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BIOGRAPHY



Ning Ayu Dinanti, the first daughter of Mr. Mohammad Ihsan and Mrs. Misyati, was born on January 02, 2002 in Bondowoso. She lives in Curahdami Bondowoso. He graduates from MI 1 Bondowoso at 2014 she continued to study in Nurul Jadid Islamic Boarding School and continued her education at MTS Nurul Jadid. In 2017, entered MA Nurul Jadid to continue her studies and completed it in 2020, she was accepted as one of the students in the Department of English Education, Faculty of Social and Humanities, Nurul Jadid University. Finally, at the end of the semester and from writing his biodata she has a final project research with the title “TEACHERS’ APPROACHES IN HANDLING STUDENTS’ WRITING ERRORS”

APPENDIXES



YAYASAN NURUL JADID
SEKOLAH MENENGAH ATAS NURUL JADID
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Nomor : NJ-H/17/570/A.VIII/07.2024

Yang bertanda tangan di bawah ini :

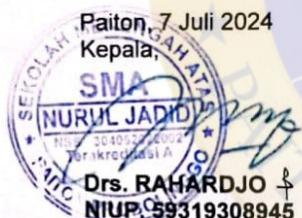
Nama : **Drs. RAHARDJO**
Jabatan : Kepala Sekolah
Satdik : SMA NURUL JADID Paiton Probolinggo
Alamat : Jl. KH. Zaini Mun'im Karanganyar Paiton Probolinggo

Menerangkan bahwa :

Nama : **NING AYU DINANTI**
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Fakultas : Fakultas Sosial Dan Humaniora
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **TEACHER APPROACHES IN HANDLING STUDENTS WRITING ERRORS**
Waktu Penelitian : Ahad, 30 Juni 2024.

Yang bersangkutan telah melakukan penelitian lapangan/observasi dalam rangka penyusunan Tugas Akhir (Skripsi) di lembaga ini.

Surat keterangan ini kami buat dengan sebenarnya untuk digunakan sebagaimana mestinya.





PANITIA PELAKSANA PROGRAM
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4. Judul Skripsi : Teachers approaches in handling students writing Errors

5. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
30 April 2024	Revisi Bab 1	Revisi Bab 1	<u>PP</u>
18 Mei 2024	Revisi Bab 1 & Acc	Revisi Bab 1 dan Acc	<u>PP</u>
23 Mei 2024	Revisi Bab ii	Revisi Bab ii	<u>PP</u>
25 Mei 2024	Revisi Bab ii & Bab iii	Revisi Bab ii dan Bab iii	<u>PP</u>
4 Juni 2024	Acc Bab ii & Revisi Bab iii	Acc Bab ii & Revisi Bab iii	<u>PP</u>
10 Juni 2024	Revisi Bab iii	Revisi Bab iii	<u>PP</u>
12 Juni 2024	Revisi Bab ii & Bab iv	Revisi Bab iii & Bab iv	<u>PP</u>
26 Juni 2024	Acc Bab iii & Rev Bab iv Acc Bab iii & Revisi Bab iv	Acc Bab iii & Revisi Bab iv	<u>PP</u>
29 Juni 2024	Bab iv	Revisi Bab iv	<u>PP</u>
04 Juli 2024	Bab iv	Revisi	<u>PP</u>
08 Juli 2024	Bab iv & v	Revisi Bab iv & v	<u>PP</u>
09 Juli 2024	Bab iv + v	Acc	<u>PP</u>

6. Bimbingan telah selesai pada tanggal 09 Juli 2024 :
Dosen Pembimbing,

DURRATUL HIKMAH



**YAYASAN NURUL JADID PAITON
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KETERANGAN HASIL CHECK PLAGIASI

Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 16 % (Exclude Quotes dan Exclude Bibliogrpahy) pada tugas akhir/skripsi mahasiswa berikut:

Nama : NING AYU DINANTI

NIM : 2042300035

Judul Skripsi : TEACHERS' APPROACHES IN HANDLING STUDENTS' WRITING ERRORS

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.

Paiton, 16 Juli 2024
Ketua Tim,



During your time teaching English, did many of students make writing mistakes?

T1	<i>English is the most difficult aspect so that many students still make mistakes in writing in English, especially those who are still beginner students.</i>
T2	<i>writing errors often occur in students' writings, this happens because English is a very broad learning activity.</i>
T3	<i>writing often occurs among English learners, because writing is a productive skill.</i>
T4	<i>Writing errors are inevitable for students, as writing requires thinking skills, appropriate grammar and vocabulary, and a clear purpose.</i>

What approaches do you use in handling with students' writing errors when in class?

T1	<i>I use the feedback correction approach, as it is an approach that is seen as effective for dealing with this type of student error</i>
T2	<i>I use a feedback correction approach in dealing with students' errors, such as discussion, direct correction and marking the parts to be corrected.</i>
T3	<i>One form of correction approach and discussion to provide good feedback on students' writing errors is to give them motivation, so that they do not despair about their writing errors</i>
T4	<i>To deal with students' writing errors, I comment on students' writing directly when they make mistakes. I point out errors in grammar, sentence structure and vocabulary usage and give suggestions to correct them. I also used to hold discussion sessions in class.</i>

How do you feel when one of your students does not accept the correction you give?

T1	<i>I feel a little frustrated when students don't accept my corrections. As a teacher, I try to give my best for their progress. However, I also understand that every student has a different character and perspective. In</i>
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	<i>this situation, I usually try to approach the student personally and explain in more detail about my correction and the reason behind it.</i>
T2	<i>I feel a little disappointed, but I try to look at it from the students' point of view. Maybe they feel uncomfortable or feel criticized. I always try to give corrections in a constructive and supportive way. Sometimes, I also invite students to discuss further so that they can understand the meaning of the correction.</i>
T3	<i>I feel this challenge is part of my job. Students who don't accept correction can be an opportunity to understand them better and find other ways to teach them. I often use a more personalized approach and try to build better communication so that they can accept correction more openly.</i>
T4	<i>Of course there are feelings of sadness and disappointment. However, I always try to be patient and support the student. I try to explain things in a different way or use examples that are easier to understand. The most important thing is to make sure that the student feels heard and understood.</i>

<i>How do you approach students so that they can easily understand the corrections you provide?</i>	
T1	<i>I always try to give corrections in a clear and structured way. First, I explain the mistake made in detail. Then, I give the correct example and explain the steps to achieve it. I also often use visual aids such as diagrams or graphs to help students better understand the incorrect concept. In addition, I invite students to discuss and ask questions if something is unclear.</i>
T2	<i>I always try to give corrections in a positive and constructive way. I start by praising the student's effort first, then I gently explain their mistakes and give suggestions for improvement. I also often give relevant examples and invite students to practice again. I believe that a positive approach and moral support can help students accept correction better.</i>
T3	<i>I use a dialogical approach. I invite students to discuss the mistakes they made and find out what they were thinking at the time. By understanding their perspective, I can provide more appropriate and relevant corrections. I also often use analogies or easy-to-understand historical stories to explain mistakes and how to correct them. I believe that by having a dialog, students will more easily understand and accept corrections.</i>

T4	<p><i>I always try to give personalized and specific corrections. I avoid giving general corrections and focus more on individual student errors. I explain the mistake in a simple way and use language that is easy to understand. If needed, I also provide additional exercises related to the mistake so that students can practice and correct their mistakes. In addition, I always open myself up for questions and discussions so that students feel comfortable and do not hesitate to ask for further explanations.</i></p>
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