

STUDENTS' ABILITY IN WRITING PARAGRAPH OF ENGLISH EDUCATION STUDY PROGRAM AT THIRD SEMESTER STUDENTS OF MERANGIN UNIVERSITY

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Abstract: *Writing is one of skills that should be mastered by students. Writing proses of start of writing a paragraph. Writing paragraph is one of the most important in writing skills. Researchers found many problems came in third semester students of English Education Study Program of Merangin University, first many students didn't understand how to develop their ideas in paragraph. Secondly, they also are hard to apply the grammar and mechanics of paragraph. Thirdly, students are less of vocabulary and the organization of writing paragraph. Based on the problem the purposed of the research was to find out about students' ability in writing paragraph at third semester students English Education Program Study of Merangin University. This research was descriptive research. It was conducted in English Education Program study of Merangin University. The population was the third semester students that consists of 22 students. The researchers used total sampling. The instrument of this research was writing test. The researcher gave the students about the theme that should be develop in paragraph. There is some aspect of writing paragraph (content, Organization, Vocabulary, Grammar, Mechanics). Based on the research finding and data analysis, there were 3 students got score (A) 13.6%, 13 students got score (A-) 59%, and 6 students got score (B+) 27,2. It shows that the highest score was very high ability in writing paragraph.*

Key word: *Writing, paragraph*

INTRODUCTION

Writing skills are the abilities and knowledge needed to express ideas and thoughts through written words. Writing is one of the four

language skills that students should mastered. It is very important for students to develop their English because writing provides benefits for students to make their ideas clear and

understandable. Writing helps students recall information, they have learned and focus on learning, so they can understand and memorize lesson better. Students should pay attention about their aspect of writing.

According to Fidari (2021), writing is an activity of communications by changing observations, thought, or ideas into language using the correct procedure. It means that writing is a way of communicating by expressing ideas, opinions, feelings to other parties through written language. In third semester, writing is important because it helps improve students' critical thinking skills and helps to understand and communicate complex ideas.

The writing process start from writing a paragraph. Paragraph the important in writing skills. It has the basic unit of organization. A paragraph has some structures such as, topic sentence, supporting sentence and concluding sentence. It should be mastered by students.

Based on the curriculum of English Education Study Program, writing is series subject which consists of Basic Writing, Advanced Writing, and Academic Writing. The objectives

of these subjects are providing students understand about paragraph, kinds of the paragraph, unity and coherence of the paragraph, steps in writing paragraph, the structure of paragraph.

In basic writing, students should write a sentences, and understand kinds of sentences. They have to write the summary of the materials for each meeting and give the example of the kinds of sentences. In fact, many students copied their friend's assignment. When the lecturer asked them about the summary of the material, they did not know. In advanced writing, the students should write the paragraph, and understand kinds of the paragraph, steps in writing paragraph, unity and coherence of the paragraph. The students should make the paragraph by their selves. The assignment should develop in their mind, not copied from book or internet.

There is some problem that find by the researchers. Firstly, many students didn't understand how to develop their ideas in paragraph. Secondly, they also are hard to apply the grammar and mechanics of paragraph. Thirdly, students are less of

vocabulary and the organization of writing paragraph. This purposed of the research was to find out about students' ability in writing paragraph at third semester students English Education Program Study of Merangin University.

Some research studies on problem of writing. Firstly, Students' Problem in Writing Paragraph: at the Bachelor of Students' English Education was conducted by Sertiani, Sartiva and Novia (2024) , Based on the findings, the results showed that the students' problems in writing paragraph indicate that students faced problems in 2 categories which consisted: linguistic and cognitive problems. Linguistic problems which consist of grammar is (49), vocabulary is (7), and choice of sentence is (2), and Cognitive problems which consist of spelling is (1), punctuation is (26), capitalization is (29), and paragraphing is (3). Moreover, it also finds the dominant problem in writing paragraph was linguistic problems which consist grammar is (49) where student still experience problems in understanding the basic nature of grammar, namely problems in terms of the appropriateness of the placement

of to be, and the correct pattern of verbs. Then, for the Physiology problem, namely content, there were no problems found on the results of the analysis of 8 students' writing documents at the second semester of English education at Muhammadiyah Kotabumi University.

Secondly, An Analysis of Students' Skill in Paragraphs Writing at English Education of FKIP UIR was conduct by Zakia Azimi (2022) the finding show that the student's skill in paragraph writing was good. The mean score was 83,3 and it placed into good category. The highest score got by students S-24 with a score of 94 and it belongs to excellent category. Meanwhile the lowest got by S-28 with a score of 73 and it belongs to adequate category. Then the students' weakness in writing paragraph was in the mechanic's aspect and the student's strength in writing paragraph was in the content aspect.

The last, the study was conducted by Winda et all (2019) entitled An Analysis of the student's Problems in Writing an Essay on Third Semester Students of English Education Study Program at STKIP PGRI Lubuk Linggau. The result

shows that students' problem in writing an essay, the students had some problem especially in using grammar, vocabulary, cohesion and syntax.

From the several studies above, it can be seen that the previous researcher was analyzed the problem in writing paragraph and essay, aspect of writing paragraph. However, in this research, the researcher was to describe about the students' problem in writing paragraph in basic of organization, punctuation and connecting punctuations. In this research, the researcher takes the title "Students' Problem in Writing a Paragraph of English Education Study Program at Third Semester of Merangin University".

REVIEW OF RELATED LITERATURE

Related Theory

The Nature of Writing

There are four language skill in English, it is listening, speaking, reading, and writing. Writing is important for students in the learning activity. According to Harmer (2004) writing encourage students to focus on accurate language development as

they resolve problems which the writing puts into their minds.

In another definition put forward by Arriyani and Sari (2019) explained that "Writing is important to express what the researcher thought through written form and it is also used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language". In addition, Aini, et al (2022) said that "writing is a series of processes that start from thinking about the ideas that will be conveyed to the reader to determined how to express or present these ideas in a series of sentences". It means that in writing is activity when researcher express and put on the ideas on written form to communicate information to the reader or group of readers and can be understood by the reader.

In addition, Langan (2010) stated that writing consist basically of making a point and then providing evidence to support or develop the point. This is because in writing, we are always asked about ideas and things that support these ideas. Writing is also skill that anyone can learn with practice. The more often

someone write, the better writing will be. It supported by Mandel &Kirszner (2011:), they state that writing is a process, a series of steps that begins in your college classes when you get an assignment.

Furthermore, Nunan (2003) said that writing is the mental work of inventing ideas, thinking how to express them, thinking how to express them, and organizing them into statements and paragraphs that will be clear to reader. Beside that Gaith (2002) stated that writing is a complex process that allows writers to explore thoughts, ideas, and make them visible and concrete on a piece of paper. It means writing is a process of expressing ideas, thought or feeling in a word on a piece of paper. In the process of writing, students need to have an idea, organize them well and expressing them in appropriate style.

To sum up, the researcher concludes that writing a way to communication by transforming observations, information, thought, or ideas into language by using correct procedure. And also a way to convey his or her views and could be defined as a tool of written communication between the writer and the reader using like as

creating, organizing, writing, and polishing. In order that, the reader understood the message or information sent.

The process of Writing

The writing process is carried out through several stages. Students perform certain activities to build their writing at each stage. In addition, adapted from Harmer (2004) the writing process into four ways are planning, drafting, editing and final version. The explanation as follows:

1. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researchers this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

2. Drafting

Drafting begins when the pencil hits the paper and sentences begin to be composed. It includes freewriting, reading what has been written, and deciding what to do next.

3. Editing

Editing focuses on grammar, usage, and mechanics. Self-editing and the help of an outside editor are common. After editing, students rewrite and proofread to check for copying errors. The students, in the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. The elements above are important in writing process. Without these elements, in producing the writing cannot perfect.

4. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.

It means that process of writing is divided into four stages, it is planning, drafting, editing, and final version. That is the stages a researcher goes through in order to produce something in its final written form.

The Aspect of Writing

According to Brown (2004) there are five components of writing: contents, organization, vocabulary, grammar, and mechanic.

1) Contents

The contents of writing should be

clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

2) Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the message in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general to specific, specific to general, chronological order which happened from the beginning to the end.

3) Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because she/he feels difficult to

choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

4) Grammar

Language use in writing description and other form of writing involves correct language and point of grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

5) Mechanic

There are at least two parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English, writing capital letter has to participles. First, they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjective, act. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Another opinion come from Jacobs et al (2014) said that there are five aspects that should be considered in writing that consist of content,

organization, vocabulary, language use and mechanism. For successful in writing, students should understand the aspects because it can help us in writing good paragraph.

Meanwhile Rass (2001) says that there are multiple issues in writing such as content, organization, purpose, audience, vocabulary, punctuations, spelling, and mechanics such as capitalization. These are multiple issues that writing should be one of the difficult to master.

Based on the explanation above, the researcher concludes that writing has several components that must be mastered by students to have a good writing skill. Then in composing writing, the researcher firstly has to pay attention of five components mentioned above, there are content, organization, grammar, vocabulary, and mechanic in order to make our writing be good.

The Concepts of the Paragraph

The writing process starts from writing a paragraph. Paragraph are important in writing skill.

Paragraph is the basic unit of organization. According to Zemach and Rumisek (2005), paragraph is often between five or ten sentences

long, but it can be longer and shorter, depending on the topics. Savage and Safiei (2007) Paragraph is a group of sentences about the topics.

Furthermore, Oshima and Hogue (as cited in Setiani 2021) state that paragraph is the basic unit of organization in writing. So to make a good paragraph, the student must be able to organize ideas, arrange sentence structures, use punctuation marks, use capital letters, vocabulary and spelling well. Boardman and Frydenberg (2008) said that the paragraph is the basic unit of academic writing in English.

In addition, Folse et al (2010) said that paragraph is define something, it means to state the meaning of words or to describe the basic qualities of something. It is supported by Maisarah et al (2016) paragraph is a group of sentences that introduces, presents and develops one main idea about the topic. So, a paragraph can be as short as one sentence or long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

In conclusion, the researchers

concluded that the paragraph is a group of sentences about the one topic. Every sentence is a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about the topic. A paragraph can give the information, tell an opinion, explain something. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

According to Maisarah et al (2016), A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence. A topic sentence states the main idea of the paragraph. It not only names the topic of paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called controlling idea. Meanwhile, supporting sentence develop the topic sentence. That is, they explain the topic sentence by giving reason, example, facts, statistics, and quotations. Then, the concluding sentence signals the end of paragraph and leaves the reader with important points to remember.

In addition, Savage and Safiei (2007) stated it has three paragraph organization. Firstly, the topic sentence introduces the topic and tells what the writer will say about the say about the topic. Secondly, supporting sentence is that sentences that follow further explain and support the topic sentence. The last is the concluding sentence often repeats the information in the topic sentence in different ways. Zemach and Rumisek (2005) had the three parts of the paragraph: 1) topic sentence is the main idea of the sentence. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph, 2) the supporting sentences. These are sentences that tell about or explain the topic sentence. They are more detail ideas that follow the topic sentences. 3) the concluding sentence. It is the last sentence of the paragraph.

However, Juzwiak (2009) said that there are three main part of the paragraph:

- 1) practical information is the instruction related to the assignments,
- 2) the topic is the main subject of writing assignments,
- 3) supporting information is providing or details that

are helpful in completing the assignment.

It can be concluded that there are three parts of paragraph. There are topic sentences (main idea) stating the main point of the paragraph, supporting sentence after the topic sentence help to develop the main idea. These sentences give specific details related to the topic sentence. Concluding sentence often restates or summarizes the main idea of the topic sentence.

METHODOLOGY OF STUDY

This research is descriptive in nature. It was done to find out the students' problem in writing paragraph. Refnita (2008) said that the aim of the research is to answer the questions concerning the current status of the subject of the study. The population of this research was the Third Year of English Education Study Program students of Merangin University. The researchers take them because they have learned paragraph writing. The researchers used total sampling to select the sample because the population was only 22 Students. The data were collected by using writing test. The researchers asked

students to choose the one topics that should be developed into paragraph in 90 minutes. Before doing the test, the students were given the instruction of how to do it. The test was valid of its content because it is measured what is supposed to measure by Gay, Mills, and Airasian (2012). The interrater method is used in this research.

To analyze the data, the researchers did as follows: 1) the researchers counted the raw score of each student by some aspect of writing 2) the researchers calculated of the of student’s problem in writing based on the criterion references of Merangin University 3) The researchers was use the percentage formula in descriptive statistic based on Sudjiono (2012):

$$P = \frac{F}{n} \times 100\%$$

Where:

P=percentage F=Frequency n=amount of students

Table 1. the Scoring Rubrics of Writing Paragraph

Aspect	Score	Aspects
Content (C)	4	The topic is complete, clear and equipped with details related to the topic.
	3	The topic is complete and clear but almost all the details are related to the topic.
	2	The topic is complete and clear but the details are not related to the topic
	1	Unclear topics and details

Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identifications is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G)	4	Use of grammar with very few inaccuracies.
	3	Use of grammar with few inaccuracies.
	2	The use of grammar with many inaccuracies.
	1	The use of grammar with frequent inaccuracies.
Vocabulary (V)	4	The entire content of the text uses the right and effective choice of words forms
	3	Almost all the contents of the text use the right choice of words forms.
	2	Some of the contents of the text use the right choice of words forms.
	1	A small part of the content of the text uses the right choice of words forms.
Mechanic (M) Spelling Punctuation Capitalization	4	The entire content of the text uses proper spelling, punctuation and capitalization
	3	Most of the content of the text uses proper spelling, punctuation ad capitalization
	2	Some of the contents of the text use proper spelling, punctuation, and capitalization.
	1	A small part of the content of the text uses proper spelling, punctuation and capitalization

Adopted from Brown (2004)

Table 2. the Criterion of Qualification in Merangin University

Range	Qualification	Ability
88-100	A	Very High
83-87.99	A-	
78-82.99	B+	High
73-77.99	B	
68-72.99	B-	
63-67.99	C+	Moderate

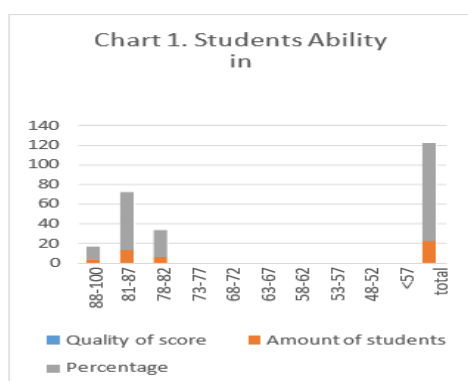
58-62.99	C	Low
53-57.99	C-	
48-52.99	D	
0-47.99	E	

Based on the table, the researchers should analyze based on the criterion of Merangin University. The researcher conducted about the students' ability in writing paragraph at the third semester students of English Education Study Program of Merangin University.

RESULT AND DISCUSSION

General findings

In this research, there were 22 students of second semester of English Education Study Program. It used total sampling because there was only a class, so all of them became sample of this research. The result of the student's ability in writing paragraph can be seen in the table:



Based on the chart above from 22 students, there were 3 students got

score (A) 13.6%, 13 students got score (A-) 59%, and 6 students got score (B+) 27,2. It shows that the highest score was very high ability in writing paragraph.

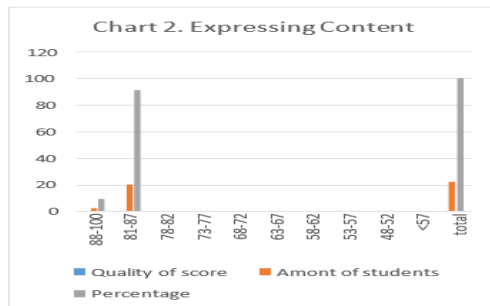
It is supported the data that some of the students could write paragraph well. In content, all sentences that most students develop the topics the of the paragraph, the topics is complete, clear and equipped with details relate to the topics. For organization, Identification is almost complete and descriptions are arranged with almost proper connectives. Next for grammar, Use of grammar with few inaccuracies. For vocabulary, almost all the contents of the text use the right choice of words forms. For mechanics, most of the content of the text uses proper spelling, punctuation and capitalization.

Specific findings

1. The students' ability to express the content of the paragraph
In the term of the student's ability to express the content of the paragraph, the result of the data analysis revealed that 2 students (9%) got score (A). In

addition, 20 (90,9%) got score (A-). It means that all of the students

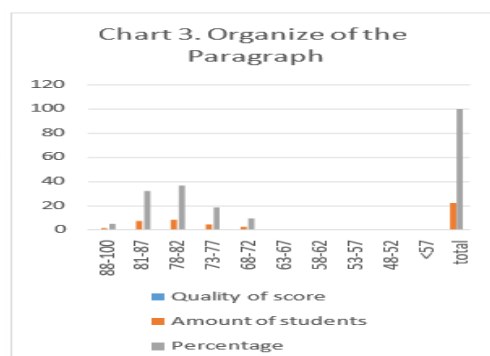
had very high ability to express the content of the paragraph. These result are shown in Chart 2 below.



Based on the chart almost all students had very high ability in expressing the content of the paragraph. It is supported by the data that all students could write their paragraph well in terms of its content.

2. The students' ability to organize of the paragraph

The student's ability to organize of the paragraph, the data had showed that 1 student got score (A), 7 students got score (A-), 8 students got score (B+), 4 students got score (B), and 2 students got score (B-). It can be seen in the char below.

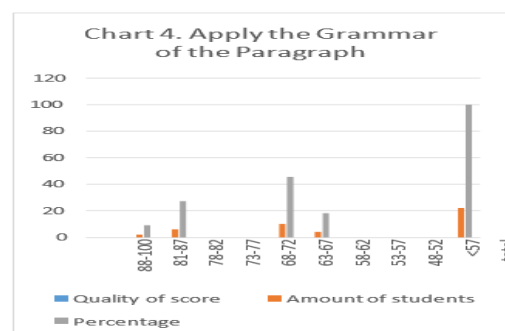


In the chart 3, it shown that the

number of students who very high ability is a little smaller that high ability. The majority students had moderate in organizing of the paragraph. It can be seen identification is almost complete and descriptions are arranged with almost proper connectives in organization of the paragraph.

3. The students' ability to apply the grammar of the paragraph

Related to student's ability to apply grammar of the paragraph, the result of data analysis show that 2 students got score (A-), 6 students got score (B+), 10 students got score (C+), 4 students got score (C). it can be concluded that 9% students had very high ability, 27,2% students had high ability, 63,5% students had moderate ability to apply the grammar of the paragraph.

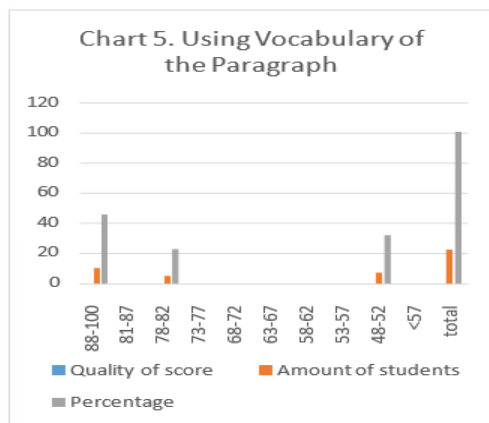


In chart 4 showed that the majority of students had moderate ability to apply grammar in writing paragraph, the second majority had

high ability and the least majority is very high.

4. The students' ability to use the vocabulary of the paragraph

In the vocabulary of the paragraph, 10 students got score (A), 5 students got score (B+), 7 students got score (D). It can be seen that 45,4 % students had very high ability, 22,7% students had high ability, and 31,8% students had low ability to use vocabulary in writing paragraph.

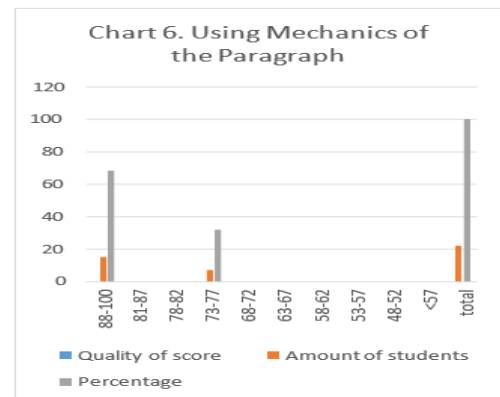


Based on the chart below, it shows that the majority of students had very high ability in using vocabulary of the paragraph. The second majority had low ability. The least majority had high ability.

5. The students' ability to use the mechanics of the paragraph

The result of student's ability in using mechanics of the paragraph was 15 students got score (A), 7 students got score (B) to use mechanics in writing

paragraph.



Students ability to use mechanics of writing paragraph was evaluated in terms of using correct punctuations, capitalization and spelling. The result of the data analysis reveal that most of the students had a very high ability in using mechanics of writing paragraph. Just 7 students who had high ability especially in using punctuations.

In discussion, the finding of this research is in line with the result of a study which was conducted by Refinita (2017). She found that the second year students at the English Department of Bung Hatta University in the academic year 2016/2017 had very high ability to express their content, and to apply in mechanic of writing narrative paragraph. But less than half students had very high ability to use vocabulary and to apply the grammar. Moreover, the majority of students had moderate ability to

organize a narrative paragraph.

Based on the result, students can express their ideas in writing paragraph, it shows that they have to write paragraph well, for content, organizing of the paragraph, grammatical and vocabulary that use, and apply the mechanics of the paragraph. It is support by Arriyani and Sari (2019) explained that "Writing is important to express what the researcher thought through written form and it is also used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language.

In addition, the research in line with Setiani et all (2024), she found that the students' problems in writing paragraph indicate that students faced problems in 2 categories which consisted: linguistic and cognitive problems. Linguistic problems which consist of grammar is (49), vocabulary is (7), and choice of sentence is (2), and Cognitive problems which consist of spelling is (1), punctuation is (26), capitalization is (29), and paragraphing is (3). Moreover, it also finds the dominant problem in writing paragraph was linguistic problems

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CONCLUSION AND SUGGESTION

Conclusion

Based on the results of this study it can be concluded that the sophomores at the English Education Study Program of Merangin University had a very high ability in writing paragraph. However, additional efforts are still demanded to achieve a very high ability and to reduce problems related to paragraph organization, vocabulary, and grammar.

Suggestion

The researchers suggest for lecturers who are expected to review the materials about paragraph. So that

students can be better develop their thinking in writing paragraph. Secody, the students are suggested to read more about many article related to their writing because it can help them to develop their ideas. It is suggested for further researcher on larger population and sample in order to get knowledge and the empiric data.

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