



The Effect of Using Comic in Teaching Writing Descriptive Text at the Tenth Grade of SMA Methodist Berastagi

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Abstrak

Penelitian ini berfokus untuk mengetahui pengaruh penggunaan komik dalam pengajaran teks deskriptif. penelitian ini dilakukan dalam desain eksperimental. Populasi dalam penelitian ini adalah siswa kelas X SMA Methodist Berastagi. Sampel penelitian ini berjumlah empat puluh siswa kelas X SMA. Penelitian ini dilakukan dengan dua kelompok secara acak yaitu Kelompok Eksperimen dan Kelompok Kontrol. Kelompok Eksperimen diajar dengan menggunakan komik. Komik merupakan media pembelajaran yang bertujuan untuk membuat siswa menjadi lebih aktif dalam pembelajaran bahasa dengan memberikan materi dan siswa memecahkannya dengan cara dipresentasikan. Instrumen pengumpulan data berupa tes teks deskriptif tertulis. perhitungan menunjukkan bahwa t-hitung (6,00) lebih tinggi dari t-tabel (2,024) pada tingkat pengaruh signifikan penggunaan komik dalam teks deskriptif menulis siswa. Jadi, disarankan bagi Guru untuk menggunakan komik dalam pengajaran menulis teks Deskriptif.

Kata Kunci: *Komik, deskriptif, tulisan, teks*

Abstract

This study focuses on finding out the effect of using comic in teaching descriptive text. this study conducts in experimental design. The populations of this research is the tenth grade of students in SMA Methodist Berastagi. There are forty students of the tenth grade senior high school students as the sample of the research. This study conducts with two randomized groups namely Experimental and Control Group. The Experimental group is taught by using comic. Comic is learning media which has purpose to make students become more active in language learning by giving material and the students solve by presented. The instrument of collecting the data is written Descriptive text test. the calculation shown that t-observed (6.00) ish higher than t-table (2.024) at the level of significant affects of using comic in students' writing descriptive text. So, it suggests for the Teacher to using comic in teaching writing Descriptive text.

Keywords: *Comic, descriptive, writing, text*

INTRODUCTION

Language is a tool of communication between one and another. In daily life, people interact, share their feeling, experience, and idea by using language. It can be in written or spoken form. Brown (1987: 4) "The Language is a

communication system using sounds that are spoken through speech organs and heard among community members, and uses the processing of vocal symbols with conventional meanings arbitrarily (Herman et. al., 2021). Language also has an important part in human life, they can ask and get. Information by using language. Everyday people will use language. There is so many languages in this whole world, one of them is English. In Indonesia, English is one of the subjects which is taught from elementary up to university. By mastering English students can enrich their information and their knowledge also because most books is available in English. English is not only important in the education field, but also for business and technology (Herman et. al., 2020). By that statement, people need to learn English. English has four main skills: listening, speaking, reading, and writing. Writing is one of language skill by which students can express their ideas in written form. It means that the students to be able to write correct sentences into a good text. Most of the students say that writing is a difficult task to do because of its complexity.

Silalahi et. al., (2021) defined that an effective writing is requiring a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (Pardede and Herman, 2020).

Brown (2000: 335) states writing is both process and product. Product refers to the essay, report, and the story. The students must pay attention to the composition of products that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling, and punctuation (Barus et. al., 2020). And the process helps to understand their composting process, give time to write and rewrite, and also help them to build repertoires of strategies for prewriting, drafting, and rewriting.

But in reality, most students always get difficulties when they are asked how to write a good text in English. Writing is still hard and often makes the students frustrating when they are asked to do it. Some other problems are when the teaching-learning process took place the students are still confused how to start writing, they did not know how to write right and how to make every sentence become coherence, and the teacher who teaches the students in writing did not motivate them to be better in writing a text (Sinaga et. al., 2020). And then, the teacher must be able to make the students active in class, and make the materials interesting so that the students are not bored with the materials. But, sometimes the teachers do not check the student's task, and it makes them lazy to the materials, and the students do not know their difficulties in writing. Writing emphasizes the abilities of students using language skills based on the context or situation with their environment.

In writing, there are many genres in writing for students learning. They are: descriptive, narrative, recount, report, explanation, spoof, hortatory, analytical exposition, news item, anecdote, discussion, procedure, and functional text, and

information text. Each genre has its social function, generic structure, and lexicogrammatical features. But in this, the writer will focus on descriptive text. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. A descriptive text is considered as the simplest and easiest writing form compared to the narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989; Rajagukguk et. al., 2020). Anderson & Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than the general group.

Based on the writer's experience during the field practice experience (Praktek Pengalaman Lapangan: PPL). There was found that most of the students had low abilities in expressing their idea through writing. The other difficulties faced by the students in the writing process were: limited knowledge about grammar, lack of vocabularies and had no idea of what they were going to write. The teacher commonly asked the students to write recount text based on what they know without explaining them the rules in writing that text. This monotonous ways of teaching made the students get bored and lazy in learning English especially learning writing a descriptive text. The teacher did not use the method or some medias that can help him to make the learning process comfortable.

Table 1. Students' Score on Observation on Seventh Grade of SMP N 31 Medan

NO	NAME	SCORE
1.	NA	50
2.	WD	60
3.	YA	60
4.	AL	50
5.	RR	50
6.	MI	70
7.	NS	60
8.	AR	70
9.	NA	70
10.	AT	90
11.	RS	80
12.	NR	70
13.	LR	100
14.	LS	60
15.	KM	40
16.	RNW	50
17.	YA	50
18.	YN	70
19.	ZH	40
20.	W	70

From the analysis, their capability on understanding a text mostly still lack.

$$\begin{aligned}
 \text{Nilai rata - rata} &= \frac{\text{Jumlah Nilai}}{\text{Banyaknya Data}} \\
 \text{Nilai rata - rata} &= \frac{1260}{20} = 63
 \end{aligned}$$

So, from the data above it can conclude that students' ability in writing still lacks, with a score mean 63. Meanwhile the minimum score that they have to reach is 75 (KKM in SMA Methodist Berastagi). These problems are often assumed to come from the media and the method used by the teacher in the classroom teaching. Concerning the problems above, the writer suggested to the teacher to choose the suitable media and method in their teaching. Using media and method were two important factors in creating a good atmosphere in the classroom activities and to encourage the students' learning writing skills effectively. The teacher should know how to build the learners' interest during the class, know how to design materials that are easy to be understood by students. Various media of teaching writing in English have been applied by the teacher such as mind mapping, sequence picture, picture series, song, video, movie clip, e-learning, etc. One of the media which can be used in writing is media comic.

The problem the students faced above can be overcome by using media. there are many kinds of media such as grafis media, displays board, visual media, audio media, social media, and audiovisual media. therefore this media will be used in researching this thesis. In this case, describe a comic is one example of the media which can be written on social media. Write the description of a comic is a media that documents reality and show events and phenomena and characteristics that are happening in the comic.

Media is a tool that can be used to convey information to students. Media that comes from Latin and is the plural form of the word "Medium" which means "sponsored" which means the source of the message. The media is also used as a means of accelerating learning activities both at school and elsewhere. Media are various types of components and all physical tools in the student environment that can present messages and stimulate students to learn, Gagne and Bringgs (Rahardjo et al. 2006: 6).

The Comic is a medium of expression in which images, often incorporating text, convey information such as descriptive. A Comic is an art form using a series of static images in a fixed sequence. Davids (1990:64) devise comic as a kind of cartoon from expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, complete with action. Comic also upper in newspaper Textual devices such as speech balloons, captions, and sound effect (onomatopoeia) are often used to indicate dialogue and other information. Size and placement of panels control the timing and pacing of the descriptive. There are two kinds of comics, comic strips, and comic books. comic books are defined in this study as a series of collections of stories that have picture consist of one or more titles as themes. while the comic strip is defined as a series of pictures inside boxes that tell a story.

Comic books are collections of stories that have a picture and consist of one more title and theme. The comic is the combination of work of fine arts with the literary arts that besides its interesting picture, also exist with the a clearer explanation that easy to understand the content of the story of the comic. in

comic, the digest of the story is on the illustration or the picture itself. comic, generally, is a pictorial story in magazines, newspapers, or book that is usually easy to understand and fun.

In other words, the comic is unification, work of art among fine literary works in which there are usually forms are the verbal explanation in a fixed sequence and has a cartoon story as a theme. writing comics is more than the material in hand, that it involves a certain immersion into the culture of the comics that one writer which involves any number of choices to be made. Comic can help writers to get the right visualizations.

This technique prepared a chance for students to develop their understanding and remembering by the image or picture that is written in the text. The teacher can ask the students to read it only in a few minutes and rewrite the story and and can describe the characters or who play a role in the story. By using this media, students can also find new vocabularies from the texts of conversations that are conveyed by the characters in the comic. They can use the new vocabularies to develop into some sentences to arrange a story based on their comprehension and ideas, so they may convey or express their thoughts with full potential.

Teacher should be selective in choosing teaching media/aids. In the writer's opinion, teaching English on writing skill using comic strips was one of teaching aid in which students' were given the chance to learn English more fun. The writer thought that comic was such supplementary cues that provided a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make imagery system when encountering words and expressions in a passage with which they were unfamiliar. It combined pictures and sentences, so it would help the students to understand the content and context that the teacher had taught easily. By using comic strips, it was hoped that it could motivate students to write and pay attention to the material. It would create a fun learning in English.

METHODOLOGY

The research will be conducted using experimental quantitative research. It means that treatment follows the concept. According to Arikunto (2006: 3), experimental research is a way to find a causal relationship (causal relationship) between two factors deliberately caused by researchers to eliminate or reduce other factors that can interfere (Sidauruk et. al., 2020). There were two variables involved in this research. There were English comic as the independent variable and descriptive writing text as the dependent variable.

Table 2. Research Design

Group	Pre-Test	Treatment	Post Test
Experimental Group X-IPA	✓	Using Comic	✓
Control Group X-IPS	✓	Without using Comic	✓

In this research, the students in the experimental class were taught by using English comics and the students in the controlled class were taught without using English comics. The research was done for five meetings, including giving

the pretest, treatment, and posttest. The pretest was done to collect the data by measuring students' performance before they received treatment. Meanwhile, the posttest was done to measure students' performance after treatment.

This research is used to test as an instrument. The instrument used in this research was a written test, by using pretest and posttest in the experimental class and control class. Two kinds of test to collect the data. The students in the experimental and control class were taught by using a different method. The students in the experimental class learned descriptive writing by using English comic. Meanwhile, the students in the control class learned descriptive writing without using English comics. Nonetheless, they were given the same topic in the pretest and posttest. As it has been known that in giving tests to the students, validity and reliability are required as the measurement of the test. Validity is the extent to which it measures what it is supposed to measure. Meanwhile, reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring test. To obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (Standard Kompetensi dan Kompetensi Dasar). To make the test reliable, an analytical scale is used as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use, and mechanics.

Pre-Test

The pretest was done before the learning process to measure students' understanding in learning descriptive writing at first, so it was held in the first meeting. Students in the experimental class were asked to write a descriptive text by using an English comic. Meanwhile, students in a controlled class were asked to write a descriptive text without using English comics.

Treatment

In the treatment, the teacher conducted teaching-learning activity with the students in both experimental and controlled class in three meetings. In the first meeting of treatment, she explained about descriptive text and how to write it. Then, in the next two meetings, she asked the students to practice to write descriptive text by using different descriptive stories, and also different comic strips for students in an experimental class especially.

Table 3. The Treatment for Experimental Group

Steps	Teacher Activities	Students Activities
1	Teacher enters to the classroom and greets the students.	The students give the responds to show their politeness.
2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill before using media	The students did the pre-test
3	Teacher explained some steps how to write a good paragraph	The students pay attention to the teacher.
4	Teacher lets students read the comic.	The students read the comic.
5	Teacher explained about the generic structure of descriptive text and ask the students to discuss the generic sturcture of the comic have read	Students pay attention to teachers' explanation and discuss about the descriptive text.
6	Teacher asked the students to write descriptive text based on the comic.	The students write the descriptive text.

Steps	Teacher Activities	Students Activities
7	At the end the writer collected all the students's task and teacher does reflection about the subject.	The students say their difficulties while doing the task.

Table 4. The Treatment for Control Group

Steps	Teacher Activities	Students Activities
1	Teacher enters to the classroom and greets the students.	The students give the responds to show their politeness.
2	Teacher was given pre-test to students at 30 minutes to measure students' writing skill before using media.	The students did the pre-test
3	Teacher explained some steps how to write a good paragraph	The students pay attention to the teacher.
4	Teacher explained by orally without the comic. The teacher explained about descriptive text.	The students pay attention to the teacher' explanation.
5	Teacher asked the students writing descriptive text without comic.	The students write descriptive text.
6	Teacher asked some students to write down their task on the white board.	The students come in from of the class and write down their task in the white board.
7	The teacher collected the students' task that have written in the white board and evalutes the students work as well as possible.	The students pay attention to the teacher' s correction and short explanation.
8	At the end the writer collected all the students task and teacher does reflection about the subject.	The students say their difficulties while doing the task.

Post-Test

The last is the posttest. The posttest was done to know the progression between the experimental and controlled class after the teacher gave treatments to the students. In this last meeting, she will the test to the students in the experimental and controlled class. The way she did the test was similar to the pretest.

Data Collection

In scoring the test of writing, the cumulative scores range from 1-100. There are five components used to asses writing, namely; content, organization, vocabulary, language use, and mechanics.

Table 5. Rubric Scoring Procedures for Writing Descriptive Text

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable a substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated /supported • succinct • well organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicative • no organization • or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range • frequently errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate

SCORE	LEVEL	CRITERIA
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, <i>but meaning seldom obscured</i>
	17-11	FAIR TO POOR: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, repositions and/or fragment, run-ons, deletions • <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to Evaluate
Total Score		

RESULTS AND DISCUSSION

In this research, the writer found that the teaching presentation conducted to the experimental group by using comic significantly affecting the student' in teaching writing descriptive text. It could be seen from differences of mean score from the both of groups.

Based on calculation, the mean score of the experimental group was higher than control group because the result of t-test (t-calculated) was higher than t-table at the level of significance $p=0.05$ ($6.00 > 2.024$). It means that there was a significant difference between both of the group. The teaching presentation conduct in experimental group was better than control group.

The aim of this research at knowing the effect of using comic in teaching writing descriptive text. In order to make this research easy to understand, the result of this research were discussed as follows: the implementation of comic had been conducted by using experimental quantitative research. The aims of this research were for testing theories by examining the relationship among two variables. In this experimental research took two classes, namely control class and experimental class. In experimental class was the class who used comic while in control class who without using comic. in this research followed the process, they were Pre-test, treatment and Post-test.

In learning to write descriptive students are asked to study more actively and work in teams. Comic was a media based on the uses of project as the core unit of language teaching.

To measure the students' in writing descriptive text, the writer conducted Pre-test, treatment and post-test in experimental class, mean of score in pre-test was 64.3 and mean of score in post-test was 78.15, it means that mean of score in post-test higher than mean of score in pre-test. The results of students' ability to write descriptive texts can be seen from the average results pre-test and post-test.

To find out whether comic had significant affected on students' ability in writing descriptive text, the result of the test is calculated by using t-test formula, and the result of t-test formula was 6.00 and t-table at level of significance $p=0.05$. in testing hypothesis, H_a was accepted if the t-calculated $>t$ -table.

Considering the explanation above, the writer concludes that H_a was accepted and H_0 was rejected. therefore, there was significant effect on students in writing descriptive text by comic.

CONCLUSION

Based on the data analysis, the writer draws some conclusions. Comic is an art form using a series of static images in a fixed order, the teacher gives a comic in which a series of static images in a fixed order, and the teacher sets a title in the comic to describe, namely a comic titled 'murder at the Kogoro reunion event (detective Conan), and students try to make descriptive texts that are well-suited to the contents of the comic. There is the significant effect of score in both of experimental group and control group. the value t-calculated (6.00) is higher than the value of t-table 0.05 (2.024). Thus, it can be concluded that the students in writing descriptive text which is taught by using comic is higher than students' ability which is taught without using comic. Students who were taught with applying the comic show better affecting than teaching without using comic because comic show the sequence of events. And last but not least, comic significantly affects on writing descriptive text of tenth grade students in SMA Methodist Berastagi.

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