan kepada guru lain yang menghadapi tantangan akurasi ejaan yang sama dalam tulisan siswa mereka?

Solusi Penggunaan Tanda Baca dan Kapitalisasi

Memahami Tantangan

1. Kesalahan tanda baca umum apa yang dilakukan siswa saat menulis teks deskriptif?
   (Misalnya, penyalahgunaan koma, titik koma, titik, apostrof, dll.)
2. Apakah siswa lebih kesulitan dengan tanda baca dalam kalimat kompleks, atau kesalahan lebih umum terjadi dalam struktur kalimat yang lebih sederhana?
3. Bagaimana kesalahan tanda baca memengaruhi makna dan kejelasan keseluruhan tulisan deskriptif siswa? Dapatkah Anda memberikan contoh?
4. Apakah siswa memiliki kesulitan tertentu dengan kapitalisasi, seperti kata benda diri, awal kalimat, atau judul?
5. Menurut pengalaman Anda, bagaimana kesalahan tanda baca dan kapitalisasi memengaruhi alur dan koherensi teks deskriptif?

Memahami Penyebab

6. Menurut Anda, apa penyebab utama kesalahan tanda baca dan kapitalisasi dalam tulisan deskriptif siswa?
   (Misalnya, kurangnya pemahaman tentang aturan tanda baca, kurangnya pemeriksaan akhir, kebingungan antara berbagai struktur kalimat.)
7. Bagaimana bahasa pertama atau perbedaan budaya siswa memengaruhi tanda baca dan kapitalisasi mereka dalam tulisan bahasa Inggris?
8. Apakah siswa terlalu bergantung pada gaya penulisan informal atau kebiasaan berkirim pesan, yang dapat memengaruhi tanda baca dan kapitalisasi mereka?

Solusi dan Strategi

9. Strategi atau teknik apa yang Anda gunakan untuk mengajarkan siswa tentang tanda baca dan kapitalisasi yang tepat dalam tulisan deskriptif?

10. Bagaimana Anda menjelaskan fungsi tanda baca, seperti koma, titik, dan apostrof, dalam konteks deskriptif?
11. Apakah Anda menggunakan latihan atau aktivitas khusus untuk membantu siswa mempraktikkan tanda baca dan kapitalisasi dalam tulisan mereka?
12. Bagaimana Anda mendorong siswa untuk mengoreksi dan mengedit sendiri pekerjaan mereka, terutama untuk kesalahan tanda baca dan kapitalisasi?
13. Apakah Anda menggunakan alat bantu visual, diagram, atau bagan untuk membantu siswa memahami aturan tanda baca dengan lebih efektif?

Mengevaluasi Solusi

14. Dapatkah Anda memberikan contoh bagaimana umpan balik Anda telah membantu siswa meningkatkan keterampilan tanda baca dan kapitalisasi mereka dari waktu ke waktu?
15. Apa peran penyuntingan sejawat atau penulisan kolaboratif dalam meningkatkan penggunaan tanda baca dan kapitalisasi?
16. Bagaimana Anda menilai keterampilan tanda baca dan kapitalisasi siswa selama penilaian formatif dan sumatif?
17. Saran apa yang akan Anda berikan kepada guru lain yang bekerja dengan siswa yang mengalami kesulitan dengan tanda baca dan kapitalisasi dalam tulisan mereka?

Appendix 2:

Document Analysis of Students Work

The students will write a descriptive text of 250-350 words about a person, place, object, or event that they have personally experienced or can vividly imagine.

Appendix 3

The result of interview

School's name: SMAN 2 Pare

Respondent : IN (Teacher A)

Researcher	: Assalamualaikum warahmatullahi wabarakatuh, namanya siapa Bu?
Teacher A	: Nama saya Bu Irma, saya ngajar bahasa Inggris.
Researcher	: pendidikan rakyat apa Bun?
Teacher A	: Saya S2
Researcher	: sudah lama mengajar disini?
Teacher A	: Sudah dari tahun 2004 hampir beberapa tahun 10 tahun lebih Bun ya? 20 tahun
Researcher	: masyallah master ini… hari ini saya minta tolong untuk menjawab beberapa pertanyaan terkait lingusitik dari teks writingnya, Nah di sini ada tujuh yang saya fokuskan seperti tata bahasa, kosakata, korensi, ejaan kemudian tanda baca ada variasi kalimat dan terakhir itu teknik diskriptifnya. Bu Irma, saya ingin tahu, anak-anak itu kesalahan paling umumnya itu dimana ya bu?
Teacher A	: Tata bahasa kesalahan paling umumnya adalah pada tenses nya itu yang paling banyak ya, tapi sekarang itu kan kita tidak diperbolehkan untuk mengajarkan grammar itu secara independen, berdiri dalam satu chapter sendiri, gitu kan. Jadi harus include di bahasan yang lain, misalkan waktu kita membahas teks deskriptif, disitu kita membahas simple price. Ketika kita membahas teks recount maka disitu kita membahas simple pass, nah seperti itu. Ya, dalam perjalanannya mereka berproses ketika belajar satu chapter itu, misalkan teks deskriptif, disitu mereka mempelajari present akhirnya mereka juga memahami pada akhirnya, oh simple present bentuknya seperti itu.

Researcher : Apakah ada pola-pola tertentu saat anak-anak makan kesalahan itu?

Teacher A : Ya tentu, itu pada bentuk kata kerjanya anak-anak itu suka random ya, suka apa namanya karena mereka kadang-kadang belum paham pakem simple present itu bentuknya seperti apa kadang-kadang *verb*-nya itu pakai *verb-ing*, seperti itu, kadang-kadang tidak perlu *to be* dikasih *to be*, seperti itu.

Researcher : Oh, berarti pada subjek *verb* nya. Tidak untuk seperti modifier, proposisinya, tidak seperti itu?

Teacher A : Pada saatnya itu iya karena ketika membahas teks deskriptif itu kan ada non phrase nya juga sebagai salah satu dari language features nya teks deskriptif, selain simple present itu kan menggunakan language language itu anak-anak meletakkan modifier itu terutama urutannya kalau ketika dalam *noun phrase* itu terdiri dari beberapa *adjevtive* yang jadi *modifier*, itu mereka urutannya biasanya yang masih suka bingung. Atau kadang malah jenis kadang-kadang harusnya *adjective* anak-anak pakai *noun* disitu.

Researcher : kalau anda mengamati, tulisan anak-anak secara *grammatical* itu mereka fokus pada kontennya atau pada akurasinya?

Teacher A :Pada kontennya karena anak-anak kan fokusnya juga pada teks deskriptifnya, obyeknya apa yang sedang dibahas, syarat-syaratnya objeknya teks deskriptif itu kan tertentu ya, beda dengan ketika membahas teks report mereka harus hati-hati supaya tidak salah objek atau hobinya itu, belum lagi kemudian ketika mereka harus melihat skematik structure dari teks deskriptif itu, jadi lebih pada online. Ya, sementara grammar itu kita perbaiki sambil berproses

Researcher : dari pola-pola tersebut apakah ini ada sesuatu hal yang menurut anda ini anak-anak ndak bisa karena ada dasa-rdasar tertentu yang mempengaruhi?

Teacher A :Sebenarnya kalau teks deskriptif itu tidak ya, karena kan di SMP sudah diajarkan pasti, tenses simple present yang menjadi ciri,

kebahasan dari teks deskriptif pasti sudah didapatkan, kemudian *noun phrase* itu juga pasti sudah didapatkan di SMP. Hanya pastinya sebelum ngajar itu kan saya mengadakan *assessment* awal dulu, nah dari situ saya tahu anak-anak ini sudah master belum?

Researcher : Ada strategi atau metode ataupun untuk anak-anak yang bermasalah di tata bahasa waktu menulis?

Teacher A : Iya pastinya. kalau strateginya itu bisa pakai *peer assessment* gitu ya anak-anak jadi saling mengoreksi saling membetulkan dengan satu rekan dalam kelompok, nah itu juga bisa kemudian ketika anak-anak menulis saya juga sambil memberikan feedback. Nanti ini ya Mbak Riska ya, itu include ke dalam pembelajaran berdifferensiasinya. Karena kan dari asesmen awal itu saya bisa mengetahui anak-anak yang sudah bagus, penguasaannya terhadap materi teks deskriptif, anak-anak yang kurang begitu bagus, kemudian anak-anak yang masih sangat sedikit pengetahuannya dari teks deskriptif itu. Dari hasil itu nanti activity-nya kan juga berbeda dari tiga kelompok tadi itu, *Teaching at the right level* ya.. Jadi kegiatannya biasa, terus kompleksitas dari teks deskriptifnya juga berbeda, Tantangan yang diberikan berbeda disesuaikan dengan kemampuan yang saya ketahui dari assessement awal.

Researcher : apakah anda menggunakan media pendukung untuk itu?

Teacher A : Media pendukung, iya pastinya. Jadi ketika anak-anak duduk berkelompok seperti itu, saya pastinya melakukan *scaffolding writing* ya. Jadi saya berjalan dari satu grup ke grup yang lain, memberikan pertanyaan yang pastinya berbeda-beda sesuai dengan tingkat kelompoknya masing-masing tadi, kemudian menanyakan kendala mereka, kemudian disitu juga ada proses coaching juga, supaya mereka bisa apa ya memecahkan kendala dari mereka sendiri itu bagaimana. Kemudian juga memberikan feedback dari mereka dari apa yang mereka lakukan.

Researcher : Dari sekian banyak Metode yang mempunyai signifikansi peningkatan itu yang mana Bu? Kira-kira lebih klik dengan anak-anak itu?

Teacher A : Iya itu tadi *Teaching at The Right Level. J*adi ada diferensiasinya disitu. Kemudian untuk ini juga dipengaruhi dengan minatnya anaknya, karena minat itu juga mempengaruhi keterlibatan aktif dari anak-anak itu sendiri. Ini fokusnya ke *writing* ya... Nah disini saya juga ada diferensiasi produknya. Nah itu untuk meningkatkan minatnya anak-anak sehingga kalau sudah dasarnya senang itu Mbak Riska anak-anak itu semangat, nah sekarang bagaimana membuat anak-anak senang dulu? Pastinya kita yang sesuai dengan minatnya dulu kalau anak sudah belajar sesuai dengan minatnya pasti juga mereka akan menikmati dan belajar seperti itu. Jadi diferensi produknya saya membebaskan anak-anak ketika menulis teks deskriptif itu ya, produknya saya serahkan ke anak-anak mau pilih apa? Anak-anak yang suka bentuk video, suka editing video ya silahkan boleh bentuk video. Anak-anak yang suka bikin poster boleh bikin poster, poster manual maupun digital. Anak-anak yang suka mainnet ya boleh. Anak-anak yang suka bikin narasi juga boleh, bahkan anak-anak yang suka live demonstration itu saya persilahkan. Jadi anak-anak menulis dengan cara yang mereka sukai dan membuat produk yang mereka senangi.

Researcher : Untuk kata bahasa sekarang kita ke kosakata bu. Dari paling banyak kosakata yang menyulitkan anak-anak itu seperti kosakata yang seperti apa Bu?

Teacher A : Kalau tentang teks deskriptif ya?

Researcher : Iya teks deskriptif.

Teacher A :Yang menyulitkan sebenarnya tidak sulit sih karena anak-anak itu merasa sulit karena hal itu baru, kalau saya menyebutnya itu bukan kosakata sulit tapi kosakata baru ini dua istilah yang kadang orang mengatakan itu sama tapi sebenarnya itu berbeda jadi dampaknya

terhadap psikisnya anak itu berbeda, ketika saya mengatakan kosakata baru dengan kosakata sulit itu sudah dampaknya ke anak itu berbeda, ketika anak-anak ke kosakata baru nih anak-anak akan lebih tertantang untuk mencari apa itu tetapi ketika kita mengatakan kosakata sulit aduh kok sulit sih gitu ya anak-anak sudah down duluan ini jadi Istilah sederhana, tetapi itu sebenarnya sangat penting, jadi misalkan ketika kita membahas ayo deskripsikan *historical place*. Kata-kata yang berkaitan dengan histori dari suatu objek tertentu, misalkan yang digambarkan itu adalah Candi Totok Kerot, misalkan. Pasti yang berkaitan dengan itu ada Kata-kata yang baru kan, tetapi kalau anak-anak itu menggambarkan seseorang tertentu misalkan coba gambarkan artis idola kamu, itu kan pasti sudah banyak kosakata yang mereka punya.

Researcher : Untuk penambahan awalan, akhiran atau kata majemuk itu menurut jenengan pada teks anak-anak itu akankah sesuai Bun, contohnya impossible itu mungkin mungkin in-nya diganti unpossible seperti itu, apakah anak-anak itu paham?

Teacher A : iya, paham. cuma saya tidak membahasnya secara tersendiri jadi ketika bertemu dengan kata tertentu itu baru saya bahas, misalkan dari kata *difference* itu kan banyak ada *difer*, ada *diference*, ada *diferentiate* sendiri, jadi ketika ketemu dengan kata itu maka saya bahas, tapi anak-anak bisa langsung ngomong.

Researcher : Dalam keterbatasannya anak-anak untuk ada kosakata baru seperti tadi, itu menurut anda pengaruh atau tidak ke seluruh teks deskripsinya?

Teacher A : Kosakata baru.

Researcher : Utamanya yang unfamiliar itu saat mereka menggunakan itu apakah mereka benar-benar sudah paham penempatannya seperti apa dan itu nanti bisa jadi *noun* atau *adjective* bisa kira-kira anak-anak memahami hal-hal seperti itu?

Teacher A : Ada beberapa kata tertentu itu yang belum memahami. Jadi ketika dibutuhkan verb maka anak-anak kasihnya objektif. Nah seperti itu, seperti itu juga perlu diluruskan. Jadi saya meneruskannya itu tidak dibahas tersendiri begitu tidak, tetapi include ketika sedang membahas dari teks deskriptif itu sendiri, entah itu dalam aktivitas writing, entah itu dalam aktivitas reading gitu ya.

Researcher : ada pengaruh dari bahasa pertama atau bagaimana?

Teacher A : Interference ya? Dari bahasa Indonesia tidak, kalau interference itu biasanya anak-anak pengaruhnya pada struktur kalimatnya. Seperti yang tadi *head modifier* itu kadang-kadang terbalik.

Researcher :Nah itu kalau ini kan ada kiat-kiat tertentu untuk melambangkan kosakata anak mungkin, pakai *Treasure* atau daftar kosakata atau bagaimana bu?

Teacher A : Nggak ya, kalau menghafalkan word by word begitu ndak kalau saya ya jadi anak-anak lebih banyak pada latihan *reading* atau bisa juga dari game. Saya selingi dengan game-game *vocabularies* biasanya bisa pakai Lottery itu, yang menyenangkan yang jelas itu, dasarnya anak-anak harus senang dulu.

Researcher : kalau untuk media belajarnya bu, biasanya anda lebih prefer ke manapun platform digital apa yang tradisonal?

Teacher A : Saya prefer semua, karena apa saya orientasinya itu pada anak. orientasi kita sekarang itu kan paradigmanya harus digeser Mbak Riska ya bukan *teacher-center* tapi *students-center* dimana kita harus berorientasi pada kebutuhan anak dan disini juga berkaitan dengan diferensiasi konten, nah oke ketika saya menyediakan materi. Jadi di assessment awal itu saya juga mencari tahu profil belajarnya anak, Profil belajarnya anak itu termasuk anak-anak itu saya belajarnya apa. Nah, untuk ada auditori, ada visual, kemudian ada kinestetik gitu kan. Nah, ketika saya ditanya tentang media, ya saya tentukan, saya sesuaikan maksud saya, saya sesuaikan dengan biaya belajarnya anak-anak itu. Jadi saya menyediakan video, saya

yang bentuk artikel, ya saya juga untuk anak-anak kinestetik itu kadang menyediakan kartu-kartu, gitu yang untuk matching, yang bisa membuat anak-anak bergerak sambil belajar seperti itu, jadi kalau ditanya media ya semuanya prefer karena saya harus memenuhi kebutuhannya anak-anak itu.

Researcher : Untuk selanjutnya masalah kesinambungan atau kohesi, koherensi untuk penulisan anak-anak, biasanya paling umum kesalahannya bagaimana Bu?

Teacher A : Kalau konjungsi itu tidak terlalu banyak kesalahan di situ karena kita kan di teks deskriptif itu sudah ada skematik structure. Jadi di paragraf pertama itu sudah kita ditentukan dengan ada *identitification* ya, kemudian paragraf 2, 3, 4 dan seterusnya itu ada *description*. Itu kayaknya sudah bisa diikuti dengan mudah sama anak-anak. Hanya saja pada bagian descriptionnya anak-anak kadang-kadang itu belum bisa memilah-milah sesuai topik. Misalkan nih kalau menggambarkan seorang artis idola mereka misalkan. Itu di bagian Identification nggak ada masalah, ketika di description itu suka dicampur-campur gitu. Misalkan paragraph kedua nih mau membahas tentang *physical appearance*-nya, tetapi di situ juga sudah dimasukin dengan personality-nya Nah, jadi kadang-kadang dalam satu paragraf ini ada dua topik akhirnya. kalau saya ini kan mengarahkan ke anak-anak jadi satu paragraf itu kalau bisa bahasanya satu misalkan description of *physical appearance*, kemudian nanti paragraf kedua paragraph ketiga maaf atau berikutnya itu bisa description of hobby, misalkan kemudian paragraph berikutnya lagi bisa description of career, seperti itu. Jadi memilah-milahnya saja.

Researcher : Untuk hal-hal seperti itu, yang menjadi penyebab utama kira-kira apa bu?

Teacher A : Yang menjadi penyebab utamanya adalah belum paham dengan penempatan idenya. Ketika anak-anak sudah memahami, oh dalam

satu paragraf itu *main idea*-nya satu. Itu bisa. Ketika telah diberikan pemahaman seperti itu.

Researcher : apakah pengembangan *main idea* terhambat karena anak-anak berfikir tentang grammar atau kosa kata yang digunakan?

Teacher A : Nggak terlalu seperti itu, jadi anak-anak itu sebenarnya grammar itu tidak terlalu mereka takuti sebenarnya Ya pede aja walaupun banyak miss disitu ya pede saja.

Researcher : kalau sudah ada kejadian seperti ini, kira-kira metode apa yang tepat untuk anak model seperti ini? Model main yang sudah dari A ke C ke B balik lagi?

Teacher A : nah itu tadi, jadi kita buat apa ya, kita kembalikan lagi ke outlinenya, anak-anak dibiasakan untuk outline dulu jadi paragraf satu pasti ada identification ya, paragraf 2 ini mau description tentang apanya objek nih, paragraf 3, mau description apanya objek, kemudian paragraf 4 mau description apanya objek itu di ini kan dulu di outline dulu, jadi biar anak-anak tidak melebar dari kaplingannya.

Researcher : untuk *outlining* itu ada media yang khusus digunakan utamanya untuk anak-anak? Mungkin ada templatenya?

Teacher A :Iya bisa, tapi sebenarnya ketika kita bahas skematik structure itu kita sudah otomatis terbahas itu. Kadang itu dibuku itu kan ada yang memberi contoh teks deskriptif itu langsung dirapel semua satu teks hanya terdiri dari dua paragraf, paragraf satu identification, paragraf dua description yang disitu banyak hal yang dibahas seperti itu kadang-kadang contoh yang kurang, kalau menurut saya kurang bagus ya buat anak-anak itu loh yang kadang juga memberikan pengaruh juga ke anak-anak. Makanya anak-anak itu juga perlu ditanamkan bahwa tidak semua loh isi dari buku itu bagus, kalian juga harus jadi *critical reader*.

Researcher : Oke next lanjut ke ejaan, akurasi ejaan. Ini namanya fokus pada anak-anak yang mungkin kurang mahir dalam berbahasa. Kira-kira yang paling umum ejaan seperti apa yang menyulitkan anak-anak?

Teacher A : Tidak ada, apalagi sekarang sudah terbantu sekali dengan anak-anak yang sudah sangat support alat-alat ini, jadi mereka bisa checking kata itu dengan mudah, pakai Google Translation itu, tetapi saya selalu menyarankan anak-anak, jangan kalimat utuh kamu masukkan ke Google Translation, nanti kamu pasti akan lama kelamaan akan ketergantungan pada Google Translate itu. Jadi merasa tidak PD kalau belum dimasukkan ke Google Translate. Jadi saya mengizinkan mereka itu hanya untuk mencari kata ini bahasa Inggrisnya apa? Atau ini artinya apa, itu saja kemudian bentuk kata bendanya, kata kerjanya dan adjective -nya itu saja yang saya minta anak-anak untuk mencari.

Researcher : Tidak akuratnya untuk mengeja jadi ketergantungan sama Google Translate, artinya anak percaya diri sebenarnya bisa cuma apa termasuk kosakata yang tidak familiar pun? Anak-anak yang selalu Google Translate?

Teacher A :Ya, larinya kesitu, sekarang anak-anak kan sudah tidak mau bawa kamu yang manual besar, makanya saya selalu ke anak-anak jangan kamu masukkan satu kalimat kutu itu ke Google Translate, atau yang lebih ironis lagi satu teks bikin Bahasa Indonesia dulu, masukkan ke Google Translate itu kan akhirnya dia tidak menyuruh Google Translate ini untuk membantu tetapi menggantikan dia untuk mengerjakan, itu yang saya tekankan. Jadi selalu menekankan pada anak-anak bedakan membantu dengan mengerjakan. Apalagi sekarang dengan AI itu ya Mbak Riska, itu kan anak-anak zamannya luar biasa dalam satu menit, nggak ada satu menit malah ketika saya suruh bikin teks deskriptif itu sudah jadi ketika anak-anak pakai ChatGPT, misalnya. Nah itu yang perlu kita sikapi dengan bijaksana. Jadi anak-anak kita buka hatinya untuk lebih bijak dalam hal ini supaya mereka tidak menyalahgunakan AI itu. Jadi saya selalu berusaha ya untuk membuat anak-anak itu punya kesadaran diri

bahwa AI itu sifatnya adalah membantu, bukan menggantikan mereka mengerjakan.

Researcher : Kalau seumpama kita mengesampingkan AI, apakah ada kiat-kiat khusus untuk anak-anak seperti yang itu?

Teacher A : Ada biasanya menulis bersama, seperti Peer-Writing atau juga menarik mereka dengan memberikan satu gambar, kemudian mengajak mereka untuk bercerita dari gambar itu, seperti itu, dan kebetulan HP itu selalu dikumpulkan, jadi anak-anak tidak pegang smartphone kalau tidak direkomendasi dari gurunya, jadi di jam-jam pembelajaran begini smartphonenya itu dikumpulkan di kantor BK kecuali kalau pas Bapak Ibu Guru memerlukan mereka untuk mengakses baru direkom

Researcher : Sekarang kita fokus ke tanda baca Bu, mungkin ini kelihatannya sepeleh Bu, cuma beberapa kesalahan berasal dari sini Bu, kalau anak-anak itu sudah pasti memahami fungsi tanda tanya tapi adakah kecenderungan anak-anak itu misused di tanda tanya?

Teacher A : Ada saja, kecandalannya itu. Penggunaan kata koma, kata tanda koma yang seringkali anak-anak itu, apa namanya kapitalisasi,

Researcher : Apakah itu juga dampak dari *informal writing* - nya mereka contohnya seperti di WA,

Teacher A : Kalau menurut saya tidak karena mereka chat-nya itu kan lebih sering pakai bahasa indonesia saya, sementara kita sudah lintas bahasa ke bahasa Inggris ini sudah tidak terpengaruh. Jadi kalau menurut saya habit mereka membaca saja itu sebenarnya justru pengaruh. Karena semakin sering mereka membaca itu kan juga semakin sering mereka mengetahui tanda baca dan sebagainya.

Researcher : Memang ini kan ada sepele sekalipun seumpama ini ada siswa dengan konsistensi tanda baca yang kurang tepat kira-kira dengan treatment seperti apa? apakah dengan menanyakan ini loh sini ada tanda baca yang kurang tepat atau atau langsung anda betul kan?

Teacher A : Kalau membetulkan satu persatu itu pasti butuh waktu ya, biasanya saya setelah anak-anak kegiatan writing, itu saya berikan feedback tapi tergantung dari waktunya Mbak Riska, kalau waktunya panjang dan memungkinkan itu bisa satu persatu dari hasil writing nya anak-anak. Tapi kalau tidak, itu bisa feedback secara bersama.

Researcher : Sekarang masuk ke variasi kalimat Bu. Ini ada kalimat sederhana majemuk, kompleks yang menjadi tantangan umum anak-anak yang mana Bu?

Teacher A : Kalau di teks deskriptif? Iya. Teks deskriptif itu tantangannya justru pada *noun phrase* itu Mbak Riska. Kalau majemuk kan jarang sedikit muncul di teks deskriptif atau hanya kadang-kadang saja. Untuk kompleks sentence untuk teks deskriptif, kalau di dalam reading itu sering muncul ya, masih ada lah yang muncul tetapi ketika anak-anak writing itu jarang yang pakai.

Researcher : Kira-kira itu penyebabnya apa Bu?

Teacher A : Penyebabnya karena belum menguasai dari kompleks sentence tersebut sendiri, ini di bahasan kelas 10 kan?

Researcher :Iya, mungkin ada treatmentnya untuk anak-anak seperti itu?

Teacher A : treatmentnya cukup pembiasaan pastinya Mbak Riska, munculnya juga dan memberikan pekem urutan *noun phrase* – nya itu, terus lebih sering memakainya dan pastinya lagi lewat game lagi anak-anak itu.

Researcher : Untuk penilaian biasanya menggunakan rubrik atau non rubrik?

Teacher A : Ada rubriknya ya Bu, jadi ada asesmen formatifnya dan asesmen sumatifnya, kalau yang formatifnya itu untuk mengetahui progres dari anak-anak, kemudian untuk melakukan perbaikan-perbaikan selama proses pembelajaran.

Researcher : Terakhir teknik deskriptif itu sendiri, deskriptif itu kan pasti masuk dengan apa namanya *sensory language*, apakah anak-anak bisa menggambarkan sesuatu menggunakan sensoring language?

Teacher A : Bisa ini maksudnya yang untuk teks deskriptif sendiri ya?

Researcher : iya mungkin menggunakan majas atau menggunakan gambaran deskriptif yang lebih samar contohnya daripada bilang pohon itu besar lebih baik dibilang pohon yang tinggi menjulang dengan bayangan yang menyebraing ladang.

Teacher A : bisa tapi hanya beberapa anak, anak-anak yang detail.

Researcher : apa yang bisa membuat anak-anak bisa?

Teacher A : Referensi, maksudnya membaca, referensi mendengar, yang mungkin anak-anak yang lebih suka puisi, anak-anak yang lebih suka dengan mendengarkan laku itu pastinya *figurative language* nya juga lebih kaya.

Researcher : Oh gitu ya, jadi lebih bisa memvisualisasikan. menurut Ibu , anak-anak yang kurang bisa memvisualisasikan, apakah ada treatment atau metode khususnya Bu?

Teacher A : Untuk anak-anak yang kurang bisa menginvisualisasikan, kalau saya ke ini Mbak Riska ya, pada kayak diferensiasi kontennya lagi nanti. Ketika membahas teks distrriptif itu biasanya saya bebaskan anak-anak untuk memilih topiknya. entah itu *particular person* ataukah *particular thing* atau *particular place* gitu ya, itu saya suruh memilih sendiri terus selain itu juga saya kaitkan yang dekat sekali dengan kehidupan mereka sehari-hari ya, jadi misalkan saya membebaskan anak-anak untuk coba ya ini historycal place yang ada di Kediri Kemudian untuk *particular person* nya coba orang-orang yang jadi tokoh idola kami.

Researcher : Berarti lebih prefer ke visual prompt dari pada ke authentic material ya Bun? Lebih kontekstual, Oke, untuk teks deskripsinya biasanya anda memfeedbacknya itu seperti apa Bu?

Teacher A : Pastinya berkaitan dengan rubik jadi di dalam rubik itu kan harus mencakup keseluruhan yang ingin diukur apa jadi feedbacknya akan saya tunjuk, apa apa yang sudah bagus dari writing dan apa-apa yang masih perlu diperbaiki.

School's name: SMAN 2 Pare

Respondent : BNF (Teacher B)

Researcher : Assalamualaikum warahmatullahi wabarakatuh, dengan siapa ini?

Teacher B : Saya Brilian Nur Fauzi

Researcher : sekolahnya mana Bapak?

Teacher B : Saya dari SMA Negeri 2 Pare saya S1

Researcher : Sudah lama mengajarnya Pak?

Teacher B : Lama mengajar disini sudah atau dari 2021 sampai sekarang 3 tahun.

Researcher : Bapak, ini mau bertanya tentang kemampuan writing anak-anak Pak, dari sudut pandang tata bahasa, anak-anak itu punya pola kesalahan umum apa ya?

Teacher B : yang paling umum itu *Grammar* dan yang paling mendasar juga kosakatanya kata-katanya masih agak kurang, jadi banyak ketika saya suruh tugas apa gitu pak, Bahasa inggrisnya ini apa? Padahal menurut saya yang ditanyakan itu juga hal yang seharian yang mereka ada

Researcher :oh gitu ya jadi saat subject verb, kalimat kompleks, seperti itu ya pak?

Teacher B : belum lagi yang kalau kita bicara masalah *verb 1, verb 2, verb 3* mereka agak kurang

Researcher : kira-kira apa itu yang menjadikan penyebabnya?

Teacher B : Penyebabnya, mungkin yang pertama mereka merasa bahasa Inggris kurang penting hidup mereka akibatnya mereka menghindari hal-hal yang berbau bahasa Inggris. terbukti Bu tadi ketika jenengan ngomong kasih tugas bahasa Inggris mereka banyak yang komplain katanya gak bisa lah, karena mereka nggak bisa memproduce sesuatu, jangankan memproduce sesuatu, mendengarkan, apa reseptic mendengarkan ataupun membaca yang istilahnya kita gak

perlu memproduksi itu mereka juga kayaknya masih kesulitan kesulitan

Researcher : jadi kurang insight begitu nggeh? exposure dari luarnya kurang nggeh?

Teacher B : Betul, kurang ada kemauan juga untuk mempelajari di Bahasa Inggris tapi yang gak semuanya, mungkin ada beberapa anak yang dia istilahnya, apa yang mungkin bahkan diatas rata-rata level bahasa Inggrisnya tanpa harus kita menjelaskan itu dia sudah tahu harus apa.

Researcher : Kalau anak-anak yang kurang itu Pak dalam proses ke bahasanya itu kira-kira anda ada treatment atau metode tertentu untuk anak ini?

Teacher B : Kalau treatment tertentu khusus saya enggak ada, jadi saya terapkan seperti, mereka belajar sambil mengaplikasikan apa yang mereka dapat, tanpa mereka disadari. Seperti deskriptif teks kemarin saya suruh mereka *hunting* keluar kelas cari objek apapun yang bisa difoto, yang mengandung aktivitas atau mungkin mengandung kegiatan, setelah itu saya suruh anak-anak mendiskripsikan apa yang di *capture* tadi. dengan begitu menurut saya kan anak-anak ada yang tertarik saya berbau teknologi, berbau fotografi yang menurut saya itu bisa menarik minat mereka dalam belajar bahasa Inggris.

Researcher : kalau dalam tata bahasa anda, memberikan umpan balik seperti apa Pak?

Teacher B : Ketika mereka sudah menulis, mereka sudah memproduce teks koreksi satu persatu, bisa satu perkelompok, bisa individu kalau individu saya koreksi ya sendirisendiri, ini harus diginiin

Researcher : ada media tertentu untuk tata bahasa itu?

BNF : Kalau medianya gak ada

Researcher : dari feedback seperti itu kira-kira ada peningkatan tidak?

BNF : Ada, tapi cuma pada saat itu. Ketika pindah materi selanjutnya yang dimana tense hampir sama mereka tetap merasa kesulitan.

Researcher : kalau tense sama? Beda genre?

Teacher B : Iya kayak teks report mereka masih banyak yang kesulitan. bahkan di report teks yang harusnya pakai present tense, mereka masih banyak menggunakan *past tense* dan juga kosakata juga kurang.

Researcher : paling umum kalau kosakata itu sebetulnya mereka dimana pak?

Teacher B : Kata sifat banyak juga, dia yang masih tinggal tadi, lebar itu apa apa? Besar itu apa jadi

Researcher : unfamiliar begitu nggih dengan itu?

Teacher B : Iya betul mereka sulit mendeskripsikan sesuatu dalam bahasa inggris

Researcher : kalau tentang awalan dan akhiran seperti im-, dis-, un-, -able, apakah anak familiar, pak?

Teacher B : Kalau menurut saya juga kurang familiar, karena mereka kurang istilahnya kurang *insight* kurang berbahasa inggris dalam kehidupan sehari-harinya, baik dari lagu-lagunya, dari filmnya, mungkin dari omongannya kalau omongan emang kayaknya impossible ya

Researcher : kalau pengaruh first language nya mereka gimana pak?

Teacher B : Ada struktur bahasa yang menurut saya ini di bahasa Inggris gak ada dan mereka langsung men-*translate* begitu saja di bahasa Inggris berarti strukturnya struktur bahasa Indonesia mungkin bahasa Jawa

Researcher : kalau di kelas, ada strategi untuk mengembangkan kosakata apa ini? apakah seperti pakai kolaboratif discussion, peer-review

Teacher B : Kalau kosakata, saya nggak ada. Ketika anak mendapatkan kesulitan, saya suruh mencatat kosakata baru apa yang didapat.

Researcher : berarti dengan vocabulary treasure atau daftar kosakata seperti itu.

Teacher B : Karena menurut saya *at least they have read something, they will remember about about something*.

Researcher : Selanjutnya kita fokus ke kohesi dan koherensi. Kesalahan paling umum dari tulisan anak-anak dalam kohesi dan koherensi itu apa nggih pak?

Teacher B : ini anak-anak susah fokusnya saat nyusun paragraph deskriptif contoh kita membahas tentang *appearance* misalnya tapi yang isinya apa yang bisa kita lihat dari gambar. itu mereka ada yang masih membahas sesuatu yang diluar dari itu, mungkin seperti itu, tapi bisa aktivitas, karena kan itu tidak seharusnya di paragraf itu kontennya ya, keselarasan dalam satu paragraf itu gak fokus.

Researcher : untuk menghubungkan antara paragraf dua atau tiga, bagaimana anak-anak menggunakana konjungsinya? Apakah sudah tepat?

Teacher B : Itu juga kurang masih belum bisa di masih belum muncul dari diri mereka sendiri, kita kadang itu harus menerbangkan sendiri *however, on the other hand*

Researcher : penyebabnya nopo njeh pak?

Teacher B : tetap satu tadi kurang familiar menggunakan konjungsi tertentu..

Researcher : Apakah kesulitan menggunakan konjungsi berpengaruh kepenggunaan grammar?

Teacher B : Menurut saya sangat berpengaruh karena kan grammar itu kan susunan rumus, kalau misalnya dia mau membuat satu yang benar dia juga harus punya kosakata yang banyak dan benar juga. kalau mereka *less vocabulary,* otomatis mereka juga kesulitan membuat kalimat yang betul.

Researcher : Jika mereka kesulitan apakah ada *outlining* atau instruksi eksplisit untuk mereka?

Teacher B : saya pernah seperti juga. Pernah anak-anak saya suruh draft dulu, kalau sudah saya approve, baru mereka tinggal finishing. apa saja yang perlu dipakai. itu saya sering tidak di deskriptif ya, jadi topik yang lain di jenis teks lain.

Researcher : Apakah njenengan menggnakan ada peer feedback dan collaborative untuk umpan balik?

Teacher B : Iya ada..

Researcher : Bagaimana umpan baliknya yang njenengan berikan pada anak-anak?

Teacher B : Saya kasih clue dulu. Misalnya kita membahas suatu, saya kasih dulu contohnya, misalnya dia gak tau *verb* tiga dari suatu kosakata. saya kasih contohnya misalnya *verb* tiga dari *eat* itu apa. Saya berikan alternatif kata yang menurut saya mereka lebih familiar,

Researcher : Apakah njenengan memakai media belajar tertentu untuk masalah seperti ini?

Teacher B : Saya belum menggunakan media untuk ini.. Tapi anak-anak menggunakan platfom digital secara mandiri seperti *Grammarly.*

Researcher : kita lanjut ke akurasi ejaan nya anak, kalau anak-anak mengeja/ menulis kosa kata baru, itu paling konsisten mereka salahnya dimana? Apakah kata irregular verb atau yang homophone atau kata yang mempunyai lebih dari dua suku kata?

Teacher B : Kalau itu bisanaya saya masukkan ke ice breaking, ndak saya chek dipenulisan, contohnya anak-anak saya suruh eja "transportation" per anak dapat satu huruf.

Researcher : Apakah kosa kata dengan imbuan awalan dan akhiran menyulitkan anak-anak?

Teacher B : Kayaknya nggak ada masalah dengan tambahan imbuan pada kata. Kalau ada kata baru belum familiar itu biasanya yang jadi masalah.

Researcher : Kalau ada kata baru seperti itu ada treatment/ strategi pengajaran njenengan apa ya pak?

Teacher B : Kalau untuk khusus itu saya belum ada. cuma saya dalam satu semester, 2 atau 3 kali ada *independence study*. Jadi mereka saya bebaskan untuk melakukan apapun untuk meningkatkan Bahasa Inggris mereka. Mereka bisa mendengarkan lagu atau nonton film. Kemudian saya suruh mereka membuat laporan. Formatnya mulai dari judulnya, kenapa milih itu, terus kata-kata seperti apa yang didapat hari itu, saya suruh sekali mencari artinya itu.

Researcher : sekarang saya ingin menanyakan tentang tanda baca dan kapitalisasi huruf dalam menulis. Biasanya anak-anak mempunyai kecenderungan kesalahan diamana?

Teacher B : Oke kalau masalah tanda baca awal kata pakai huruf besar itu juga masih banyak yang keliru, tapi di tengah-tengah kata huruf F pakai kapital besar juga banyak cuman gak terlalu banyak, mungkin satu kelas masih 10 anak.

Researcher : itu terjadi di kalimat kompleks atau kalimat yang sederhana?

Teacher B : Kalimat sederhana juga kejadian

Researcher : Biasanya penyebabnya apa ya pak?

Teacher B : Penyebabnya kembali lagi mereka, kurang familiar sama bahasa Inggris.

Researcher : Apakah informal writing mereka seperti di WA atau sosial media mempengeruhi penggunan tanda baca?

Teacher B : Itu kayaknya berpengaruh juga. Tanda baca banyak kalo di WA sering juga..Saya koreksi langsung mereka memahami.

Researcher : Apakah *first language* juga berpengaruh?

Teacher B : Sepertinya first language tidak pengaruh ya..

Researcher : Bagaimana cara njenengan memberikan feedback pada tanda baca dan kapitalisasi huruf yang kurang tepat? Apakah menggunakan *peer feedback*?

Teacher B : Kalau saya suruh *peer feedback* ndak mungkin Bu, karena yang koreksi pun mereka cuma ngomong, saya juga gak tahu apa yang salah. saya pernah melakukan itu Bu ya.. misalnya saya kasih tugas anak semua buat teks macam ini. kemudian saya suruh *peer review* dengan temannya, mereview temannya mereka juga kesulitan, ini salah yang mana ya Pak.. Mereka juga gak tau kesalahan temannya, ada yang bisa dimana apa yang harus dikoreksi.

Researcher : Kalau strategi modelling atau diberi contoh kesalahan?

Teacher B : Sama bu.. sudah saya kasih contoh, mereka juga agak kesulitan. Akhirnya saya tidak melakukan *peer review* tadi. Akhirnya ya saya semua feedbacknya. Makanya butuh waktu banyak kalau misalnya tugas seperti ini.

Researcher : Ini termasuk penilaian Formatif atau sumatif?

Teacher B : Itu kayaknya formatif,

Researcher : Sekarang variasi kaliamat anak-anak dalam menulis. Bagaimana variasi kalimat yang digunakan? Apakah kalimat simple, kalimat kompleks atau kalimat majemuk? dan biasanya mereka punya pola kesalahan yang seperti apa?

Teacher B : Cenderung memakai yang majemuk. Mereka itu men*translate* berdasarkan *first language* mereka. jadi strukturnya berantakan. contohnya seperti menggunakan subjek noun phrase, gerund.. itu mereka tidak faham.

Researcher : Apakah ada strategi/ metode agar anak-anak lebih berani pakai kalimat yang lebih kompleks?

Teacher B : Kalau saya punya bayangan seperti ini, misalnya kita mau memperkaya *conjungsi* dan lain sebagainya, lebih baik cari sumber dari yang diluar buku menurut saya. Biasanya saya suruh untuk analisa yang mana yang *conjuction*, yang mana yang kalimat majemuk dan sebagainya. Itu kan anak akan tahu harusnya kalimat kami seperti ini, seperti ini, seperti ini. Cuman kalau saya kasih tugas seperti itu ya mungkin karena kondisi saya yang kurang kondusif, akhirnya menurut saya itu juga kurang efektif menghabiskan waktu yang panjang. Akhirnya saya fokusnya lebih ke konten dan hasil akhirnya. Seperti saya suka anak-anak buat semacam *mind mapping* teori *descriptive text* seperti apa. Kemudian kasih contoh gambar yang sudah kalian cari di luar kelas itu tadi, serta teksnya. saya suruh analisa ini teks paragrafnya apa, setelah itu anak-anak muter ke kelompok-kelompok lain. Dengan cara muter itu, saya berharapnya anak nanti punya banyak *insight*, banyak masukan, banyak referensi. Menurut saya kalau saya lakukan ide itu, mereka happy.

Researcher : untuk produknya pakai rubik atau non rubik?

Teacher B : Pakai rubrik, saya nilainya portofolionya, dari teorinya, bagaimana kemudian dari teks.

Researcher : Sekarang fokus ke teknik deskriptif, yang berhubungan dengan sensori language. Biasanya anak-anak ini kesulitannya dimana pak?

Teacher B : Kesulitannya untuk menggambarkan apa yang ada dipikiran mereka dan menerjemahkan apa yang ada dipikiran mereka ke tulisan karena mereka apa yang mereka bayangin tidak tau kosa kata bahasa Inggrisnya.

Researcher : apa mereka ini butuh *visual promt* atau *authentic material*?

Teacher B : kalau menurut saya gambar udah cukup untuk medianya.

Researcher : Untuk anak-anak yang *figurative language* nya kurang, ada strategi tertentu untuk itu pak?

Teacher B : kalau menurut saya ya kita harus banyak-banyak membaca dari sumber yang lain. Anak -anak harus berani mengeksplor keluar dari sumber-sumber bahan ajar ini.

Researcher : Alhamdulillah, saya rasa cukup Pak untuk interview kali ini. Mohon maaf jika ada perkataan yang kurang berkenan.

Teacher B : Iya bu, sama-sama.

School's name: SMAN 1 Wates

Respondent : YS (Teacher C)

Researcher : Assalamualaikum.

Teacher C : Wa'alaikumsalam.

Researcher : Ngapunten bun… nama lengkapnya siapa bun?

Teacher C : Saya Yanti Sushiwi

Researcher : Dari SMA?

Teacher C :dari SMA 1 Negeri Wates

Researcher : Sudah berapa tahun Bu ngajar?

Teacher C : berapa tahun ya sejak 1999 itu

Researcher : Masyallah, bun.. saya mau interview terkait dengan kemampuan anak-anak dalam menulis fokusnya ke linguistik Bu..jadi nanti ada fokusnya tata bahasa kosakata, kohesi & koherensi, ejaan, tanda baca, variasi kalimat dan teknik deskriptif. Menurut jenengan, dalam tata bahasa itu anak-anak itu cenderung punya masalah umumnya dimana bun?

Teacher C : Kalau tata bahasa waktu ngarang ya? Ya, itu memilih *vocabs* terutama, pemilihan *vocabs*-nya itu masih rancu belum bisa membedakan. ini kata kerja kah ataukah ini kata yang lain. *Adverb* itu letaknya di mana? Posisinya juga masih rancu. Ini mungkin ya, karena anak-anak itu sebelumnya memang latihannya kurang gitu loh kayaknya. Kurang *drill* di masalah kata bahasanya.

Researcher : kalau *subject-verb agreement* nya bagaimana bun?

Teacher C : Kalau subjek dari awal karena sudah saya belajarkan ya awal-awal masuk itu saya latih, subjek itu begini-begini, jadi sudah tidak masalah yang subjeknya, termasuk yang *pronoum as subject* itu mereka sudah menguasai. Kalau yang *Verb* ini yang agak sulit membedakan. Kalau ada *verb* satu nggak boleh ada *to be*, kalau ada *to be* nggak boleh ada *verb* itu masih sulit membedakan mereka.

Researcher : kalau untuk kalimat kompleks Bun.. Apakah anak-anak bisa merangkai kalimat kompleks Bu?

Teacher C : Nah, itu malah lebih sulit lagi. Banyak sekali kesalahan yang kalau kalimat kompleks itu soalnya karena di SMPnya itu ini kurang latihan, kurang diperhatikan oleh gurunya secara personal. Biasanya kan kalau guru ngajarnya secara global gitu kan kurang perhatian sama anak-anak satu persatu. Itu kan anak-anak ya nggak peduli terus melakukan kesalahan yang sama itu yang kalimat tunggal saja dia masih kesulitan, apalagi yang kompleks. Terus ini kelas 10 kan belum belum ke kalimat kompleks

Researcher : apakah ada strategi atau treatment untuk anak-anak yang kurang memahami tata bahasa Inggris, Bu?

Teacher C : Ya itu tadi dilatih secara personal anak-anak satu per satu gitu, misalnya diminta membuat kalimat terus nanti saya minta dibawa ke depan saya cek apa bener salahnya. Begitu diksiinya ataukah susunan kalimatnya. Dan ini yang paling sering itu penggunaan kalimat. Seperti penggunaan huruf besar, titik koma, itu yang anak-anak sangat tidak memperhatikan. Jadi ya satu persatu lah ini harus diperbaiki satu persatu. Nanti biasanya setelah saya perbaiki dan sudah betul saya suruh baca biar mereka ingatnya itu nempel banget gitu

Researcher : Kalau *peer-review* untuk anak-anak kira-kira efektif atau tidak bun?

Teacher C : Menurut saya nggak efektif karena kebanyakan dari mereka juga tidak mempunyai dasar-dasar kemampuan dibidang review itu sendiri.

Researcher : Apakah ada media ajar untuk meningkatkan tata bahasa yang anak-anak, bun?

Teacher C : Oh ya saya punya games, ESL games, itu banyak macamnya. Ada *hangman*, ada *bubble, clouds above* itu jadi itu semacam tebak-tebakan. Itu menebak susunan susunan kalimat, kemudian ada lagi

yang tentang menebak *vocabs* yang bener ini yang harus dimasukkan di kalimat.Melalui games anak-anak senang sekali.

Researcher : ow iya bun, tentang kosa kata ya bun… Kira-kira kosa kata yang bagaimana sih yang buat mereka sulit itu Bun?

Teacher C : Nah ini, kosa kata yang membuat mereka sulit itu, kosa kata yang tidak sehari-hari. Kalau sehari-hari itu seperti *sleep, eat, go to work* begitu kan mereka sudah terbiasa. Kalau yang lebih dari itu misalnya *cusion* apalagi ya *Riot* yang agak jarang digunakan itu yang membuat mereka sulit. Akhirnya kadang-kadang mereka itu memanjangkan istilahnya harusnya hanya satu istilah saja sudah cukup. Mereka mendeskripsikan karena tidak menemukan kosa kata yang mereka cari. Akhirnya didefinisikan itu.

Researcher : Wah, seperti itu, Bun. Untuk penyusunan dalam frase, Bun. Seperti *adjective phrase*, apakah ada kecenderungan/ pola kesalahan anak-anak?

Teacher C : Banyak ya terutama yang adjectivenya lebih dari satu. mereka masih bingung menempatkan dan saya belum ada pembelajaran itu secara intens gitu loh masih, mereka masih berlatih satu dua kali pertemuan saja. Jadi rasanya kok belum cukup.

Researcher : Ini bun, saat saya mengoreksi tulisan anak-anak itu kecenderungannya e. Kosa-kata pilihannya itu berbasis konteks L1 nya mereka bu. Kirakira penyebabnya apa ya bun?

Teacher C : Ya terbawa ini ya culture

Researcher : atau informal informal writing nya mereka, seperti di WA atau di sosmed, apakah berpengaruh pada mereka?

Teacher C : Iya mungkin mungkin saja ya karena mereka ngarangnya itu dari bahasa Indonesia, terus di bahasa Inggris kan lah mungkin dari situ penyebab apa Indonesian style banget gitu loh.

Researcher : adakah strategi untuk mengembangkan kosakata anak-anak, terutama yang kosakata baru atau yang *unfamiliar*?

Teacher C : Ya kalau saya sih intinya ada di latihan soalnya. Nah latihannya itu dengan cara bagaimana, nah itu yang perlu dibuat teknisnya. Kalau saya untuk kosakata biasanya, saya nggak seneng yang anak-anak harus menghafalkan kosakata paling kosakata 10. Menurut saya tidak sesuai dengan kontennya karena kosakata yang sama kadang-kadang masuk di kalimat yang berbeda kan bisa beda artinya. Jadi kalau pembelajaran kosakata ya harus sekalian dengan kanan kirinya kosakata itu, maksudnya kalimat utuh nya. Jadi ya lebih ke itu sajalah apa membiasakan anak-anak berlatih menulis sebanyak-banyaknya. Tetapi biasanya nulisnya ya tidak selalu paragraf kadang-kadang cuma berapa kalimat gitu. Saya minta menuliskan perasaannya perasaanmu belajar bahasa Inggris dulu waktu di SMP atau NTS gimana? Terus saya koreksi nanti suatu saat setelah tiga bulan gitu saya tanya lagi ayo tuliskan perasaanmu belajar bahasa Inggris sekarang dibandingkan dengan dulu SMP tambah parah apa tambah ada peningkatan. Jadi saya secara berkala meminta anak-anak untuk nulis sehingga saya tahu sampai tingkat mana perkembangan kosakata mereka

Researcher : ada media khusus bu untuk itu?

Teacher C : Iya, dulu pernah saya secara berkala minta mereka punya buku khusus gitu untuk nulis setiap hari aktivitasnya sehari-hari. Saya suruh nulis di buku gitu nanti waktu pelajaran saya bukunya dikumpulkan, saya koreksi gitu tapi sekarang sudah nggak. Sebenarnya efektif itu untuk latihan anak-anak nulis, sambil mengungkapkan perasaan juga untuk melancarkan kosakata anak-anak supaya tidak mudah lupa karena setiap hari mereka harus menulis hari itu aktivitasnya apa saja dan ditulis pakai bahasa Inggris di buku itu. Besoknya nulis lagi aktivitas yang paling mengesankan di hari itu apa? Saya suruh nulis ini sampai ke hari ketujuh terus bukunya dikumpulkan, saya periksa itu dulu pernah saya lakukan tapi sekarang kok tidak ada waktu kayaknya.

Researcher : Bagaimana runtutan idenya anak-anak dalam penulisan?

Teacher C : ya cukup logis tapi ya pakai itu tadi Indonesian style tetap karena saya mintanya seperti nulis recount itu lho. Apa yang terjadi waktu bangun tidur, setelah itu nanti agak siang, apa yang terjadi di kalian nanti sorenya, apa yang terjadi sampai malam mau tidur gitu kan berarti runtut. tapi ini belum saya coba secara intens

Researcher : Seumpama ada siswa yang kurang bisa menyusun ide secara logis, kira-kira ada treatment khusus Bun?

Teacher C : kurang bisa menyusun ide ya.. ini kalau treatmentnya kadang-kadang, saya kembalikan ke forum gitu ya. Misalnya kalimat anak itu saya bahas kemudian saya undang teman-temannya untuk berusaha membetulkan. Kira-kira logis apa ndak kalimat ini, kalau ndak gimana seharusnya menurut teman-teman yang lain gimana. Itu treatment saya seperti itu

Researcher : Ada media yang menyertainya, Bu? Waktu seperti itu?

Teacher C : Saya biasanya pakai itu lho *sticky notes*. Pakai *sticky notes* itu Ayo coba ini kalimat temanmu seperti ini. Nah, menurutmu seharusnya kalimatnya kalau menurutmu sendiri harusnya gimana? Nah, terus ditulis di *sticky notes* ditempel-tempel di papan tulis depan gitu terus nanti dibahas bersama.

Researcher : Iya Bun, sekarang lanjut di ejaan Bun.. Saat lihat handwriting anak-anak, saya menemukan tulisan "*Which"* ditulis "*wich*" dan "*from*" ditulis "*form*", menurut jenengan di dalam ejaan yang kurang tepat itu apapun ya penyebabnya, Bun?

Teacher C : Ya anak-anak kurang konsen aja ketika nulis atau kurang teliti. Memang anak-anak sekarang itu kan kebanyakan kurang teliti Gak telaten gitu loh di sana.

Researcher : Apakah jika homofon seperti pohon "*tree*" dengan angka 3 "*three*" itu kan hampir sama Bun.. Apakah anak-anak ada kesulitan seperti itu Bun?

Teacher C : Iya sering seperti itu sering. Nah misalnya *environment* itu *t* nya yang tenga h-tengah hilang gitu. Jadi ya kalau menurut saya ya masalah ketelitiannya anak-anak aja..

Researcher : apakah anaknya tuh biasanya menggunakan platform digital untuk ngecek ejaan ini, Bun?

Teacher C : Nah itu yang saya belum pernah tanya ya.. karena kalau saya minta mereka menulis, di sekolah saya tidak boleh bawa HP. Jadi ya koreksinya manual aja, tidak ada aplikasi koreksi digital gitu

Researcher : manual dari jenengan sendiri secara langsung?

Teacher C : Iya dari saya karena kalau di rumah, mereka nanti jangan-jangan pakai AI gitu kan. Akhirnya nulisnya di sekolah aja, akhirnya koreksinya manual karena memang tidak diperbolehkan bawa HP ke sekolah

Researcher : Untuk media belajar ejaan sendiri, apakah jadi satu dengan pengembangan kosakata ?

Teacher C : iya itu satu paket. kalau nulis ya berarti satu paket, ya ejaannya di koreksi, ya kosakatanya pilihan kosakatanya, strukturnya satu paket.

Researcher : Berkaitan dengan masalah tanda baca dan huruf kapital pada tulisan anak-anak yang biasanya ceroboh atau tidak teliti bun... Nah kira-kira apakah solusi atau strateginya untuk anak-anak tersebut?

Teacher C : Nah ya itu loh, itu yang sulit. Ini harusnya kerjasama dengan guru bahasa Indonesia untuk membenahi dan guru-guru lain juga. Soalnya kalau pas bahasa Inggris aja ya kurang sering anak-anak, kurang sering dikoreksi. Masih ini sudah satu semester ya, ini masih saya temui banyak yang keliru tanda baca juga dan penggunaan huruf besar. Bahkan di awal kalimat mereka juga tidak menggunakan huruf besar banyak yang begitu. Sebenarnya ini ya dari awal-awal dulu kurang kurang dibiasakan sehingga terbawa sampai SMA gitu ya.. Strateginya untuk ini untuk meminimalisir kesalahan *panctuation* ya dan penggunaan huruf besar, ya harus telaten. Telaten ngoreksi, terus

di kasih tahu bahwa ini harusnya begini begitu, itu seperti itu. Terutama yang kompleks centence ya..

Researcher : Oke, untuk variasi kalimatnya anak-anak dalam penulisan, menurut jenengan apakah ada tantangannya bun? Kesalahan yang paling umum saat anak-anak memvariasi kalimat?

Teacher C : Apa ya? Kalau memvariasi kalimat itu tantangannya pada penggunaan kalimat pasif, tetapi anak-anak tetap pakai kalimat aktif gitu aja.. penggunaan ini sih apa *tenses*-nya. Mereka kan belum terbiasa *tenses* jadi harusnya pakai *-ing* untuk kalimat ini, tapi mereka pakai yang lain gitu..

Researcher : Kira-kira penyebabnya apa ya Bu?

Teacher C : Kembali ke itu tadi kemampuannya memang belum terlatih. Terus di rumah itu kan mereka juga kurang belajar toh, kurang mengupgrade diri tentang bahasa Inggris.

Researcher : Untuk anak-anak yang variasi kalimatnya kurang, kira-kira ada treatment apa ya Bu?

Teacher C : Biasanya saya mulai dari kosakata. Sinonim, antonim, gitu. Saya *drill* dulu pakai itu. Kemudian beberapa kosakata yang mereka dapatkan dari *drilling* tadi, saya suruh buat kalimat gitu. Ya itu saja membiasakannya.

Researcher : Ada *group work* di situ kolaboratif dengan teman sejawat?

Teacher C : Oh iya kadang-kadang *groupwork* juga bahkan di kelas saya yang saya wali kelas itu saya bentuk semacam tutor sebaya. Jadi ada anak yang belajar bahasa Inggrisnya itu cepet banget gitu. Nah itu saya ambil satu dua anak atau sampai tiga. Mereka saya beri kewajiban untuk menjadi tutor ke teman-temannya. Jadi kalau teman-temannya ada pembelajaran bahasa Inggris belum dipahami, tanyanya ke mereka bertiga ini, gitu. Jadi tidak hanya *group work* tapi juga semacam itu tadi tutor sebaya.

Researcher : Nah ini Bun, saya mau bahas anak-anak yang kurang bisa menggunakan banyak *sensory language* dalam tulisannya. Menurut

panjenengan anak-anak seperti itu tuh biasanya kesulitannya di mana Bun?

Teacher C : Menurut saya ya anak-anak kurang latihan aja yang pertama. Karena bahasa itu tentang kebiasaan tentang latihan. Mungkin juga daya tangkapnya beda ketika dijelaskan bahwa deskriptif teks itu harus begini begini begini loh … daya tangkapnya beda sehingga ada dua anak yang menghasilkan paragrafnya bukan deskriptif text tapi recount teks. Yang kedua yaitu tadi, mungkin kurang terbiasa literasi banyak hal. Anak-anak yang kurang bisa menggunakan *sensory language*-nya dan yang ketiga ya kurang latihan itu aja. Mungkin maksudnya begini loh, Ketika mereka bercakap-cakap dengan teman lain, ngobrol dengan teman lain, itu bisa kelihatan. Mana anak-anak yang descriptionnya itu jelas dan anak-anak yang descriptionnya bulat. Jadi kembali lagi ke itu tadi, terbiasa apa tidak mereka mendeskripsikan sesuatu gitu.

Researcher : apa penyebabnya ya? apakah mereka harus pakai otentik material baru bisa atau bagaimana?

Teacher C : Iya mungkin, gaya belajarnya juga pengaruh dan mempengaruhi hasilnya itu. Mungkin harus ada bendanya dulu, baru bisa mereka mendeskripsikan dengan jelas gitu ya. Ada juga yang begitu. Saya rasa kok ada pengaruhnya juga kayak belajar itu.

Researcher : Bagaimana dengan penggunaan kosakatanya bun?

Teacher C : Ya, biasanya anak-anak pendiam bisa mengungkapkan visualisasinya. Bisa memvisualisasikan sesuatu itu anak-anak yang pendiam kalau dalam tulis. Kalau yang banyak omong, itu saya lihat ini kok bulet aja gitu loh. Kalau disuruh ngarang bulet.

Researcher : Dalam tugas penulisan, saya belum menemukan anak-anak yang menggunakan bahasa majas atau bahasa figuratif. Kira-kira itu penyebabnya apa ya Bu?

Teacher C : Nah, itu majas kan memang bahasa yang selevel lebih tinggi dari pada bahasa biasa ya… dan memang belum ada pembelajaran

masalah majas kalau di dalam bahasa inggris. Biasanya majas itu kita ajarkan bersama dengan materi song. Dulu materi song bahasa Inggris lintas minat itu ada pembelajaran tentang majas. Nah kalau saat ini tidak ada secara khusus diajarkan dan mungkin di bahasa Indonesia juga anak-anak kurang belajar tentang majas sehingga itu tidak dimunculkan.

Researcher : Menurut njenengan, bagaimana strategi agar anak-anak dapat meningkatkan teknik deskripsinya lebih baik?

Teacher C : Banyak belajar saja saya rasa, oh ya kalau outliningnya description kan ya cuma dua macam itu kan, description and detail. Nah, jadi ya itu sering-sering dibiasakan aja. Seperti tadi saya minta mereka mengungkapkan perasaan itu kan termasuk latihan. Latihan itu tadi memvisualisasikan apa yang mereka rasakan. Nah, ini kalau secara intens belajarkan ke anak-anak, kita rutin mau mengoreksi, mau membetulkan, gitu saya rasa kok nanti semakin lama tingkat writing anak-anak terutama dalam deskriptif text itu bisa meningkat.

Researcher : Saya rasa cukup sekian interviewnya. Terima kasih bu atas saran dan solusinya serta bersedia berpartisipasi menjadi responden.

Appendix 4

The Result of Students' handwriting

School's name: SMAN 1 Wates

No	Students' Name	Error Analysis and Error Correction Feedback
1	Arima Yasmin	**1. Grammar:** • **Sentence Structure:** ○ "*Tempat Bercakap Kopi is located in Doko, Ngasem District. I often visit this cafe when I gather with my extended family. The reason my family chose this cafe is because the place is clean, spacious, and has a beautiful view. In addition, the food and drinks are also Very Interesting to try." - This sentence is fragmented and unclear.* **Consider**: *"Located in Doko, Ngasem District, Tempat Bercakap Kopi is a popular family gathering spot. Its clean, spacious environment and beautiful view, combined with delicious food and drinks, make it a favorite.*" ○ "*The place is spacious and has a good view, making this place crowded. The second floor is my favorite place, because I can see the sunset while enjoying the food that has been served. In Tempat Bercakap Kopi it self has its own special menu namely coffee, because coffee has its own characteristics that distinguish it from other cafes.*" - This sentence is fragmented and unclear. **Consider:** "*The spacious cafe offers a beautiful view, especially from the second floor, where you can enjoy sunsets while dining. Tempat Bercakap Kopi is known for its specialty coffee, which has unique characteristics that set it apart from other cafes.*" ○ "*As entertainment, Tempat Bercakap Kopi often holds live music and invites some people to stand up comedy. Live music and stand up comedy usually starts at 8 pm on the 1st floor of the out door area. The strories told are very interesting to listen to. It usually tells the news that is currently viral. Because I enjoyed the story to much, my family and I forgot about time and ended up going home until late.*" - This sentence is fragmented and unclear. **Consider**: "*For entertainment, Tempat Bercakap Kopi often hosts live music and stand-up comedy performances starting at 8 PM on the first-floor outdoor area. The comedians' stories, often about current viral news, are so engaging that we often lose track of time.*"

		○ "*The place is spacious and has a good view, making this place crowded. The second floor is my favorite place, because I can see the sunset while enjoying the food that has been served.*" - The verb tense is inconsistent. **Consider**: "*The spacious cafe offers a beautiful view, especially from the second floor, where you can enjoy sunsets while dining.*" **2. Vocabulary Use:** • "strories" should be "stories." **3. Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **4. Spelling Accuracy:** • "strories" should be "stories." **5.Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **6. Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **7. Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the place.
2	Keira Syaraqhel Reany	**1. Grammar** ○ *"I always get bored if I continue to stay at home."* The word "continue" is unnecessary. **Simplify to** *"I always get bored staying at home."* ○ *"We usually get together start at 4 p.m."*The verb "start" is misplaced. **Correction:** *"We usually start getting together at 4 p.m."* ○ *"If the seats are not empty, I will leave and look for another supermarket."* The future tense ("will leave") is inconsistent with the general narrative in present tense. **Correction:** *"If the seats are not empty, I leave and look for another supermarket."*

- *"After getting there, I always look for snacks first."*Avoid overusing "always." It can be rephrased for variety, e.g., *"The first thing I do after arriving is look for snacks."*
- *"Although we only buy ice cream, but the time we spend inside is very long because it is very cool inside."*The conjunction "but" is redundant after "although." **Correction:** *"Although we only buy ice cream, we spend a long time inside because it is very cool."*
- *"We tell about a topic ranging from unimportant topics of conversation to serious topics of conversation. "*Repetition of "topics of conversation" is redundant. **Correction:** *"We talk about anything, from trivial topics to serious ones."*
- *"This has become a habit for us. But we have a deadline of 9 p.m. to go home."* "But" at the beginning of the second sentence can be replaced with "However" for a more formal tone.

2.Vocabulary Use

- Words like "unimportant," "serious topics of conversation," and "cool inside" are functional but lack variety or sophistication. Consider using synonyms or rephrasing for more descriptive language.
- *"Disturbed by other people"* "Disturbed" is slightly strong for the context. Use *"interrupted"* or *"bothered."*
- *"Just chatted together, eating snacks."* "Just" is repetitive in tone. Replace with *"simply chatted while eating snacks."*

3.Cohesion/Coherence

- The text occasionally lacks transitions between ideas. For example: *"We usually get together start at 4 p.m. We make an appointment to gather at a supermarket near my neighborhood."* Add transitions like *"At that time,"* or *"After deciding on the time."*
- The progression of ideas in the second paragraph (snacks, ice cream, cool inside) could be more logically organized.

4.Spelling Accuracy

- Spelling is mostly accurate, but pay attention to small details like *"supermarket"* consistently instead of switching between singular/plural forms.

5.Punctuation/Capitalization

- Missing commas in places such as:

		○ *"Finally I spend time with my friends to hang out together."* **Correction:** *"Finally, I spend time with my friends to hang out together."* ○ Proper nouns like "Indomaret" and "Alfamart" should always be capitalized. **6.Sentence Variety** ○ Many sentences start with "We" or "I," making the writing repetitive. Vary the structure by starting with phrases, e.g.,: ○ *"After arriving, the first thing I do is look for snacks."* **7.Descriptive Technique** ○ The descriptions are clear but could be enhanced with sensory details: ○ Instead of *"It is very cool inside,"* write *"The air conditioning inside creates a refreshing escape from the heat outside."*
3	Dea Salwa Andila	1. Grammar Issues Subject-Verb Agreement: *"This is locate on..."* → Incorrect use of the verb form. Correction: *"This is located on..."* *"My bored was relieve by eat."* → Incorrect passive structure and verb usage. Correction: *"My boredom was relieved by eating."* Tense Consistency: *"I went there in my free time and was bored, because my bored was relieve by eat."* → Verb tense is inconsistent. Correction: *"I go there in my free time when I feel bored because eating relieves my boredom."* Prepositions and Articles: *"Apart form that..."* → Spelling error and missing preposition clarity. Correction: *"Apart from that, this place offers..."* *"Which is locate to the south of Indomaret."* → Incorrect preposition. Correction: *"Which is located south of Indomaret."* 2. Vocabulary Use Overuse of basic or repetitive vocabulary like *"eat,"* and *"delicious."* Suggestions: Replace *"bored"* with *"restless"* or *"looking for a break."* Replace *"delicious"* with *"flavorful"* or *"tasty."* Add vivid adjectives to describe the food or atmosphere (e.g., *"crispy grilled chicken," "airy and inviting ambiance"*).

3. Cohesion and Coherence
Lack of clear transitions between sentences.
Example: *"Even though is it in the countryside this place has various complete and comfortable facilities."* → The relationship between ideas could be clarified.
Correction: *"Although this place is located in the countryside, it offers a wide range of modern and comfortable facilities."*
Overuse of conjunctions like "and," leading to overly long sentences.
Example: *"I usually invite my friends and family because eat there is best when in a group."*
Correction: *"I usually invite my friends or family because eating there is most enjoyable in a group setting."*

4. Spelling Accuracy
"Relieve" → should be *"relieved."*
"Apart form" → should be *"Apart from."*
"Onion rigs" → should be *"onion rings."*

5. Punctuation and Capitalization
Missing or misplaced punctuation:
"Of course it tastes delicious." → Needs a comma.
Correction: *"Of course, it tastes delicious."*
Proper nouns like "Ayam Geprek Sae" and "Indomaret" are correctly capitalized, but sentences sometimes lack proper punctuation for clarity.

6. Sentence Variety
Many sentences have a similar structure (subject + verb + object), which makes the essay repetitive.

- Example: *"The menu here besides Ayam Geprek is Grilled Chicken, Chicken Steak, Fried Duck, Burger..."*
- **Correction**: *"In addition to Ayam Geprek, the menu features a wide variety of dishes, including Grilled Chicken, Chicken Steak, and Fried Duck."*

7. Descriptive Technique
While the writer includes some details, such as mentioning the menu and facilities, the descriptions lack sensory imagery or emotional engagement.

- Example: *"The situation in Ayam Geprek is very comfortable and cool because there are many fans."*

		○ Correction: *"The atmosphere in Ayam Geprek is refreshing and inviting, with ceiling fans creating a cool breeze that makes dining here relaxing."*
4	Zakia Apriliya Putri	**1.Grammar:** • **Sentence Structure:** ○ "*On my terrace there are many plants that decorate the Terrace and yard of the house.*" - The repetition of "Terrace" is redundant. **Consider**: "*On my terrace, there are many plants that decorate the terrace and yard of the house.*" ○ "*With a gentle breeze and butterflies perched on each other in blooming flowers, it makes for calm and comfort in chatt...*" - The sentence structure is unclear. **Consider:** "*With a gentle breeze and butterflies perched on blooming flowers, it creates a calm and comfortable atmosphere for chatting...*" • **Verb Tense:** ○ *"Usually I'm on the Terrace when I'm in a sad mood, to relax and find peace.*" - The tense is consistent, but the use of "find peace" is somewhat vague. **Consider:** "*Usually, I retreat to the terrace to relax and find solace when I'm feeling down.*" • **Word Choice:** ○ "*So it becomes a cool and comfortable place to hang out.*" - "Cool" can be interpreted literally or figuratively. To avoid ambiguity, **consider**: "*So it becomes a pleasant and comfortable place to hang out."* ○ *"When my friends come to visit, they prefer to sit on chairs on the Terrace of the House rather than sitting in the living room...*" - "Rather than sitting" is awkward. **Consider**: "*When my friends come to visit, they prefer sitting on chairs on the terrace rather than in the living room...*" **2.Vocabulary Use:** • "*My home Terrace is in front of the house...*" - "Terrace" is repeated unnecessarily. **Consider:** "*My home terrace is in front of the house...*" • "*And at night, decorated with night lights and twinkel stars...*" - "Twinkel" is not a standard spelling.

Consider: "*And at night, decorated with night lights and twinkling stars...*"

- "*Usually in front of the terrace there are many vehicles past by and it is usually quiet.*" - "Past by" is not grammatically correct. **Consider:** "*Usually, many vehicles pass by in front of the terrace, and it's usually quiet.*"

3.Cohesion/Coherence:

- The text is generally cohesive and coherent, but some sentences could be combined to improve the flow. For example, the two sentences about the family chatting on the terrace could be combined: "As a family, we prefer chatting on the terrace to going out to cafes, restaurants, or other places."

Spelling Accuracy:

- "chatt..." - This appears to be a typo and should be corrected to "chatting."
- "twinkel" - This is a misspelling and should be corrected to "twinkling."

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized, but there are a few minor errors. For example, "Terrace" is capitalized inconsistently.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the terrace, but it could be even more descriptive. Consider adding specific details about the plants, furniture, and views from the terrace.

5	Rizky Putri Alenta	**Grammar:** • **Sentence Structure:** o "*The beach that if often visit is in Tulungagung...*" - This sentence is grammatically incorrect. **It should be**: "*The beach that I often visit is in Tulungagung...*" o "*Besides having fun, we can also strengthen our brotherhood.*" - This sentence is awkward. **Consider:** "*Besides having fun, we can also strengthen our bond.*" • **Verb Tense:** o "*I will definitely visit again when i'm on school holidays with my loved ones.*" - The

		verb tense is inconsistent. **It should be**: "*I will definitely visit again when I am on school holidays with my loved ones.*" **Vocabulary Use:** • "*I like spacious and busy places, one example is the beach*." - This sentence is redundant. **Consider:** "*I like spacious, busy places like the beach*." • "*On holidays i invite my family for recreation to enjoy the beautiful nature in Indonesia*." - "Recreation" is unnecessary here. **Consider:** "*On holidays, I invite my family to enjoy the beautiful nature of Indonesia.*" • "*I feel very happy and relieved when all these problems disappear from my mind.*" - This sentence is wordy. **Consider**: "*I feel relieved and happy when my worries disappear*." • *"I saw a lot of boats in the middle of the sea, not many fishermen were looking for fish because they were looking for fish at night*." - This sentence is repetitive. **Consider**: "*I saw many boats in the middle of the sea, but few fishermen were fishing at night.*" **Cohesion/Coherence:** • The text is generally cohesive and coherent, but there are a few places where the flow could be improved. For example, the sentence about the quality of the water could be moved to a different paragraph. **Spelling Accuracy:** • "Twinkel" should be "twinkling." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized, but there are a few minor errors, such as the capitalization of "beach" in the title. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the beach, but it could be even more descriptive. Consider adding specific details about the color of the sand, the sound of the waves, and the smell of the ocean.
6	Zahra Putri R.	**Grammar:** • **Sentence Structure:**

		○ "This cafe is locate on Jalan Mauni..." - The verb tense is incorrect. It should be: "This cafe is located on Jalan Mauni..." ○ "I come here when have free time or to do assignments with my friends." - The sentence structure is unclear. Consider: "I come here when I have free time or to do assignments with my friends." • **Word Choice:** ○ "This cafe is open faithfully From 09.00 pm to 11.00 am." - "Faithfully" is not the correct word here. Consider: "This cafe is open from 09.00 pm to 11.00 am." **Vocabulary Use:** • "This cafe has various Facilities include free wifi." - "Facilities" should be singular, as it refers to a single collection of amenities. Consider: "This cafe has various facilities, including free wifi." **Cohesion/Coherence:** • The text is generally cohesive and coherent, but there are a few places where the flow could be improved. For example, the sentence about the cafe's opening hours could be moved to a different paragraph. **Spelling Accuracy:** • "locate" should be "located." • "Faithfully" is not the correct word. **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized, but there are a few minor errors, such as the capitalization of "cafe" in the title. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the cafe, but it could be even more descriptive. Consider adding specific details about the cafe's atmosphere, the food, and the drinks.
7	Galuh A'idah Dhiya Anggraeni	**Grammar:** • **Sentence Structure:** ○ "This shop sell so many different variation of ice cream." - The verb tense is incorrect. It should be: "This shop sells so many different variations of ice cream."

    - "We can enter the shop at 08.00 pm - 09.00 am." - This sentence is unclear. It should be: "We can enter the shop between 08.00 pm and 09.00 am."
    - "People of ten come here during the day when the sun is hot." - This sentence is grammatically incorrect. Consider: "People often come here during the day when the sun is hot."
- **Word Choice:**
    - "When im in bad mood i like to come to this shop." - "Im" should be "I am."

Vocabulary Use:

- "This shop sell so many different variation of ice cream." - "Variation" should be plural.
- "In Indonesia, especially in Wates, East java there are lots of ice cream fans." - "East java" should be capitalized.
- "The quality of ice cream here is very good, not only ice cream with mango flavor, the combination of sweet mango fruit with vanilla ice cream which tends to be bland, makes it the best combo." - This sentence is long and complex. Consider breaking it into two sentences.

Cohesion/Coherence:

- The text is generally cohesive and coherent, but there are a few places where the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- "Variation" should be "variations."
- "East java" should be "East Java."

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized, but there are a few minor errors, such as the capitalization of "mixue" in the title.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the ice cream shop, but it could be even more descriptive. Consider adding specific details about the flavors of the ice

		cream, the atmosphere of the shop, and the experience of eating the ice cream.
8.	Keysa Dhisna	**Grammar:** • **Sentence Structure:** o "This place is also located on the right side of the water Kediri main road." - This sentence is unclear and grammatically incorrect. Consider: "This place is also located on the right side of the main road in Kediri." o "But now from 8 pm to 12 pm this warkop is always busy with young people." - This sentence is awkward. Consider: "However, from 8 pm to 12 pm, this warkop is always busy with young people." • **Verb Tense:** o "I often lang out at this place on Saturday nights from 8 pm to 12 pm." - "Lang" is not a correct word. It should be "hang out." • **Word Choice:** o "This place is also located on the water Kediri main road." - "Water" is not the correct word here. Consider: "This place is also located on the main road in Kediri." o "This place is not specifically for young people but also for all groups." - This sentence is repetitive. Consider: "This place is for all groups, not just young people." **Vocabulary Use:** • "Warkop" is not a common English word. Consider using "coffee shop" or "café." • "Bunderan" is not a common English word. Consider using "*roundabout*" or "*traffic circle*." **Cohesion/Coherence:** • The text is generally cohesive and coherent, but there are a few places where the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "Lang" should be "hang." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized, but there are a few minor errors, such as the capitalization of "warkop" in the title. **Sentence Variety:**

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the coffee shop, but it could be even more descriptive. Consider adding specific details about the atmosphere of the coffee shop, the food and drinks, and the people who frequent the coffee shop.

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9. Helfan

Grammar:

- Sentence Structure:
  - "*This Meatball Stall is often a hangat for Students who are waiting to be picked up or Working on School Assignments in groups.*" - The sentence structure is unclear. **Consider**: "*This Meatball Stall is often a hangout for students who are waiting to be picked up or working on school assignments in groups.*"
  - "*I often go to this place when I come home from School, Of course I'm not alone, I always invite my friends to stop by this place.*" - Consider combining these two sentences: "*I often go to this place with my friends after school.*"
- Verb Tense:
  - "*This Meatball Stall is often a hangat for Students who are waiting to be picked up or Working on School Assignments in groups.*" - "Hangat" is not a standard English word. Consider using "hangout" instead.

Vocabulary Use:

- "Hangat" is not a standard English word. Consider using "hangout" instead.
- "Pi" is not a clear word in this context. It might be a typo or a slang term.

Cohesion/Coherence:

- The text is generally cohesive and coherent, but there are a few places where the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- "Hangat" should be "hangout."

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

		Sentence Variety: • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. Descriptive Technique: • The text uses vivid imagery to describe the meatball stall, but it could be even more descriptive. Consider adding specific details about the food, the atmosphere, and the people who frequent the stall.
10.	Muhammad Arsyad Rasendriya N.	**Grammar:** • **Sentence Structure:** o "*Kocok'in Coffeeshop Place in Mauni, Bangsal, kediri city every day open except Holidays, with the current theme, the place is visited by Young People*." - This sentence is grammatically incorrect and unclear. **Consider**: "*Kocok'in Coffeeshop, located in Mauni, Bangsal, Kediri, is open every day except holidays. With its current theme, the place is popular with young people.*" o "*and my friends used to, when we went home from school we often went there usually around half past 4*" - This sentence is awkward and unclear. **Consider**: "*and my friends and I often went there around 4:30 PM after school.*" • **Verb Tense:** o "*Kocok'in Coffeeshop Place in Mauni, Bangsal, kediri city every day open except Holidays...*" - The verb tense is incorrect. It should be: "*Kocok'in Coffeeshop, located in Mauni, Bangsal, Kediri, is open every day except holidays...*" **Vocabulary Use:** • "*Kocok'in*" is not a standard English word. Consider using "*Kocok'in Coffee Shop*" or simply "the coffee shop." • "*Light*" and "*dark shades*" is unclear. Consider using "*dim lighting*" or "*bright lighting.*" **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the coffee shop's hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:**

		• This text has appropriate spelling accuracy. **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized, but there are a few minor errors, such as the capitalization of "Kocok'in" in the title. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the coffee shop, but it could be even more descriptive. Consider adding specific details about the atmosphere of the coffee shop, the food and drinks, and the people who frequent the coffee shop.
11	Rasya Amalia Susilo Putri	**Grammar:** • **Sentence Structure:** ○ "*Ame Coffe is a place that I often visit, located in the DPR area Sidoarjo This cafe is Ollen From around one the cifternoon to eleven at night*." - This sentence is fragmented and unclear. **Consider:** "*Ame Coffe, located in the DPR area of Sidoarjo, is open from around one in the afternoon to eleven at night.*" ○ "*Ame Coffe is a place that I often visit after School. A Favorite and memorable place suitable for us as teenagers.*" - This sentence is fragmented and unclear. **Consider**: "*Ame Coffe is a favorite and memorable place for teenagers like us, and I often visit it after school.*" • **Word Choice:** ○ "*Aesthetic lights which add to the calm and warm atmosphere.*" - This phrase is a bit awkward. **Consider**: "*Warm, aesthetic lights create a calming atmosphere.*" **Vocabulary Use:** • "Aesthetic Velue" is not a standard English phrase. Consider using "aesthetic value" or "aesthetic appeal." **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the coffee

		shop's hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "Aesthetic Velue" should be "aesthetic value." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the coffee shop, but it could be even more descriptive. Consider adding specific details about the atmosphere of the coffee shop, the food and drinks, and the people who frequent the coffee shop.
12	Zahra Fazrhia As Shafwah	**Grammar:** • **Sentence Structure:** o "*Dosh has two Places one of which has like a beautiful garden and is equipped with beautiful and colorful flowers, In the other place there is a relaxing swimming pool.*" - The sentence structure is unclear. **Consider**: "*Dosh has two locations: one with a beautiful garden filled with colorful flowers, and the other with a relaxing swimming pool.*" o "*Actually in this Dosh I prefer the Dosh Swimming Pool, because it is more able to calm myself in the water Without being disturbed by others.*" - This sentence is awkward and unclear. **Consider**: "*I prefer the Dosh Swimming Pool because it helps me calm down in the water without distractions.*" • **Verb Tense:** o "*This place all the guards are friendly, this place open from 8.00 am-18.00 pm.*" - The verb tense is incorrect. **Consider**: "*The guards are friendly, and the place is open from 8:00 AM to 6:00 PM.*" o "*If you Can't swim yet, you can take swimming lessons there.*" - The verb tense is inconsistent. **Consider:** "*If you can't swim yet, you can take swimming lessons there.*" • **Word Choice:** o "*Actually in this Dosh I prefer the Dosh Swimming Pool, because it is more able to*

		calm myself in the water Without being disturbed by others." - "More able to calm myself" is awkward. **Consider**: "*I prefer the Dosh Swimming Pool because it helps me calm down in the water without distractions.*" o "*In the Dosh Swimming Pool has three types of Swimming Pools, namely, swimming Pools for toddlers, Small Children and adults.*" - The sentence structure is unclear. **Consider**: "*The Dosh Swimming Pool has three types of pools: for toddlers, small children, and adults.*" o "*Eating warm food during rainy weather and a wet body after Swimming Makes me happy.*" - The sentence structure is unclear. **Consider:** "*Eating warm food during rainy weather, after a swim, makes me happy.*" **Vocabulary Use:** • This text has appropriate vocabulary use. **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • There is no spelling accuracy error. **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the facilities, and the overall experience.
13	Fida Faniskan Putri	Grammar: • Sentence Structure: o "*Fresh Cafe is located a little inside and the parking lot is behind the cafe.*" - This sentence is unclear. Consider: "Fresh Cafe is located a little inside, with the parking lot behind it."

    - "People usually prefer to come in the afternoon they can see the sunset in certain weather." - This sentence is unclear and fragmented. Consider: "People usually prefer to come in the afternoon to see the sunset in certain weather."
    - "I often go to Fresh Cafe in the afternoon or evening because it is cooler and better." - This sentence is awkward. Consider: "I often prefer going to Fresh Cafe in the afternoon or evening because it's cooler and more pleasant."
- Verb Tense:
    - "Fresh Cafe is open from 10 am to 11 pm." - The sentence structure is incorrect. Consider: "Fresh Cafe is open from 10 AM to 11 PM."
- Word Choice:
    - "Shophouse" is not a common English word. Consider using "shop house" or "storefront."
    - "And at night the atmosphere is beautiful with the lights arranged." - This sentence is awkward. Consider: "At night, the atmosphere is beautiful with the arranged lights."

Vocabulary Use:

- "Shophouse" is not a common English word. Consider using "shop house" or "storefront."

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- " No spelling errors found.

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the cafe, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the cafe.

14	Inggrid Aulia Rahma	Grammar:
		• Sentence Structure:
		  ○ "Homie Ramen is the most comfortable place for me to hangout with my sister. There i can eat delicious ramen and have a quality time with my sister." - This sentence is a bit wordy. Consider: "Homie Ramen is my favorite place to hang out with my sister, where we can enjoy delicious ramen and quality time together."
		  ○ "Sometimes, i don't always wait for free time, but when I really want to eat ramen, i will go there." - This sentence is a bit awkward. Consider: "Sometimes, I don't wait for free time; if I really want ramen, I'll go there."
		• Verb Tense:
		  ○ "The most convenient time for me to come there is in the afternoon, because it's so crowded." - This sentence is a bit awkward. Consider: "The most convenient time for me to come there is in the afternoon to avoid the crowds."
		Vocabulary Use:
		• "Hangout" is a bit informal. Consider using "spend time" or "relax."
		• "Quality time" is a bit overused. Consider using a more specific phrase like "enjoy each other's company."
		Cohesion/Coherence:
		• The text is generally cohesive and coherent.
		Spelling Accuracy:
		• No spelling errors found.
		Punctuation/Capitalization:
		• The text is generally well-punctuated and capitalized.
		Sentence Variety:
		• The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.
		Descriptive Technique:
		• The text uses vivid imagery to describe the restaurant, but it could be even more descriptive. Consider adding specific details about the atmosphere, the aroma of the food, and the taste of the ramen.

15	Vera Yunita	Grammar: • Sentence Structure: o "Akar Caffee location is Jl. Raya Kediri No. 248, Jayaraya Wates Water District, Kediri Regency, East Java." - This sentence is unclear and fragmented. Consider: "Akar Coffee is located at Jl. Raya Kediri No. 248, Jayaraya, Wates, Kediri Regency, East Java." o "Akar Caffee offers a variety of high-quality coffee with distinctive flavors. The modern interior design and the use of natural elements create a relaxed atmosphere, perfect hangout place with friends." - This sentence is fragmented and unclear. Consider: "Akar Coffee offers a variety of high-quality coffee with distinctive flavors. The modern interior design and the use of natural elements create a relaxed atmosphere, making it a perfect hangout place for friends." o "Additionally, with pocket-Friendly prices, this cafe is favori young people." - This sentence is fragmented and unclear. Consider: "Additionally, with pocket-friendly prices, this cafe is a favorite among young people." • Verb Tense: o "This cafe offers a variety of high-quality coffee with distinctive flavors." - The verb tense is correct. Vocabulary Use: • "Istragammable" is not a standard English word. Consider using "Instagrammable." • "Pocket-Friendly" should be "pocket-friendly." Cohesion/Coherence: • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. Spelling Accuracy: • "Stragammable" should be "Instagrammable." • "Pocket-Friendly" should be "pocket-friendly." Punctuation/Capitalization: • The text is generally well-punctuated and capitalized. Sentence Variety: • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

		Descriptive Technique: • The text uses vivid imagery to describe the cafe, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the cafe.
16.	Dyah Ayu Latifah	**Grammar:** • **Sentence Structure:** o "Usually I go there to exercise jogging or buy food on Car free days." - This sentence is a bit awkward. Consider: "Usually, I go there to jog or buy food on car-free days." o "On Saturdays we usually leave at 11.00 am for jogging and ao hom at 17.00 am On Sundays igo to at to buy snacks or food on car free day." - This sentence is fragmented and unclear. Consider: "On Saturdays, we usually leave at 11:00 AM for jogging and return home at 5:00 PM. On Sundays, I go there at 6:30 PM to 10:00 PM to buy snacks or food on car-free days." o "There is also WIFI there for people who don't have a quota." - This sentence is a bit awkward. Consider: "There is also free Wi-Fi for those without data." o "And what I like most is that there are many vendors selling various foods, clothes, accessories and also toys for small children. The sellers are also friendly." - These sentences could be combined into one: "I also love the many vendors selling various foods, clothes, accessories, and toys for children. The friendly sellers make the experience even better." • **Verb Tense:** o "On Saturdays we usually leave at 11.00 am for jogging and ao hom at 17.00 am On Sundays igo to at to buy snacks or food on car free day." - The verb tense is inconsistent and unclear. • **Word Choice:** o "igo to at" is not a standard English phrase. Consider using "I go there at." o "Stragammable" is not a standard English word. Consider using "Instagrammable." **Vocabulary Use:**

		• "igo to at" is not a standard English phrase. Consider using "I go there at." • "Stragammable" is not a standard English word. Consider using "Instagrammable." **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "Stragammable" should be "Instagrammable." • "go hom" is not a standard English word. Consider using "go home." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the park, but it could be even more descriptive. Consider adding specific details about the atmosphere, the activities, and the people who frequent the park.
17.	Nikita Ramadhani	**Grammar:** • **Sentence Structure:** o "Star Cafe is my favorite place because in here, I can share my gamer experience or my daily activity with each other." - This sentence is a bit wordy and unclear. Consider: "Star Cafe is my favorite place to share my gaming experiences and daily activities with friends." o "The place is so clean and comfortable for hangout or Just spend time with my friends and the place is friendly for young people." - This sentence is fragmented and unclear. Consider: "The clean and comfortable place is perfect for hanging out with friends, especially young people." o "The air is alive with R&B songs and I'm always loved when Lana Del Rey's or The Weeknd's songs is play at speaker." - This sentence is fragmented and unclear. Consider: "The air is alive with R&B songs, especially

when Lana Del Rey or The Weeknd's songs play on the speakers."
    - "The iced coffee is so good and They are Taican satay too. We are can spend time in here with play a game to gether like Uno or Mobile Legend." - This sentence is fragmented and unclear. Consider: "The iced coffee is delicious, and we can also enjoy Taican satay. We often spend time playing games like Uno or Mobile Legends."
    - "We can laugh together with our's Joke without feeling guilty with everyone else." - This sentence is unclear and grammatically incorrect. Consider: "We can laugh together, sharing jokes without worrying about anyone else."
- **Verb Tense:**
    - "The Star Cafe It's open from 01.00 am come to 15.00 pm." - This sentence is fragmented and unclear. Consider: "The Star Cafe is open from 1:00 AM to 3:00 PM."
    - "I'm always loved when Lana Del Rey's or The Weeknd's songs is play at speaker." - The verb tense is incorrect. Consider: "I'm always happy when Lana Del Rey or The Weeknd's songs play on the speakers."
- **Word Choice:**
    - "come" should be "to."
    - "Stragammable" is not a standard English word. Consider using "Instagrammable."
    - "They are Taican satay too." - This sentence is unclear. It might be referring to a specific type of satay.
    - "We are can spend time in here with play a game to gether like Uno or Mobile Legend." - This sentence is awkward and unclear. Consider: "We can spend time here playing games like Uno or Mobile Legends."

Vocabulary Use:

- Appropriate vocabulary use

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- "Stragammable" should be "Instagrammable."

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the cafe, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the café.

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18. Rudra Wasesa Jati

Grammar:

- **Sentence Structure:**
  - "Playstation rental is my favorite place if I want to go out to look for entertainment. The place I usually go to is Infinity Playstation which is located in Tawang, Wates, Kediri Regency, not too for from the Wates police station." - This sentence is a bit wordy and unclear. Consider: "Infinity Playstation in Tawang, Wates, Kediri Regency is my favorite place for entertainment. It's not far from the Wates police station."
  - "The price for PS3 is five thousand rupiah per hour, or for PS4 it is eight thousand per hour." - This sentence is fragmented and unclear. Consider: "The price is five thousand rupiah per hour for PS3 and eight thousand rupiah per hour for PS4."
  - "The place is not too big but comfortable, there are sofa chairs and tables provided. There are various choice of game that can be played, so customers don't get bored easily due to to a a lack of games." - This sentence is fragmented and unclear. Consider: "The place is small but comfortable, with sofas and tables. There's a variety of games to choose from, so customers won't get bored."
  - "The ambience there is also quite calm with not too many customers coming and it's not noisy. Each Playstation unit has a wide monitor which can make the playing experience more enjoyable." - This sentence is fragmented and unclear. Consider: "The

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		calm atmosphere and wide monitors make for an enjoyable gaming experience." o "All units are still good, nothing is broke. Also the PlayStation's sticks, everything is good, still responsive, and the most important for the stick is not to got electric shock." - This sentence is repetitive and unclear. Consider: "All units are in good condition, with responsive controllers that are safe to use." o "The wall of that place is blue colored, there are also many pictures of Playstation's games on the wall." - This sentence is fragmented and unclear. Consider: "The blue walls are decorated with pictures of popular PlayStation games." • **Verb Tense:** o "The place is open fram 9 am to 3 am." - This sentence is unclear. Consider: "The place is open from 9 AM to 3 AM." **Vocabulary Use:** • "Got electric shock" is not a standard English phrase. Consider using "get an electric shock." **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • No spelling accuracy error **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the games, and the people who frequent the place.
19.	Annet Oktavia	**Grammar:** • **Sentence Structure:** o "Fresh Cafe is located at JL. Raya. Wates, Kediri No.03, Wates, water district Kediri regency. East Java." - This sentence is

fragmented and unclear. Consider: "Fresh Cafe is located at Jl. Raya Kediri No. 03, Wates, Kediri Regency, East Java."

- "Fresh cafe seem Simple compared to other cafes, but the atmosphere and Service are very good. The facilities there are very worth it for a student. The food menu there is also cheap and delicious. The most popular menu items are grilled sausager, Fish balls, French fries, etc. There are also many variations of drinks such as Coffee, iced tea, Flavored drinks, etc." - This sentence is fragmented and unclear. Consider: "Although Fresh Cafe seems simple compared to other cafes, it offers a great atmosphere, good service, and affordable, delicious food like grilled sausages, fish balls, and French fries. There's also a wide variety of drinks, including coffee, iced tea, and flavored drinks."
- "The place is very beautiful, cool, and offers a view of the rice Fields. This place can be used to spend time with family, Friends, Or a partner. Additionally, it can also be used to do School assignments. I often visit this place with my older sister, Friends, or sometimes even alone." - This sentence is fragmented and unclear. Consider: "The beautiful, cool cafe offers a view of the rice fields and is a great place to spend time with family, friends, or a partner. It's also a good spot for studying or doing school assignments. I often visit with my older sister, friends, or alone."

Vocabulary Use:

" There are also many variations of drinks such as Coffee, iced tea, Flavored drinks, etc " - Consider: " There's also a wide variety of drinks, including coffee, iced tea, and flavored drinks.

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- No spelling accuracy error

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

		Sentence Variety: • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the cafe, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the cafe.
20.	Farla Sabrina	Grammar: • Sentence Structure: ○ "Cafe Batu Tulis is located near Gunung Wilis, Specifically below the Dholo Waterfall tourist attraction in Mojo, Kediri Regency. This Cafe is open 24 hours. Every Weekend, in the evening, or at night, it is always crowded With Visitors from around Kediri or outside Kediri." - This sentence is fragmented and unclear. Consider: "Located near Gunung Wilis, specifically below the Dholo Waterfall in Mojo, Kediri Regency, Cafe Batu Tulis is open 24 hours. Every weekend evening, it's crowded with visitors from Kediri and beyond." ○ "The atmosphere there is cold and there is still a lot of mountain mist. The air at Cafe Batu Tulis is Very Calm and Comfortable. The Menu there is very affordable, ranging from eight thousand to fifteen thousand rupiahs." - This sentence is fragmented and unclear. Consider: "The cold, misty atmosphere at Cafe Batu Tulis is very calm and comfortable. The affordable menu, ranging from eight thousand to fifteen thousand rupiahs, offers a variety of options." ○ "The atmosphere at Cafe Batu Tulis is Very picturesque, With beautiful Natural Views and fresh air. I really like to Visit this place, especially on holidays, because it is peaceful and Comfortable. I often go here with friends or family to enjoy quality time. Even though the Cafe is quite crowded on holidays, the friendly and fast Service makes my experience enjoyable." - This sentence is fragmented and unclear. Consider: "Cafe Batu Tulis offers a picturesque atmosphere with

beautiful natural views and fresh air. I love visiting this place, especially on holidays, for its peaceful and comfortable ambiance. Even though it can get crowded, the friendly and efficient service makes my experience enjoyable."

- "My favorite Menu here is fried rice and Coffe, which are perfect for the cold atmosphere of the Cafe. From this place, I can enjoy the View above with the back drop of the lush nature. This combination makes Cafe Batu Tulis my favorite hangout spot" - This sentence is fragmented and unclear. Consider: "My favorite menu here is fried rice and coffee, which are perfect for the cold atmosphere. The cafe's location offers stunning views of the lush natural surroundings, making it my favorite hangout spot."

- Verb Tense:
  - "This Cafe is open 24 hours. Every Weekend, in the evening, or at night, it is always crowded With Visitors from around Kediri or outside Kediri." - The verb tense is inconsistent. Consider: "Cafe Batu Tulis is open 24 hours. Every weekend evening, it's crowded with visitors from Kediri and beyond."
  - "The atmosphere there is cold and there is still a lot of mountain mist. The air at Cafe Batu Tulis is Very Calm and Comfortable." - The verb tense is inconsistent. Consider: "The cold, misty atmosphere at Cafe Batu Tulis is very calm and comfortable."
- Word Choice:
  - "This Cafe's facilities are simple, but it has a beautiful View of the hills and mountains. The atmosphere there is cold and there is still a lot of mountain mist. The air at Cafe Batu Tulis is Very Calm and Comfortable." - The word choice is repetitive. Consider: "Despite its simple facilities, Cafe Batu Tulis offers stunning views of the hills and mountains. The cold, misty atmosphere creates a calm and comfortable ambiance."

- "The atmosphere at Cafe Batu Tulis is Very picturesque, With beautiful Natural Views and fresh air. I really like to Visit this place, especially on holidays, because it is peaceful and Comfortable. I often go here with friends or family to enjoy quality time. Even though the Cafe is quite crowded on holidays, the friendly and fast Service makes my experience enjoyable." - The word choice is repetitive. Consider: "Cafe Batu Tulis offers a picturesque atmosphere with beautiful natural views and fresh air. I love visiting this place, especially on holidays, for its peaceful and comfortable ambiance. Even though it can get crowded, the friendly and efficient service makes my experience enjoyable."
- "My favorite Menu here is fried rice and Coffe, which are perfect for the cold atmosphere of the Cafe. From this place, I can enjoy the View above with the back drop of the lush nature. This combination makes Cafe Batu Tulis my favorite hangout spot" - The word choice is repetitive. Consider: "My favorite menu here is fried rice and coffee, which are perfect for the cold atmosphere. The cafe's location offers stunning views of the lush natural surroundings, making it my favorite hangout spot."

Vocabulary Use:

- "View" is used repeatedly. Consider using synonyms like "scenery," "panorama," or "vista."

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- No spelling accuracy error.

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

		• The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the place.
21.	Rio Prasetyo	**Grammar:** • **Sentence Structure:** o "The place I go is usually my friend's house in ngancar village." - This sentence could be more concise. Consider: "I usually hang out at my friend's house in Ngancar village." o "If I don't burn cassava, I usually cook noodles and make coffee and usually when I'm done playing games and usually everyone goes home." - This sentence is fragmented and unclear. Consider: "If I don't burn cassava, I usually cook noodles and make coffee. I usually play games until everyone goes home around 12 o'clock." • **Verb Tense:** o "I like hanging out at my friends house every saturday if not at my friend's house at the shop." - The verb tense is inconsistent. Consider: "I like hanging out at my friend's house every Saturday, or at the shop if he's not home." **Vocabulary Use:** • "Thang out" should be "hanging out." • "Onlayn games andock." is unclear. Consider using "online games." **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about cooking noodles and making coffee could be moved earlier in the paragraph. **Spelling Accuracy:** • "coffe" should be "coffee." **Punctuation/Capitalization:** • The text is generally adequate punctuated and capitalized. **Sentence Variety:** • Some Run-on sentences make some ambiguities on context. The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:**

		• The text could be more descriptive. Consider adding details about the activities you do with your friends, the atmosphere of the place, and the things you like about hanging out there.
22.	Janetra Gavrilana Arashel	**Grammar:** • **Sentence Structure:** o "Kediri Mall's location is in the center of Kediri City, precisely on Jalan Hasanuddin Ho. 5, Poncanan Village, Kediri City District, East Java. The location is very strategic because it is in an area that's easily accessible from various directions, either by personal vehicle or public transportations." - This sentence is long and complex. Consider breaking it into two sentences: "Kediri Mall is located in the center of Kediri City, precisely on Jalan Hasanuddin No. 5, Poncanan Village, Kediri City District, East Java. Its strategic location, easily accessible by both personal vehicles and public transportation, makes it popular among visitors." o "The mall is also close to several famous landmarks, such as Kediri City Square and the city government Center, so it's often the main destination for people to explore the area." - This sentence is a bit wordy. Consider: "The mall is also near famous landmarks like Kediri City Square, making it a popular destination for exploring the area." o "Kediri Mall offers various facilities for the convenience of visitors. The mall has a large and secure Parking area, which makes it easy for visitors from inside and outside the city." - This sentence is a bit repetitive. Consider: "Kediri Mall offers various facilities for visitors' convenience, including a large, secure parking area." o "Inside there is a shopping center with various well-known brands, restaurants, and cafes that serve a variety of food choices." - This sentence is a bit wordy. Consider: "Inside, there's a shopping center with various well-known brands and a diverse food scene." • **Verb Tense:**

		○ "The mall is also close to several famous landmarks, such as Kediri City Square and the city government Center, so it's often the main destination for people to explore the area." - The verb tense is consistent. **Vocabulary Use:** • "Transportations" should be "transportation." **Cohesion/Coherence:** • The text is generally cohesive and coherent. Nevertheless, the conjunctions need to be promoted. **Spelling Accuracy:** • "Transportations" should be "transportation." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the mall, but it could be even more descriptive. Consider adding specific details about the atmosphere, the shops, and the activities available at the mall.
23.	Leonell Ecrich Yulianto	**Grammar:** • **Sentence Structure:** ○ "Mosque At-Taqwa roof top is the best hangout place that I've ever seen. Mosque at-taqwa located in SMANI Wates, on road Bangun Mujro, in Village Pojok, in the Subdistrict Wates. I went there when sunrise and sunset occured." - This sentence is fragmented and unclear. Consider: "Mosque At-Taqwa rooftop is the best hangout place I've ever seen. Located in SMANI Wates, on Jalan Bangun Mujro, in Pojok Village, Wates Subdistrict, I often visit during sunrise and sunset." ○ "At the At-Taqwa Mosque, the place is very spacious, very well maintained, and very clean. on the roof of the mosque you will get a very beautiful view wich is very fertile and beautiful natural scenery with full view of the surrounding. When on the roof in after noon we will feel the wind blawing above while feeling the warmth from the sun. on roof ther

is matoa Fruit, wifi, Canopy, and many waters." - This sentence is fragmented and unclear. Consider: "The spacious, well-maintained mosque offers a beautiful view of the surrounding fertile landscape. On the rooftop, you can enjoy the cool breeze and warm sunshine. There are also amenities like matoa fruit, Wi-Fi, and canopies."

- **Verb Tense:**
  - "I went there when sunrise and sunset occured." - The verb tense is incorrect. Consider: "I go there when sunrise and sunset occur."
  - "on the roof of the mosque you will get a very beautiful view wich is very fertile and beautiful natural scenery with full view of the surrounding. When on the roof in after noon we will feel the wind blawing above while feeling the warmth from the sun. on roof ther is matoa Fruit, wifi, Canopy, and many waters. Usually you can_Play agame, look at the view and recax enjoying Food." - The verb tense is inconsistent. Consider: "On the rooftop, you can enjoy the beautiful view of the surrounding landscape. The afternoon breeze and warm sunshine create a pleasant atmosphere. There are also amenities like matoa fruit, Wi-Fi, and canopies. You can play games, admire the view, and relax while enjoying food."
- **Word Choice:**
  - "wich" should be "which."
  - "blawing" should be "blowing."
  - "ther" should be "there."
  - "matoa Fruit" should be "matoa fruit."
  - "recax" should be "relax."

Vocabulary Use:

- "wich" should be "which."
- "blawing" should be "blowing."
- "ther" should be "there."
- "matoa Fruit" should be "matoa fruit."
- "recax" should be "relax."

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the

opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- "wich" should be "which."
- "blawing" should be "blowing."
- "after noon" should be "afternoon."
- "matoa Fruit" should be "matoa fruit."
- "ther" should be "there."

Punctuation/Capitalization:

- The text is generally adequate punctuated and capitalized.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the activities, and the people who frequent the place.

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24. Keenan Canovaro

Grammar Issues

- **Subject-Verb Agreement**:
  - *"This cafe has been up and down many times because there are no customers but the cafe, but the owner never give up."*
    - Correction: *"...but the owner never gives up."*
  - *"Sometimes, this cafe also hosts a band to entertain people. Design on this cafe is also nice and suitable for posting on Instagram or TikTok."*
    - Correction: *"The design of this cafe is also nice and suitable for posting on Instagram or TikTok."*
- **Tense Consistency**:
  - *"In the past, this cafe was not busy but now it's starting in the afternoon."*
    - Correction: *"In the past, this cafe was not busy, but now it becomes crowded starting in the afternoon."*
- **Prepositions and Word Usage**:
  - *"This place is also located on the right side of the Wates Kediri main road."*

        - Correction: *"This place is located on the right side of the main Wates-Kediri road."*

2. Vocabulary Use

- The vocabulary is clear but often repetitive or overly simple, such as *"nice," "busy," "calm,"* and *"comfortable."*
    - Suggestions:
        - Replace *"nice"* with *"aesthetic," "attractive,"* or *"modern."*
        - Replace *"comfortable"* with *"inviting," "cozy,"* or *"relaxing."*
        - Replace *"calm"* with *"serene,"* or *"peaceful."*

3. Cohesion and Coherence

- The essay lacks smooth transitions between sentences and paragraphs. Some sentences are disconnected, reducing the overall flow.
    - Example: *"The situation in this cafe is also very calm, accompanied by songs that make the heart calm. Sometimes, this cafe also hosts a band to entertain people."*
    - Correction: *"The ambiance of the cafe is peaceful, with calming music playing in the background. Occasionally, a live band performs to entertain customers, adding a lively touch to the serene setting."*

4. Spelling Accuracy

- *"Specifically"* is misspelled as *"spefisciply."*
    - Correction: *"specifically."*
- *"Relatively"* is misspelled as *"relutively."*
    - Correction: *"relatively."*

5. Punctuation and Capitalization

- Missing commas in compound sentences:
    - *"In the past, this cafe was not busy but now it's starting in the afternoon."*
    - Correction: *"In the past, this cafe was not busy, but now it becomes crowded in the afternoon."*
- Capitalization issues:
    - *"instagram or TikTok"* → Correction: *"Instagram or TikTok."*

6. Sentence Variety

- Many sentences follow a similar pattern, leading to repetition.
  - Example: *"This cafe has lots of flowers as decoration. This cafe also sells quality products and fast service."*
  - Correction: *"Adorned with beautiful flowers, the cafe's decoration enhances its appeal. In addition, it is known for offering quality products and quick service."*

7. Descriptive Technique

- While the essay includes descriptive elements, it lacks sensory imagery (e.g., smell, taste, sounds).
  - Example: *"This cafe has lots of flowers as decoration."*
  - Correction: *"The cafe is adorned with vibrant flowers that add a touch of natural beauty to the atmosphere, making it both refreshing and inviting."*

25.	Moch. Annas Arwayafthi	**Grammar Issues** • **Subject-Verb Agreement**: o *"Batu City Square has quite a long history, because it was built in the 17th century by the Dutch East ladies government."* ▪ Correction: *"Batu City Square has quite a long history because it was built in the 17th century by the Dutch East Indies government."* o *"The cool and foggy atmosphere at night and after rain, abundant food and snack, interesting ghost cosplayers, and delman that can be ridden are something that is unique to this Alun-Alun."* ▪ Correction: *"The cool and foggy atmosphere at night and after rain, abundant food and snacks, interesting ghost cosplayers, and delmans that can be ridden are features unique to this Alun-Alun."* • **Tense Inconsistencies**: o *"Every night when we stay, we will go to Alun-Alun for eat snack or eat, but if we don't*

stay overnight are usually go there in the morning."

- Correction: *"Every night when we stay, we go to Alun-Alun to eat snacks, but if we don't stay overnight, we usually visit in the morning."*

- **Articles and Prepositions**:
  - *"I went there for the first time when I was 6 years old and immediately liked this place."*
    - Correction: *"I went there for the first time when I was six years old and immediately fell in love with this place."*

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2. Vocabulary Use

- Some words are repetitive or vague, such as *"snack," "interesting,"* and *"very."*
  - Replace *"snack"* with *"light meals"* or *"street food."*
  - Replace *"interesting"* with *"fascinating," "intriguing,"* or *"entertaining."*
  - Replace *"very"* with more specific adjectives or intensifiers: *"exceptionally sweet," "rich in flavor."*
- Word Choice Issues:
  - *"Delman that can be ridden."*
    - Correction: *"Horse-drawn carriages (delmans) available for rides."*

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3. Cohesion and Coherence

- Transitions between ideas are weak in some areas, resulting in abrupt shifts.
  - Example: *"This place is identical to the Ferris and the Apple monument in the middle of Alun-Alun. This place is a tourist destination that must be visited when they visit Batu."*
  - Correction: *"One of the landmarks of Alun-Alun Batu is the iconic Apple Monument, located at its center. Along with a Ferris wheel, this square is a must-visit destination for anyone traveling to Batu."*
- Suggestions:
  - Use cohesive devices such as *"Additionally," "Moreover,"* and *"As a result"* to create better transitions between sentences.

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		4. Spelling Accuracy • *"Snack"* is used instead of *"snacks"* in plural contexts. ○ Correction: Ensure plural forms are used appropriately.

		5. Punctuation and Capitalization
		• Missing commas in compound sentences:
		  ○ *"I went there for the first time when I was 6 years old and immediately liked this place."*
		  ▪ Correction: *"I went there for the first time when I was six years old, and I immediately liked this place."*
		• Capitalization errors:
		  ○ *"Delman"* → Correction: *"delman."*

		6. Sentence Variety
		• Many sentences begin with *"This place," "I went,"* or *"We stay,"* leading to repetitive structures.
		  ○ Example: *"We will go to Alun-Alun for eat snack or eat, but if we don't stay overnight are usually go there in the morning."*
		  ○ Correction: *"At night, we often visit Alun-Alun to enjoy local street food. On mornings when we don't stay overnight, we make a point to visit before heading home."*

		7. Descriptive Technique
		• The essay lacks sensory details (e.g., how the food smells, the sounds of the area).
		  ○ Example: *"The fruit was very sweet and the chocolate was very melty."*
		  ○ Correction: *"The fresh fruit was bursting with sweetness, and the chocolate melted smoothly on my tongue, creating a delightful treat."*

26.	Ricky Farrel	**Grammar Issues**
		• **Tense Consistency**:
		  ○ *"Although, usually only his group friends go there."*
		  ▪ Correction: *"Although usually, only his group of friends goes there."*
		  ○ *"That's why me and my friends like to do group projects at Rudra's house."*
		  ▪ Correction: *"That's why my friends and I like to do group projects at Rudra's house."*

- **Article Usage**:
  - *"The front yard is also kind of wide, which is good for parking multiple motorcycles."*
    - Correction: *"The front yard is quite spacious, which makes it suitable for parking multiple motorcycles."*
- **Prepositions**:
  - *"Inside the house, there are living room and three bedrooms."*
    - Correction: *"Inside the house, there is a living room and three bedrooms."*

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2. Vocabulary Use

- **Repetition**:
  - Words such as *"house"* and *"group"* are repeated excessively. This makes the text redundant.
    - Suggestions:
      - Replace *"house"* with synonyms such as *"home," "residence,"* or *"property."*
      - Replace *"group friends"* with *"friends in my group"* or simply *"friends."*
- **Imprecise Expressions**:
  - *"Kind of wide."*
    - Correction: *"Spacious."*
  - *"Immaculate."* (while not incorrect, it may sound overly formal in this context).
    - Suggestion: Use *"clean and well-maintained."*

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3. Cohesion and Coherence

- **Transitions**:
  - The transition between sentences is sometimes abrupt.
    - Example: *"The color of the house is white and extending backward. The front yard is also kind of wide."*
      - Correction: *"The house is painted white and extends towards the back, giving it a clean and inviting look. Additionally, the front yard is spacious enough for parking multiple motorcycles."*

- **Repetition**:
    - Many sentences reiterate similar ideas, such as *"Rudra's house is cozy"* and *"it is a perfect group hangout place."*
        - Suggestion: Combine related ideas to make the essay more concise.

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4. Spelling Accuracy

- No major spelling issues are present, but some phrases could be restructured for clarity.

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5. Punctuation and Capitalization

- **Comma Usage**:
    - *"Overall, the hospitality in Rudra's house is immaculate that's why me and my friends like to do group projects at Rudra's house."*
        - Correction: *"Overall, the hospitality in Rudra's house is immaculate, and that's why my friends and I like to do group projects there."*
- **Capitalization**:
    - Correct as it follows standard rules.

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6. Sentence Variety

- **Repetitive Structures**:
    - Many sentences start with *"Rudra's house"* or *"The."*
        - Example: *"Rudra's house is not too fancy but cozy. The color of the house is white and extending backward."*
        - Correction: *"Although not too fancy, Rudra's house exudes a cozy charm. Painted in white, it stretches toward the back, creating a welcoming space."*

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7. Descriptive Technique

- The description lacks vivid imagery and sensory details.
    - Example: *"Rudra also likes to offer free Wi-Fi and sometimes foods and drinks too."*
        - Correction: *"Rudra always ensures his guests feel at home by providing free Wi-Fi and occasionally serving delicious snacks and refreshing drinks."*

- Missed opportunities to enhance engagement:
    - *"We usually do the group work in the living room."*
        - Correction: *"The living room, with its comfortable seating and warm ambiance, serves as the perfect spot for us to work on group projects."*

27.	Aurelia Finasia	**Grammar:** • **Sentence Structure:** o "Mount Kelud is my favorite hangout spot. Especially on weekends when I can escape with my friends to enjoy it's stunning beauty and refreshing atmosphere. Located in East Java, Indonesia, this active volcano offers not only incredible scenery but also unforgettable experiences." - This sentence is fragmented and unclear. Consider: "Mount Kelud, an active volcano in East Java, Indonesia, is my favorite weekend getaway. Its stunning beauty and refreshing atmosphere offer unforgettable experiences." o "Our weekend adventures usually begin with an exciting road trip along the winding mountain roads. The fresh, cool air and lush greenery set the mood for the fun ahead. Once we reach the top, we're greeted by the breathtaking view of the crater lake, with its vibrant turquoise waters surrounded by rugged cliffs." - This sentence is fragmented and unclear. Consider: "Our weekend adventures typically begin with an exciting drive along winding mountain roads. The cool, fresh air and lush greenery set the stage for a fun-filled day. Once we reach the summit, we're greeted by a breathtaking view of the crater lake, with its vibrant turquoise waters surrounded by rugged cliffs." • **Verb Tense:** o "My Friends and I spend hours here, taking in the scenery, capturing photos, and sharing stories. We often sit at the viewpoints, enjoying local snacks like fried tempe and warm ginger tea sold by nearby vendors. The taste of the simple food combined with the chill of the mountain air makes everything

		feel perfect." - The verb tense is inconsistent. Consider: "My friends and I spend hours here, taking in the scenery, capturing photos, and sharing stories. We often sit at the viewpoints, enjoying local snacks like fried tempe and warm ginger tea sold by nearby vendors. The simple, delicious food, combined with the cool mountain air, creates a perfect experience." **Vocabulary Use:** • "It's" should be "its." **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "It's" should be "its." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the activities, and the people who frequent the place.
28.	Muhammad Ilham Alfa'izin	**Grammar:** • **Sentence Structure:** o "Simpang Lima Gumul (SLG) is a well-known landmark in Kediri, Kec. Ngasem, East Java, and a popular hangout spot For both locals and tourists, including me. When on the Weekends, I usually visit with my Friend, usually Arsyad. When I visit with Arsyod I do it in the morning while cycling. This is a great place to visit on weekends or holidays. Many people do CFD." - This sentence is fragmented and unclear. Consider: "Simpang Lima Gumul (SLG), a well-known landmark in Kediri, East Java, is a popular hangout spot for locals and tourists alike. I often visit with my friend Arsyad on

weekends, usually in the morning while cycling. It's a great place to visit, especially during weekends or holidays, when many people participate in CFD (Car-Free Day)."

- "The area surranding SLG is spacious, with well-maintained green lawns walking paths and open spaces. Ideal for picnics or outdoor activities. In the morning and evenings, joggers and cyclists Frequent the area, enjoying the Fresh air and seenic environment. At night, the monument lights up beutifully. Adding to the vibrant at mosphere are numerous food vendors offering local delicacies." - This sentence is fragmented and unclear. Consider: "The spacious area surrounding SLG features well-maintained green lawns, walking paths, and open spaces, perfect for picnics or outdoor activities. In the morning and evening, joggers and cyclists frequent the area, enjoying the fresh air and scenic environment. At night, the monument is beautifully illuminated, adding to the vibrant atmosphere. Numerous food vendors offering local delicacies further enhance the experience."

- **Verb Tense:**
  - "When on the Weekends, I usually visit with my Friend, usually Arsyad. When I visit with Arsyod I do it in the morning while cycling." - The verb tense is inconsistent. Consider: "On weekends, I usually visit with my friend Arsyad, often cycling in the morning."
- **Word Choice:**
  - "For both locals and tourists, including me. When on the Weekends" is awkward. Consider: "Both locals and tourists, including me, enjoy visiting SLG, especially on weekends."
  - "Surranding" should be "surrounding."
  - "Beutifully" should be "beautifully."
  - "At mosphere" should be "atmosphere."

Vocabulary Use:

- Proper vocabulary uses and variative.

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the

		opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "Simpang Lim Gumul" should be "Simpang Lima Gumul" **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the activities, and the people who frequent the place.
29.	Bella Berliana V.A	**Grammar:** • **Sentence Structure:** o "After school my friends and I go there almost everyday actually maybe every single day Our laughter echoing through the cozy space as we enjoying the delicious bakso and sempol with afternoon breeze." - This sentence is fragmented. Consider combining the sentences: "After school, my friends and I go there almost every day, our laughter echoing through the cozy space as we enjoy delicious bakso and sempol with the afternoon breeze." • **Verb Tense:** o The verb tense is generally consistent, but there are a few instances where it could be more precise. For example, instead of "it's amazing how something so simple con bring so much happiness," you could say "It's amazing how something so simple can bring so much happiness." **Vocabulary Use:** • "sempol" is a specific Indonesian food. If you're writing for a wider audience, you could consider explaining what it is or providing a more general term like "meatball." • “Nestled” should be located **Cohesion/Coherence:** • The text is well-organized and easy to follow.

		Spelling Accuracy: • No spelling accuracy error. **Punctuation/Capitalization:** • The text has inadequate capitalized in most of entire passage. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place and the food. You could further enhance the description by adding more sensory details, such as the smell of the food or the sound of laughter.
30.	Dwi Ayu Nirwana	**Grammar:** • **Sentence Structure:** o "My Friend and I often go to cafe eyeng Just to hangout, Share stories wit Friends or do assignments together there. I usually go there around 4 pm or half Past 7pm or when I don't have work at home I always Invite my Friends there too. That makes Cafe Zeyeng my Favorite hangout place." - This sentence is fragmented and unclear. Consider: "My friend and I often visit Cafe Zeyeng to hang out, share stories, or do assignments. I usually go there around 4 PM or 7:30 PM, or whenever I'm free. I always invite my friends, making Cafe Zeyeng my favorite hangout spot." o "Cafe Zeyeng is a Cafe located on the kediri highway no 3, Jayaraya Sub-district wates, Kediri district, Jawatimur. There Provides a variety of drinks Such as ice tests and others there are not entirely Indoors there also places that are outdoors, there are saveral trees that make the place cool." - This sentence is fragmented and unclear. Consider: "Cafe Zeyeng is a cafe located on Kediri Highway No. 3, Jayaraya Sub-district, Wates, Kediri District, East Java. It offers a variety of drinks, including ice tea, and a mix of indoor and outdoor seating. The outdoor area, shaded by several trees, provides a cool and relaxing atmosphere." • **Verb Tense:**

		○ "There Provides a variety of drinks Such as ice tests and others" - The verb tense is incorrect. Consider: "There is a variety of drinks, such as ice tea, and others." **Vocabulary Use:** • Dailly vocabulary **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "wit" should be "with." • "saveral" should be "several." • "ice tests" should be "ice tea." **Punctuation/Capitalization:** • The text has inadequate capitalized and punctuation in most of entire passage. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the place.
31.	Putri Lencana Aulia	**Grammar:** • **Sentence Structure:** ○ "The place is very crowded, but I like it, because there are shops, accessories stores, playgroud, to a place to watch movies, this place is my favorite place when I have free time on Sundays, I will spend the whole day with my friends to have fun at Kediri Mall." - This sentence is fragmented and unclear. Consider: "Despite being crowded, I love Kediri Mall because it offers shops, accessory stores, playgrounds, and a movie theater. It's my favorite place to spend Sundays with friends." ○ "Kediri Mall is located at Jl. Hayam Wuruk No. 46, Dandangan, kota Sub-district, Kediri district, East Java province 46122. It is located right in front of Golden, left of the

road if come from the east, the build is tall and there are approximately 7 floors. The location is very strategic, and that is the reason why so many people go there to enjoy their leisure time." - This sentence is fragmented and unclear. Consider: "Located at Jl. Hayam Wuruk No. 46, Dandangan, Kediri District, East Java, Kediri Mall's strategic location, right in front of Golden Plaza and easily accessible, attracts many visitors. Its seven-story building offers a variety of shops and entertainment options."

- **Verb Tense:**
  - "If you are still hungry there are many snacks that are very temp, finished from there with my friends and I always go home feeling happy because we are Satisfied." - The verb tense is inconsistent. Consider: "If you're still hungry, there are many tempting snacks to choose from. After spending time with friends there, I always go home feeling happy and satisfied."
- **Word Choice:**
  - "playgroud" should be "playground."
  - "to a place to watch movies" is awkward. Consider: "a movie theater."
  - "temp" is not a standard English word. Perhaps you meant "tempting."

Vocabulary Use:

- "playgroud" should be "playground."
- "temp" should be "tempting."

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved by adding conjunction. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph with an conjunction.

Spelling Accuracy:

- "playgroud" should be "playground."
- "temp" should be "tempting."

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the shops, and the activities available at the mall.

32.	Fitria Qurota A'yuni	**Grammar:** • **Sentence Structure:** o "Nowadays there are so many interesting places thas spread out in all regions in Indonesia, even in one province has more than 10 interesting places Starting from cape, restaurants, night markets, to angkringan. All of these places are favorite places for young people to old people one of them is Angkringan Pasar Jogorogo." - This sentence is fragmented and unclear. Consider: "Nowadays, Indonesia boasts numerous interesting places, including cafes, restaurants, night markets, and angkringan. Angkringan Pasar Jogorogo is a popular choice for people of all ages." o "Angkringan Jogorogo Market is located in Jogorogo Market Ngawi district, east Java Province. Precisely located on the terrace of Jogorogo market. Angkringan is one of the places that has many regular visitas, and become one of the places Angkringan whit many Visitors. Residents around the market Jogoroga Ngawi often visit this place. Even people who are visiting the Jogorogo Ngawi area, definitely take the time to stop at Angkringan Jogorogo Market. Angkringan Jogorogo Market Not only provides one seller, but 2-4 sellers. Each seller has a different menu, there are sell grilled sausages, cat rice, to noodles and meatballs, In this angkringat not provided tables and chair but prounded a carpet as a mat to sit on. This Angkringan opens at 6pm." - This sentence is fragmented and unclear. Consider: "Located in Jogorogo Market, Ngawi District, East Java, Angkringan Jogorogo is a popular spot. It offers a variety of food, including grilled sausages, cat rice, noodles, and meatballs. The unique seating arrangement, using

		carpets as mats, adds to the experience. This angkringan opens at 6 PM." • **Verb Tense:** o "Angkringan is one of the places that has many regular visitas, and become one of the places Angkringan whit many Visitors." - The verb tense is inconsistent. Consider: "Angkringan is one of the popular places, attracting many regular visitors." • **Word Choice:** o "thas" should be "that has." o "whit" should be "with." **Vocabulary Use:** • Daily vocabulary **Cohesion/Coherence:** • The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph. **Spelling Accuracy:** • "thas" should be "that has." • "whit" should be "with." **Punctuation/Capitalization:** • The text is generally well-punctuated and capitalized. **Sentence Variety:** • The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question. **Descriptive Technique:** • The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food, and the people who frequent the place.
33.	Stevany B.P.M	**Grammar:** • **Sentence Structure:** o "This cafe is located in the alley Balowerti, sub distric Kota, Kota Kediri. The cafe has a retro vibes, which is open from 09.00 am to 23.00 pm. This Cafe is very crowded during lunchtime, until evening. The customer of this cafe range from teenagers to workers. Comfortable place, affordable prices and good service make customers feel comfortable to enjoy their time." - This sentence is fragmented and unclear. Consider:

"Located in the Balowerti alley in Kota Kediri, this retro-themed cafe is open from 9 AM to 11 PM. It's often crowded, especially during lunchtime, attracting customers of all ages. The comfortable atmosphere, affordable prices, and good service make it a popular hangout spot."

- "The old interior and antique equipment add a strong retro impression. This cafe follows the trend with different way wich is an attraction for many people to enjoy the vibes of this cafe. The location is slightly far from the city highway, making this place free from annoying transportation noise. This cafe has lots of table and chairs, free WiFi and air-conditioned non-smoking room for their customers. A lot menu of drinks and snack to heavy food are available Opening hours until late night and good facilities make this place a destination for student to do their assigments, not only that, many workers even do their work at this cafe." - This sentence is fragmented and unclear. Consider: "The old interior and antique equipment create a strong retro vibe, attracting many people. The cafe's off-the-beaten-path location, away from the city's noise, offers a peaceful atmosphere. With ample seating, free Wi-Fi, and air-conditioned non-smoking rooms, it's a great place for students to study or workers to work. The diverse menu, from light snacks to hearty meals, and late hours make it a popular destination."

- **Verb Tense:**
  - "The cafe has a retro vibes, which is open from 09.00 am to 23.00 pm." - The verb tense is inconsistent. Consider: "The retro-themed cafe is open from 9 AM to 11 PM."
- **Word Choice:**
  - "distric" should be "district."
  - "wich" should be "which."

Vocabulary Use:

- "distric" should be "district."
- "wich" should be "which."

Cohesion/Coherence:

- The text is generally cohesive, but the flow could be improved. For example, the sentence about the opening hours could be moved to the beginning of the second paragraph.

Spelling Accuracy:

- "distric" should be "district."
- "wich" should be "which."

Punctuation/Capitalization:

- The text is generally well-punctuated and capitalized.

Sentence Variety:

- The text could benefit from more sentence variety. Consider using different sentence structures, such as starting with a dependent clause or using a question.

Descriptive Technique:

- The text uses vivid imagery to describe the place, but it could be even more descriptive. Consider adding specific details about the atmosphere, the food and drinks, and the people who frequent the place.

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