

THE ANALYSIS OF STUDENTS' TEXTS AT LANGUAGE DEVELOPMENT UNIT AT STAI DARUL ULUM KANDANGAN

Laksana Tri Prasetya

Arabic Education Department, STAI Darul Ulum Kandangan,
South Kalimantan, Indonesia

Email: praszestful@gmail.com

Abstract

The aims of this study are to diagnose and assess the students' texts and to find out and describe the level of students' competence in English at Language Development Unit at STAI Darul Ulum Kandangan. It uses qualitative method in the form of discourse analysis based on Scott Thornbury's criteria (2005) in diagnosing and assessing the students' text and the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) (Europe, 2020) in finding out and describing the level of students' competence in English. The result shows that the students can produce simple phrases and sentences and can describe in very simple language about one member of his or her family and it shows that the level of the students' texts is in the elementary level in the point of A1 or A2. some mistakes such as making compound noun, the verb-agreement, spelling of the words, possessive adjectives, references, and other basic knowledge in English are often occurred in the text. It suggests that the teacher or instructor of English should give more attention to this matters.

Keywords: *students' text, students' competence, language development unit, discourse analysis*

A. INTRODUCTION

Language is very important in communication. Without a language, someone cannot inform other people about the information, feelings, events or other things. One of the most used languages is English. English is used everywhere in this world. In Indonesia, English is as a foreign language that is not as an official language. The official language is Indonesian. However, written English can be found easily in the electronic books' guidance, food's pack, transportation mass such as plane, train, busway, car, ship etc., and spoken English can be found in tourist places by meeting the tourist people such as in Bali, Lombok, Jogjakarta and so on. Thus, English in the form of written is more dominant than spoken because written English can be found everywhere than spoken English that only used in specific places in Indonesia as mentioned earlier.

Language is realized as text (Thornbury, 2005). It can be spoken or written. In this study, it focuses on written text by students. Writing a text is a process of learning a language and it is reflecting the students' competence in language. Learner text displays a rich resource for language development (Thornbury, 2005). It can be seen in the students' writing whether the students use complex or simple sentences, use rich advanced vocabularies or basic vocabularies. If the students use complex and advanced vocabularies, it means that they have high competence in English and in conversely if the students use very simple, basic vocabularies, and many mistakes, it can be inferred they

are in low competence in English. If the students make many errors, it shows that they need more attention in what errors they make. Novita (2014) states that errors reflect the students' competence of English because they are related to cognitive process.

In Indonesia, English is taught since elementary school until universities. However, based on the writer's observation, the proficiency of some non-English students at universities especially in STAI Darul Ulum Kandungan is still low especially on the regions that are far from tourist places or famous cities in Indonesia. Proficiency is one's ability to use language for a variety of communicative purposes (Renandya, Hamied, & Nurkamto, 2018). The measurement of this proficiency is accuracy, fluency, complexity, appropriacy and capacity (Richards, 2018). Accuracy is about the grammar or the correctness of the text, fluency is the flow of the text, complexity refers to the rigorous or complexity of words or sentences, appropriacy refers to the context in accordance with the text and capacity refers to the level of sophistication in the text.

The university that the writer teaches English is in language development unit called as UPB Sekolah Tinggi Agama Islam Darul Ulum Kandungan. This is a place for students to study English and Arabic. The students have to take this program especially when the students get grade lower than 70 in the first test of English or Arabic. This program has sixteen meetings along the semester. In a week it can be held once or twice. Therefore, in the end of this meeting it is hoped that the students can speak and write in simple phrases or sentences. To find out whether the goals of the UPB class achieved or not, the writer analyzes the students' texts of UPB class.

Before in the end of the meeting of UPB class, the writer asked the students to make a descriptive text about one of the members of their family. It can be his/her father, mother, brother, sister, grandfather, grandmother etc. In the process of writing this text, the students are not allowed to look at the dictionary, their notebooks, or their gadget especially smartphone. Therefore, it was the pure of their knowledge and their competence in writing the texts. They only brought a pen and a correction pen and they disallowed to speak in the classroom. The writer told them that it was a try out test in order to know their level of English and whether the students understood with the material that they have learned in the classroom and also to know my teaching method based on my earlier study about how to learn English (Prasetya, 2020). Therefore, this study is entitled "The Analysis of Students' Text at Language Development Unit at STAI Darul Ulum Kandungan. The objectives of this study are to diagnose and assess the students' texts at Language Development Unit at STAI Darul Ulum Kandungan and to find out and describe the students' competence in English at Language Development Unit at STAI Darul Ulum Kandungan.

B. METHOD

In this study, the writer uses the descriptive method in the term of discourse analysis to diagnose and assess the students' texts and to find out and describe the students' competence in English based on criteria of assessing texts by Thornbury (2005). The criteria as the follows:

CRITERIA OF ASSESSING TEXTS

Aspect	Criteria
Content	Does the text cover a sufficient range of points, according to the specifications of the tasks?
Organization and cohesion	Is the text appropriately organized, laid out and linked?
Range	Is there a sufficiently wide range of vocabulary and grammatical structures?
Register	Is the style appropriate to the topic, text type, purpose, and target reader?
Target reader	Has the writer kept the reader in mind? Would the text achieve the desired effect on the target reader?
Accuracy of language	Is the text accurate in its use of vocabulary, grammar, discourse features, etc?

In this study, the writer analyzes the students' texts at Language Development Unit at STAI Darul Ulum Kandangan. The data are taken from the students' texts. There are six texts that the writer takes for this study. The writer asked the students to write down a descriptive text about his/ her family members at least five lines in a piece of paper. The students are forbidden to look up dictionary, books, online sources such as google translate or using their mobile phones. I give them about 30 minutes to finish the text and it is held near the end of the meeting of class. It is assumed that they had known the rules in writing a text.

After collecting the data, the next step is analyzing the data. There are three steps. The first step is to diagnose and assess the students' texts. The second step is to find out and describe the students' competence in English. The last is to discuss the findings. The criteria for analyzing the level of students' competence based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Europe, 2020). The level is from Pre-A1 until C2. It can be seen in the following:

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT (CEFR)

	CREATIVE WRITING
C2	<ul style="list-style-type: none"> • Can relate clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted. • Can exploit idiom and humour appropriately to enhance the impact of the text.
C1	<ul style="list-style-type: none"> • Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. • Can incorporate idiom and humour, though use of the latter is not always appropriate. • Can give a detailed critical review of cultural events (e.g., plays, films, concerts) or literary works.

B2	<ul style="list-style-type: none"> Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.
	<ul style="list-style-type: none"> Can give clear, detailed descriptions on a variety of subjects related to their field of interest.
	<ul style="list-style-type: none"> Can give a review of a film, book or play.
B1	<ul style="list-style-type: none"> Can clearly signal chronological sequence in narrative text. Can give a simple review of a film, book or TV program using a limited range of language.
	<ul style="list-style-type: none"> Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.
	<ul style="list-style-type: none"> Can give accounts of experiences, describing feelings and reactions in simple, connected text. Can give a description of an event, a recent trip – real or imagined. Can narrate a story.
A2	<ul style="list-style-type: none"> Can describe everyday aspects of their environment e.g., people, places, a job, or study experience in linked sentences. Can give very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g., about events on a holiday or about life in the distant future).
	<ul style="list-style-type: none"> Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.
	<ul style="list-style-type: none"> Can create short, simple imaginary biographies and simple poems about people. Can create diary entries that describe activities (e.g., daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and”, “but” and “because”. Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g., tables of verb tenses in a course book).
A1	<ul style="list-style-type: none"> Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words/signs and phrases to describe certain everyday objects (e.g., the colour of a car, whether it is big or small).
Pre-A1	<i>No descriptors available</i>

Based on CEFR level, it can determine the class level of the students based on the text that they made (School, 2023). It can be seen in the following:

CLASS LEVEL CEFR

Level	Class Level	Description	CEFR Level
9	Very Advanced	I speak and understand English completely fluently.	C2
8	Advanced	I speak and understand very well but sometimes have problems with unfamiliar situations and vocabulary.	C2
7	Pre-advanced	I speak and understand well but still make mistakes and sometimes people do not understand me clearly	C1
6	Upper Intermediate	I can communicate without much difficulty but still make quite a lot of mistakes and misunderstand sometimes.	B2
5	Intermediate	I can speak and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.	B1
4	Low Intermediate	I can make simple sentences and can understand the main points of a conversation but need much more vocabulary.	B1
3	Pre-intermediate	I can communicate simply and understand in familiar situations but only with some difficulty.	A2
2	Elementary	I can say and understand a few things in English.	A1/2
1	Beginner	I do not speak any English.	-

D. RESULT AND DISCUSSION

This presents the findings and discussions of the analysis of students' texts at language development unit at STAI Darul Ulum Kandangan.

Text 1

I will tell you about my nephew. He was born on July 13rd 2019. He is so cute and adorable. He has pink lips, and it's so beautiful. He has beautiful smile and long eyelash. He plays and eats snack everyday. He just stays and be silent when he sleep.

Content	The text covers about the date of birth, physical appearance (cute, adorable, pink lips, beautiful smile, long eyelash) & habitual action (play, eat snack, silent). However, it needs more information about his physical appearance such as the face, skin, hair etc. In order to make an enough description of him.
Organization and cohesion	The text is well organized: there is an identification & description. Identification is to introduce the readers to the person. In this text, she introduces his nephew and the description is about him such as the physical appearance. She uses repetition "he" in linking the sentence by sentence. It needs more variation in using cohesive devices.
Range	The range of the vocabulary is very limited, it contains basic terms. It can be assumed that she is a beginner level in English. It can be seen on the words she used such as cute, pink lips, beautiful smile, and long eyelash. The range of the grammar is also very limited, it is basic level. The writer only uses "and" in sentences to add one idea to another idea such as "he has pink lips, and its so beatiful". Therefore, this text is a very simple sentence.
Register	the style is appropriate with the topic. The topic is about description of one of the members of the family and she writes about his nephew. The purpose is to describe her nephew as stated earlier. However, she needs to add more description about him.
Target reader	Inasmuch this is descriptive text about her nephew, therefore the target reader is imaginary of her nephew. However, it is very limited description because the writer does not describe her nephew in detailed.
Accuracy of language	There are some basic problems in grammar and vocabulary. It can be seen on the sentence "it's so beatiful". "It" refers to pink lips, however it should be in plural "they". The writer also writes "beatiful" without letter "u" between "a" and "t". Therefore, it must be "beautiful". It is mentioned again in the second time "beatiful smile". It must be "beautiful smile". The grammar mistakes also happen in the last sentence "he just stays and be silent when he sleep". The phrase "be silent" must be "is silent" and "he sleep" must be "he sleeps" with the -s ending. It also has a problem with the meaning of the sentence. It means that everyone will be silent when he/she sleeps. Therefore, the sentence must be "he only can stay and be silent when he sleeps". It means that he cannot stop doing or playing unless he sleeps.

It can be inferred that this writer is in elementary level because she still has a little problem with the basic grammar and the vocabulary. This paragraph is not complicated or sophisticated like an intermediate or advanced students. However, it can be a good start for elementary level because he can express in a good way and suitable with the purpose of the text itself. It only needs more practice and learns more complex sentences.

Text 2

My father is very kindly. When I small I always follow with father when he is work. Job my father is up the wood with wheel borrow so I always follow his, after finish we eat together while on one plate. And I always follow him when he is close the building. I very like with my father because he is never angry whit his children. My father never teach me but with his action I get learn of he live.

Content	The text covers the character of his father, tells the character of himself, tells the father's job, then the habit that they were used to do in the past, and he said again about the characters of himself and his father.
Organization and cohesion	The text is logically not organized well: there is no introductory paragraph, he directly jumped to describe his father, then he talked about his character that he always followed his father everywhere, then he talked about his father's job, then he said again that he always followed him, after that he talked the character of his father again that he was never angry, and he ended up with saying that his father never teaches him but he learned it by his characters. However, he uses vocabulary and grammatical devices to connect the sentences such as my father, he, him, and his (noun).
Range	The range is very limited, as it was seen in the previous analysis that he used very limited vocabularies for describing his father such as very kind, togetherness as seen in the sentence "we eat together while on one plate" and another sentence, and never angry. The grammatical range is also fairly limited; however, he can make two clauses in the text such as the use of "so", "when", "after", "because", and "but".
Register	As a whole it is not appropriate as description of his father because he describes rather to his feeling to his father, it should be described about his physical appearance and his father's characters.
Target reader	As the reader, it seems to be telling his feeling than describing his father. There is no imaginary how his father looks like.
Accuracy of language	There are some basic problems with grammar and the lexis in this text such as "very kindly" it should be "very kind"; "when I small" it should be "when I was small/little"; "I always follow with father" it should be "I always follow my father"; "when he is work" it should be "when he works"; "Job my father is up the wood with wheel borrow" I think it is "my father's job is lifting the wood up by using wheelbarrow"; "so I always follow his" it should be "I always follow him"; "after finish we eat together while on one plate" it should be "after that we eat together in one plate"; "And I always follow him when he is close the building" it should be "I always follow him when he is

	near.....(what the building is); "I very like with my father" it should be "I like my father very much"; "because he is never angry whit his children" it should be "because he is never angry with/ at his children"; "My father never teach me" it should be " my father never teaches me"; "but with his action I get learn of he live" it should be "but I learn everything from his life". Therefore, almost all the sentences are inaccurate.
--	---

From this second text, it can be inferred that the writer is elementary level because he makes many mistakes in making sentences. The writer does not know how to make a text in English. It also the impact of the absence of him in the classes of UPB. He always permits to doing something that is why he cannot come the process of learning English. Although, he has a good story about his father.

Text 3

I will tell you about my little brother he is Muhammad Zain Ibrahim. He is ten (10) years old. He is class 5 SD Negri Kota 3 Kandangan. He has cute smile. My little brother has thin hair. He has patient. My little brother has lovely.

Content	The text covers about her little brother, he described her little brother well; however, it needs more description of his physical appearance and characters in their life such as his hobby, his favorite foods or drinks and so on.
Organization and cohesion	The organization of the text is good. It started by introducing her little brother (identification) as like the name, his age, his school level, then she described his brother (description) such as cute smile, thin hair, patient and lovely. She uses repetition or reference of cohesive devices "he" and "my little brother" to link the sentence by sentence.
Range	The range of the vocabulary and grammatical structures is very limited. She only uses cute, thin, patient and lovely for describing his little brother. She can use more than those vocabularies. In grammatical level, she only uses very simple sentences. She needs to learn complex sentences.
Register	The topic, text type, purpose and target reader are good. The topic discussed her little brother, the type of this text is descriptive text because it has identification and description, and the target reader can get the image of his little brother.
Target reader	As mention in earlier, the reader get the description of her little brother that his name is Muhammad Zain Ibrahim, he is ten, he is at fifth grade at SDN 3 Kandangan and so on.

Accuracy of language	The accuracy of language is fair because she had made a little mistake in the text. It can be seen on the sentence "He is class 5 SD Negri Kota 3 Kandangan" it should be "he is at 5 th grade of SD Negeri 3 Kandangan City"; and "My little brother has lovely" it should be "he is a lovely brother". Therefore, it is a good start for a learner of English.
----------------------	---

It can be inferred that the text is good, and it assumed that she is an elementary in English because she creates basic sentences. There is no mistake about the content, organization/ cohesion, register and target reader. However, she has to make more description than that text and learn how to use compound words in the sentences.

Text 4

I will tell you about my sister. Your name nia Ramadani. She is 7 years old. She is so beautiful. She is school MI Assuniyah Tambarangan. She is your class 2. She is verry smart study. She tall slim.

Content	This text covers about her sister. She describes her sister. It contains identification and description. However, the description is very limited.
Organization and cohesion	The organization of the text is good. It starts with the identification such as telling about her sister's name, then her age, then she describes her by saying "beautiful", then she mentions about her grade and name of the school. Then she continues to describe her by saying smart, tall, and slim. In this text, she uses one type of cohesive devices to connect all the sentences. It is reference "she". However, two of the sentences are not connected, they are "your name nia Ramadani" and "She is your class 2".
Range	The range of the vocabulary and grammar is very limited. She uses very basic vocabulary and grammar. She uses "so beautiful", "very smart", "tall", and "slim". Actually, she can use more complex vocabularies such as "she has beautiful brown eyes with thick eyelash"; therefore, the description is more detailed. The range of grammar is very limited because she uses the basic sentence, there is no compound or complex sentence in it.
Register	The topic, text type, purpose and the target reader are achieved. The topic is about her sister, the text type is description, the purpose is to describe her sister, and the target reader is students of English.
Target reader	The reader will expect that they will have an imagination of her sister. However, it is very short and limited description.

Accuracy of language	There are some problems with the vocabulary and grammatical features such as when she writes "Your name nia Ramadani", it is for second person, it should be for a third person. Therefore, it should be "she is Nia Ramadani"; the other "She is school MI Assuniyah Tambarangan", it is just Indonesian translated into English and it should be "she is a student at MI Assunniyah Tambarangan"; other mistake is "She is your class 2" it should be "she is at 2th grade"; the other problem is "verry smart study" it should be "very smart student"; and the last "she tall slim" it should be "she is tall and slim".
----------------------	--

From her text, it is assumed that she is an elementary level in English because she can make simple sentences and still have any problems with the vocabulary and the grammatical structures. In this text, it is on the right track because it is fulfilled the text purpose, however, she needs to learn more vocabularies and use them in the text and the basic grammatical features such as nominal sentences. She also needs to learn compound and complex sentences. Although it is a good start for her to learn English.

Text 5

I have a family. My family live in Kandangan. I have two brothers an a sister. My first brother is Muhammad Wahyudi and my second brother. His name is Andirja. Last, my sisters name's is Muslimah Now, I will tell you about my sister. He is Muslimah. She is two years. She have brow eyes and brow skind. She like fruit and food.

Content	The text is telling about her family. Actually, the task asked to describe one member of family not all members of her family and if it is as the introductory text, it is too long. However, the description of her sister is too short or very limited.
Organization and cohesion	The organization and cohesion of the text are not well organized and connected. It can be seen on the text such as she wrote "I have a family. My family live in Kandangan" then she continued "I have two brothers an a sister" it is not totally wrong, however it is not connected with the previous statement because she repeated "I have two brother and a sister" it should be "in my family, there are two brother and a sister". Then after that she talked about her brothers and sister. There is no problem here. Then she wrote "now, I will tell you about my sister". Therefore, this statement is indicated as spoken language because it is time signal for this time "recent activity". In this text, she needs to focus on the description of her sister in detailed.
Range	The range of vocabulary and grammatical features is very limited. she uses the basic level of vocabulary and grammar. In the level of vocabulary, she uses "brow eyes"; "brow skin" and "she like fruit and food" for description of her sister. And for

	the grammatical level, she uses basic sentence "one subject" and "one finite" for all the sentences.
Register	This topic, text type, and purpose are appropriate. The topic is about her family, the text type is description, the purpose is to describe her sister. However, she needs to add more description on her sister because the identification is longer than the description of her sister.
Target reader	The writer of this text needs to describe more about her sister's physical appearance and characters.
Accuracy of language	There are some problems in vocabulary and grammatical level. It can be seen in the text "He is Muslimah" it should be "she is Muslimah" or "her name is Muslimah"; then on the other sentence "She have brow eyes and brow skind" it should be "she has brown eyes and brown skin"; and "she like fruit and food" it should be "she likes fruit and food".

It can be inferred that she is in elementary level of English learner because she uses the basic vocabulary and grammatical features. She also makes some mistakes such as unmatched between the subject and finite of the sentence or verb agreement between subject and finite. She needs to learn more on the subject and verb agreement and compound then complex sentences.

Text 6

Hello I will describe my family. This is my brother he is name Muhammad Khairazi call you can he is amat, he tall, he favorite food mie ayam. He school at MTsN 2 Class 3D. he like color blak and blue. Amat hobbys is foot ball usually he play the school. He shous size 42 very big and size clothes L

Content	This text is mainly talking about her brother. It begins with the identification and description of her brother. This is a good idea for developing the sentences, however there are some basic problems in it that will be discussed later.
Organization and cohesion	The organization and the cohesion of the text are not well organized. She writes "hello I will describe my family", it seems to be "spoken language", then she continues to write "this is my brother", it does not link to the previous statement that she will describe her family. It should be "I will describe one of the members of my family that is my brother". After that she writes her brother's name, nickname, then she describes him, then telling his favorite food, then back to giving more information about him, then describes again. However, the organization of the text should be identification and description, in this text, it is identification, description, then identification, then description. In this text, she uses reference device "he" for linking the sentence by sentence.

Range	The range of vocabulary and grammatical features is very limited. she uses the basic vocabulary and basic level of grammatical features. She uses the words such as "tall", "color blak and blue", "very big" and so on. It indicated that she is a beginner in English. In grammatical level, she uses the simple sentence, she does not use the compound or complex sentences.
Register	The topic, text type, and purpose of the text are achieved. The topic is about describing her brother, the text type is description, and the purpose of the text is to describe her brother. However, the description is very limited that cannot make enough description of her brother.
Target reader	The target reader of this text is imaginary of her brother. In this text, it is started by identification and description. However, it is not well organized as mentioned in earlier.
Accuracy of language	There are many problems of the accuracy of the language. It can be seen in the lexis and grammatical level. For instance, the sentence "he is name Muhammad Khairazi" it should be "his name is Muhammad Khairazi", then "call you can he is amat" it should be "you can call him Amat", the other sentence "he tall" it should be "he is tall", "he favorite food mie ayam" it should be "his favorite food is chicken noodle", "He school at MTsN 2 Class 3D" it should be "he is a student at 3D class of MTsN 2", the other sentence "he like color blak and blue" it should be "he likes black and blue", then "Amat hobbys is foot ball usually he play the school" it should be "Amat's hobby is playing football and he usually plays at the school", the last "He shous size 42 very big and size clothes L" it should be "the size of his shoes is 42 that is very big and the size of his clothes is Large (L)".

From the analysis above, it can be inferred that she is an elementary level in English. There are many problems in the vocabulary and grammatical level. She also uses the basic sentences and basic vocabulary to describe her brother. She needs to learn more about possessive adjective, compound noun, verb agreement, and other basic knowledge in English.

E. CONCLUSION

In conclusion, the students' texts are in the level of elementary in the point of A1 or A2. They can produce simple phrases and sentences and can describe in very simple language about one member of his or her family. However, they still make some mistakes such as making compound noun, the verb-agreement, spelling of the words, possessive adjectives, references, and other basic knowledge in English. Therefore, the teacher or the instructor of English should be aware about this matter when he/she prepares the material in the teaching and learning process in the classroom.

F. REFERENCE

- Eggins, S. (2004). *An introduction to systemic functional linguistics*. New York: Continuum International Publishing Group.
- Europe, C. O. (2020). *Common european framework of reference for languages: learning, teaching, assessment*. Strasbourg: Council of Europe Publishing. Retrieved from www.coe.int/lang-cefr.
- Novita, R. (2014). An analysis of grammatical errors in the 1st year students'. *Vivid Journal Vol.3 No.2*, 1-15.
- Prasetya, L. T. (2020). The English native speakers' thoughts in youtube about how to learn English . *An-Nahdhah Jurnal Ilmiah Keagamaan dan Kemasyarakatan Vol. 13 No. 1 (2020)*, 50-70.
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *The Journal of Asia TEFL Vol. 15, No. 3*, 618-629.
- Richards, J. C. (2018). *Communicative competence*. Retrieved from <https://www.youtube.com/watch?v=RpGvWYPL7cU>.
- School, L. (2023). *Level scale*. Retrieved from The London School of English and Foreign Languages Ltd: <https://www.londonschool.com/level-scale/>.
- Thornbury, S. (2005). *Beyond the sentence introducing discourse analysis*. Oxford: Macmillan.