DECODING MISTAKES: AN INSIGHTFUL STUDY ON STUDENTS' ERRORS IN WRITING RECOUNT TEXTS

Rahmayanti A Arsjad[1], Isnaeni Wahab[2], Novalia Tanasy[3], Zul Astri[4*]
[1,2,3,4]English Language Education Department, Universitas Muslim Maros. Indonesia
rahmayanti.amiluddin.260212@gmail.com, isnaeni@umma.ac.id
novalia@umma.ac.id, zulastri17@gmail.com
Correspondence Author: zulastri17@gmail.com

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Abstract

This study aimed to determine the types of errors found in writing recount texts at SMA Negeri 3 Pangkep and to identify the most frequently occurring errors when students write recount texts at SMA Negeri 3 Pangkep. The researchers used a mixed-method approach, consisting of both qualitative and quantitative methods. The population in this study comprised class XI students, which consisted of six classes: XI IPA 1 (32 students), XI IPA 2 (31 students), XI IPA 3 (32 students), XI IPA 4 (30 students), XI IPS 1 (35 students), and XI IPS 2 (32 students). The total number of students was 192. Sampling was done using a purposive sampling technique, and the sample in this study was students from class XI IPA 1, consisting of 32 students. The results of this study, referring to the classification by Betty S. Azar, showed that the total number of errors was 370. The two most frequent types of errors were verb tense errors, with 73 errors (16% of the total), followed by word choice errors, with 38 errors (13.9% of the total).

Keywords: Error Analysis, Surface Strategy Taxonomy, Recount Text

INTRODUCTION

English has been introduced to students as a foreign language, beginning at the primary education level (Noer et al., 2021; Syamsir et al., 2021; Wahab & Astri, 2022). According to Knapp (2015), In Indonesia the Ministry of Education and Culture hopes that the teaching materials used by teachers in the classroom are in accordance with the required competencies, contain essential modules, and are in accordance with student growth rates or level. Meliyanti (2013) states that the educational process that is formed in schools must be student-centered, contextual, and the reading novels used in the classroom must contain educational processes, learning evaluation systems and competencies that are in line with expectations.

In order to achieve the stated goals and objectives, teaching English must enable students to communicate politely in oral (Wahab et al., 2021) and written communication for various purposes, for example building social relationships, and developing insights through information exchange (Astri, 2018; Astri & Wahab, 2018). When understudies learn English,

they center on acing the four large scale aptitudes of English; to be specific tuning in, talking, perusing and composing. Tuning in and perusing are responsive aptitudes; talking and composing are beneficial aptitudes. Among the four, composing is considered the most noteworthy ability.

As a standout and productive skill, writing is unlike any other speaking or receptive skill.

According to Oshima in Alfayed (2017) Writing skills not only require a lot of vocabulary in composing paragraphs, but also correct grammar, in addition to other writing rules, so that they can be understood. Therefore, composing paragraphs in writing activities requires many things that can be improved. According to Asni (2018) writing is to make letters or other symbols on a surface, it means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as writing systems). In the other word, writing is not only combinations of letter, which relate to the sounds made when people speak, but writing is more than production of these graphic symbols. The graphic symbols must be arranged in such a way according to certain convention to form words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or passages. According to Roghibah (2015) writing is a discovery process, it involves discovering ideals, discovering how to organize them and discovering what that you want to put ever to your reader.

As Harmer (2014) states that writing and speaking are completely different, in writing students have a lot of time to think about ideas and not what they do in oral activities. Students can think about what comes to their mind and consult dictionaries and book references. However, expressing ideas in the writing process is the most difficult skill for students to master.

Evans in Agustina (2016) states that the recount text may be a content that retells past occasions. It starts by telling the reader who was included, what happened, where it happened, and when it happened. This content points to list and portray past encounters by retelling the events in them, which happen chronologically. To attain its objective, the content that's made must be appropriately composed through a arrangement of distinctive stages. The first stage is orientation which let the readers know the background of the writing including who, when, where and why. The second is the event which refers to the identification and description of chronological order. The last or third stage is the conclusion where the author concludes comments that express personal opinions about the events described (Westwood, 2013). According to Derewianka (2017) the recount text is a text retelling about events or

experiences in the past chronologically based on the sequence of events. The purpose of the text is to give information or to entertain the readers. The text has three generic structures. The first one is the orientation in which the writer introduces the participants, place and time. The second one is a sequence of events which refer to identifying and describing chronological order. The three is the conclusion in which the writer states personal comments of the story. She also adds that recount text is divided into five types, they are; personal recount, factual recount, imaginative or interactive recount

In the process of writing recount text, students must recognize and understand the features of the recount text language. Since recount text retells about past experiences, the text must use past tenses such as simple past, past perfect, past continuous, and past perfect continuous tense. To depict occasions that are verbs or activity words and intensifiers that portray and other subtle elements to the verb. And to depict occasions in chronological arrange, understudies ought to utilize another, afterward, when, after, sometime recently, to begin with, etc.

According to Karina (2013), language structure blunders are the foremost genuine issue confronted by tall school understudies in writing recount text. It shows up when understudies apply the past tense to standard and unpredictable verbs. Organizing content can too cause challenges for understudies, particularly in composing a coherent and cohesive text. Another issue emerged within the substance, lexicon and spelling areas. This happens when understudies illustrate fundamental thoughts, back lingual authority and pay consideration to components and accentuation. Guntur (2013).

Based on the researcher's initial observations, in fact many students are not used to writing recount texts. They still don't fully understand the language features in the recount text and some of them make the recount text wrong. Their ability in English is weak because they are shy to ask questions or are not interested in speaking English. Despite this fact, they do not realize the many benefits that can be obtained from learning English. Well, to find out more about the types of errors in the general structure of the errors they made in writing recount texts using English, the researchers conducted a study at SMA Negeri 3 Pangkep entitled "An Analysis of Students Errors in Writing Recount Text"

In addition, researchers have taken previous research to compare and relate to this research. There are three studies related to the research to be investigated theme Analysis of Student Errors in Writing Recount Text. A detailed explanation is below.

The first research was previously written by NurElahAmaliah 2013 entitled Error Analysis of Students Writing Recount Text in a Class II Case Study of Al-Kholidin Middle School, KebayoranBaru, South Jakarta. The purpose of this study was to analyze student errors in writing recount text and to determine the highest frequency of types of student errors made by second grade students of Al-Kholidin Middle School. The method used is phenomenological research. Classification of errors in his research includes errors in Article, Capitalization, Omission, Punctuation, Spelling, Tenses, Word Choice, and Word Order. The results of this research are 5.4% article errors, 0.5% capitalization, 11.4% deletions, 1.6% punctuation marks, 5.4% spelling errors, 55.4% error tenses, 4.4% errors. on Word Choice, 15.2% errors in Word Order. Thus, it can be concluded that the highest error made by students is in the field of tenses and the smallest is the error in the article.

The second research was conducted by Nurwahid 2015 entitled Analysis of Grammatical Errors in Writing Recount Text in Class II Students of SMP Nusantara Plus. The research objective was to analyze common mistakes in the writing of second grade students of junior high school. The method used by development researchers. She uses Betty Schramper Assar's Error Classification to analyze student errors. The results showed that the type of error commonly made by students was the error in the Verb Tense which got 93 errors out of 301 errors or 30.89%. The other students made an error in Add a Word which resulted in 59 errors or 19.60%, and an error of 33 or 10.96% in Spelling. Those are the top three mistakes made by students. Most of the errors detected were caused by Interlingual Transfer, which amounted to 180 causes or 67.66%.

The third previous research was the Analysis of Grammatical Errors for Class II Students in Writing 2019 Roghibah at SMP YMJ, South Tangerang. The study is to analyse and classify the types of grammatical errors of students in writing. In addition, the purpose of this study is to determine the frequency of its appearance and to find out the causes of errors made by students in paragraphs. The method used is descriptive qualitative. Grammatical Error is divided into six areas, namely: Tense, Subject Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which is adapted from the hammer Grammatical Error theory. The highest frequency is Tense with a total of 56.48% or 61 errors. The results of the Error Analysis process show that students make mistakes into four types: Omission, Addition, Misinformation / Miselection and Misworded. Malformation is the highest error committed by students, which is 62.04% of the total errors made by students. Intralingua transfer with a result of 89 or 82.40% was the highest cause of student writing errors.

The difference between previous research and this research is that there is not much difference but this research can improve students to understand the errors in writing recount text. The drawback of prior research is that it looks for writing errors in a specific way but not in general. Then the researcher has studied the types of errors in general made by the eleventh graders.

METHOD

In this error analysis the researcher uses a mix method, where the Mix method is a research approach that combines or combines qualitative and quantitative forms (Creswell,2015). Qualitative research is an investigative approach that is useful for exploring and understanding the central phenomenon (Heydari, P 2016). To study this phenomenon, the questioner asks the participants general and broad questions, collects the participant's detailed views in the form of words or pictures, and analyzes the information for descriptions and themes. From this data, the researcher interprets the meaning of the information, describes personal reflection and past research. The final report is flexible, and reflects the bias and thinking of the researcher. Lexicon (2012)

Quantitative research is a method that relies on objective measurements and mathematical (statistical) analysis of data samples obtained through questionnaires, opinion polls, tests, or other research instruments to prove or test hypotheses (temporary allegations) proposed in research. Indrawan (2017)

According to Sugiyono (2018), quantitative research is a research method based on the philosophy of positivism (relying on empiricism) which is used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses objective research instruments, and analysis. data is the amount or amount (quantitative) or statistical, with the aim of testing the established hypothesis.

According to Agustina T (2013), qualitative research is researching that researcher was use to describe and analyze phenomena, events, social activities, beliefs, perceptions, thoughts individually or in groups. Meanwhile, the qualitative method according to Bogdan and Taylor (2015) defines a qualitative method as a research procedure that produce descriptive data in the form of written or spoken words from people and behaviors that need to be observed. The resulting data is in the form of writing or words, as well as student behavior.

Moleong (2013) adds that qualitative research aims to understand something specific, not always looking for cause and effect of something, and to deepen understanding of something that is being studied. In interpreting the findings of the qualitative research, the author uses a descriptive analysis design. It is a study that provides an overview or description of a situation without giving it any particular treatment. Mario (2014)

Based on the mixed method strategies, concurrent and sequential strategy, the researcher used a sequential strategy. According to Creswell (2009), the sequential strategies are divided into three types, namely sequential Explanatory, Sequential Exploratory, and Sequential transformative. Furthermore, Hennry (2010) explained that sequential Explanatory is a strategy that start from the data collection and analysis of quantitative and then continues with the data collection and analysis of qualitative, Sequential Exploratory is a strategy that start from the data collection and analysis of qualitative and continues with the data collection and analysis of qualitative, and sequential Transformative is a strategy that begins by combining two data collection from two types of research to continues data analysis. Thus, it can be concluded that in a sequential strategy, the researcher used Sequential Exploratory Strategy. In the first stage, the researcher used qualitative research and then continued quantitative research.

This research was conducted on June 20,2021 at SMA Negeri 3 Pangkep located in Samalewa, Kec. Bunggoro, Pangkajene Regency and Island, South Sulawesi. This research was conducted during a pandemic, where researchers have followed the standard Covid-19 health protocol. The protocols were: (1) wearing a mask and face shield, (2) applying hand sanitizer, (3) spraying disinfectant on the surface of the table-chair- ladder-laptop, and bringing personal drinking eating utensils.

The population in this study were students of class XI SMA Negeri 3 Pangkep. Class XI students are divided into six classes, namely IPA 1 consists of 32 students, IPA 2 consists of 31 students, IPA 3 consists of 32 students, IPA 4 consists of 30 students, IPS 1 consists of 35 students, and IPS 2 consists of 32 students, with a total of 192 students. In this study, the researcher took a purposive sampling technique, the researcher took class XI IPA 1 to be used as a research class. Purposive sampling technique is used because of certain considerations. The sample used or taken is not based on strata, random, or region, but is based on objectives, Winano (2013)

In data analysis techniques, the researcher used mix method research in this study where the method presented in the descriptive analysis is to describe and interpret the results of

qualitative data and quantitative data. To obtain qualitative results, the data calculated and drawn in a percentage table with the following formula:

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

P = Percentage

F = Frequency of error occurred

N = Number of cases (total frequent /total individual)

FINDING AND DISCUSSION

Finding

The researcher has classified the students' errors and he has counted the number of each error. The researcher describes the student error analysis as follows:

The types of errors found in students' writing follow fourteen types, the first is verb tense sentences errors, "then we traveling ....." the revision is "then we travelled.....". Another example of errors sentence “I entered the ball to the goal” correct sentence “I screened a got”. Types of punctuation errors, the error sentence found is “ one day I and my friends followed.....” correct sentence “One day, my friends and I followed....”.,. Error sentence contained in add a word, “the next we begined the competition...” the revision is “the next we begin the competition....”, as for the other error sentences “I with my friends went to Makassar” correct sentence “my friends and I wen t to Makassar”

The analysis of this research is the types of errors made by students in writing recount text. Error classification based on Betty S.Azar. this type is calculated using SPSS 32 and the amount of each is converted into a percentage. The table in this appendix describes the findings of the analysis of the types of students' errors in writing recount texts. To create it less demanding for perusers to get it the researcher's discoveries, the blunder rate is changed over into a pie chart. The chart appears the most noteworthy to least number of errors.

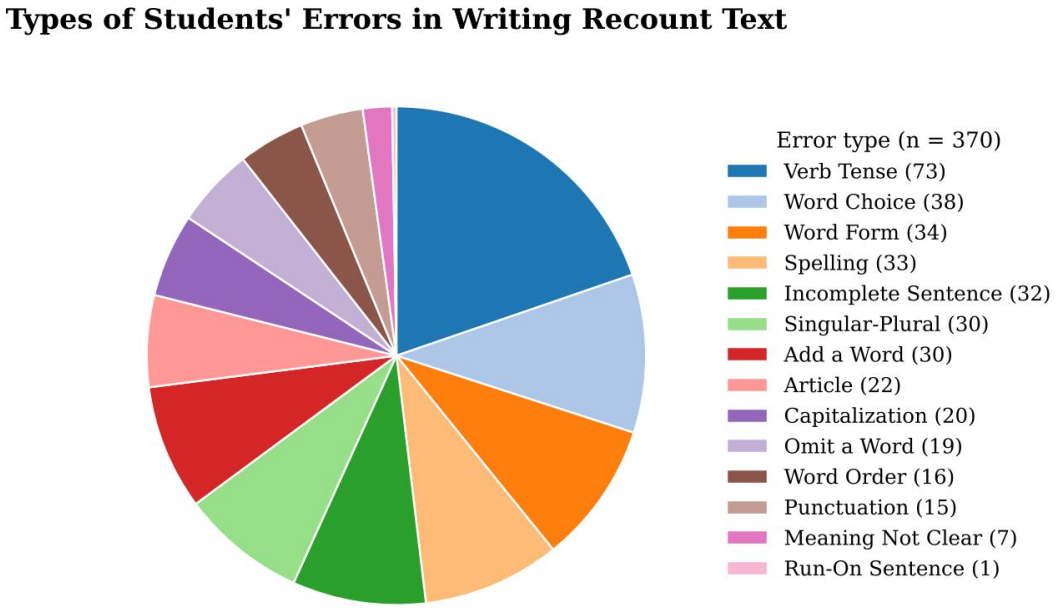


Figure 1. The percentage error types

The pie chart above shows the distribution of fourteen types of language in writing students recount texts. Further descriptions of the language types ranging from the highest to the throughout this section.

Verb tense error is the highest number of types of errors. The number of the error is 73 or 16% of the total number. The example is “I went to told you some stories about me”. The revision of the sentence is “I went to tell you some stories about me”. The student used the used the wrong verb while writing the recount text. The other example to this category of error is “I can went to Malaysia again with my family”. The correct one “I could go back to Malaysia”.

The second type is Word Choice error, the students made 38 errors or 13,9% out of 370 errors. The example of this case is “I will go again to this city one day”, while English allows “I will go again to this city one day”. The other one is “after we arrived to the beach....”. The correct sentence to this case is “after we arrived at the beach...”. These two example inappropriate prepositions in writing those two sentences.

The next category is word form. This kind of error appeared 34 times or 11,7% of the total errors. The students, in this case, misused the form of words. Most of them found it difficult to differentiate between the adjective, verb, adverb and noun forms such as “we run together for freed our self”, while she was supposed to write “we ran together to free

ourselves.". Also, the student created such an error "I went quick to my school...", while the correct adverb of the sentence is "I went quickly to my school".

The students made 33 errors or 3,4 % of the total number in Spelling. One of those examples comes from the verb form spelling; that is "....the referee stoped the game after 45 minute.", while English allows "....the referee stopped the game after 45 minutes.". The other one comes from the misspelling of a noun such as ".....it is 8 oclock.". However, the correct spelling is "it was 8 o'clock".

The students made this kind of error in creating sentence. In fact, the number of Incomplete sentence is 32 errors or 10,2% out of 370 errors. An example of this category of error is "in the last day, went to Lut Tawar and took pictures in there.". The revision of this sentence is "In the last day, we went to Lut Tawar and took picture there.". In another story, a student wrote "when we arrived in the beach were so boring." While she was supposed to write "When we arrived on the beach, we were so bored.".

In the sixth type of error, Singular- plural, was made 30 times or 12,5%. One those errors came from the noncount nouns such as "I had an experience I cannot forget until today", in which the correct sentence is " I had experience that I cannot forget until today." . In this fact, the student did not know that the word experience is a noucount noun. Also, they created errors in plural nouns such as "one of my friend beat a dog", where English only allows "one of my friends beat a dong".

The next category is add a word error. This kind of error appeared 30 times or 5,8% of the total errors. In this case, the students of adding a word is "in the middle road, we saw many monkeys". That phrase is supposed to be like this "In the middle of the road, we saw many monkeys." . The example of omitting a word is ".....we took pictures in there.", while the correct preposition is "...we took pictures there.".

The eighth is the error that is called Article Error. This kind of errors appeared only 22 times in the student's recount text. The students often reduced an article of a noun or used an inappropriate article. An example of reducing an article is "The another is behind rubbish box".The correction of the sentence is by adding an article "the other was behind a rubbish box". While the example of using an inappropriate article is ".....we saw the dog, one of my friend beat the dog". The correction of the sentence is by changing the first article".....we saw a dong, and one of my friends beat the dog.".

The ninth type of error is Capitalization Error. The students made 20 errors that refer to capitalization in students' recount texts. Most of them made those errors when they wrote the

sentences such as “I and family went to gurutee park in Aceh Jaya”. While he was supposed to write “My family and I went to Gurutee Park in Aceh Jaya.”. They also produced the error in the beginning of a sentence “we stayed in a big house ....” while the revised version is “We stayed in big house....”

The tenth type of error is the omit a word error . The students made 19 times errors referring to the omit a word the student recount text. Most of them make that errors when they write omitted words in one sentence like one of these sentences is “I went to the market yesterday with my sister”. The correction of the sentence is to add the word “I went to go to the market yesterday with my sister”.

Moreover, another 16 times errors were made by the students in the category of Word Order. The students made errors in this category of Word Order. The student made errors in this category of error such as “In takengon we staved in our friend’s house.”, while in English it must be “In Takengon we stayed in our friend’s house” . They also made such an error “my story funny in the classroom” in his recount text title. It showed that the students were confused about the structure of head noun and modifier. However, the correction for such the error is “my funny story in the classroom”.

Punctuation Error, most of the students omitted the comma in sentences. This happened because they were confused about the use of comma in sentences. In this case, they created 15 times errors of the total number. One of those errors of the is “One day I and my family went to malaysia for holiday”. The correction of the sentence is “One day, my family and I went to Malaysia for holiday”. Besides, they also made the error such as “When we arrived at Lake Toba which only two kilometers from we stayed we were surprised to see a big mount”. The student forgot to put a comma in this sentence. Moreover, The correct sentence is “when we arrived at Lake Toba which is only two kilometers from we stayed, we were surprised to see a big mount.”

The error that is called Meaning Not Clear. The number of meaning not clear error that is made by the students is 7 errors out of 370 errors. Mostly, they used inappropriate vocabulary in expressing their ideas. Therefore, the meaning became unclear. The example is “Suddenly, I trimple bough brittle. I topple and yell aaaaa,,,,aaa.” The meaning of this sentence is not correct is not clear, but the based on the context of the story is “Suddenly, I broke a bough of the tree. I felt from the tree and yelled aaaa...aaa”. Another example of this type is “10 minutes then the teacher enter and I still the situation slept.” The possible revised version is “ Ten minutes later, the teacher entered the classroom, when I was sleeping.

The last type of error is Run-On Sentence. This has the lowest number of errors. This kind of error occurs when two sentence are incorrectly connected. The end of one sentence and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. Based on the data analysis, the writer found that there are 1 run on sentence errors in the text, or it is only 1,0% of the total number. One of example of this error is “We saw the dog, one of my friend beat the dog.” However, the sentence is supposed to be like this “ we saw a dog. My friend beat the dog”, or it must be connected by a connector such as “ We saw a dog, and my friend beat the dog”.

While the results of research using SPSS 32 statistics can be seen in the appendix. Validation of data using criteria related to validity, the results of data collection obtained were tested for validity using SPSS 32. Processing of data using SPSS 32 Statistics. The validity test was carried out using the product moment formula with the Pearson correlation test. The results of the error correction of recount text errors using SPSS 32 statistics obtained results that were declared valid because all of them exceeded 0.05. Standard of SPSS test 0.05.

The data reliability test used the test-retest method by correlating the results of errors found in student assignments. Processing of data using Spss 32 statistics. Reliability test was carried out using Cronbach's Alpha test. The results of calculating student errors using spss 32 statistics obtained results of 0.555. seen from the interpretation reliability table that is attached, the reliability value of students' writing errors calculation has very high criteria.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the results of research and discussion in the previous chapter, the conclusions in this study are; The most common types of errors encountered in writing recount text at SMA Negeri 3 Pangkep were: Verb Tense and Word Choice. The number of Verb Tense errors is 73 or 15,6% of the 370 errors, while the number of Word Choice errors is 38 or 13,9 % of the total number of errors.

2. Suggestion

The teacher should have brainstorming as warning-up before she starts teaching learning in classroom in order to make the students happy and relax. It also can help the students to switch their concentration from the previous class- subject to focus on the material.

Lastly, because this research has many limitations, and should not be generalized to other contexts; The writer suggests the next researcher to examine other aspects that focus on Error Analysis in writing.

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