

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter review of related literature writer begins with previous studies, what is language in our life, Nature of Writing, the meaning of teacher feedback technique.

A. Previous Studies

In this study, there are some previous studies, which conducted in this study, the researcher related previous studies.

First, Icy Lee in this study “*investigates the reactions of students in two Hong Kong secondary classroom*” to their teachers’ feedback, focusing particularly on the factors that might have influenced their reactions. Student data from questionnaires, checklists and protocols were triangulated with teacher data from interviews, classroom observations and feedback analysis to situate student reactions in their specific contexts. The results show that students, irrespective of proficiency level, wanted more written comments from teachers.¹

Second, by Carlo Magno and Arceli M. Amarles, “*Teachers’ Feedback Practices in Second Language Academic Writing Classrooms*” in this study provides support for the hypothesized factors of feedback practices (feedback on

¹Icy Lee, Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing*, University of Hong Kong: Hong Kong, 17, 2008, p. 144

form, content, and writing style) employed by writing teachers in second language academic writing classes.²

Third, by Napaporn Srichanyachon in this study “*investigates Feedback can be given directly or indirectly*”. In order to give effective written feedback, teachers should consider their students’ needs for error correction and classroom realities. No matter what method is used, it is important for teachers in ESL and EFL settings to give students a crystal clear explanation.³

Fourth, Ziaul Karim and Taslima Irine had conducted a study entitle “*The Nature of Teacher Feedback in Second Language (L2) Writing Classrooms: A Study on Some Private Universities in Bangladesh*” in this study The core task of second language (L2) writing teachers is to help students become efficient writers by building up student confidence and providing effective strategies to improve student writing. Teacher feedback given during various stages of process writing can play a vital role in this respect .⁴

Fifth, by Zhou Binglan and Chen Jia entitle “*The Impact of Teacher Feedback on the Long-term Improvement in the Accueary of EFL Student Writing*” As a result, the control group made much less progress in EFL writing

² Carlo Magno and Arceli M. Amarlis, *Teacher’s Feedback Practices in Second Language Academic Writing Classrooms, De La Salle and Philippine Universities: Manila, 2011, p. 21*

³ Napaporn Srichanyachon, *Teacher Written Feedback for L2 Learners’ Writing Development. Silpakorn University Journal of Sosial Science, Humanities, and Art. Thailand: Bangkok University, vol 12 (1), 2012, p. 7*

⁴ Md. Ziaul Karim and Taslima Irine Ivy, *The Nature of Teacher Feedback In Second Language (L2) Writing Classrooms: A Study On Some Private Universities In Bangladesh, Bangladesh: Presidency University, 2011, p. 31*

accuracy than the experimental group. Therefore, correction with corresponding explicit explanations is more helpful for students' long-term progress in writing accuracy and should be applied to teaching EFL writing.⁵

Sixth, Siti Aisyah Akiah and Zawiah Ghazali had conducted a study entitled “*The effects of Teacher and Peer Corrective On The Grammatical Accuracy In Writing Among The L2 Learners*” This preliminary paper sought to investigate the effects of two types of CF on the grammatical accuracy in L2 learners' writing namely; teacher feedback and peer feedback. Their effects on grammatical accuracy in learners' writing were observed on 64 form six students of one secondary school in Skudai, Johor.⁶

Seventh, by Mi-Lim Ryoo, “*The Effects of Teacher Feedback on EFL Students' Writing in a Korean University Class* “. The study found that the students had never experienced the multiple-draft activity. The students' most common request for teacher feedback was for correction of errors. In the process of revisions, the students utilized the comments on grammar more than those on content and rhetorical structure.⁷

Eighth, “*Improving Students' Writing: Why Is There A Need For Teacher Feedback*” by Clarence Jerry, Jariah Mohd Jan, and Moses Samuel discusses

⁵ Zhou Binglan and Chen jia, The Impact of Teacher Feedback on The Long-Term Improvement in The Accuracy of EFL Student Writing. *Chinese Journal of Applied Linguistics (Bimonthly)*, University of Science and Technology of China, 2010, p. 18

⁶ Siti Sisyah Akiah and Zawiah Ghazali, The Effects of Teacher And Peer Corrective Feedback On The Grammatical Accuracy In Writing Among The L2 Learners, *Skop: Komunikasi dan Pendidikan*, Johor: SMK Skudai, vol 2, 2015, p. 155

⁷ Mi-Lim Ryoo, The Effects of Teacher Feedback on EFL Students' Writing in a Korean University Class. *The Journal of Asia TEFL*, Korea: Busan Digital Univesity, vol 1 (1), 2004, p. 115

some of the researched issues related to teacher feedback to students' writing, types of teacher written feedback, the impact of teacher feedback and also teachers' role in providing feedback. An insight into what teacher feedback entails will reveal how feedback can play a central role in increasing the learner's achievement in writing.⁸

For the last study, by Hurmuz Telceker and Sumru Akean "*The Effect of Oral and Written Teacher Feedback on Students' Revision in a Process-Oriented EFL Writing Class*". This study determine the effect of oral and written feedback on pre-intermediate student revisions in a process-oriented EFL writing class. Spesificallay, the teacher-researcher investigated how her oral and written feedback on the language and content would affect the way students rewrote their first draf (D1)on given writing topic. This study also investigated how teacher feedback in a process oriented EFL writing class affected students' oponions about writing.⁹

In addition, the differences between the previous studies with the study are related to the approach of the study that is used. The previous study used research and concept. Meanwhile, this study was experimental research; it was conducted in writing ability by teacher feedback technique. The purpose of the study was to know the effect teacher feedback technique give effect at students' writing ability especially on writing recount text. The level that was be used in Senior High

⁸ Clarence Jerry et al, Improving Students' Writing: Why Is Therea Need For Teacher Feedback. *Malaysian Journal of Languages and Linguistics*, vol 2, 2013, p. 44

⁹ Hurmuz Telceker and Sumru Akean, The Effect of Oral and Written Teacher Feedback on Students' Revisions in a Process-Oriented EFL Writing Class. *TESL Reporter* , Istanbul: Bogazici University, 43 (1), p.31

School at tenth graders, the purpose of this research is to improve students' writing skill.

B. Writing

1. The Nature of Writing

There are some definitions of writing that are taken from resources, According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.¹⁰ Brown also states that writing is indeed a thinking process.¹¹

Moreover Dullay gives statement that writing is only mode in which both linguistics manipulation task and communication task have been given.¹²In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.¹³Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing was b the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

2. The Process of Writing

Steps in the Writing Process:

¹⁰ Honrby, *Oxford Advanced Learner's Dictionary Of Current English*, 1982 p.1383.

¹¹ Douglas H. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Inc, Education Company, 2001, p.336.

¹² Heidi Dullay, *Language Two*, New York: Oxford University Press, 1982, p. 226.

¹³ Endang Fauziati, *Teaching English as a Foreign Language*, p. 151.

- a. **Pre-writing:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started. Prewriting is a preparation to write and the getting-ready-to-write stage which is like a warming-up for the athletes.
- b. **Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized. . Drafting is a stage designed to allow the writers to put their ideas on paper without worrying about mechanics or neatness. Drafting and revising stages are the core of the writing process
- c. **Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft. Revising is to make the writing clearer and more interesting to the readers.
- d. **Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful. Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness. Tompkins & Hoskisson

assert that the editing stage primarily focuses on the content of students' writing.

- e. **Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.¹⁴ Publishing activities focused on providing the students chances to share the final product with the other students. In publishing stage, students bring their compositions life by publishing them or sharing them orally with an appropriate audience. It means that they shared their writings with real audiences of classmates, other students, parents and community.¹⁵ Publishing is a form of activity that is very important for students as it provides an opportunity for them to share their writing product with real audience of their classmates and other students.¹⁶

C. Teacher Feedback Technique

1. Definition of Teacher Feedback

Teacher written feedback or handwritten commentary is a primary method to respond to students' essays to assist students' writing

¹⁴ Time4Writing, The Writing Process: Steps to Writing Success, 2015, <http://www.time4writing.com/writing-resources/writing-process/> on accessed 02 December 2015 at 14.00

¹⁵ M. Zaini Miftah, Improving The Tenth-Years Students Writing Ability at MA Mambaus Sholihin Gresik Through Mind Mapping. *Lingua Jurnal Ilmu Bahasa dan Sastra*, vol 5, 2012, p.189-191

¹⁶ M. Zaini Miftah, Enhancing Writing Skill Through Writing Process Approach. *Journal on English as a Foreign Language*, vol 5 (1), 2015, p.20-21

development; teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers.¹⁷

2. Types of Teacher Feedback

There are types of teacher feedback¹⁸

Comment Types:		Examples:
1.Praise	Positive comment non-controlling	<ul style="list-style-type: none"> • Well written ! much improve • Quite nicely structured.
2.Criticism	Negative comment or evaluation, authoritative	<ul style="list-style-type: none"> • Contradictory sentences confusing, • Careless with the transition of ideas!
3.Imperative	Comments that tell the student writer to do or change something, usually starting with a verb imperative form	<ul style="list-style-type: none"> • Be specific • Do not change tone and style suddenly be consistent.
4.Advice	Suggestive comment often in conditional mode	<ul style="list-style-type: none"> • May be you could add some details here. • Perhaps you could expand the topic sentences.
5.Closed question	Questionss that either get a 'yes' or 'no' as answer, or else a simple one-word mode	<ul style="list-style-type: none"> • Do you think you've given an adequate evaluation? • Is this word used literally or figuratively
6.Open question	Questionss that require more than a 'yes' or 'no' as answer, often starting with 'what', 'where', 'why',	<ul style="list-style-type: none"> • Who gives / gets the lessons? • What does this mean?

¹⁷ Paul C. Burnett, Praise and Feedback in the Primary Classroom: Teachers' and Students' Perspectives, Australia: vol, 2010, p. 8

¹⁸ Lia Hamp-Lyon and Julia Chen, 'An Investigation into the effectiveness of teacher Feedback on Student Writing', The Hongkong Polytechnic University, Action Learning Project, 1999, p 211-212

	'who', 'when', and 'how'	
7.mechanics	Comment that deal with grammar, punctuation, spelling word choice etc.	<p style="text-align: center;"><i>Appreciate</i></p> <p>I <u>am appreciated</u> the help of the people at the country</p> <p style="text-align: center;"><i>Verb</i></p> <p>Although parents permission hom to. . .</p>
8. '?'	No comment except a '?' usually meaning 'dont understand'	<p>??</p> <p>Many argument government get attract more people from oversea</p>

3. The step of the teacher feedback technique

Feedback is a fundamental element of a process approach to writing. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions (Keh).¹⁹

1. Participants how accurately they implemented the interventions.

However, the authors provided no information on the length or specific content of the written feedback.

2. Jones, Wickstrom, and Friman targeted teacher's treatment integrity and student on- task behavior.
3. The researchers used written feedback that contained information on the observation session. Specifically, the written feedback gave the percentage of time the student was on-task

¹⁹ Yayu Wen, Teacher Written Feedback on L2 Students Writings. *Journal of Language Teaching and Research*, China: vol 4 (2), 2013, p. 427

and the percentage of treatment integrity steps implemented correctly.

4. Results showed a significant increase in treatment integrity, but student on task behavior had small increases. Low rates of student behavior could have been a result of a poorly designed and not necessarily related to the teacher's implementation of the.²⁰

²⁰ Jada-Rae D. Traub, A comparison of feedback procedures on Teacher's Use of Behavior Support Strategies and Children's Problem and Alternative Behaviors in Preschool Classroom, University of South Florida: 2010, p. 6

Example of Teacher Feedback Technique²¹

Amato/NMRL/95

12:30

(DP) Wednesday, October 22nd (9:00 p.m.)

Dear Diary:
 I am writing this in the girls' bathroom. That's the only place I can get a little privacy around here. If I can't believe how this day is going so far, it all started with math. ~~So much happened today. I have to start at the beginning, which unfortunately was math class. I forgot we were having a test.~~

If I have never been unprepared for a test in my life. Normally, when I get a test, I know what to do and calmly do it. Today, when Mr. Peter handed out the tests, I thought my eyeballs were going to explode. I stared at the first page, but I couldn't make sense of it. Meanwhile, everybody around me started scribbling right away. I felt the way Helen Keller must have felt when she could feel the lips of people moving but couldn't understand what the heck they were saying. I felt like I was drowning.

If Beth was already done with the first three problems. If I slumped in my seat and leaned a little to my left and squinted, I could see her answers floating on the page like little life preservers.

If in my moment of need, I did what I had never done before. I cheated. Halfway through, Beth glanced back at me a few times, as if she could feel my eyes grabbing onto her work.

If At the end of the period, I was exhausted. It's very tiring to cheat. It takes a lot of concentration. Not only do you have to get the answers down right, but also you have to keep the guilt from melting your conscience into a puddle at your feet.

If I fell asleep during science and woke up to the sound of Mrs. Keating yelling. I jumped up, sure she was yelling at me. But she was bawling out Johnny Nye for sneaking onto the internet and playing a computer game when he was supposed to be doing research for the big report that's due on Friday.

? not needed OK ✓

ok

ha!

²¹ Mary Amato, Example of Editing and Revising on journal <http://ww2.valdosta.edu/~troot/eced4300/Proofreader's%20Marks%20for%20Revision%20&%20Editing%20&28color%29.pdf>

4. Important of Teacher Feedback

Nicole and Macfarlane-Dick suggested seven principles for feedback practice. They claimed that good feedback practice:

1. Helps clarify what good performance is (goal, criteria, expected standards);
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high-quality information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to students that can be used to help shape teaching.²²

5. Advantages and Disadvantages of teacher feedback

Advantages

- Feedback can be personal, individual, and directly related to the particular piece of work.
- Feedback may be regarded as authoritative and credible.
- The feedback can be tailored to justify an accompanying assessment judgement.

²² Maryam bijami, Seyyed Hosein Kashef, and Maryam Sharafi Nejad. Peer Feedback in Learning English Writing: Advantages adn Disadvantages. *Journal of Studies In Education*. Malaysia: Macrotink Istitut, 3 (4) 2013, p. 92-93

- Students can refer to the feedback again and again, and continue to learn from it.
- Such feedback provides useful evidence for external scrutiny.

Disadvantages

- Handwritten feedback can be hard to read!
- When critical, handwritten feedback - because of its authoritativeness - can be threatening.
- It is slow and time-consuming to write individually on (or about) students' work, and hard to make time for when class sizes are large.
- You can't refer to your own feedback to different students unless you keep photocopies of their work and your comments.
- It becomes too tempting to degenerate into shorthand - ticks and crosses - rather than to express positive and critical comments.²³

²³ Phil Race, Using Feedback to Help Students to Learn, http://wap.rdg.ac.uk/web/FILES/EngageinFeedback/Race_using_feedback_to_help_students_learn.pdf

6. Correction Symbols²⁴

Meaning	Incorrect	Correct
<i>P.</i> punctuation	I live ^{P.} and go to school here ^{P.} Where do you work ^{P.}	I live and go to school here. Where do you work?
<i>O</i> word missing	I ^O working in a restaurant.	I am working in a restaurant.
<i>Cap.</i> capitalization	It is located at ^{cap.} ppain and ^{cap.} baker ^{cap.} streets in the ^{cap.} City.	It is located at Main and Baker Streets in the city.
<i>V.t.</i> verb tense	I never ^{v.t.} work as a cashier until ^{v.t.} I get a job there.	I had never worked as a cashier until I got a job there.
<i>agr.</i> subject-verb agreement	The manager ^{agr.} work hard. There ^{agr.} is five employees.	The manager works hard. There are five employees.
<i>C</i> make one word or sentence	Every ^C one works hard. We work together. ^C So we have become friends.	Everyone works hard. We work together, so we have become friends.
<i>Sp.</i> spelling	The ^{sp.} maneger is a woman.	The manager is a woman.
<i>pl.</i> plural	She treats her employees like ^{pl.} slave.	She treats her employees like slaves.
<i>X</i> unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
<i>W.f.</i> wrong word form	Her voice is ^{w.f.} irritated.	Her voice is irritating.
<i>W.W.</i> wrong word	The food is delicious. ^{w.w.} Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.

²⁴ Alice Oshima & Ann Hogue, *Writing Academic English Third Edition*, New York: Addison Wesley Longman, 1998, p. 259-260

Appendix D Correction Symbols

	Meaning	Incorrect	Correct
ref.	pronoun reference error	The restaurant's specialty is fish. ^{ref.} They are always fresh. The food is delicious. Therefore, ^{ref.} it is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
W	wrong word order	Friday ^W always is our busiest night.	Friday is always our busiest night.
RO	run-on	Lily was fired ^{RO} she is upset.	Lily was fired, so she is upset.
CS	comma splice (incorrectly joined independent clauses)	Lily was fired, ^{CS} she is upset.	Because Lily was fired, she is upset. Lily is upset because she was fired.
FRAG	fragment (incomplete sentence)	She was fired. <u>Because she was always late.</u>	She was fired because she was always late.
T	add a transition	She was also careless. ^T She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
S.	subject	^{S.} Is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
V.	verb	The employees ^{V.} on time and work hard.	The employees are on time and work hard.
prep.	preposition	We start serving dinner ^{prep.} 6:00 P.M.	We start serving dinner at 6:00 P.M.
conj.	conjunction	The garlic shrimp, fried clams, ^{conj.} broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art.	article	Diners expect ^{art.} glass of water when they first sit down ^{art.} at table.	Diners expect a glass of water when they first sit down at the table.
¶	Symbol for a paragraph		

D. Recount Text

1. Definition of Recount Text

Recount text is text that retell about a story, experience, and other. recount text use simple past tense or past perfect tense in its phrase. recount text retell about past event. recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. its very easy to different recount text from another text. you can make *recount text* from your story. In the recount text we will not get “is” or “are” in the phrase but it will change to “was” or “were”. usually in *recount text*, the subject is I, or the name of human.²⁵

The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. A writer or speaker uses a recount to tell us about a story or an event.

2. Generic Structure of Recount

Generic structure or rhetorical structure is a package of events in a text. This generic structure will explain how the stages move through to attain the purpose. Every genre has its generic structure, so do the recount. The generic structure of recount are :

- a. Orientation : Introducing the participant, place, and time.

(when, where, who, etc)

²⁵Rugayamanan, 2012. *Definition of Recount, Report, Narrative, Descriptive and Procedure Text*.(online) <https://rugayamanan.wordpress.com/2012/12/08/definition-of-recount-report-narrative-descriptive-and-procedure-text/> accessed on April 01 2015 at 22.00 pm

- b. Events : Describing series of event that happened in the past (what happened)
- c. Reorientation : Closure of the events. It is optional. Stating personal comment of the writer to the story

3. Language Feature of Recount

Language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case. Language features of recount are:²⁶

- a. Introducing participant : I, we, they, my family, etc.
- b. Using Temporal Sequence : Then, first, etc.
- c. Using linking verb : was, were, went, met, etc.
- d. Using action verb : look, go, see, etc.
- e. Using Simple Past Tense

Example of Recount text :

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch

²⁶Anderson Mark and Anderson Kathy, *Text Type in English*, Australia: Macmilan, 1997, p. 48

we fed some birds in the park. In the afternoon we saw the animals being fed.
When we returned home we were tired but happy because we had so much fun.²⁷

4. Scoring Guide of Writing Test

Table 2.3 Criteria of Assessment in Writing Recount²⁸

No.	The items to be evaluated	Score	Description
1	Content Orientation	7	Show the complete parts of orientation that are the people involved, the time, the places and the situation which make the readers understand and interest to read a story. Well focused idea based on the topic of an activity.
		6	Does not show one part of orientation, e.g there is no place. Therefore the readers has not received the complete information from the story. The writer focuses idea based on the topic of an activity.
		5	Does not show two parts of the orientation, therefore the readers get confused the story given. The writer focuses idea based on the topic of an activity.
		4	Does not show three parts of the orientation, therefore the story is hard to understand for the readers. The writer not focuses idea based on the topic of an activity.
		3	Directly explains the events without orientation. The writer not focuses idea based on the topic of an activity.
2	Sequent of events	7	State two events/more in a logical and has write in each events that makes the story flow in coherence.

²⁷ PDST, 2010, *Example of Recount Writing*, (online) <http://www.pdst.ie/node/591> accessed on April 02 2015 at 08.00 am

²⁸ Eni yusnita.et.al, *Improving Students' Recount Text Writing by Using Picture Series*, Pontianak. 2012, p. 8-9

		6	Stated two events but has no unity in each event that disturb the coherence of story.
		5	Stated only one event and the story have unity so the story is easy to understand.
		4	Stated only one event and the story have to unity so the story is not easy to understand.
		3	Show the complete parts of reorientation that are signals the end, summarize the story and leaves his/her comment. Therefore, readers get the idea of story
3	Re-orientation	7	The idea of personal opinion about the topic or event is clear. Does not show one part of re-orientation, but the reader still get the idea of the story.
		6	The idea of personal opinion about the topic or event is unclear. Does not show two parts of reorientation, but the reader still get the idea of the story.
		5	The idea of personal opinion about the topic or event is unclear. End the story with short comment but the reader still get the idea of the story.
		4	The idea of personal opinion about the topic or event is unclear. End the story without any comment, signal or summary so the reader do not realized that story is finish.
		3	The idea of personal opinion about the topic or event is unclear.
4	Vocabulary	20	The paragraph shows that the usage of words such as noun, action, verbs, conjunction and adjectives is used appropriately.
		15	1-3 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph but the meaning is not obscured.
		10	4-6 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.

		5	7-9 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
		1	More than 9 errors of words form, so the paragraph does not show that the writer understand the usage of words such as noun action verb and conjunction.
5	Grammar	15	The paragraph contains complete sentences and correct in form of past tense.
		10	Mostly complete sentence, there are 1-3 errors in form of past tense.
		5	There are 4-6 errors in form of past tense
		3	There are 7-9 errors in form of past tense.
		1	More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.
6	Spelling	15	The words are correct in writing, so the writer is good in spelling.
		10	Makes 1-3 errors in spelling in the story.
		5	Makes 4-6 errors in spelling in the story
		3	Makes 7-9 errors in spelling in the story
		1	More than 9 errors in spelling in the story
7	Punctuation	15	The paragraph shows that there are no mistakes in punctuation and capitalization so the paragraph is exceptionally easy to read.
		10	The paragraph shows that 1/2 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
		5	The paragraph shows that 3/5 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
		3	The paragraph shows that 5/7 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
		1	The paragraph shows more than 7 mistakes in using punctuation and capitalization, the writer does not master the usage of punctuation and capitalization.