

## **Students' Writing Quality Viewed from Four Cs (Concise, Credible, Clear, and Correct) at English Department of Padang State University**

Rita Endriyani<sup>1</sup>, Yenni Rozimela<sup>2</sup>, Yuli Tiarina<sup>3</sup>  
English Department  
FBS Padang State University  
Email: [rita\\_endriyani@rocketmail.com](mailto:rita_endriyani@rocketmail.com)

### **Abstrak**

Penelitian ini memiliki tujuan untuk mengetahui seberapa ringkas, terpercaya, jelas, dan benar karya tulis mahasiswa. Sampel adalah mahasiswa tahun ketiga di Jurusan Bahasa Inggris Universitas Negeri Padang. Data berasal dari tes tertulis. Penelitian ini menggunakan deskriptif kuantitatif. Berdasarkan hasil penelitian, 66% dari tulisan mahasiswa dikategorikan sedang, 32% dari tulisan mahasiswa dikategorikan Buruk, dan 2% dari tulisan mahasiswa dikategorikan Sangat Buruk. Keringkasan tulisan siswa dikategorikan sedang, dan buruk untuk kredibilitas, kejelasan, dan kebenaran.

Keywords: writing, concise, credible, clear, correct

### **A. Introduction**

Writing is an essential skill needed by college students. They have to be able to produce a piece of good writing. Clouse (2004:26) states that writing is a process. It cannot be done quickly. To write sentences become a paragraph has some processes. Each sentence must be coherence and unity. Each sentence has relationship with the previous or the next sentence in the paragraph. This is to keep the ideas not to jump from the topic sentence. Therefore, writing as a process can be described as stepping back before going forward. For example, when students write an essay, firstly they will choose a topic. Then, they begin to arrange the ideas. While students are writing an essay, they will discover some ideas that maybe not have relationship with the ideas before. As the result, they have to look back the ideas before going forward.

There are some characteristics to produce a piece of good writing. Barlow (2006) states that high or low writing quality; it depends on grammar and mechanics. Grammar and mechanics are as a control of writing. It means that without a good grammar and mechanics, the writers can not achieve their purpose in the essay.

Furthermore, Yan et al (2011) say that writing quality depends on dictation, and speed of processing. Writing should be clear and organized well. Therefore, the writer should choose appropriate dictation in the essay. In addition, the speed of writing process also affects the quality of writing.

---

<sup>1</sup> Student who wrote the paper, graduated on March 2013

<sup>2</sup> Advisor, the lecturer of State University of Padang

<sup>3</sup> Advisor, the lecturer of State University of Padang

In university, there are Writing classes. Through these classes, the students can develop their writing skill, and they are taught how to make a piece of good writing. It can help them to write a paper or thesis as their final project at university. In contrary, some students still have some problems in writing; they have some weaknesses in producing a piece of a good writing such as in conciseness, credibility, clarity, and correctness.

There are many characteristics of good writing stated by experts. Peha (2002: 5) states that a piece of good writing should have a good main idea, thesis statement should be clear, no grammatical errors, compose effective paragraph, and give logic evidence to give a strong statement. On the other hand, there are four characteristics of good writing according to Long (2007:25), they are concise; credible; clear; and correct.

Concise is one of the characteristics of good writing. Murray (2012: 26) states that concise are the important rules of academic writing. Conciseness in academic writing keeps a writing brief and to the point. In other words, concise writing is economical in using language and it just writes what needs to be written. Besides, concise writing means that writing a practice essay. Therefore, the sentence should be practice and effective. For example, "*He wants to say*", it should be "*He adds*".

Moreover, Long (2007: 25) explains that there are some questions to determine whether the paragraphs are concise or not. They are: (1) Do the essay have a clear statement?, (2) Does each paragraph have a topic sentence directly supports the thesis statement?, (3) Does every single detail support the thesis statement?.

The fact that there are run on and redundant sentences in the students' writing, the idea sometimes do not relate each other. Wilbert (2000: 14) states that redundancy is a problem for many writers; they do not use words economically. They tend to use more words than needed. Therefore, students' writing can not be called concise.

Furthermore, credibility in writing is also crucial in writing academic. Credible writing has to give the reason for the opinion in the essay. It is used to give a evidence and fact or specific details to illustrate the topic sentence. For example, if topic of the essay is about the effect of smoking, so that the topic should be supported by evidence. It can be a data from medical sources or give some facts about the dangerous of the smoking.

In addition, Martinez et al (2008: 73) say that credible in academic writing relate to accuracy. Accuracy means that an essay has appropriate evidence to support the topic sentence, and factual means that the information of the essay is based on the fact. Moreover, Metzger and Rawlins (2010: 277) say that credibility is expertise. Arguments in the essay must be supported by some experts to provide powerful context. The experts' opinion can be quoted or paraphrased by the writer. But, students' writing was less credible, because students' did not give expert's opinion, they just wrote based on their argument.

The third characteristic of good writing is clarity. According to Long (2007:34) clear writing means that the idea of the essay easy to be followed, and transition signal can be used to give details or important point in the essay. For

example, the essay is about the negative effects of smoking, it can be mentioned by using transition signal such as first, then, and next.

In addition, Cutting and Draper (2008) state that clear writing has a clear message. The information in the essay can be understood, and it is not difficult to be read. Moreover, clarity closes to the correctness. If the essay is not correct, the essay will not clear. Therefore, clear writing has to have a good structure. Enright (2012) says that clear writing can be described by three words, they are structure, structure, and structure. This means that if structure of the essay is wrong, it will change the message of its content. Briefly, students have to focus with the structure while they are writing.

The last characteristic of good writing is correctness. Long (2007:41) explains that correct writing means free of errors in grammar, punctuation, and spelling. Grammatical errors are often found in the students' writing. Based on the explanation above, the purpose of the research is to explain how concise, credible, clear, and correct students' writing is.

## **B. Research Methodology**

This research was conducted by using quantitative descriptive because it used numerical data to describe and analyze four Cs (concise, Credible, Clear, and Correct) of Collage students' writing at English Department of Padang State University. According to Sandelowski (2000) quantitative descriptive is a research method by selecting the variable that will be studied and it draws conclusions from the result of statistical test.

The population of this research was the third year students of English Department of Padang State University who registered on 2010. These students were chosen because they have taken some Writing classes, such as Writing I, II, and III. This research used random sampling. Gay (2000: 123) states that random sampling is a way to selecting a sample by giving a chance to every population. The size of population is more than 10%. In addition, Gay states that population more than 10% are better. Therefore, this research took 25 the third year students of English Department of Padang State University as sample.

Research instrument was a writing test. The students wrote an analytical essay. There were three topics (National Examination, Additional Classes, and Death Penalty) provided for the test, the students chosen one of the topics to be written. This test took 135 minutes (3 sks). Then, the students' writing was scored by writing lecturer of Padang State University by using an analytical rubric adapted from Rublee (2005).

For assessing writing, it usually uses a rubric. Many scorers usually use analytic rubric to give a score. According to Weigle (2002: 114) that analytic scoring gives criteria rather than single score. It depends on the purpose of the assessment. For example, the scorer can assess the content, organization, cohesion, grammar, and mechanics. In addition, according to ACT program (2002) to measure skills necessary for effective writing, it includes punctuation, grammar, sentence structure, organization, and style. On the other hand, this research assessed four indicators. It depended on the purpose of this research.

Therefore, this research used a rubric that assessed concise, credible, clear, and correct of students' writing. The range of the rubric was from 1 to 4. (See appendix)

Students' writing was scored based on the rubric. The four indicators (concise, credible, clear, and correct) were summed and divided into four. The average scores of students' writing were found by using the formula from Sudjana (1982):

$$M = \sum x / N$$

Where:

N = Total number of subject

$\sum x$  = The sum of all scores

M = Mean score

The average scores of students writing was categorized into four. They were *Very poor* (< 1.51), *Poor* (1.51 – 2.50), *Fair* (2.51 – 3.49), and *Good* (3.51 – 4).

### C. Research Finding and Discussion

As the result of data collection has been found that the average scores of the students' writing were categorized *Fair*. The scores were in range 2.51 – 3.49. Indicator concise got the highest scores then the others indicator. It was categorized *Fair*, it means that the students' writing was concise enough. The average scores for indicator *concise* were in range 2.51 – 3.49, it was 2.88. Indicator *credible* was categorized *Poor*, because the range of the scores was 1.51 – 2.50. It was 2.46. Indicator *clear* was also categorized *Poor*, it was in range scores 1.51 – 2.50. The average scores of indicator *clear* were 2.38. For indicator *correct*, it got the lowest scores from the others indicators, it was categorized *Poor* because the range of the scores were 1.51 – 2.50. The average scores of indicator *correct* was 2.36.

**Table 1. The Average of Students' Writing Scores**

Students	SCORE				Average $M = \sum x / N$	Categories
	Concise	Credible	Clear	Correct		
1	3	2.5	3	2.5	<b>2.75</b>	<b>Fair</b>
2	3	3	3	2	<b>2.75</b>	<b>Fair</b>
3	2	2.5	2	2	<b>2.13</b>	<b>Poor</b>
4	2	2.5	2	1	<b>1.88</b>	<b>Poor</b>
5	3	3	2	1	<b>2</b>	<b>Poor</b>
6	2.5	2	2	1.5	<b>1.88</b>	<b>Poor</b>
7	3	3	3	3	<b>3</b>	<b>Fair</b>
8	3	3	3	2.5	<b>2.88</b>	<b>Fair</b>

9	3	2.5	2.5	2.5	<b>2.63</b>	<b>Fair</b>
10	3	2	2	2	<b>2.25</b>	<b>Poor</b>
11	3	3	3	3	<b>3</b>	<b>Fair</b>
12	3	3	2.5	2.5	<b>2.75</b>	<b>Fair</b>
13	3	2	2	3	<b>2.5</b>	<b>Fair</b>
14	3	2	2	2.5	<b>2.38</b>	<b>Poor</b>
15	3	2	2.5	3	<b>2.38</b>	<b>Poor</b>
16	3	3	3	3	<b>3</b>	<b>Fair</b>
17	3	2	2	2	<b>2.25</b>	<b>Poor</b>
18	3	2	3	2.5	<b>2.5</b>	<b>Fair</b>
19	3	2.5	2	3	<b>2.63</b>	<b>Fair</b>
20	3	3	3	3	<b>3</b>	<b>Fair</b>
21	2.5	2	2.5	2.5	<b>2.38</b>	<b>Poor</b>
22	3	2	2.5	2	<b>2.38</b>	<b>Poor</b>
23	3	3	2	2	<b>2.5</b>	<b>Fair</b>
24	3	2	2	3	<b>2.5</b>	<b>Fair</b>
25	3	3	2	2	<b>2.5</b>	<b>Fair</b>
<b>Average</b> <b><math>M = \frac{\sum x}{N}</math></b>	2.88	2.46	2.38	2.36	<b>2.52</b>	<b>Fair</b>

From table 3, it can be seen that the average of the students' writing scores and the average scores of indicator *concise*, *credible*, *clear*, and *correct*. For indicator *concise*, from twenty five students, twenty three students were in *Fair* category and two students were in *Poor* category. For indicator *credible*, fifteen students were in *Fair* category and ten students were in *Poor* category. For indicator *clear*, thirteen students were in *Fair* category and twelve students were in *Poor* category. For indicator *correct*, fifteen students were in *Fair* category, eight students were in *Poor* category, and two students were in *Very Poor* category.

### 1. Characteristics of Good Writing

The students got different scores for each indicator of four Cs (Concise, credible, clear, and correct). The scores of *concise*, *credible*, *clear*, and *correct* are analyzed below.

#### 1) Concise

From table 3, it can be seen that the average of students' scores for indicator *concise* was 2.88. The conciseness of students' writing was categorized *Fair*. Below is the table of scores for indicator *concise*:

**Table 2. The Categories Scores of Indicator Concise**

No	Category	Scorers	Students
1	Good	3.51 – 4	-
2	Fair	2.51 – 3.49	23 students (Student number 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25)
3	Poor	1.51 – 2.50	2 students (Student number 3, and 4)
4	Very Poor	< 1.51	-

The table above explains that none of students are categorized *Good* and *Very Poor* for indicator *concise*. From twenty five students, twenty three students were categorized *Fair* for indicator *concise* and two students were categorized *Poor*. The students were categorized *Fair* because their writing were less concise and had few unnecessary words. For example in the second paragraph, “*Additional classes will make their children be active students where usually their children are passive students before*”. To make this sentence more concise and to the point, it should be written “***Additional classes will make their children be active students than before.***”

In addition, the students were categorized *Poor* because their writing less concise and had some redundant words. For example, “*National Examination gives 3 days for students to test all what they have leaned during school. Government only gives 3 days to determine their graduation. If they fail in the test for 3 days, they cannot graduate from the school. In addition, the government also set passing standards. It is one of the requirements that must be met by the student. If their test scores do not meet standardize that has been set by the government, they cannot not graduate from school.*”

To make the paragraph above more concise, the student should write such as the following paragraph:

“*National Examination gives 3 days to determine students' graduation. It will test what students have learnt during at school. In addition, the government also set standardize of National Examination as a requirement of graduation. If students cannot pass standardize of national Exam, they cannot graduate from school.*”

## 2) Credible

The students' scores for indicator *credible* were in average 2.46, it was categorized *Poor*. Below is the table of the scores for indicator *credible*:

**Table 3. The Categories Scores of Indicator Credible**

No	Category	Scorers	Students
1	Good	3.51 – 4	-
2	Fair	2.51 – 3.49	15 students (Student number 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 16, 19, 20, 23, and 25)
3	Poor	1.51 – 2.50	10 students (Student number 6, 10, 13, 14, 15, 17, 18, 21, 22, and 24)
4	Very Poor	<1.51	-

Based on the table, none of students were categorized *Good* and *Very Poor*. Fifteen students were categorized *Fair*, and ten students were categorized *Poor*. The problem of students' writing was they did not give enough examples to support their argument in the essay. They gave the examples in paragraph 1 and 2. But, in the third paragraph they just explain the topic without supported by the examples.

### 3) Clear

The average of students' scores for indicator *clear* was 2.38. It was categorized *Poor*. The message of students' essay was less clear. The students' problem existed on the construction of the sentences. Some students wrote a sentence not structure well, and the information were not delivered well. Therefore, indicator *clear* was categorized *Poor*. The table below shows students' scores on each category.

**Table 4. The Categories Scores of Indicator Clear**

No	Category	Scorers	Students
1	Good	3.51 – 4	-
2	Fair	2.51 – 3.49	13 students (Student number 1, 2, 7, 8, 9, 11, 12, 15, 16, 18, 20, 21, and 22)
3	Poor	1.52 – 2.50	12 students (Student number 3, 4, 5, 6, 10, 13, 14, 17, 19, 23, 24, and 25)
4	Very Poor	<1.51	-

There were some words in Indonesia language in students' essay, such as "government standar nasional" and "Bahasa Indonesia", "Study Inggris" and "standar". These words affect the meaning of the sentence. Therefore, the sentence was unclear and the message of the essay was not clear to be read.

#### 4) Correct

Correct writing means free from grammatical errors, spelling errors, and punctuation errors. From table 3, it can be seen that the average scores of the students' writing for indicator *correct* was 2.34. From four characteristics of good writing, indicator *correct* was the lowest scores. The table below shows students who are categorized *Good*, *Fair*, *Poor*, and *Very Poor*.

**Table 5. The Categories Scores of Indicator Correct**

No	Category	Scorers	Students
1	Good	3.51 – 4	-
2	Fair	2.51 – 3.49	15 students (Student number 1, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, and 24)
3	Poor	1.51 – 2.50	8 students (Student number 2, 3, 6, 10, 17, 22, 23, and 25)
4	Very Poor	<1.51	2 students (Student number 4, and 5)

Fourteen students were categorized *Fair* for indicator *correct*. They had few grammatical errors, spelling error, and punctuation errors. Students who were categorized *Poor*, they had some grammatical errors, spelling errors, and punctuation errors. In addition, students were categorized *Very Poor* because they had many grammatical errors, spelling errors, and punctuation errors. The errors were such as the following below:

Errors:

- *National Examination that education is an essential thing in human being life.*
- *There are some many student fell depressed and worried if they can't pass the examination and will suicide her self.*
- *Second purpose of national examination is measuring ability of students about goverment standar nasional, national examination have 3 subject, which are math, bahasa Indonesia, and English.*
- *Third it might create an image as it other subjects are actually not necessary to be learnt. The students might just focus on those 3 subjects, which will be tested nationally, which are subject of English in national examination it can measuring ability of studenst in study inggris national examination that give standar.*
- *National examination can be a motivation for the students for get better and learn, the students are to study hard have good comprehension, it can be measure ability a student that they have a low knowledge.*

The errors above should be:

- National Examination is an essential thing in human being life.
- There are many students feeling depressed and worried, if they cannot pass the examination, they will suicide.



- Second purpose of National Examination is to measure students' ability by using standardize score. National Examination has 3 subjects; they are math, Indonesian language, and English.
- Third, it may create an image that the other subjects are not necessary to be learnt. The students just focus on 3 subjects that will be tested nationally. English can measure students' English ability.
- National Examination can be a motivation for students to get deserves learning. Students will study hard to have good comprehension. It can measure students' ability, do students have low knowledge or not?.

## 2. Major Finding

The average score of students' writing is made into percentage in order to conclude what percentage students' writing quality in the *Good*, *Fair*, *Poor*, and *Very Poor* category.

**Table 6. Percentage of the Average Score of Students' Writing**

No	Categories	Concise	Credible	Clear	Correct	Total
1	Good	-	-	-	-	-
2	Fair	92%	60%	52%	60%	66%
3	Poor	8%	40%	48%	32%	32%
4	Very Poor	-	-	-	8%	2%

Percentages of category *Good* for indicator *concise*, *credible*, *clear*, and *correct* is empty, because none of students was categorized *Good* for each indicator. For indicator *concise*, 92% students' writing was categorized *Fair* and 8% students' writing was categorized *Poor*. For indicator *credible*, 60% students' writing was categorized *Fair* and 40% students' writing was categorized *Poor*. For indicator *clear*, 52% students' writing was categorized *Fair* and 48% students' writing was categorized *Poor*. For indicator *correct*, 66% students' writing was categorized *Fair*, 32% students' writing was categorized *Poor*, and 2% students' writing was categorized *Very Poor*.

In conclusion, the big problem of students writing was indicator *correct*. The students still had many problems in grammatical errors. From the four characters of good writing, the average scores of indicator *correct* was the lowest than the others, it was categorized *Poor*. Grammatical errors affected the quality of students' writing. Therefore, the students' writing was not concise, and clear. Furthermore, some students' writing was not clear. Indicator *clear* became the second lowest scores of students' writing score. They had problem in constructing the sentence. Therefore, their writing was not structure well. Structure has important rule in the essay. It makes the message of the essay can be understood.

#### D. Conclusion and Suggestion

Based on the research findings, it can be concluded that, firstly 92% of the *conciseness* of students' writing was categorized *Fair*, and 8% was categorized *Poor*. Over all, the *conciseness* of students' writing was categorized *Fair*. Second, 60% of the *credibility* of students' writing was categorized *Fair*, and 40% was categorized *Poor*. Over all, the *credibility* of students' writing was categorized *Poor*. Third, 52% of the *clarity* of students' writing was categorized *Fair*, and 48% was categorized *Poor*. Over all, *clarity* of students' writing was categorized *Poor*. Fourth, 60% of the *correctness* of students' writing was categorized *Fair*, 32% was categorized *Poor*, and 8% was categorized *Very Poor*. Over all, the *correctness* of students' writing was categorized *Poor*. The big problem of students writing was in indicator *correct*. Briefly, 66% of students' writing was categorized *Fair*, 32% was categorized *Poor*, and 2% was categorized *Very Poor*.

Generally, none the third year English Department students could write a piece of good writing. They still have problems in producing a piece of good writing. Lecturers of writing should give a writing habit to the students by giving a lot of writing exercise to the students.

**Note:** this article was written based on Thesis of the writer with her advisors Dra. Yenni Rozimela, M.Ed., Ph.D. and Yuli Tiarina, S.Pd., M.Pd.

#### Bibliography

- ACT Assessment Test. 2002. Introducing ACT Assessment Writing Test. [http://www.act.org/aap/writing/pdf/writing\\_test.pdf](http://www.act.org/aap/writing/pdf/writing_test.pdf) on 3 February, 7:28 p.m.
- Barlow, Libby. 2006. Undergraduate Writing Assessment. Retrieved from <http://www.uh.edu/writecen/Resources/UndergraduateWritingAssessmentS pr06.pdf> on 27 January 2013, 1:41 p.m.
- Clouse, Barbara Fine. 2004. *The student Writer*. New York: The McGraw-Hill Companies, Inc.
- Cutting, Melani and Jan Draper. 2008. Clear Writing and Design. Retrieved from <http://lia-estrie.org/wp-content/uploads/2011/07/Clear-Writing-and-Design.pdf> 16 June 2012, 10:08 a.m.
- Enright, Christopher. 2012. Structure as the Key to Clear Writing. Retrieved from [http://www.legalskills.com.au/admin/files/documents/1342757991\\_struct ure\\_as\\_the\\_key\\_to\\_clear\\_writing\\_4\\_june.pdf](http://www.legalskills.com.au/admin/files/documents/1342757991_struct ure_as_the_key_to_clear_writing_4_june.pdf) 16 June 2012, 11:00.
- Gay, L.R. 2000. *Educational Research*. America: Prentice-Hall, Inc.
- Long, Elizabeth Cloninger. 2007. *College Writing Resources with Reading*. New York: Pearson Education, Inc.

- Martinez, Diane, et al. 2008. *Technical Writing*. New York: Kaplan Publishing, Inc.
- Murray, Neil. 2012. *Writing Essays in English Language and Linguistics*. United Kingdom: Cambridge University Press.
- Peha, Steva. 2002. *What is a Good Writing?*. Retrieved from <http://tms.org/PDFs/13%20What%20is%20Good%20Writing%20v001%20%28Full%29.pdf> on 15 April, 2012, 20:45.
- Rawlins, Jack and Stephen Metzger. 2012. *The Writer's way*. Retrieved from [www.eengage.com/](http://www.eengage.com/) on February 5 2012, 20:45.
- Ruble, Maria Rost. 2005. Teaching Analytical Writing through Rubrics. Retrieved from <http://www.apsanet.org/tlc2007/TLC07Ruble.pdf> on 28 September 2012, 08:00 p.m.
- Sandelowski, Margarete. 2000. Focus on Research Methods Whatever Happened to Qualitative Description?. Retrieved from <http://www.wou.edu/~mcgladm/Quantitative%20Methods/optional%20stuff/qualitative%20description.pdf> on September 18, 2012.
- Sudjana. 1982. *Metode Penelitian dan Penelitian Pendidikan*. Bandung: Sinar Baru.
- Wilbers, Stephen. 2000. *Keys to Great Writing*. America: F+W Publications, Inc.
- Yan, Cathy Ming Wai et al. 2011. Writing quality. Retrieved from [http://www.psy.cuhk.edu.hk/psy\\_media/Cammie\\_files/126.%20writing%20Quality%20in%20chinese%20children-speed%20and%20fluency%20matter.pdf](http://www.psy.cuhk.edu.hk/psy_media/Cammie_files/126.%20writing%20Quality%20in%20chinese%20children-speed%20and%20fluency%20matter.pdf) on 27 January 2013, 1:24 p.m.

**Appendix  
Rubric**

	<b>Concise</b>	<b>Credible</b>	<b>Clear</b>	<b>Correct</b>
4	Writing is concise, without unnecessary words and redundant word, the essay is focus, effective, and to the point. The essay has a clear statement; topic sentence directly supports the thesis statement.	Skillfully/effectively supports an opinion with relevant and sufficient facts/example and details from recourses with accuracy. Use credible sources.	Message of the essay can deliver very well to the reader, well organized, and good chronological order. Essay makes a clear point about the topic	There are no errors in mechanics usage, no grammar errors, spelling errors, and punctuation errors.
3	Writing is less concise; there are few unnecessary words and a few repetitive words used occasionally used. The essay is less to point and not less focused. Topic sentence a few support the thesis statement.	Essay supports an opinion with relevant and sufficient facts/example and detail but may not provide enough or still less detail.	Message of the essay can deliver well to the reader, clear organization but strays slightly.	There are few errors in mechanics, grammar errors, spelling errors, and punctuation errors.
2	There are some unnecessary words, redundant words occasionally used. Some words are not too well constructed. Topic sentence sometimes supports the thesis statement.	Essay supports an opinion with few relevant and sufficient facts/example and details from sources with accuracy.	Message of the essay are less understood by the reader. There are problems in the construction of the sentence, and it is less organized well.	There are some errors in mechanics, grammar errors, spelling errors, and punctuation errors.
1	There are many unnecessary words, redundant word. Essay is not focus, not effective and not well constructed. Topic	Fails to supports an opinion with relevant and sufficient facts and details from resources with accuracy.	Message of the essay unclear. Many problems in recognize the essay and chronological order.	There are many mechanics errors, grammatical errors, spelling errors, and punctuation

	sentence does not support the thesis statement.			errors.
--	---	--	--	---------

