

**THE TENSES AND EXPRESSION FEATURES USED IN WRITING
AN ILLUSTRATED STORYBOOK TITLED
“A WEEK IN MELBOURNE”**

A FINAL REPORT



by

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DEPARTMENT OF BUSINESS
FACULTY OF VOCATIONAL STUDIES
UNIVERSITAS AIRLANGGA
2022**

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I, Titis Shakinah Raihani (151911813028), hereby declare that the final report I wrote does not contain or parts of the works of other people, except those cited in the quotation and the references, as a scientific paper should.

Surabaya, 16th June 2022



Titis Shakinah Raihani
151911813028

APPROVAL

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AN ILLUSTRATED STORYBOOK TITLED
“A WEEK IN MELBOURNE”**

A FINAL REPORT

Presented in partial fulfilment of the requirement for the Diploma Degree in
English Language
Department of Business, Faculty of Vocational Studies
Universitas Airlangga

by

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The writer

ABSTRACT

The writer's illustrated storybook has to be suitable for the targeted readers, especially for young children under twelve years old. In order to make a good illustrated storybook, the writer must know what is the correct tenses and expression features were used in writing the storybook. In this case, the writer prefers to write a descriptive text. There are twelve tenses for writing a storybook. There is Simple Present, Present Progressive, Present Perfect, Present Perfect Progressive, Simple Past, Past Progressive, Past Perfect, Past Perfect Progressive, Simple Future, Future Progressive, Future Perfect, and the last one is Future Perfect Progressive. Also, there are five expressions for writing a descriptive text. There are objects, people, feelings, size, and time.

Keywords: storybook, Melbourne, language features, cross-culture understanding

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CHAPTER 1

INTRODUCTION

1.1. Background of the Report

Everyone writes storybook using different genre, whether it is adventure, crime, realism, humor, and science fiction or fantasy. Every writer has their own idea of what works best for them (Strachan, 2008). As a writer for children, she is less likely to write adventure rather than fantasy story. By story-telling and story-reading an adventure storybook, children can explore anything in their life. The writer's illustrated storybook project especially applies to audiences under twelve years old. It would be really beneficial if the writer could think that her non-fiction book might be suitable for one of the school learning media. Also, based on Strachan (2008), the non-fiction storybook is not because it has to be sold to an educational publisher, also a trade publisher will be interested in the book to increase their sales potential. Young children's parents would be interested with this illustrated storybook as well as read-aloud or bedtime storybook

According to Medlicott (2018), story-telling and story-reading create very different types of learning experiences. Stories also provide a great basis for language learning since the adventure non-fiction storybook commonly use unusual words to an early childhood audience (Medlicott, 2018). In contrast, story has a structure which is also known as storyline; it consists of beginning, middle, and end (Medlicott, 2018). The story's structure helps the readers quickly

understand what going on in each journey. In addition, all stories provide some kind of journey.

A child needs basic things that will help clarify what is happening in their own lives, such as happiness, sadness and difficulties engaging with parents, teachers, siblings, and friends (Medlicott, 2018). Children need to engage their activities, laugh, and use their imaginations. Stories can provide all these things. Thus, the way in which the writer offers stories to children becomes so important. The writer must write stories to children in a way they can understand and enjoy. This type of adventure story definitely feels as if they are in an adventure. Medlicott (2018) also stressed that living in a family with no books will have a significant and bad impact on their general education. Subsequently, that is why the writer becomes aware that the power of stories is critical for anybody who works or lives with children.

Strachan (2008) states that we should “Try to see things with a child’s eye, as if everything and each experience were brand new”. That is why the writer decided to choose some colorful things which young children would like. This illustrated storybook shows the experiences of the main character in separate pages with simple illustration to avoid overstimulation. Children are overstimulated when they have too much experience. The writer needs to make some decisions about the criteria of the characters and the memorable names. The writer selects or creates a name for the story character by using it from baby books, newspapers, or other inspiring words that she can find in her daily life (Brownhill & Evans, 2016).

Based on Larsen, Lee and Ganea (2018) using animals as the main characters makes the story more engaging, and the lessons are easier to understand. Thus, the stories quickly stimulate a child's brain and character formation. Therefore, the writer hoped that by making this illustrated storybook can develop children's imagination and capture the moral message conveyed through the storybook.

Halim (2019) believes that picture stories allow children to imagine and encourage their curiosity; they are easier to understand and read; younger children can understand content of the stories even if the young children under eight years old are not able to read yet. Illustrations will also help children learn new vocabulary. Picture books can also affect children's emotions because this is one of the easiest ways to be applied in shaping children's character which will later affect the children's behavior to adults (Halim, 2019).

Philpot (2017) states that in writing a young child's storybook, tenses are important because it provides the writer with the framework for the clear written expression of her ideas. Philpot (2017) also concludes that structuring tenses from the focalization point the main character, Koko. Writing simple sentences are very important for a novice writer. Thus, without a competent knowledge of this kind children's storybook, someone will often misunderstand others or misunderstand themselves.

In general, an expression is something that somebody usually expressed, whether it is an expression of feeling or opinions towards someone who is talking to the other person (Larsen et al., 2018). Same as tenses structure, using the wrong

words in expressing the words certainly makes the reader confused about what the writer is talking about or even causes a misunderstanding. Thus, written expression in writing book is very useful to make it easier for the writer to explain a few sentences to the point without having to use many other words and make the long-winded writing.

Writing an illustrated storybook for children was the writer's first project. The challenge that the writer got is seeking for the suitable theme based on the target audience. The writer concerned that the book's content is inappropriate for the target audience's age. Furthermore, the writer worked to make a storyline that is easy to understand for the children. By creating this project, the writer aimed to educate the children and their parents with information about cross-culture understanding, convey moral values, and introduce a lot of new ideas for them. During the internship in Melbourne the writer also spent time researching some interesting places that is suitable for young children. The writer hopes that the results of her research can help in writing a storybook "A Week in Melbourne" which will later be useful for children to learn English and foreign cultures.

1.2. Statements of the Problems

There are two problems in this report as follows.

- a. What were the tenses used in writing an illustrated storybook titled "A Week in Melbourne"?
- b. What were the expression features used in writing an illustrated storybook titled "A Week in Melbourne"?

1.3. Objectives of the Report

The purposes of the report in the internship are in the following.

- a. To analyze the tenses used in writing an illustrated storybook titled “A Week in Melbourne”
- b. To analyze the expression features used in writing an illustrated storybook titled “A Week in Melbourne”

1.4. Significance of the Report

1.4.1. For the writer

This final report is beneficial for the writer in:

- a. Enhancing the writer’s writing skills and ability to construct academic report and project;
- b. Reflecting on practices while doing an internship.
- c. Learning some new cultures in Australia.

1.4.2. For the alma mater

This final report is beneficial for the alma mater in:

- a. Building good relationship between Airlangga University and RA Indonesian Language Course Curriculum Development.
- b. Sharing her experience with the other students so they will be prepared for their last semester class.
- c. Increasing the creativity of Airlangga University student in writing a project.

1.4.3. For the company/ institution

- a. Recruiting new workers and interns.

- b. Having new work activities.

1.4.4. For other interns

- a. Inspiring them to create their own versions of a storybook.
- b. Helping other interns to create their own project or case study.
- d. Getting the knowledge about cross culture understanding between Indonesia and Australia.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Tenses in Writing a Storybook

Tense is derived from Latin word "*tempus*", meaning time. In grammar, tenses are essential. Verbs express various times, continuation, and completion of actions or states (Guo & Wang, 2020). A simple present is most commonly used in writing, particularly in descriptive texts. Based on the analysis, this illustration book is included in the type of descriptive text, so the writer writing a descriptive text is the way that the writer describes how things look, smell, taste, feel, or sound. Furthermore, it can create emotions like joy, trust, and surprise. According to (Fauzi, 2020), there are several grammatical characteristics in descriptive writing: a) The present is predominant. b) The present tense may be used in literary descriptions, but it is usually the past tense that is used. c) Relational verbs describe and classify activity. d) Mental verbs describe emotions. e) Adjectives add more details to the nouns. g) Personal and literary descriptions generally focus on individuals (Fauzi, 2020).

Based on Azar and Hagen (2017), tenses are classified into three types Present Tense, Past Tense, and Future Tense. Apart from that, each of these three tenses is sub-categorized into four types:

2.1.1 Present Tense

1. Simple Present

An example of a simple present can be found in the statement that something was true in the past, is true currently, and will be true in the future. This is a general statement of fact or truth.

Formula:

$$S + V1(+s/es) + O$$

Example:

Human heart **contains** four main sections.

S V1+s O

Habitual or everyday activities are expressed in the simple present.

Example:

I always **drink** a cup of water in the morning.

S V O Adv of Place

2. Present Progressive

In the present progressive, an activity is expressed that is progressing at the moment of speaking. And at this point, there are several activities in progress that began in the past, are continuing at this moment, and are most likely to end in the future.

Formula:

$$S + Be (am/are/is) + Ving + O$$

Example:

I am eating a hamburger now.

S Be Ving O Adv of time

3. Present Perfect

When talking about situations that began in the past and have continued, the present perfect is often used with **since** and **for**.

Formula:

S + Has/Have + V3 (past participle) + O

Example:

Justin Bieber **has been** a singer **since** 2008.

S Has V3 O Adv of time

Since + *a specific point in time* (e.g., 2001, last month, 7 o'clock)

I have stayed in Melbourne **for** 2 months.

S have V3 Adv of place Adv of time

For + *a length of time* (e.g., two days, one months, ten years)

I have learned English **since** **I was** in elementary school.

S have V3 O Adv of time Adv of place

Time clauses (subject and verb) may follow **since**. Before **since** is a present perfect verb. The verb in the time clause is simple past.

4. Present Perfect Progressive

The present perfect progressive describes how long an activity has been ongoing. This phrase describes an activity that started in the past and still continues in the present.

Formula:

S + Have/Has + Been + V-ing (present participle) + O

Example:

I **have been waiting** in my room since ten o'clock.

S Have been V-ing Adv of Place Adv of Time

I **have been waiting** here for one hour.

S Have Been V-ing Adv of Place Adv of Time

Time expressions often used with this tense are

- Since and for
- All day/ all night/all month

This tense can also describe a situation than began in the past and is still ongoing.

Formula:

S + Have/Has + V3 (past participle) + O + Adverb of Time

Example:

I have known Eleanor since she was ten.

S Have V3 O Adv of Time

Incorrect: I have been knowing Eleanor since she was ten.

Tense can be used only when the verb expresses the duration of present activities or situations that happen regularly, usually, habitually:
e.g., work, teach, study, play chess, wear contact lenses, etc.

Example:

Morgan **has been playing** chess since he was ten.

S Has Been V-ing O Adv of Time

When the tense is used without mentioning of time, it expresses a general activity in progress recently, lately.

2.1.2. Past Tense

1. Simple Past

This tense is used to describe any event, actions, moments which began and ended in the past.

Formula:

S + V2 + O

Example:

I **ate** vegemite toast in the morning.

S V2 O Adv of time

As in this statement, certain verbs have irregular past tense forms.

The simple past forms of **be** are **was** and **were**.

The simple past forms of **be** as in the sentence above, are **was** and **were**.

2. Past Progressive

An example of a past progressive can be found in the statement that used to express describe any action which is happening in the Formula:

S + be (was/were) + Ving

Example:

I **was** playing PUBG Mobile in my brother room.

S be(was) Ving O Adv of Place

In the present participle form **verb(ing)** is used to show the continuation of the action.

3. Past Perfect

In the past perfect tense, an activity is described as completed before another activity or time. Also, it details the specific time at which the action took place.

Formula:

S + Had + V3 (past participle) + O

Example:

Raffi **had** gone to the restaurant with his girlfriend.

S Had V3 Adv of Place O

The past perfect form of the verb is "had", and it is the past participle form of the verb (3rd form) that indicates completion.

4. Past Perfect Progressive

Past perfect progressive tense usually represents actions or events that started in the past, and sometimes continued until another event or action. Similarly, the past perfect tense, but also emphasizes a time period leading up to some past action. Present perfect progressive can also be found in reported speech.

Formula:

S + Had + Been + V1-ing (present participle)

Example:

The kids had been playing in the playground for so long.

S Had Been V1-ing Adv of Place Adv of Time

The modal verb **had been** and the **verb+ing**, the present participle is used to show continuous for the duration of time until the action is completed.

2.1.3. Future Tense

1. Simple Future

It is used when one predicts or forecasts something that will happen in the future. Imaginatively, it is something that we plan to do.

Formula:

S + Shall/Will + V1 + O

Example:

I **will** play the guitar at a cultural festival.

S Will V1 O Adv of Place

(Shall/will) indicate forecast and the verb as a simple form.

2. Future Progressive

Future progressive tense is used to explain the ongoing action at particular instant in the future or happen in the future.

Formula:

S + Will be + V1-ing (present participle) + O

Example:

Dinda **will be** singing a song at Harry Style's concert.

S Will be V1-ing O Adv of Place

Adding "be" to a modal verb shall or will creates a continuous action in the future, and the verb (verb+ing) is in its present participle form.

3. Future Perfect

The future perfect is used to express an activity that will be completed before another time or event in the future or at a particular instant of time in the future.

Formula:

S + Will + Have + V3 (past participle)

Example:

Cabin will have arrived in New York.

S Will Have V3 O

'Have' is used along with modal verbs shall/will and is connected to the main verb (3rd form) in the past participle form to show completion of a task.

4. Future Perfect Progressive

With the future perfect progressive, the duration of an activity will be in progress prior to some future time or event and may be completed after some generalized time period.

Formula:

S + Shall/Will + Have been + V1-ing (present participle) + O

Example:

You shall have been coming to our birthday party.

S Shall Have been V1-ing O

As well as using the modal shall/will, the helping verb "have been" is used the main verb in the present participle form V+ing.

2.2. Expression Features in Writing an Illustrated Storybook

Basically, descriptive text describes people, places, and things in detail (Jayanti, 2019). The writer considers that the expression in the descriptive

text consists of several kinds of adjectives. An adjective describes or specifies a noun or pronoun. Adjectives do not change verbs, other adjectives, or adverbs like adverbs do. Adjectives are commonly used before the noun or pronoun they modify. Adjectives are not required to match the nouns they describe in number or gender (Slawson, Whitton, & Wiemelt, 2010). A descriptive adjective expresses a characteristic of the noun or pronoun that it modifies, so that is how descriptive adjectives can help the writer express the main character feeling in the story.

Table 1. Example of Expression in Descriptive Text

Objects	People	Feelings	Size	Time
Bright	Talented	Unhealthy	Big	Old
Colorful	Lazy	Angry	Long	Quick
Adorable	Diligent	Excited	Tiny	Slow
Dull	Clumsy	Happy	Huge	Modern
Fluffy	Glamorous	Lonely	Gigantic	Late
Clear	Annoying	Bored	Massive	Early

CHAPTER 3

METHODOLOGY

3.1. Location and Participant

The writer completed an internship at the RA Indonesian Language Course and Curriculum Development in Melbourne, Australia. The internship was conducted for six weeks, starting from 21st March to 29th April 2022. During her six weeks internship, the writer did her internship as a Translator. The writer's job was to help her supervisor translate some video transcriptions. And of course, she also learned about Australian culture and visits a many place in Melbourne.

3.2. Data Collection

In carrying out the case study, the writer used the two instruments below:

3.2.1. Observation

The writer observes her illustrated book that she has made. First, the writer found out about how to make an interesting story book that can attract children's attention in related journals. Then, she also did her observation in a grammar book to make sure her book made use of the correct tenses and expression. Third, the writer went to one of the libraries in Melbourne to see what kind of illustrated books are suitable for young children. Finally, the writer has got the idea of her book content that she wants to consult with her supervisor.

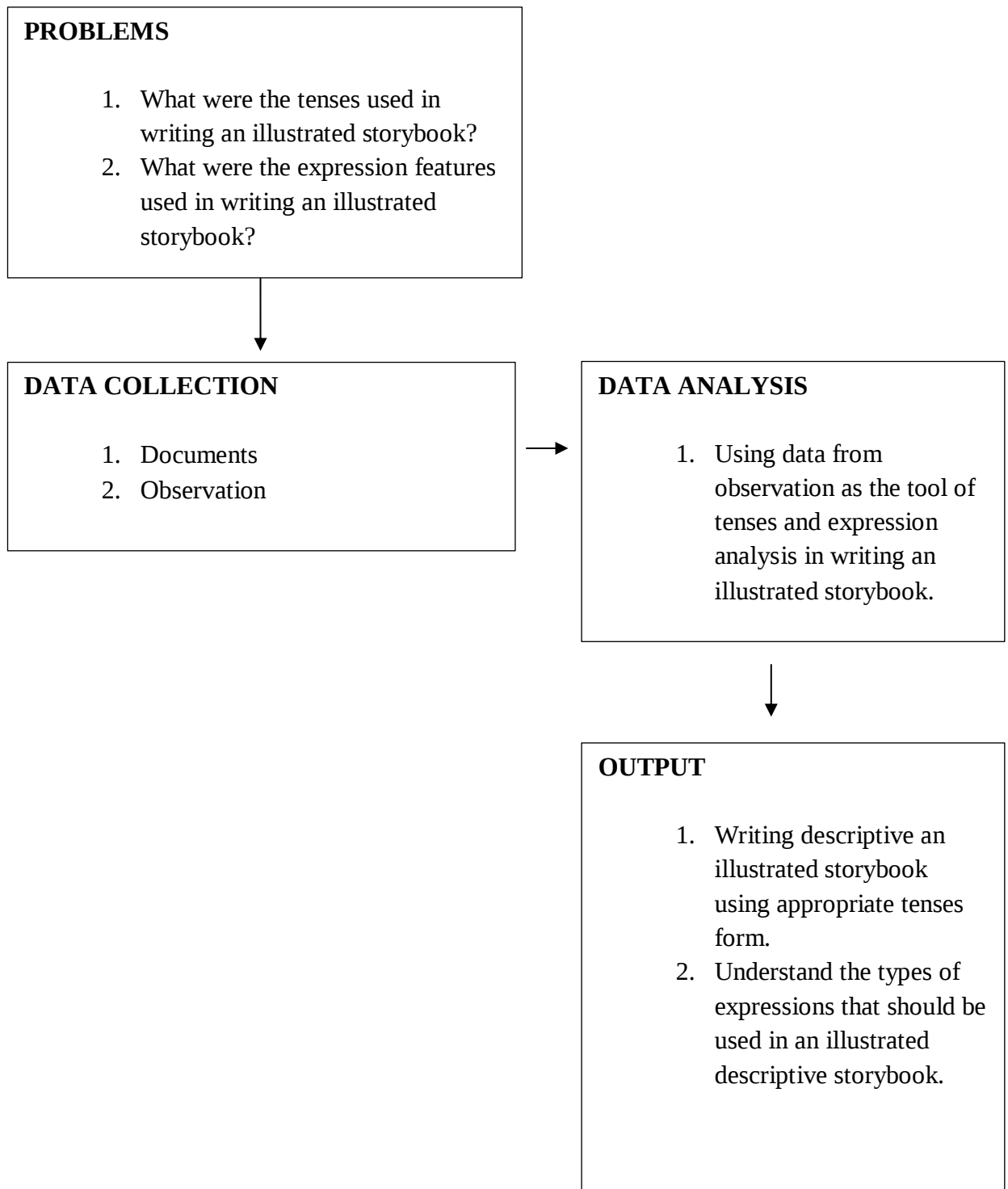
3.2.2. Data Analysis

In terms of analyzed data for the final report, the writer used “A Week in Melbourne” illustrated storybook as the data to be analyzed. In this final report, the writer chooses to analyze the tenses and expression of the contents of the storybook she wrote. With the help of the Betty Azar & Stacy A. Hagen (2017) grammar book entitled “*Using and Understanding English Grammar*” which she used in the previous semester, the writer tried to ensure that all sentences and grammar in the book are structurally correct. The writer also seeks information about the use of expressions in writing descriptive texts through journals and books entitled “*Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang*” by Ade Dwi Jayanti (2019) and “*The Little, Brown Handbook*” by Jayetta Slawson, Natasha Whitton and Jeff Wiemelt (2010). As a result, the writer edited the sentences of the corrected sentences to combine them with the original texts.

Table 2. Triangulation of Data Collection Techniques

No	Unit of analysis	Data collection techniques
1	The tenses used in writing an illustrated storybook	1. Observation 2. Documents
2	The expression features used in writing an illustrated storybook	1. Observation 2. Documents

3.3. Framework of the Report



CHAPTER 4

RESULTS AND DISCUSSION

4.1. Description

The writer did the internship in RA Indonesian Language Course and Curriculum Development from March 21st 2022, until April 14th 2022. In Melbourne, the writer has learned many new things about culture, education, tourist attractions, and new friends. English Diploma provides an opportunity for all students to create a project that is useful for the general public. Therefore, with the writing skills that she has learned for five semesters, the writer decided to make an illustrated storybook for children. With the creation of this book, the writer hopes that the readers will gain new experiences and knowledge, from the history of Melbourne to Australian specialties. The writer writes story book's ideas based on her experience while stayed in Melbourne.

The synopsis of the storybook. There was a Koala as one of Australian animals named Koko. Koko tells a brief history of Melbourne and the atmosphere of living there. Koko invites readers to tour the beautiful places in Melbourne for seven consecutive days. The purpose of making illustrations in the storybook, the writer wants readers to get a new unforgettable experience by imagining as if they were visiting the city of Melbourne. In this chapter 4, the writer would like to answer the statement of the problems mentioned in chapter 1, which are, (1) What were the tenses in writing an illustrated storybook, (2) What were the expression features used in an illustrated storybook.

4.1.1. Tenses used in writing an illustrated storybook titled “A Week in Melbourne”

Based on Azar and Hagen (2017), there are 12 types of tenses that can be used for writing a text. Furthermore, from 67 sentences, the writer had found the four kinds of tenses in the analysis of her written storybook “A Week in Melbourne”.

Figure 1. Tenses used in writing illustrated storybook titled “A Week in Melbourne”

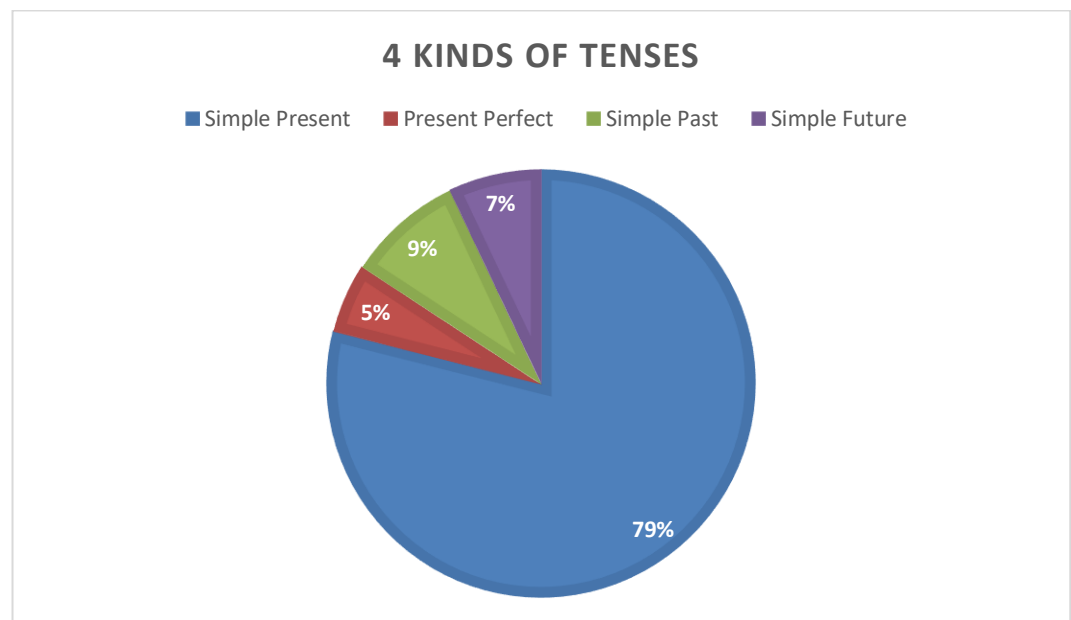


Table 3. Tenses used in writing illustrated storybook titled "A Week in Melbourne"

No.	Kinds of Tenses	Total
1.	Simple Present	45
2.	Present Perfect	3
3.	Simple Past	5
4.	Simple Future	4

1. Simple Present

Example:

Figure 2. The Storybook of A Week in Melbourne (Page. 8)

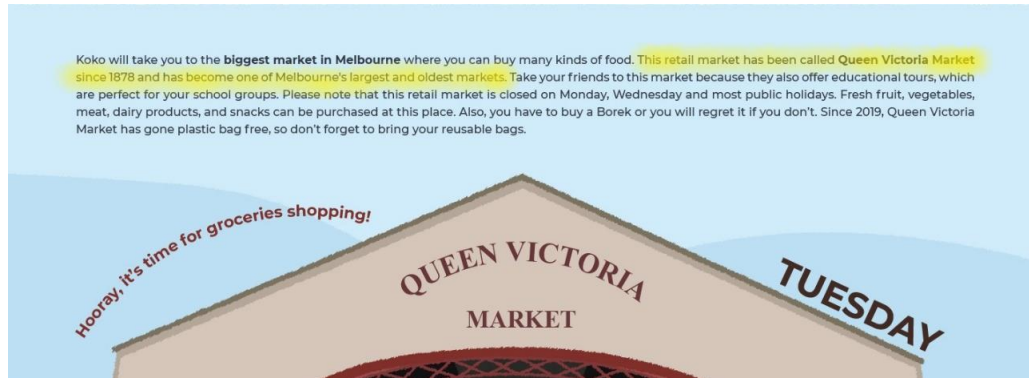


As we can see on this page, it can be concluded that the highlighted sentence used *subject+verb+s*, which indicates that this is a Simple Present tense. Also, the sentence above explained that "It" as the subject has a habit of "dig holes" and "live in them", which is still ongoing and will always happen again and again.

2. Present Perfect

Example:

Figure 3. The Storybook of A Week in Melbourne (Page. 5)



From the page above, the writer wrote the sentence using Present Perfect tense with "and" as the conjunction. This sentence above explained that the subject "This retail market" has the name "Queen Victoria Market" which started in the past. Thus, the word "since" may follow a specific point in time which is used to express when the activity began and may continue in the future. Then it is connected with the conjunction "and" before "has become" as the verb phrase and "oldest markets" as the noun phrase. As the writer said before, the verb phrase and noun phrase here also state a fact from the subject "This retail market". However, the Present Perfect tense is used to talk about things where the past and the present are connected.

3. Simple Past

Example:

Figure 4. The Storybook of A Week in Melbourne (Page. 2)

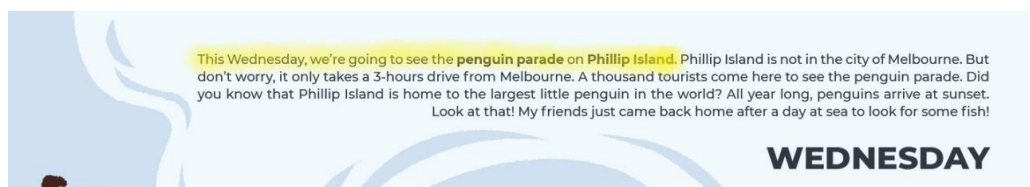


As we can see in this 2nd page of the storybook, the writer wrote the sentence using Simple Past tense. It is used to explain past events related to "The original name of Melbourne" that occurred in the past and have ended or ended in the past. However, Simple Past tense can also be used to describe a previous state of being, such as how someone felt about something in the past. The Simple Past tense of the verb to be, along with an adjective, noun, or prepositional phrase, is frequently used to convey this. Thus, the "was" is a primary helping verb in a simple past form.

4. Simple Future

Example:

Figure 5. The Storybook of Week in Melbourne (Page. 6)



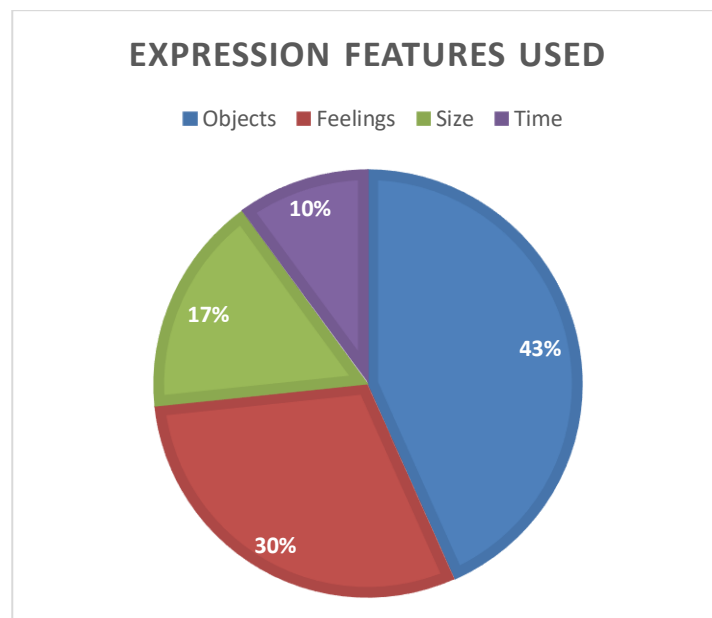
On this page above, it can be concluded that the highlighted sentence used be+going to, which indicates that this is a Simple Future

tense. Be+going to means the same when the subject already has a plan to “see the penguin parade”. Furthermore, at the beginning of the sentence, “This Wednesday” as the adverb of time helps to clarify the information related to the time when an activity will occur. Moreover, “On Philip Island” as the adverb of place can be used to answer the query “where” or to clarify an event’s location in a sentence.

4.1.2. Expression features used in writing an illustrated storybook titled “A Week in Melbourne”

In general, a descriptive text tells what a person or a thing is like. Based on the analysis of her written an illustrated storybook titled “A Week in Melbourne”, there are four kinds of descriptive adjectives that can help the writer to express her feelings in writing the story.

Figure 6. Expressions used in writing illustrated storybook titled "A Week in Melbourne"



*Table 4. Expressions used in writing illustrated storybook titled
"A Week in Melbourne"*

No.	Kinds of Expressions	Total
1.	Objects	13
2.	Feelings	9
3.	Size	2
4.	Time	2

1. Objects

Example:

Figure 7. The Storybook of A Week in Melbourne (Page. 10)



As the one of objects' expressions of descriptive text, "free" in the sentence above describes a subject which being discussed. "Free" in the adjective of the sentence above defined as without cost or payment. So, anyone who wants to visit the gallery does not have to pay.

2. Feelings

Figure 8. *The Storybook of A Week in Melbourne (Page. 9)*



As we can see from the highlighted word above, “delicious” is one of the feelings in an expression of descriptive text. "Delicious" in the adjective of the sentence above expresses the very delicious taste of the subject being discussed, namely "the combination of chocolate taste with a sprinkling of grated coconut" which is felt by the subject character, Koko, in the story.

3. Size

Figure 9. *The Storybook of A Week in Melbourne (Page. 2)*



From the page above, we can see that “largest” is one of the size categories in the expression of descriptive text. The “largest” is the superlative form of "large" which means size or capacity that is big

enough or relatively good size, which is heard in the sentence above, namely Melbourne as a city in Australia. However, there is a serial number before the "largest" word. So, Melbourne is not ranked as one of Australia's largest cities but second.

4. Time

Figure 10. The Storybook of A Week in Melbourne (Page. 5)

Koko will take you to the **biggest market in Melbourne** where you can buy many kinds of food. This retail market has been called **Queen Victoria Market** since 1878 and has become one of Melbourne's largest and **oldest** markets. Take your friends to this market because they also offer educational tours, which are perfect for your school groups. Please note that this retail market is closed on Monday, Wednesday and most public holidays. Fresh fruit, vegetables, meat, dairy products, and snacks can be purchased at this place. Also, you have to buy a Borek or you will regret it if you don't. Since 2019, Queen Victoria Market has gone plastic bag free, so don't forget to bring your reusable bags.

From the page above, we can see that “oldest” is one of the time categories in the expression of descriptive text. The “oldest” is the superlative form of "old". “Old” means having lived for a considerable period of time. So, in this sentence above “Queen Victoria Market” is one of the markets that has lived for a considerable period of time in Melbourne.

4.2. Obstacles

During the internship at the RA Indonesian Language Course and Curriculum Development in Melbourne, the writer has learned many things about Australia. She learned many interesting things about Australia’s culture, cuisine, tourist destinations, etc. Thus, she decided to make a storybook about her experience in Melbourne using media and a more interactive way. Moreover, the writer found obstacles during analysis in writing an illustrated storybook titled “A Week in Melbourne”.

4.2.1. Obstacles related to the tenses of writing the illustrated storybook

The writer encounters some obstacles in analyzing the tenses in writing a storybook. The writer encounters two obstacles in analyzing twelve tenses were used in writing an illustrated storybook titled “A Week in Melbourne”. The writer has spent a lot of time analyzing and classifying the tenses in each sentence of the book. There was a misunderstanding regarding grammar-checking. The writer repeated the reading of her sentences while grammar-checking. In addition, she checked the English grammar guide books repeatedly to ensure that each of her written sentences was grammatically correct.

Example:

Figure 11. Storybook of A Week in Melbourne (Page. 8)



At first, the writer decided to write "He" or "She" instead of "That". Furthermore, after considering it, the writer decided to write “it” because the writer could not be sure what gender the animal belonged to.

4.2.2. Obstacles related to the expression features of writing illustrated storybook

In analyzing the expressions of the illustrated storybook, the writer does not experience too many obstacles as she experienced in the previous statement of the problem. The writer only faces a small problem, namely confusion in categorizing adjectives into each category of expression in a descriptive text.

Example:

Figure 12. The Storybook of A Week in Melbourne (Page. 9)



Generally, "good" can be categorized as an adjective in object expression of descriptive text. However, in this context, "good" means describing the taste of a food or other words, "delicious" or "tasty" which is stated in the sentence above.

4.3. Added Values

During the process of writing this illustrated storybook and interning, the writer encountered several problems. Through these obstacles, the writer also improved her writing ability. She gained more experience in writing stories. Additionally, the writer also appreciates the opportunity to do an internship in Melbourne, Australia, at the RA Indonesian Language Course and Curriculum Development. Through this internship, she gained a greater

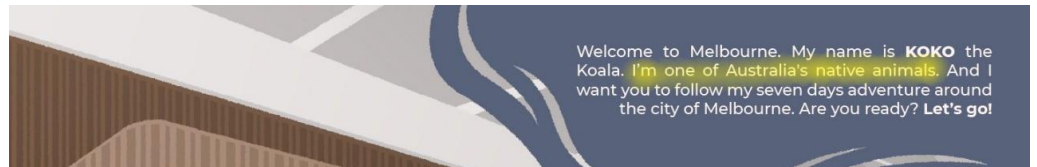
understanding of other cultures. In addition, because the writer chose to release the English storybook in his final report, the writer was able to get more benefits from herself. In addition to the main goal of completing studies at the English Diploma Universitas Airlangga. Here are some added values related to the statement of the problem.

4.3.1. Added values related to the tenses of writing illustrated storybook

First, the writer gets a sense of the proper tenses. According to Azar and Hagen (2017), a perfect sentence contains a subject and verb with (be) forms that are appropriate to the activity or event currently happening in the present, past, or future. Therefore, the writer always ensured that her sentences were grammatically correct when writing her stories.

Example:

Figure 13. Storybook of A Week in Melbourne (Page. 1)



Based on the example above, it can be concluded that the sentence is structurally correct. The sentence is using simple present form because, it is stating the fact that is happening right now.

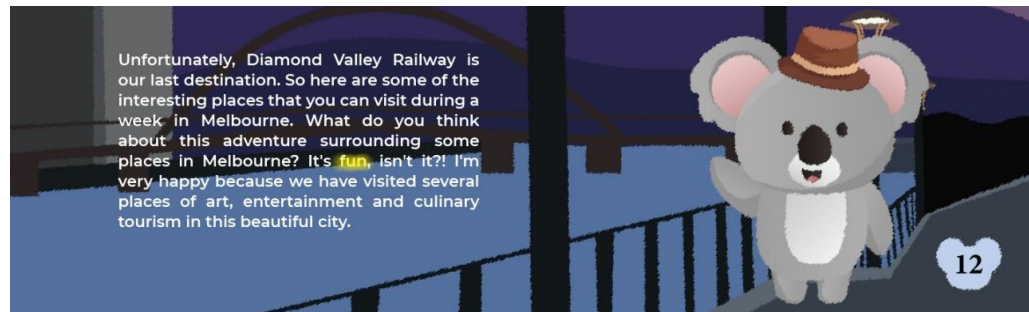
4.3.2. Added values related to the expression featurss of writing illustrated storybook

Second, the writer gets a sense in analyzing expression in descriptive text. There is one added value in analyzing the expressions of writing an

illustrated storybook. However, the writer knew about the various of expressions in writing descriptive text, as mentioned by Slawson, Whitton and Wiemelt (2010).

Examples:

Figure 14. Storybook of A Week in Melbourne (Page. 12)



According to those examples above, the writer already chose the correct descriptive expressions related to the context of the sentence which being discussed.

4.4. Related Courses

4.4.1. Sentence-based Writing

The writer learned how to write the perfect sentence from the basics in this course. With sentence-based writing, the writer was able to place the subject, verb, object, and any other elements in the correct order.

4.4.2. Genre Based Writing

Taking this course helped the writer to learn many aspects of descriptive writing and the way it is expressed. This course also taught the writer how to organize a sentence properly in the content reading of various genres of texts.

4.4.3. Elementary Structure

In this course, the writer studied English grammar. In addition, the writer learned how to construct a well-structured sentence as well as how to use proper grammar. The writer was able to understand the several sorts of present, past, future and so on.

4.4.4. Academic Writing

In this course, the writer learned how to write for internships and final reports. Furthermore, this course also helped the writer to understand the context of academic writing. Since the writer got a high percentage of academic writing assignments previously, this course greatly benefited her in finalizing her academic reports.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

The writer wants to report on a few of the conclusions from the previous chapter. The first one was the tenses used in writing an illustrated storybook titled “A Week in Melbourne”. The second one was used in writing an illustrated storybook titled “A Week in Melbourne”.

The first one was the tenses used in writing an illustrated storybook titled “A Week in Melbourne”. There are several tenses in writing storybook; there are Present Tense, Past Tense and Future Tense. However, all types of tenses are not always used in writing a storybook. Same as writing a storybook, the other writing genre can also use these types of tenses but not all types can always be used. Therefore, each of the three types of tenses are divided into four types of tenses. Thus, in total, there are 12 types of tenses which are Simple Present, Present Progressive, Present Perfect, Present Perfect Progressive, Simple Past, Past Progressive, Past Perfect, Past Perfect Progressive, Simple Future, Future Progressive, Future Perfect, and the last one is Future Perfect Progressive. However, the writer only used some tenses from the descriptive text that she has made. There are Simple Present, Present Perfect, Simple Past, and Present Future tenses. The second one was the expressions used in writing an illustrated storybook titled “A Week in Melbourne”. Writing a storybook always uses expressions. “A Week in Melbourne” is an illustrated book that describes the

object that the writer found in Melbourne during her internship. Therefore, the writer used a descriptive text in writing her storybook project. In writing a descriptive text, there are five kinds of expressions. But then again, the writer only used three kinds of expressions in writing an illustrated storybook titled “A Week in Melbourne. There are objects, feelings good, size and time expressions.

Relating to obstacles, the writer found two obstacles in analyzing the tenses and expressions in writing a storybook. First, the writer has spent a lot of time analyzing and classifying the tenses in each tense of the storybook. Second, the writer is confused in categorizing some adjectives into each category of expressions in descriptive text.

When it comes to added value, writing a storybook during the internship is not simple. However, the writer gets knew how to write grammatically correct sentences. Second, the writer knew about the various expression in writing descriptive text.

In conclusion, the writer learned a lot during this internship, such as the tenses and expressions that were used in creating a descriptive text. It was not difficult for the writer to create an illustrated storybook for young children under twelve years old after doing this work. The write realized an excellent storybook can be easy and enjoyable to write.

5.2. Suggestions

5.2.1. Suggestion for the Universitas Airlangga

As a result, this writer hopes Universitas Airlangga can publish this story book, which may be of use to both internal readers of Universitas Airlangga, as

well as the general public. Perhaps this book can also make Universitas Airlangga proud.

5.2.2. Suggestion for English Diploma Program

As a result, the writer recommends that all students be encouraged to develop their storytelling skills through the English Diploma Program. Students should also be prepared to work in a real-life setting, according to the writer. English Diploma Programs should also push students so that they will be ready to face adversity when it comes.

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APPENDIXES

APPENDIX 1: Table of the Tenses

No.	Tenses Category	Sentences
1.	Simple Present	My name is Koko the Koala.
2.	Simple Present	I am one of Australia's native animals.
3.	Simple Present	And I want you to follow my 7 days adventure around the city of Melbourne.
4.	Simple Present	Are you ready?
5.	Simple Present	Melbourne is a city in Victoria's capital city and Australia's second-largest city which is known as a city of gardens.
6.	Simple Present	In just one day in Melbourne, you can experience the four seasons.
7.	Simple Present	This city is filled with various kinds of arts, entertainment and food tours from around the world.
8.	Simple Present	So, this is the reason why I want you to go on an adventure with me in Melbourne.
9.	Simple Present	On our first day, we can see many kangaroos roaming Westerfolds Park.
10.	Simple Present	Here you can walk or jog to discover the park scenery.
11.	Simple Present	After adventuring around the park, you can eat your snacks under the shade of the tree and see the birds flying in the sky.
12.	Simple Present	Hooray, it's time for groceries shopping!
13.	Simple Present	Take your friends to this market because they also offer educational tours, which are perfect for your school groups.
14.	Simple Present	Please note that this retail market is closed on Monday, Wednesday and most public holidays.

15.	Simple Present	Fresh fruit, vegetables, meat, dairy products, and snacks can be purchased at this place.
16.	Simple Present	Also, you have to buy a <i>Borek</i> you will regret it.
17.	Simple Present	Phillip Island is not in the city of Melbourne.
18.	Simple Present	But don't worry, it only takes a 3-hour drive from Melbourne.
19.	Simple Present	A thousand tourists come here to see the penguin parade.
20.	Simple Present	All year long, penguins arrive at sunset.
21.	Simple Present	Today, I invite you to come and visit and get an up-close look at our Australian family in the Moonlit Sanctuary Wildlife Conservation Park.
22.	Simple Present	You can explore our bushland while petting a koala's family and also feeding my friends, wallabies and kangaroos.
23.	Simple Present	Hey, can you hear a squawking noise?
24.	Simple Present	It's the sound from the wombat.
25.	Simple Present	It likes to dig holes and live in them.
26.	Simple Present	If you are a reptile lover, you can find Lace monitors here.
27.	Simple Present	The second-largest monitor species in Australia is this species, which can grow to 2 meters in length.
28.	Simple Present	This Australian dessert is a sponge cake or butter dipped in chocolate and sprinkled with desiccated coconut.
29.	Simple Present	The name Lamington is taken from the name of the Governor of Queensland who served from 1896 to 1901 and is usually called or perhaps his wife, Lady Lamington.
30.	Simple Present	Apart from that, there is a pastry scroll that is spread with a typical Australian jam called Vegemite and is given a little sprinkle of cheese on top of the dough.
31.	Simple Present	And of course, Vegemite pastry scrolls taste so good.

32.	Simple Present	It's time for us to learn more about the Australian cultural, educational, and artistic heritage.
33.	Simple Present	National Gallery of Victoria is Australia's oldest public art collection and the most popular gallery in Australia with over 70,000 paintings since 1861, including Aboriginal and Torres Strait Islander extensive collections.
34.	Simple Present	This gallery is free to visit.
35.	Simple Present	The collections at NGV represent the most important art movements in history across time and cultures.
36.	Simple Present	Here you can also have a great visual arts experience with a variety of temporary exhibitions, dance performances, talks, kids' activities, films, openings, and late-night shows.
37.	Simple Present	Do you know what day is after Saturday?
38.	Simple Present	Yes, It's Sunday.
39.	Simple Present	And it's time to go to Diamond Valley Railway which is only open on Sunday.
40.	Simple Present	Here, we can get on the best miniature passenger train in Australia for 20 minutes located inside Eltham Lower Park.
41.	Simple Present	For those of who have been on a steam train, you can try the steam locomotive.
42.	Simple Present	Unfortunately, Diamond Valley Railway is our last destination.
43.	Simple Present	So, here are some of the interesting places that you can visit during a week in Melbourne.
44.	Simple Present	It's fun, isn't it?!
45.	Simple Present	I'm very happy because we have visited several places of art, entertainment and culinary tourism in this beautiful city.
46.	Present Perfect	This retail market has been called Queen Victoria Market since 1878 and has become one of Melbourne's largest and oldest markets.

47.	Present Perfect	Queen Victoria Market has gone plastic bag free, so don't forget to bring your reusable bags.
48.	Present Perfect	For those of you who have never been on a steam train, you can try the steam locomotive.
49.	Simple Past	The original name of Melbourne was Batmania.
50.	Simple Past	Collections in this gallery were given by community members who want everyone to be able to enjoy them.
51.	Simple Past	Did you know that Phillip Island is home to the largest little penguin in the world?
52.	Simple Past	My friends just came back home after a day at sea to look for some fish!
53.	Simple Past	Collections in this gallery were given by community members who want everyone to be able to enjoy them.
54.	Simple Future	Koko will take you to the biggest market in Melbourne where you can buy many kinds of food.
55.	Simple Future	This Wednesday, we're going to see the penguin parade on Phillip Island.
56.	Simple Future	You'll also find a dozen varieties of other Australian species in Moonlit Sanctuary waiting to meet you.
57.	Simple Future	This Friday night, we're going to buy Lamington at the Patisserie.

*Appendix 1. Table of the Tenses in Writing an Illustrated Storybook Titled
"A Week in Melbourne"*

APPENDIX 2: Table of Expressions

No.	Objects	Feelings	Size	Time
1.	Many kinds	Spectacular	Largest	Oldest
2.	Perfect	Delicious	Biggest	Last
3.	Up-Close	Sweet		
4.	Closer	Savory		
5.	Great	Good		
6.	Most popular	Delicious		
7.	Free	Enjoy		
8.	Important	Happy		
9.	Temporary	Fun		
10.	Best			
11.	Interesting			
12.	Several			
13.	Beautiful			

*Appendix 2. Table of Expressions in Writing an Illustrated Storybook Titled
"A Week in Melbourne"*

APPENDIX 3: Draft of the Storybook Project

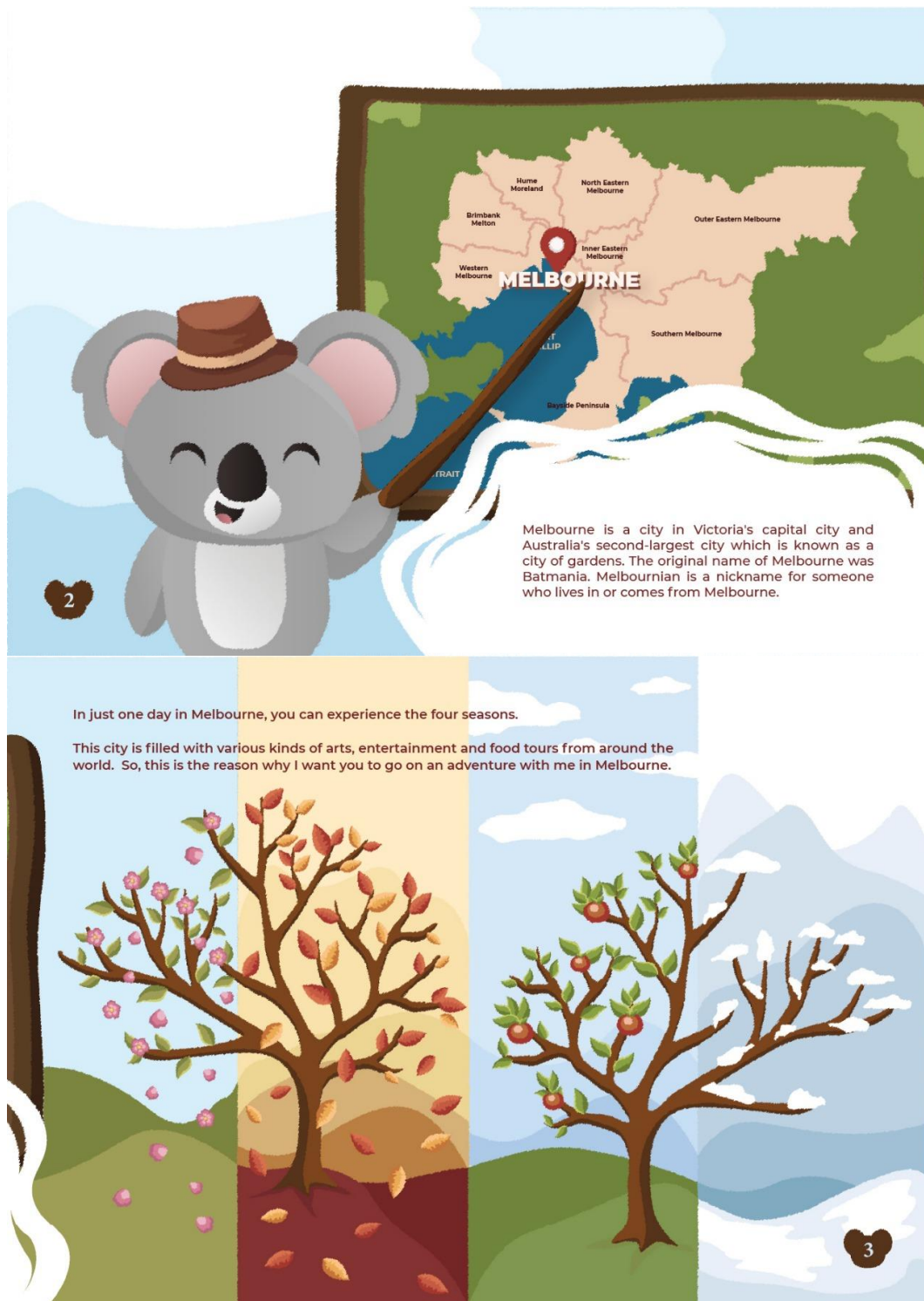


Editor : Lutfi Ashar Mauludin

Writer : Titis Shakinah Raihani

Illustrator : Rizka Amalia Az Zahra





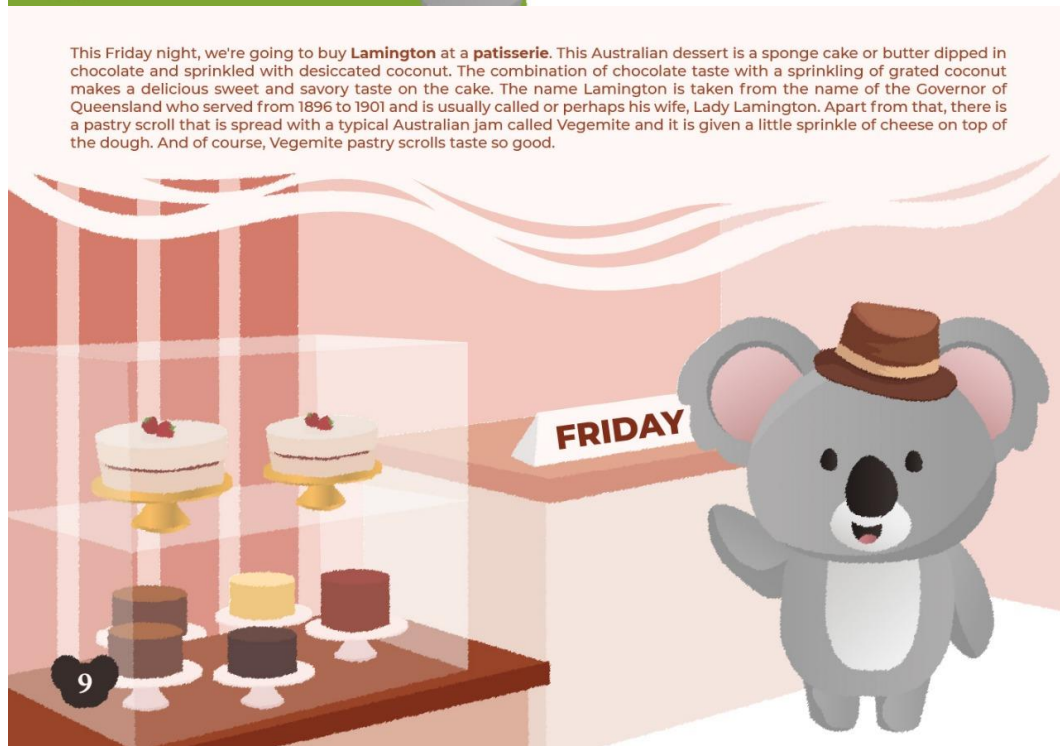
On our first day, we can see many kangaroos roaming **Westerfolds Park**. Here you can walk or jog to discover the park scenery. After adventuring around the park, you can eat your snacks under the shade of the tree and see the birds flying in the sky.

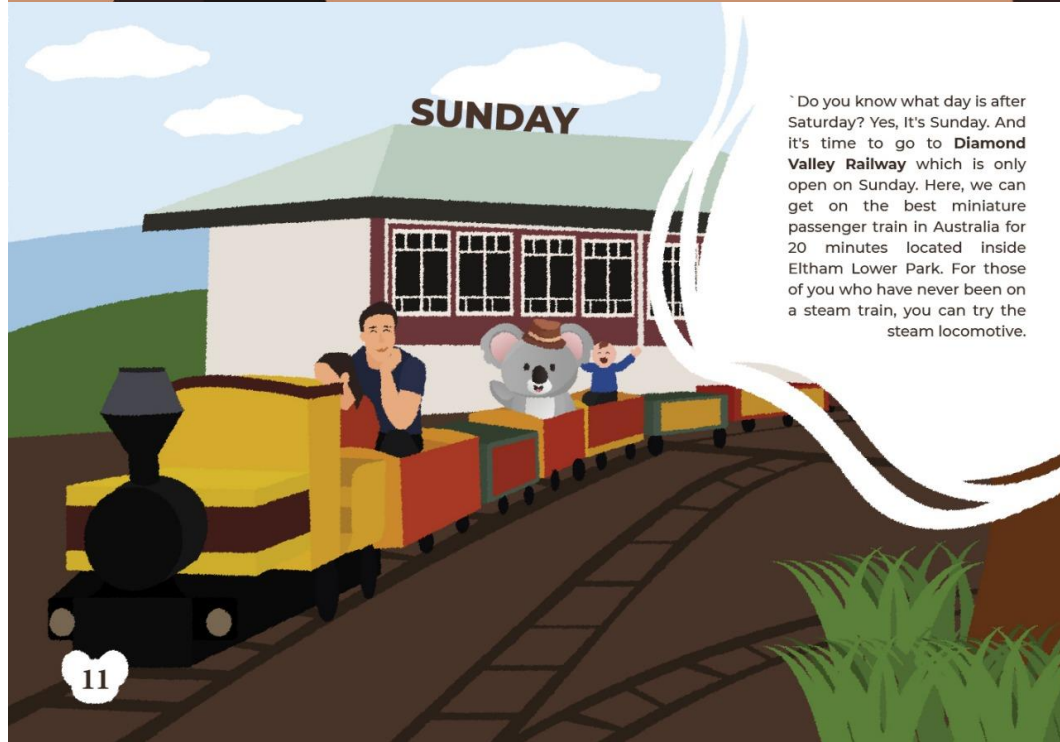


Koko will take you to the **biggest market in Melbourne** where you can buy many kinds of food. This retail market has been called **Queen Victoria Market** since 1878 and has become one of Melbourne's largest and oldest markets. Take your friends to this market because they also offer educational tours, which are perfect for your school groups. Please note that this retail market is closed on Monday, Wednesday and most public holidays. Fresh fruit, vegetables, meat, dairy products, and snacks can be purchased at this place. Also, you have to buy a Borek or you will regret it if you don't. Since 2019, Queen Victoria Market has gone plastic bag free, so don't forget to bring your reusable bags.











A WEEK IN MELBOURNE

Koala is one of Australia's native animals. There's one Koala named **Koko**. In seven days of adventure, Koko wants to show you some interesting places in the city of Melbourne. He also wants you to know more about Melbourne, ranging from the general knowledge about the city of Melbourne to various kinds of culinary.

APPENDIX 4: Internship Certificate



Appendix 3. Internship Certificate

APPENDIX 5: Take a Photo with the Clients at Internship Place



Appendix 4. Take a Photo with the Clients at Internship Place

BIOGRAPHICAL SKETCH



The writer's full name is Titis Shakinah Raihani. Her family and Her friends call her as Titis, Ticis, and Tiny. She was born in Surabaya, 20 July 2001. Her father's name is Abdul Jalil and her mother's is Siti Mukaromah. The writer is the third child of three siblings and the youngest daughter in her family. The writer has two sisters.

Her older sister is Rizky Ranny Andayani which now takes and her second sister is Linda Antareksi. The writer's education started from TK Yaa Bunaa Yaa and graduated in 2007. Then, she continued her education in SD Integral Luqman Al Hakim Surabaya and graduated in 2013. She continued her education in SMP Muhammadiyah 5 Surabaya. Her Junior High School was a RSBI School which means that she learnt with two different languages, Indonesia and English. After three years, she graduated her Junior High School in 2016. Then, she continued her Senior High School education in SMA Muhammadiyah 2 Surabaya and graduated in 2019. After she finished her school, she entered English Diploma Universitas Airlangga because she loves to learn English language. While studying in English Diploma, the writer acquired and maintained both soft-skills and hard-skills. For soft-skills development, she joined several committees of an organization. In 2019, she was a member of the HIMA

EDSO Interest and Talent Division. In 2020, she was a member of the HIMA EDSO Public Relations Division. As a graduate of the English Diploma Program, she hopes to learn more about the English Language and continue her education. The goals are to make her family, alma mater, and friends proud about the knowledge that she gained from her studies and experiences.