



## Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran  
Fakultas Pendidikan Bahasa dan Seni  
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar  
Imersif"



### Writing Error Analysis of English Presentation Text based on Visual Aids (A Case Study of Nursing Department)

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**Abstrak**—Penelitian ini bertujuan untuk (1) mengidentifikasi jenis-jenis kesalahan dalam penulisan bahasa Inggris mahasiswa dan (2) mengetahui sumber kesalahan dalam teks presentasi berbahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan random sampling, dengan subjek penelitian yaitu mahasiswa Program Sarjana dan Diploma Keperawatan STIKES Rajekwesi Bojonegoro tahun akademik 2023/2024. Data terdiri dari 45 teks berbahasa Inggris yang terdapat dalam 4 file mahasiswa. Dari setiap file, diambil secara acak 3 teks, sehingga total yang dianalisis dalam penelitian ini berjumlah 12 teks. Analisis data mengikuti langkah-langkah dari Creswell, yaitu mengorganisasi data, mengkode, mengidentifikasi tema, mendeskripsikan dan menafsirkan hasil, serta memeriksa keakuratannya. Jenis kesalahan dianalisis menggunakan klasifikasi dari Betty Schramper Azar, sedangkan sumber kesalahan diidentifikasi berdasarkan kerangka kerja dari Brown (2005) yang mencakup transfer antarbahasa, transfer intrabahasa, konteks pembelajaran, strategi komunikasi, dan strategi pembelajaran. Hasil penelitian menunjukkan bahwa kesalahan yang paling umum ditemukan berkaitan dengan pemilihan kata, diikuti oleh kesalahan bentuk tunggal/jamak dan tenses. Transfer intrabahasa merupakan sumber kesalahan utama, disusul oleh transfer antarbahasa dan konteks pembelajaran.

**Kata kunci**—Menulis, Analisis Kesalahan, Media Visual

**Abstract**—This study aimed to (1) identify the types of errors in students' English writing and (2) find out the sources of those errors in English presentation texts. It used a descriptive qualitative method with random sampling, with the subjects being Undergraduate and Diploma Nursing students from STIKES Rajekwesi Bojonegoro in the 2023/2024 academic year. The data consisted of 45 English texts contained in 4 student files. From each file, 3 texts were randomly selected, resulting in a total of 12 texts analyzed in this study. The analysis followed Creswell's steps: organizing data, coding, identifying themes, describing and interpreting the results, and checking accuracy. Error types were analyzed using Betty Schramper Azar's classification, while the sources of errors were identified based on Brown's (2005) framework, which includes interlingual transfer, intralingual transfer, learning context, communication strategies, and learning strategies. The results showed that the most common errors were related to word choice, followed by singular/plural forms and verb tenses. Intralingual transfer was the main source of errors, followed by interlingual transfer and context of learning.

**Keywords**—Writing, Error Analysis, Visual Aid.

## INTRODUCTION

English is widely used in various aspects of human life, including science, economics, medicine, education (Ratih Tirtanawati & Ranto Rozak, 2018) and its role in higher education has become increasingly important in recent years. English has become a crucial skill, especially in higher education (Sri Andayani, 2022). As the need for English proficiency increases, universities are focusing more on helping students develop both general English skills and the language abilities required for their academic fields. One of the English skills that students must master is writing (Tirtanawati & Rahmawati, 2020), which is essential for students as they need it for both their studies and their future jobs. (Prastiwi & Pujiawati, 2019). To meet these needs, there is a type of English learning called English for Specific Purposes (ESP). This kind of English focuses on language used in certain fields, like in nursing education. ESP focuses on teaching English that is directly related to a student's field of study or career path. For example, nursing students learn how to use English in medical settings, such as understanding medical terms, and writing report (Marleni et al., 2023). In nursing education Visual aids like slides, diagrams, charts, and videos are commonly used to help students strengthen their skills and prepare for both academic tasks and clinical practice (Hafner et al., 2022).

A visual aid is a tool used to convey information to the audience, and it can be in the form of diagrams, slides, movies, charts, pictures, or graphics (Shabiralyani et al., 2015). These visual aids help clarify complex concepts and improve understanding, particularly in medical contexts, by simplifying explanations during presentations (Hafner et al., 2022). However, the effectiveness of visual aids depends on how well the accompanying text is written. If the text is unclear or contains errors, it can hinder the delivery of information and confuse the audience, making the visual aids less effective. Students often make writing errors due to several underlying factors. As noted by Jackson (1981) as cited in (Dwinata & Khoirot, 2019) grammatical mistakes are generally caused by both direct and indirect influences. One direct factor is the impact of a student's first language (L1), along with habits formed during the language learning process. Errors in areas such as subject-verb agreement, tenses, word order, articles, and prepositions commonly occur because learners tend to rely on their native language when forming sentences in English.

Based on the author's analysis of English presentation texts by nursing students at STIKES Rajekwesi, many students struggled to use appropriate vocabulary aligned with the visual aids and had trouble applying correct grammar. These difficulties often led to word choice errors and poor sentence structure, affecting the clarity and accuracy of their presentations. Some research has been conducted on students' writing errors. The first is study by (Munawaroh, 2023) found that in writing recount texts, students commonly struggled with grammar, coherence, word choice, tense usage, punctuation, and sentence completeness. Grammar mistakes were the most

frequent, indicating a general difficulty in constructing correct sentences. In another study by (Sasmiasih, 2014) students made various errors in descriptive writing, including omissions, additions, incorrect word choices, and misordered elements. The most frequent issue was misinformation, mainly caused by direct translation from Indonesian to English due to limited understanding of adjective use.

Another study by (SUBAGIYO, 2015) found that omission was the most common type of error, suggesting that many students lacked a clear understanding of the material. Both previous research and the writer's own observations show that students frequently make writing errors. Therefore, the writer aims to address this issue through error analysis. The findings from various studies, along with the secondary data collected by the writer from the English presentation texts of nursing students at STIKES Rajekwesi Bojonegoro, strongly indicate that students frequently make errors in their writing. Based on this situation, the writer is interested in conducting research on writing errors made by nursing students at STIKES Rajekwesi Bojonegoro. Most previous studies have focused on grammatical errors in general writing tasks such as essays or descriptive texts, mainly among English major students. However, there is a lack of research analyzing writing errors in English presentation texts that incorporate visual aids, especially among non-English major students, such as those in the Nursing department. This research aims to identify the types and sources of errors in students' texts. To achieve this, the study will address the following questions:

1. What types of writing errors are made by nursing students at STIKES Rajekwesi Bojonegoro in their English presentation texts based on visual aids?
2. What are the sources of those errors?

## RESEARCH METHODOLOGY

This study focuses on error analysis and is conducted using a descriptive qualitative approach. Descriptive qualitative research is a type of study which focuses on understanding and describing the current situation or phenomenon based on the issue being studied (Fauziyah et al., 2016). . In addition, According to (Furidha, 2023) this type of research aims to describe facts and their connections clearly and systematically. The participants of this research were Undergraduate and Diploma students from the Nursing Department at STIKES Rajekwesi Bojonegoro in the academic year 2023/2024. The data were collected through document analysis, using students' English presentation texts provided by the lecturer as secondary data. There were 4 files containing a total of 45 English texts. From each file, 3 texts were randomly selected using random sampling, resulting in 12 texts analyzed in this study. The types of writing errors were classified based on Betty Schramper Azar's grammatical categories. To identify the sources of the errors, the researcher used the framework proposed by Brown (2005), which includes interlingual transfer, intralingual transfer,

the context of learning, communication strategies, and learning strategies. The data analysis followed Creswell's six steps, which consist of organizing and preparing the data, reading through all the data, coding the data, generating themes, interpreting the meaning of themes, and validating the accuracy of the findings.

## FINDING AND DISCUSSION

Based on the analysis of the students' English presentation texts based on visual aids, several types of grammatical errors were identified using Betty Schramper Azar's grammar framework. The table below presents a summary and recapitulation of the types of errors made by the students in their presentation texts.

**Table 1.** Table Types of Errors

No.	Nama	Total of Errors	Total
1	Singular plural	10	5,92%
2	Word Form	15	8,88%
3	Word Choice	22	13,02%
4	Verb Tense	23	13,61%
5	Add a Word	13	7,69%
6	Ommit a Word	5	2,96%
7	Word Order	11	6,51%
8	Incomplete Sentences	2	1,18%
9	Spelling	16	9,47%
10	Punctuation	10	5,92%
11	Capitalization	15	8,88%
12	Article	12	7,10%
13	Meaning not Clear	7	4,14%
14	Run on Sentence	8	4,73%
Total of Errors		169	100% %

The data revealed the following results:

### 1.1 Verb Tense

The most frequent error was using the present tense for past events, with a total of 23 or 13,61% errors. For example, one student wrote:

- a) "The graph illustrates the relationship between age and the prevalence of heart disease..."

This should be: "The graph illustrated the relationship between age and the prevalence of heart disease..."

Another example:

- b) "...healthcare facilities are adequately prepared..."

Corrected to: "...healthcare facilities were adequately prepared..."

These errors happened because students often forget to change the tense when referring to past events.

## 1.2 Word Choice

Word choice errors were common with the total number of 22 or 13.02%, particularly when students used adjectives instead of nouns. For example:

- c) "...emphasizes the important of preventive measures..."

Corrected to: "...emphasizes the importance of preventive measures..."

And:

- d) "...indicates anxious..."

Corrected to: "...indicates anxiety..."

These errors often occur because students confuse similar word forms, like adjectives and nouns.

## 1.3 Spelling

Spelling errors accounted for 16 or 9,47% of the errors. Examples include:

- e) "...coronary hearth disease..."

Corrected to: "coronary heart disease"

- f) "...visitis..."

Corrected to: "visits"

These errors are usually due to fast typing or lack of proofreading.

## 1.4 Capitalization

Capitalization errors occurred when students forgot to capitalize months or place names. with the totak number of errors is 15 or 8,88%. For example:

- g) "...in january 66,428 patients..."

Corrected to: "...in January 66,428 patients..."

- h) "bandung city"

Corrected to: "Bandung City"

These errors happen when students overlook proper nouns.

## 1.5 Word Form

The total number of errors in word form was 15 or 8.88% of the total errors found. for example:

- i) "indicates a mentally healthy state"

Correction: "indicates mental health"

"Mental health" is the correct term here.

- j) "...will helps reduce the risk of transmission."

Correction: "...will help reduce the risk of transmission."

After the modal verb "will," use the base form of the verb (help, not helps). These errors highlight how word forms can be confused, especially when one form is commonly used as a substitute for another. Learning the proper use of different word forms helps students write more accurately

### 1.6 Add a Word

The total number of errors involving the omission of words was 13 errors or 7,69% of the total errors found. For example:

- k) "The number of individuals experiencing stress is equivalent to those who are mentally healthy."

"The number of individuals experiencing stress is equivalent to the number of those who are mentally healthy."

The addition of "the number of" provides clarity and makes the comparison more precise.

- l) "...transmitted through bite of the Aedes aegypti mosquito."

Correction: "...transmitted through the bite of the Aedes aegypti mosquito."

The article "the" is required before "bite" to make the phrase grammatically correct.

These types of errors occur when students omit necessary articles or other linking words, which can cause confusion and affect the clarity of the sentence.

### 1.7 Article

The total number of article-related errors was 12 errors or 7,10% .For example:

- m) "based on data from 2018 Basic Health Research"

Correction: "based on data from the 2018 Basic Health Research"

The article "the" is needed before "2018 Basic Health Research" to make the sentence grammatically correct.

- n) "...as well as measures that were taken to control it."

Correction: "...as well as the measures that were taken to control it."

Explanation: "The" is needed because "measures" refers to specific measures mentioned earlier in the text.

These errors happen when students forget to add articles like "the," which are necessary for clarity and grammatical correctness.

### 1.8 Word Order

A total of 11 errors or 6,51% related to word order were found, for instance:

- o) "...the number of DBD cases has shown a significant increase..."

Correction: "DBD cases have shown a significant increase..."

"Cases" is plural, so the verb should be "have" instead of "has."

- p) "blocks colored in toska green"

Correction: "toska-colored blocks"

The word order is incorrect. The color should come before the noun to describe it properly.

These errors reflect a common confusion in sentence structure, especially when forming descriptions or using plural subjects.

### 1.9 Punctuation

In total, 10 or 5,92% errors related to punctuation were detected, For example:

- q) "Red: indicates a stressful condition with 30% of the population."

Correction: "Red: Indicates a stressful condition with 30% of the population."

The first word after a colon should always be capitalized for consistency.

Another example :

- r) "hypertension 10%)"

Correction: "hypertension (10%)"

The opening parenthesis was missing before the percentage, which is important for proper punctuation. These errors typically occur when students overlook punctuation rules, which can affect the clarity and readability of their writing.

### 2.0 singular/plural

In Singular plural errors were found with the total number of 10 or 5,92% for example :

- s) "The percentage of individuals who experience anxiety is slightly greater than those who are depressed."

Correction: "The percentage of individuals who experience anxiety is slightly greater than that of those who are depressed."

"Those" should be replaced by "that" to refer to the singular noun "percentage."

- t) "By understanding this data, we can see the importance of focused efforts to improve the mental health of Indonesian people..."

Correction: "By understanding this data, we can see the importance of the focused efforts to improve the mental health of Indonesian people..." The article "the" is needed for grammatical accuracy.

The first error occurs because "those" is plural, but "percentage" is singular, so "that" is the correct word. The second error is fixed by adding "the" to clarify the specific "focused efforts." These changes improve clarity and grammar.

### 2.1 Run On Sentence

Two errors related to sentence structure were found accounted 8 or 4,73% there are previous example of errors :

- u) "By understanding this data, we can see the importance of focused efforts to improve the mental health of Indonesian people, including increasing awareness, developing better mental health services, and empowering people to manage their mental health effectively."

Correction: "By understanding this data, we can see the importance of focused efforts to improve the mental health of Indonesian people. This includes increasing awareness, developing better mental health services, and empowering people to manage their mental health effectively." The sentence was split for clarity. Another example

- v) "...can be controlled and the number of cases reduced. Preventive steps, such as..." The sentence was too long, causing a run-on.

Students may get confused with long, complex sentences. In the first case, a long sentence makes it hard to focus on the main idea, so splitting it helps clarity. The second case had a run-on sentence, which makes it harder to understand. These errors often happen because students overlook sentence structure and punctuation rules, making it harder to follow the meaning.

### 2.2 Meaning not Clear

The total number of Meaning not Clear -related errors was 7 or 4,14% for the example sentence from sampling :

- w) "...required serious attention to reduce the incidence..."

Correction: "...required serious attention from public health authorities to effectively reduce the incidence..." The subject giving attention was unclear. It needed to be specified who is responsible for the action.

- x) "The number of individuals experiencing stress is equivalent to those who are mentally healthy."

Correction: "The number of individuals experiencing stress is equivalent to the number of those who are mentally healthy." The sentence lacked clarity in comparison. Adding "the number" makes the comparison clearer.



In both cases, students make the errors and made the sentences unclear. The first sentence lacked a clear subject for "attention", so specifying "public health authorities" clarified who is responsible. In the second error, the comparison was vague. Adding "the number" helped make the meaning clearer, allowing the reader to understand the comparison between the two groups.

### 2.3 omit a word

In total, 5 or 2,96% errors related to omit a word were detected, For example:

- y) "The graph showed how the risk of heart disease increased significantly with age."The word "significantly" could be omitted as it doesn't change the meaning and makes the sentence more concise. However, it is more of a stylistic choice and can be kept if emphasis is needed.
- z) "...more vulnerable due to the dense population and likely more limited access..."

Correction: "...more vulnerable due to dense population and likely limited access..."

The article "the" was unnecessary and could be removed to make the sentence more concise and natural.

### 2.4 Incomplete Sentence

In total, 2 or 1,18% errors related to incomplete sentences

"Control Efforts: The focus of DHF control had to be directed toward areas..."

Correction: "Efforts to control DHF had to be directed toward areas...".The sentence lacked a clear subject, making it incomplete. Students likely missed adding a subject, making the sentence unclear. By using "Efforts to control DHF", the sentence becomes complete and easier to understand. This error shows a gap in sentence structure awareness.

The sources of Students' errors based on Brown classification, in this research, were found and The table below provides a summary and categorization of the errors identified in the students' presentation text :

**Table 2.** Table Types of Errors

No.	Sources of Errors	Frequency of Errors	Percentage of Errors
1	Interlingual Transfer	10	14.08%
2	Intralingual Transfer	43	60,56%

3	Context of Learning	5	7,04%
4	Communication Strategy	13	18,31%
Total Number Sources of Errors		71	100%

## 2.5 Intralingual Transfer

These errors are examples of intralingual Transfer with the total frequency 43 or 60.56%, which happen when students apply grammar rules too broadly. In the first case, the student used an adjective ("anxious") instead of the correct noun ("anxiety") in line "...Blue: indicates anxious with 25% of the population....", probably by confusing similar structures. The second error is a missing verb ("has") in line "...Depression is the lowest percentage., which may be due to simplifying the sentence or not using subject-verb agreement properly. Both errors show common problems in language learning, where students make errors by applying known rules incorrectly.

## 2.6 Communication Strategy

mostly caused by students overapplying grammar rules or guessing sentence structure. For example, they added "the" before "patients" in line "...indicates that healthcare facilities are adequately prepared to handle the patients..." . "the patients" suggests all patients have been previously mentioned, which is incorrect here. "Patients" without "the" would be clearer, making it sound formal, but it actually made the meaning This shows that students are still learning how to use correct English structure, especially when trying to write in a formal way. In communication strategy the researcher found 13 or 18,31% .

## 2.7 Interlingual Transfer

This is an interlingual transfer was found due to direct translation from the student's native language (Indonesian) with total of 10 or 14,08% : "...Mentally healthy conditions..."

Correction: "Mentally healthy people" or "Good mental health". The student directly translated "kondisi sehat secara mental" from Indonesian, which led to unnatural English. which means the student made a errors because they used Indonesian to help write in English. The sentence sounds strange because it was translated word-for-word from Indonesian. This happens when students think in their first language and try to change it directly into English. To avoid this, they should learn how English usually says things and practice using natural English phrases.

## 2.8 Context of Learning

"In 2020, Stunting cases..." Correction: "In 2020, stunting cases..."

The student used an incorrect capital letter for "Stunting", which is not a proper noun. This probably happened because of what students saw in their learning environment, not because they didn't understand grammar. They might have copied the word "Stunting" with a capital letter from books, slides, or other materials. Since they saw it that way many times, they thought it was correct. This shows that students need clear and correct examples when learning to write in English. In Context of Learning the researcher found 5 or 7,04%

## Discussion:

The analysis of students' writing errors reveals several key areas where they encounter difficulties. The most frequent errors involve verb tense (13.61%), where students often use the present tense to describe past events. This suggests that students may not consistently apply tense rules when narrating historical or past events. In addition, word choice errors (13.02%) were common, especially the confusion between adjectives and nouns, such as using "anxious" instead of "anxiety." These mistakes often occur when students misapply similar word forms, affecting the clarity and accuracy of their writing.

Another notable issue was spelling errors (9.47%), which can be attributed to fast typing or inadequate proofreading. Capitalization errors (8.88%) were also present, where students often overlooked the capitalization of months and proper nouns, an important aspect of formal writing. In terms of word form (8.88%), students frequently misused verbs after modal verbs, and in some cases, failed to add necessary words to complete their ideas, contributing to omission errors (7.69%). These omissions often resulted in unclear or incomplete comparisons.

Errors related to articles (7.10%) also occurred when students forgot to use articles such as "the," which are necessary for grammatical accuracy. Additionally, word order (6.51%) and punctuation (5.92%) errors were detected, indicating that students struggle with sentence structure and punctuation rules. Singular/plural errors (5.92%) were present when students used the wrong form of nouns or verbs, leading to incorrect sentence construction. Run-on sentences (4.73%) were another common issue, suggesting that students sometimes fail to properly separate ideas in complex sentences, making their writing harder to follow.

Moreover, meaning not clear errors (4.14%) occurred when sentences lacked clarity, often due to vague or missing subjects in comparisons. Omission of words (2.96%) also caused sentences to be less precise, and incomplete sentences (1.18%) were the

least frequent but still noticeable, reflecting gaps in students' understanding of complete sentence structure.

In terms of source error types based on Brown's classification, intralingual transfer (60.56%) was the most frequent error, as students overgeneralized grammar rules, such as using adjectives instead of nouns. Communication strategy errors (18.31%) involved students making incorrect guesses about sentence structure or overapplying rules. Interlingual transfer (14.08%) errors, such as directly translating from Indonesian, were also common, leading to unnatural phrasing. Finally, context of learning (7.04%) errors occurred when students copied incorrect patterns from learning materials, such as capitalizing "stunting" unnecessarily.

In conclusion, the errors identified indicate that students face challenges in various areas of writing, particularly with grammar application, sentence structure, and clarity. Many of these issues stem from overgeneralization of rules, interference from their native language, and limited understanding of formal English structures. These findings highlight the need for targeted interventions in teaching English writing, such as reinforcing tense usage, word choice, and sentence construction, to help students improve their writing proficiency.

## CONCLUSION

The analysis shows that the most common types of errors made by Undergraduate and Diploma Nursing students at Stikes Rajekwesi Bojonegoro are Verb Tense with the number of errors is 23 or 13,61%, Word Choice 22 or 13,02%, and Spelling 16 or 9,47%.

The source of errors identified in this study are Intralingual Transfer with the number is 43 or 60,56% , communication strategy 13 or 18,31%, interlingual transfer 10 or 14,08%

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