

**THE WRITING PROCESS AND TENSES ARE USED ON “A DAY
IN MY LIFE: LEO EDITION” BOOK**

A FINAL REPORT



by:

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**ENGLISH DIPLOMA PROGRAM
DEPARTMENT OF BUSINESS
FACULTY OF VOCATIONAL STUDIES
UNIVERSITAS AIRLANGGA
2023**

STATEMENT OF ORIGINALITY

I, Varel Ramadhani Indrawan (152011813038), 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, 4th June 2023



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APPROVAL

THE WRITING PROCESS AND TENSES USED ON "A DAY IN MY LIFE: LEO EDITION" BOOK

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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This final report has been established through an examination
held on 26 June 2023

Approved by

Head of English Diploma Program
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A handwritten signature in black ink, appearing to read 'Varel', with a long, sweeping horizontal stroke extending to the right.

Varel Ramadhani Indrawan

ABSTRACT

Picture story book is a book that has interesting content and pictures to read. Picture story books can also be a medium of learning for children. The book "A Day in my life: Leo Edition" has a target audience of children who are in elementary school aged 7-12 years. However, the making of a book cannot be separated from several processes called the writing process. Harmer (2004) has four stages such as planning, drafting, editing (revising and reflecting), and final version. The result is the writer use four stages based on Harmer (2004). After going through the writing process, the writer is faced with selecting tenses. According Azar (2017) there are 12 types of tenses. The writer must analyzing tenses in books that have been made by the writer. After the writer analyzes, the book "A Day in My Life: Leo Edition" uses six tenses out of 12 tenses based on Azar (2017).

Keywords: Story book, writing process, 12 tenses, target audience

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CHAPTER 1

INTRODUCTION

1.1. Background of the report

Writing is one of the four skills of English. Harmer (2004) states that writing is a way of producing language and expressing ideas, feelings, and opinions. Furthermore, Tarigan (2008) defines writing skills as belonging to productive and expressive language skills used for indirect, impersonal communication with other parties. Elbow (1981) also states that writing requires not only the ability to generate one's own words and ideas but also the ability to criticize them and explain which ones should be used.

The step that comes before writing is called the writing process. The writing process is a way to observe what people do when producing written content, claims Harmer (2004). The stages a writer goes through to produce something in its ultimate written form are referred to as the writing process, as defined by (Harmer, 2004). The subject matter, writing style (order, list, letter, essay, report, book), and writing medium (pen, computer Word files, live chat, etc.) may each have an impact on this procedure. As stated by Harmer (2004), the writing process consists of four steps: planning, drafting, editing (reflecting and revising), and the final version.

A tense, as described in the Oxford Learner's Online Dictionary, is any form of a verb that can be used to stand for the time of the action or state expressed by the verb that has a present/past/future. From the above discussion, it can conclude that tenses

are a way of expressing the timing of actions or events by using sentence patterns to form verbs within sentences. This tense is relevant to the writer's project because in the book the writer is required to choose tenses that are suitable for children so that they are easy to understand.

The importance of knowing the tenses and writing processes of this book is to make it easier for the writer to analyze the tenses and writing process used in this book. This book was created because the writer has an interest in writing a story. The book is a picture story book made by the writer with the theme of daily activities. This 14-page book talks about Leo's daily activities from the time he wakes up until he goes to bed again at night. The main character is called "Leo" who is in elementary school in Indonesia.

The target audience for this book is children aged 7-12 who are in elementary school in Indonesia because picture books with stories have a positive influence on children. According to Hsiao and Shih (2015) research, picture books can help children learn more about the environment since they have an effect on their daily activities. Retnowati (2018) did research to determine whether reading picture books to youngsters can boost their sense of humor. Therefore, reading picture books to children can significantly improve their kindness.

1.2. Statements of the problems

- a. What are the steps of writing process a book entitled " A Day in my life: Leo edition"?

- b. What are tenses used on picture book entitled "A Day in my life: Leo edition"?

1.3. Objectives of the report

- a. To discover the process of making a book entitled " A Day in my life: Leo edition"
- b. To discover the tense are used on picture book entitled "A Day in my life: Leo Edition"

1.4. Significance of the report

1.4.1 For the writer

This final report is beneficial for the writer in the following ways:

- a. To reshape the writer's skills in editing and proofreading a book.
- b. To improve his English skills, particularly when it comes to making books using English.
- c. To share the writer's experience in making a book to others.

1.4.2 For the alma mater

This final report is beneficial for the alma mater in:

- a. To inspire other students of Universitas Airlangga making a book.
- b. To expose Universitas Airlangga that has potential students who have the potential to produce beneficial works.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Picture story book

Mitchell (2003) defines picture storybooks as "books in which the picture and text are tightly intertwined." According to this definition, The story cannot be told by either the pictures or the words alone; they both must work together to tell a single cohesive story rather than existing independently of one another.

Picture books demonstrate the importance of books conveying messages in two ways: illustrations and text (Cullinan, 1989). The illustrations (images) and text to convey this message do not stand alone, but together they support and clarify the message.

Picture stories as a graphic medium used in the learning process have practical implications. It is the ability to clear facts and ideas through a combination of verbal and visual disclosures (Sudjana & Rivai, 2002).

2.2 Writing

Nunan (2003) states that writing is an intellectual activity that involves finding ideas and figuring out how to express and organize them into statements and paragraphs that people can clearly understand. This study showed that researchers must present their ideas and thoughts and summarize them in appropriate paragraphs. Additionally, the letter provides ideas for researchers in finding topics to publish to the public. An analytical lighting combination is required. It refers to the activity of expressing or showing

one's thoughts, feelings, feelings and thoughts in writing that can be used to communicate with other people. Writing is one of the skills that allows them to acquire knowledge and information that they need to share and learn with others. In addition, the information is provided in sentences so that the reader can understand the meaning well.

2.3 Writing process

The writing process, according to Harmer (2004) is a technique of examining how people do when they create written content. The stage a writer goes through to produce something in its ultimate written form is referred to as the writing process, according to (Harmer, 2004). Naturally, the writing's substance (subject matter), kind (lists, letters, essays, reports, or novels), and format (pen and paper, computer word files, live chat, etc.) could all have an impact on this process. According to Harmer (2004), there are four components to the writing process that are planning, drafting, editing (reflection and revision), and the final version.

A) Planning

This stage usually involves creating a list of topic ideas and considering three main themes: purpose, audience, and content. Experienced writers plan what to write. Decide what you want to say before you write or type. Depending on the author, it may be necessary to take detailed notes. For others, a few notable words may suffice. Additionally, some people do not write any advance notes at all because they do all the planning in their heads. But just as grocery list makers thought with some level of

consciousness about what they needed before they put them down on paper, so anyway they had a plan. When planning, a writer should think about three main issues.

First, the writer should examine why he or she is writing. This influences not only the type of content you want to generate, but also the language you use and the information you want to convey. Second, professional writers consider their readers. This is because it influences not just the framework of the writing (how it is put out, how the paragraphs are constructed, etc.), but also the choice of words (i.e. tone of voice). formal or informal, as an illustration. Third, the writer should think about the play's content structure, or how to effectively order the facts, ideas, and statements they want to include.

B) Drafting

Drafting is the first of a work of writing. A draft is a name for a piece of writing's first revision. The first draft of a piece is frequently written to edit later. In the drafting stage, the writer turns his ideas into whole concepts, such as sentences and paragraphs. The writer's use of organization makes it possible for the reader to comprehend what he is trying to convey. The writer accomplishes this by concentrating on what concepts or subjects to include in the writing. The writer will write the beginning of the essay and come up with a material conclusion while it is still in the drafting stage. The writer will have finished a "rough draft" after completing this stage of the writing process.

The writer might decide to write an essay about dogs. For instance, the writer has included material on the three dog-related topics of show dogs, working dogs,

and dog racing in his writing notes. All of these subjects are ones that a single essay may cover. During the drafting process, the author should select only one of these topics for his piece of writing.

After settling on a subject, he should decide on an essay's goal. Him might decide to write on working dogs, for instance, if the writing was intended to be informative, with the goal of disseminating knowledge. As an alternative, if him had been asked to write a persuasive essay, him might have chosen to discuss dog racing and make an argument for or against it. It is simple to start drafting after deciding on a purpose for a piece of writing. The drafts should be cleared of any information that is irrelevant to the subject and its goal.

Writing starts with the writer creating the piece's introduction. The opening should not only establish the topic of the work, but it should also draw the reader in. For young children, the introduction could be as simple as explaining the topic in one sentence. More advanced writers will compose an introductory paragraph that identifies the topic, establishes the aim of the writing, and proposes how the issue will be developed throughout the article. A writing work should have an interesting introduction. Depending on the subject, the tone of the introduction will change. If an writer is writing a personal narrative, he may choose to start with a creative quote about his experience. When writing an essay or informational item, the tone of the introduction must match. It needs to be informative and targeted.

A strong, engaging start sets the tone for the rest of the rough copy. By arranging his thoughts in a chronological order that makes sense to the reader, the writer should start producing the work. The emphasis should be on topical logical connections. The writer will organize his work into paragraphs and build the body of his piece of writing by incorporating detail sentences connected to the main sentence. The topic sentence for each paragraph should be distinct. No matter the subject, effective paragraph transitions are crucial to a well-written essay. A writer should return to his prewriting to stay on naturally and ensure the piece of writing keeps its attention.

The conclusion should be written once the first draft is finished. The goal of a conclusion is to wrap up the piece of writing by connecting all of the connected thoughts and ideas. The finest conclusions are imaginative, interesting, and leave the reader with few unresolved questions.

C) Editing (reflecting and revising)

Writers usually reread their drafts after finishing them to identify the parts that work and the parts that do not. The order of the information might not be evident. Anything may have been written in a way that was ambiguous or deceptive. Following that, they might change the order of the paragraphs or write a new introduction. They may choose a different word or combination of words for a certain statement. The general idea and overall organization are frequently taken into account by more skilled authors before concentrating on minute details like individual phrases and grammatical

correctness. The latter two, of course, are important and are typically handled later in the process.

The difference between these 2 steps is that for reflecting is receiving comments and suggestions from other readers and for revising is the activity of improving the draft in accordance with the suggestions and comments obtained.

Reflecting is the first step in this process because the writer will provide a draft of the writing to the readers or the editors. Then, the readers or the editors provide comments or suggestions which parts should be replaced. These suggestions and comments help the author to improve so that the writing becomes better. After getting comments and suggestions from other readers, we will proceed to the second step in this process, which is revising. Revising itself is an activity to improve the use of words or parts that look ambiguous in the draft. Based on comments and suggestions from other readers, the writer improved the draft.

D) Final version

After editing and making any necessary modifications, writers produce their final draft. This might be rather different from the original concept and the first draft due to adjustments made during the editing process. However, the author is now ready to communicate through writing with the target audience.

After completing that procedure, the written work is prepared to be transmitted to the reader. It is different when the writer write on their initiative. As a result, writing will provide better results if those techniques are followed.

2.4 Kinds of tenses

According to (Azar & Hagen, 2017) there are 12 tenses, namely:

1. Simple present tense

According to the simple present, something was true in the past, is true now, and will be true in the future. It serves as a statement of general facts and universal truths. The present tense is used to describe ordinary or habitual actions. The example is provided on Figure 1.

Formula:

(+) Subject + Verb 1 (+ s/es) + Complement

(-) Subject + Do/Does Not + verb 1 + Complement

(?) Do/does + subject + verb 1 + Complement?

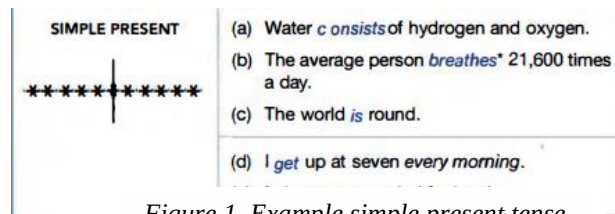


Figure 1. Example simple present tense

2. Present progressive tense

Present progressives are activities that began in the past, continue in the present, and might end at some point in the future. The example is provided on Figure 2.

Formula:

(+) Subject + am/are/is + Verb-ing + Complement

(-) Subject + am/are/is + Not + Complement

(?) Am/are/is + Subject + Verb-ing + Complement?

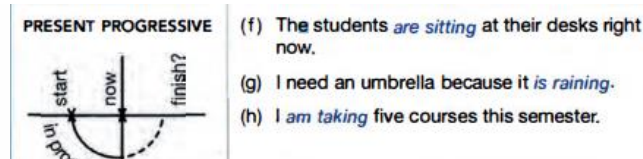


Figure 2. Example Present progressive tense

3. Simple past tense

At some point in the past, something like this happened. It begins in the past and ends in the past. -ed is added to the simplest past tense verbs. simple past tense of be it was. The example is provided on Figure 3.

Formula:

(+) Subject + verb 2 + Complement

(-) Subject + did + not + verb 1

(?) Did + Subject + verb 1?

SIMPLE PAST 	(a) I <i>walked</i> to school yesterday. (b) John <i>lived</i> in Paris for ten years, but now he lives in Rome. (c) I <i>bought</i> a new car three days ago. (d) Rita <i>stood</i> under a tree <i>when it began</i> to rain. (e) <i>When Mrs. Chu heard</i> a strange noise, she <i>got</i> up to investigate. (f) <i>When I dropped</i> my cup, the coffee <i>spilled</i> on my lap.
--	--

Figure 3. Example simple past tense

4. Past progressive tense

An action in progress, or a statement that has happened in the past, is still in progress, and is happening at the time. This tense is an expression that has the function of expressing an event or action that happened in the past when another event happened at a specific time in the past. It begins in the past and ends in the past. -ed is added to the simplest past tense verbs. simple past tense of be it was and was. The example is provided on Figure 4.

Formula:

(+) S + was/were + Verb I + ing + O

(-) S + be (was/were) + not + Verb I + ing + O

(?) was/ were + S + Verb I (ing) + O?

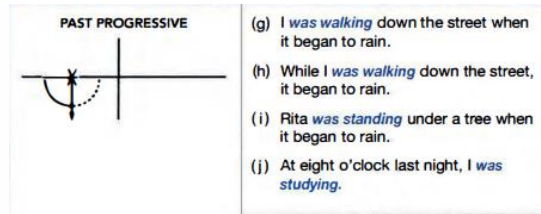


Figure 4. Example past progressive tense

5. Present perfect tense

The present perfect tense describes past events or situations that are still relevant today. The example is provided on Figure 5.

Formula:

(+) Subject + Have/Has + Verb-3.

(-) Subject + have/has + not + Verb-3

(?) Have/has + Subject + Verb-3?

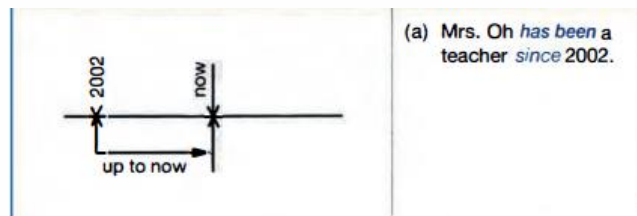


Figure 5. Example present perfect tense

6. Present perfect progressive

The present perfect progressive tense is a verb form that is used to represent an action that started in the past and is still being carried out today or one that was accomplished at some time in the past. The example is provided on Figure 6.

Formula:

(+) S + have/has + been + -ing/present participle

(-) S + have/has + not + been + -ing/present participle.

(?) have/has + S + been + -ing/present participle?

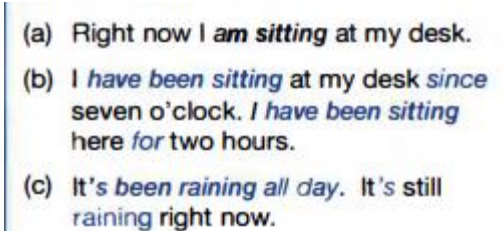


Figure 6. Example present perfect progressive

7. Past perfect tense

Past perfect represents another activity in the past or an activity completed before time. pluperfect is often used in reports. If the actual spoken word uses the simple past tense, the past perfect tense is often used to represent that word. The example is provided on Figure 7

Formula:

(+) Subject + had + Past Participle (Verb 3)

(-) Subject + had + not + past participle (V3)

(?) Had + subject + past participle (V3)?

- (c) Sam *had left before* Ann came.
- (d) Sam *left before* Ann came.
- (e) *After the guests had left,* I went to bed.
- (f) *After the guests left,* I went to bed.

Figure 7. Example past perfect tense

8. Past perfect progressive

The Past Perfect Progressive highlights the length of an action taken prior to another action or previous period in the past. The past perfect progressive tense is rarely used compared to other verb forms. This tense can also describe an activity that takes place near another activity, or an activity that takes place at some point in the past. The example is provided on Figure 8.

Formula:

(+) S + had + been+ -ing/present participle

(-) S + had not + been + V-ing (present participle)

(?), Had + S + been + V-ing (present participle)?

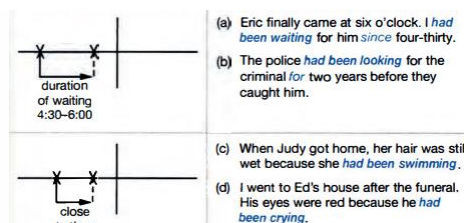


Figure 8. Example past perfect progressive

9. Simple future tense

A type of tense adverb known as the simple future tense is used to express an event that has not yet begun and will only take place in the future (has not yet happened).

Will and being represent future time and often have essentially the same meaning.

The example is provided on Figure 9.

Formula:

(+) Subject + will/shall + verb 1 + object

(-) Subject + will/shall + not + verb 1 + object

(?) Will/shall + Subject + verb 1 + object?

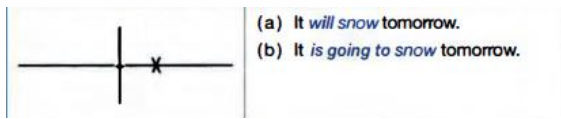


Figure 9. Example simple future tense

10. Future progressive tense

The future progressive is used to describe an event that will take place in the future.

A sentence structure that expresses an activity that is being done right now, or that will be done at some point in the future. The example is provided on Figure 10.

Formula:

(+) Subject + will/shall + be + verb-ing + complement

(-) Subject + will/shall + not + be +verb ing + complement

(?) will /shall+ subject + be + verb-ing + complement?

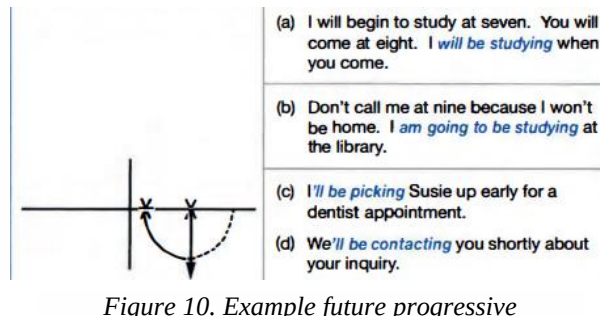


Figure 10. Example future progressive

11. Future perfect tense

The future perfect means a task that needs to be finished ahead of another future time or the event. The example is provided on Figure 11.

Formula:

(+) Subject + will/shall + have + verb-3 + complement

(-) Subject + will/shall + not + have + verb-3 + complement

(?) Will/shall + subject + have + verb-3 + complement?

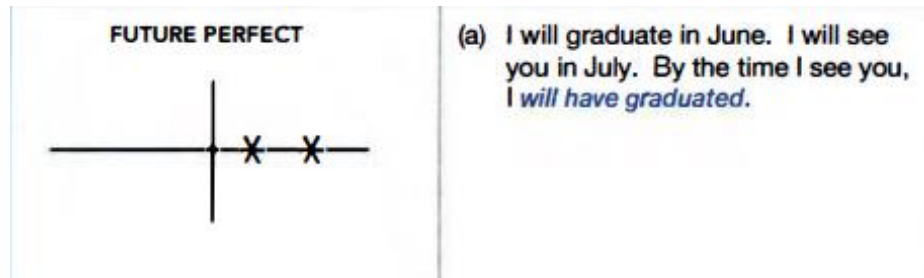


Figure 11. Example future perfect tense

12. Future perfect progressive

The future perfect progressive highlight periods of activity that occur before other times or events in the future. A form of sentence for expressing an action, action, or event that will occur by some point in the future. In this case, someone expresses an action that will take place in the future, but is still ongoing in the future. The example is provided on Figure 12.

Formula:

(+) Subject + will + have + been + verb -ing + complement

(-) Subject + will + not + have + been + verb -ing + complement

(?) Will + subject + have + been + verb -ing + complement?

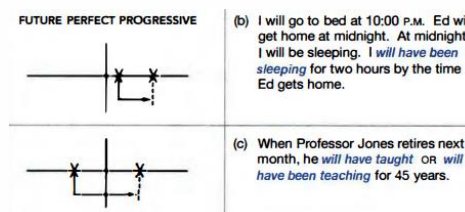


Figure 12. Example future perfect progressive tense

CHAPTER III

METHODOLOGY

3.1 Location and Participant

The writer created picture story book entitled “A Day in my life: Leo edition” for his final report. The writer must complete the project in creating a product for her final report and choose to make a picture story book entitled "A Day in my life: Leo edition”

The writer was inspired by a picture story book that has written by his senior. Most picture story books are made with interesting pictures and use English beginner’s vocabularies. Then, the writer came up with an idea to make a picture story book with the theme of daily activities. The writer took brainstorming for two days with the writer’s friend. After that, the writer doing discussion the book concept with the illustrator who help the writer making a picture for the picture story book. Then, the writer gives the draft to supervisor to check project overall.

3.2 Data Collection

In carrying out the case study, the writer uses three instruments below.

3.2.1 Picture story book

The writer analyzed his book entitled “A Day in my life: Leo Edition” which in the form of a picture story book that the writer made for final report. This book has 14 pages and is about Leo's daily activities start from waking up in the morning to wanting to sleep at night. This book has a target audience, namely children who are in

elementary school aged 7-12. This aimed to find more the tenses and get to know the writing process used in a picture story book. The writers analyzed him picture story book with the tenses and writing process in chapter two. A sample of the picture story book would also be attached.

3.2.2 Observation

The writer observed relevant journal to know the tenses are used and correct writing process of picture story book that his created. He also reviews the book to make sure that using the correct writing process. The writer also finds out for tenses that used on the book.

Date	Activities	Category of writing process
22/02/2023	After attending the guidance of the final report, the supervisor advised the writer to replace a new product. After having a discussion with the writer friend, the writer decided to make a picture book whose content is about daily activities.	Planning
23/02/2023	The writer immediately made the storyline of the picture book.	Drafting

Table 1. Observation sheet (see more at appendix 1)

3.2.3 Document

Journals and books are used as documents by writers. The writer chose a special journal related to the writing process and the tenses from Harmer (2004) and Azar (2016). He also uses journal and book articles to find out the tenses of books and the writing process.

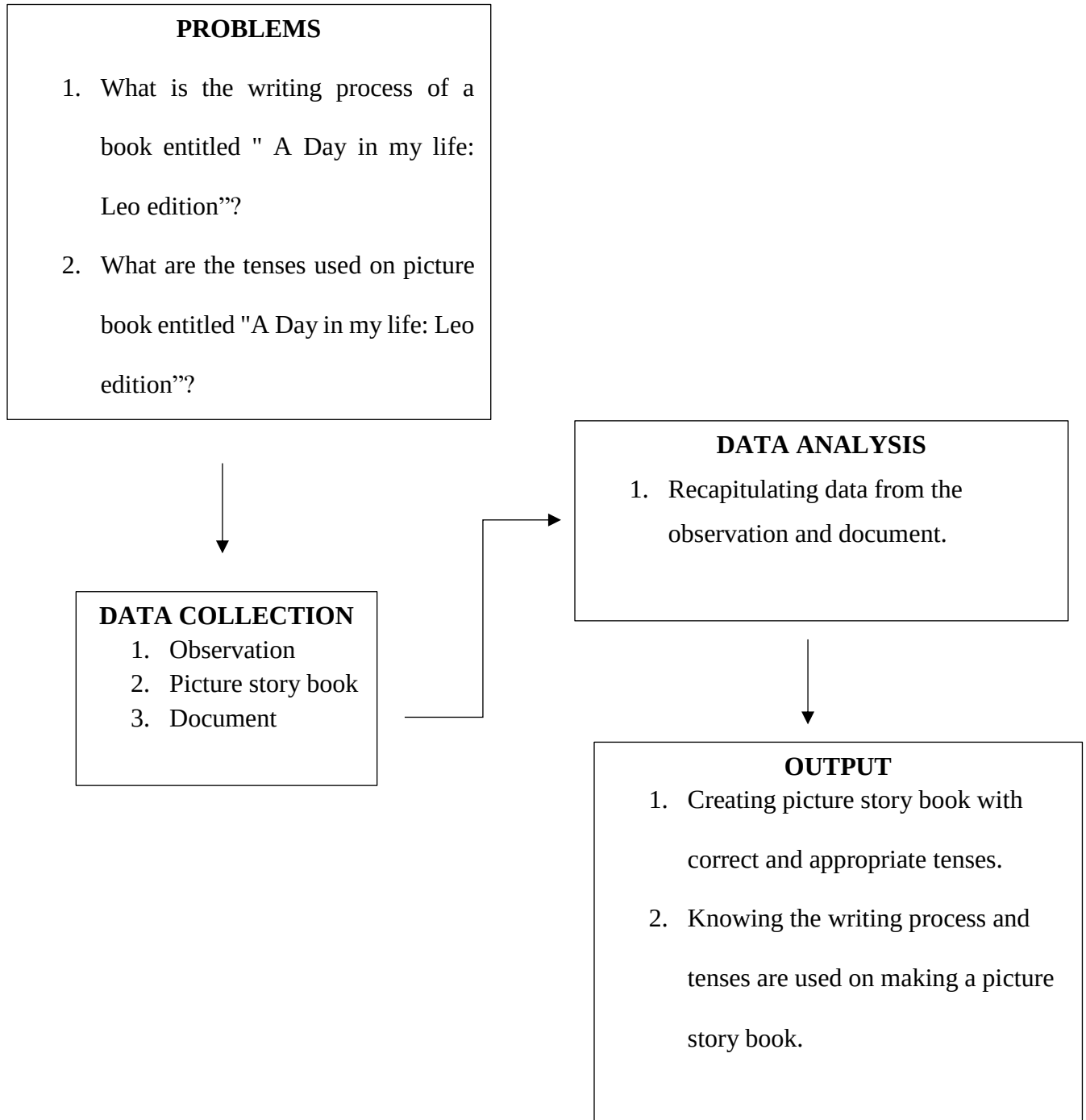
3.3 Data Analysis

In terms of data analysis, the writer used the triangulation of data collection techniques (Table 2) to find out the answer to the statement of the problem. The writer used the picture story book that he made to analyze the data. Take a look at the table 2 below.

No	Unit of analysis	Data collection techniques
1.	The process writing of picture story book.	1) Document 2) Observation 3) Picture story book
2.	The tenses are used on picture story book.	1) Document 2) Picture story book 3) Observation

Table 2. Triangulation of Data Collection Techniques

3.4 Framework of the Report



CHAPTER IV

RESULTS AND DISCUSSION

4.1 Description

The writer makes a picture story book entitled “A Day in my life: Leo Edition” for his final report. The writer generated two statements of the problem, the first is ‘What is the writing process of book entitled “A Day in my life: Leo Edition”?’ and the second is ‘What are the tenses are use on picture book entitled “A Day in my life: Leo Edition”?’.

4.1.1 The writing process of making a book entitled “A Day in my life: Leo Edition”

According to Harmer (2004) there are four writing steps are use by the writer to make a picture story book entitled “A Day in my life: Leo Edition”. Understanding all the steps allows writers to be more efficient, effective, and proper in making a book.

1. Planning

This section typically requires people to create a collection of concepts related to the subject and consider three main themes such as purpose, audience, and content. Writers with experience organize their writing. Before the writer write or type, decide what the audience wants to say.

1. The purpose

The purpose of making book entitled “A Day in my life: Leo Edition” is provide the children a fun and active learning experience. Picture books are intended to entertain, educate, and engage the imaginations of young readers. They frequently use basic, clear writing and pictures to tell stories or deliver information in an approachable and aesthetically pleasing way.

It can provide them with a fun and meaningful reading experience that will help them grow as individuals. can influence children to be able to manage their time and English learning media for children. The book that the writer's made also uses English that is easy for children to understand and has clear information.

2. The audience

The writer decided on a book entitled “A Day in my life: Leo Edition” for children who are in elementary school aged 7-12. At the age of 7-12 most children like picture story books plus this book that the writer made can influence children to be able to do what "Leo" did in the book.

In addition, children aged 7-12 years are interested in picture story books not only because of the storyline, but also with colorful and interesting illustrations. It will add to the attractiveness of children's reading so they don't get bored while reading, and convey the message easily because the language used is very easy to understand.

3. The content

The writer brainstormed to create the content for a book entitled "A Day in my life: Leo Edition". In the end the writer decided that the content raised in the book was about the daily activities of a student who was in elementary school.

The content in this book is "Leo's" daily activities starting from when he wakes up, then makes breakfast, then goes to school, plays with friends, studies for tomorrow's lesson, until "Leo" sleeps at night. This story is also equipped with a clock where it is implied that "Leo" carries out activities and finishes on time. "Leo" also indirectly conveys the message that learning and playing must be balanced.

2. Drafting

Drafting is first version of the script. A draft can be used to describe the typeface's first version. The first draft frequently think that the text will change later when we first view it. Several drafts may be created as the writing process moves into editing. The writer makes the first draft by writing sentences in Microsoft Word like the figure below.

Page 1

- Hi, nama ku leo, aku berumur 9 tahun dan sedang bersekolah di tingkat Sekolah dasar. Yuk ikut aku melihat keseharian ku.
- Hi, my name is Leo, I am 9 years old and I'm studying at elementary school level. Come with me to see my daily life.

Page 2

- Jam 5 pagi aku sudah bangun, lalu aku mandi dan bersiap untuk sekolah.
- At 5 am I wake up, then I take a shower and get ready for school

Page 3

- Setelah semuanya siap, Aku menuju ruang makan untuk sarapan yang sudah disediakan oleh ibu.
- After everything was ready, I head to the dining room for breakfast that had been prepared by mother.

Page 4

- Aktivitas sarapan aku telah selesai. Sekarang pukul 6.30, saatnya berangkat ke sekolah agar tidak terlambat
- My breakfast has finished, now at 6.30, it's time to go to school so I won't be late

Page 5

- Tepat pukul 06.45, aku sudah sampai disekolah dan langsung masuk ke kelas.
- Exactly at 06.45, I arrived at school and straight to class.

Page 6

- Jam sudah menunjukkan pukul 07.00, Guru sudah datang dikelas dan pembelajaran pun dimulai.
- The clock shows 07.00, the teacher has come to class and learning begins.

Page 7

- Sekarang sudah jam 12.00. Waktunya untuk pulang
- It's already 12.00, time to go home.

Figure 13. The writer first draft

Page 8

- Setelah sampai rumah, aku membersihkan diri dan bersiap untuk tidur siang.
- After arriving home, I cleaned myself up and get ready to take a nap.

Page 9

- Sekarang jam 15.00, aku sudah bangun. Teman ku Dave dan Alex datang kerumahku untuk mengajakku bermain layangan di lapangan yang tidak jauh dari rumahku.
- It's 15.00, I'm awake. My friends Dave and Alex came to my house to invite me to play kites in a field not far from my house.

Page 10

- Jam sudah menunjukkan pukul 17.00, waktunya untuk pulang. Setelah sampai rumah aku mandi sore.
- It's already 17.00, time to go home. After arriving home, I took a shower in the afternoon.

Page 11

- Mandi pun selesai, setelah itu aku lanjut dengan makan malam.
- The shower was finished after that I continued with dinner

Page 12

- Setelah selesai makan malam, aku lanjut dengan belajar sekaligus mengerjakan tugas yang diberi oleh guru.
- After finishing dinner, I continued to study while doing assignments given by the teacher.

Page 13

- Jam sudah menunjukkan pukul 21.00. Aku pun sudah selesai mengerjakan tugas yang diberi oleh guru sekaligus belajar. Sekarang waktunya tidur.
- The clock shows 21.00. I also finished doing the assignments given by the teacher while studying. Now it's time to sleep.

Page 14 (end)

- Terima kasih sudah mengikuti kesiatanku hari ini. Sampai ketemu lagi. Have a good day guys.
- Thank you for following my activities today, see you soon, Have a good day guys.

Figure 14. The writer first draft

Figures 13 and 14 are the writer's first draft. the writer makes a storyline using 2 languages, namely Indonesian and English. Here at first the writer writes the introduction like the sentence:

Hi, my name is Leo. I am 9 years old and I'm studying at elementary school. Come with me to see my daily life!

The sentence states that "Leo" is introducing himself and telling what he will do that day. Then, the writer decide uses a clock to show the time so that each page can be connected to one another. For examples:

It's 7:00 a.m. The teacher starts the lesson.

It's 12:00 p.m. Time to go home!

The clock here shows the sequence of activities Leo did that day. as well as making it easy for the reader to understand the sequence of activities of "Leo". After that, the writer felt that the English part was appropriate, the writer decided that it was the first draft before taking the next step, namely editing.

3. Editing (reflecting and revising)

A draft is usually written by a writer, who then reads it to determine what works and what doesn't. It might not be clear which information comes first. There can be some misunderstanding or ambiguity over how to write anything. Other readers (or editors) frequently offer comments and revision recommendations as the writer is thinking and revising. The response of a different reader to the text helps the writer make appropriate corrections. The writer revised and reflected during guidance with the advisor. At the time of guidance, the advisor told me what should be replaced and gave comments on the parts that should be revised. Like the example in Figure 15.

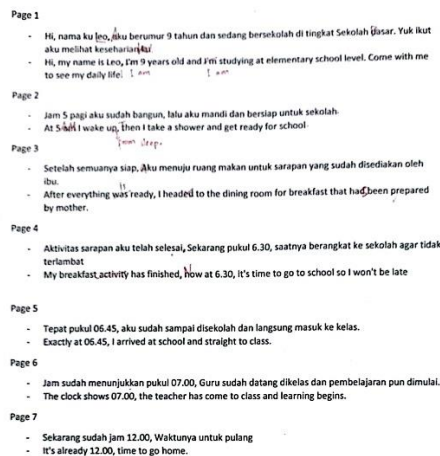


Figure 15. The writer first editing (revising and reflecting)

Page 1

- Hi, my name is Leo. I am 9 years old and I am study at elementary school. Come with me to see my daily life!

Page 2

- I wake up at 5:00 a.m.

Page 3

- After that, I take a shower and brush my teeth.

Page 4

- After everything is ready. I go to the dining room for breakfast.

Page 5

- I finish my breakfast at 6:30 a.m. Time to go to school.

Page 6

- It's 7:00 a.m. The teacher starts the lesson.

Page 7

- It's 12:00 p.m. Time to go home!

Figure 16. The writer draft after revising

In Figure 15, The writer reflects on the advisor by reading the advisor. Then the advisor gives suggestions and comments about what things should be revised. Like "At 5 A.M. I wake up. Then, I take the shower and get ready for school." In this sentence the advisor gives a suggestion to the writer that in this sentence it can be made into two pages. It can be seen in figure 16 that the writer revised this section and used advice from advisors and revised the sentence structure to "I wake up at 5:00 a.m." on the second page. Then the sentence that follows is used as the next page to become "After that, I took a shower and brushed my teeth." On the third page.

4. Final version

After the writer edits the draft and makes any necessary changes, the final version is produced. A few things have changed in the editing process, so this may differ significantly from both the original plan and the first draft. But the writer is ready to send the written text to the intended audience.

This final version is the final result of an improved draft and has been proofread which makes the writer sure to show it to the audience. The way it differs from the first draft is that the first draft has not been revised at all because the writer has to do the previous step reflecting to get suggestions on what to revise. The final version can see on appendix 3.

4.1.2 What the tenses are use on picture book entitled “A Day in my life: Leo Edition”?

The writer using one tense on (Azar & Hagen, 2017) namely, simple present tense

Example 1:

I wake up at 5 A.M. (Page 2)

S V1 C

The sentence above can be said to be simple present tense because it fulfills the formula, namely, subject + Verb 1 + Complement. This sentence can also be said to be simple present tense because it is done every day.

Example 2:

After that, I take a shower and brush my teeth. (Page 3)

S V1 Conj V1 C

The sentence above has 2 verbs, namely "take a shower" and "brush" in which the two verbs use verb 1 and also activities that are carried out daily. that's why this sentence includes the simple present tense.

Example 3:

After everything is ready. I go to the dining room for breakfast. **(Page 4)**

S V1 C

In this sentence indicating that now “Leo” was going to the dining room for breakfast. here the word "go" is verb 1 like the simple present formula and shows that "Leo" activity is being carried out. This sentence is included in simple present tense.

Example 4:

The teacher starts the lesson **(Page 6)**

S V1 C

This sentence is also included in the simple present tense because "starts" is verb 1 like the simple present tense formula. As well as showing that now the teacher is taking action, namely starting the lesson and why can this sentence be said to be simple present tense because it states the truth that the activity is being carried out.

Example 5:

After finishing dinner, I study for tomorrow's lesson **(Page 12)**

S V1 C

In this sentence using the word "study" which is verb 1 indicates that sentence uses the simple present tense. As well as notifying and facilitate the readers that this time "Leo" is currently studying.

4.2 Obstacle

4.2.1 Obstacle related to writing process of making a book entitled “A Day in my life: Leo Edition”

The writer is faced with several obstacles in the writing process such as the first, the writer is confused about creating content for a book. secondly, the writers also find it difficult to understand what harmer said about the purpose in the planning section. The writer thinks that the purpose is for writing purposes only, but (Harmer, 2004) says that purpose of writing affects not only differ (among other things) in the type of text created, but also in the language is used and the information they want to include.

4.2.2 Obstacle related to the tenses are use on picture book entitled “A Day in my life: Leo Edition”

The obstacle the writer faces in this section is the selection of tenses used in the sentences in A Day in my life: Leo edition. The writer dissects one by one to be able to decide for the sentence to use the appropriate tense. It takes a very long time because it remembers the many sentences used in the book.

4.3 Added values

4.3.1 Added values related to writing process of making a book entitled “A Day in my life: Leo Edition”

In terms of added values, the writer has learnt essential knowledge related to the writing process a book. The added value he obtained is about his understanding of writing process. The writer earns his capability to deciding making a book not only

making it. but also have to think about the target audience, interesting content to be liked by the target audience, the purpose and maybe the message the book wants to convey, must be carefully. The added values also helped the writer in figuring out his passion for making a book for his further career. In short, it helps the writer's character development to improve.

4.3.2 Added values related to tenses are use on picture book entitled “A Day in my life: Leo Edition”?

The writer gained real-time experience of making and deciding use what tenses a book individually. This opportunity is not given to other students. Time management is very important in this project. After completing this project, the writer will be more disciplined. It also helps writers because deciding use what tenses a book is not an easy task, especially for individual projects. increases the writer's attitude of time management. Moreover, this project adds up the writer's portfolio, which will be essential for his record as a potential English student.

Shortly, the writer cannot load enough space for his gratitude. He is so grateful for being given this opportunity to expand his hard skill and either soft skill. The writer earned a stack of tenses insight during making a book and progress in composing his final report. Therefore, making a book entitled A Day in my life: Leo Edition brings the writer into an irreplaceable experience in his life.

4.4 Related Courses

Courses related to his final report, which helped his to work on the project:

4.4.1 Advanced Structure

This course taught the writer all he needed to know about English grammar. When it comes to grammatical structure, English and Indonesian were worlds apart. Structure aided the writer in comprehending all of the many sorts of tenses, word classes, plural forms is also included in this course.

4.4.2 Academic Writing

This course is conducted in the fifth semester. This course has an academic systematic sentence structure and employs scientific-educational language when students are required to submit proposals or final tasks. This course is beneficial for the writer who is arranging this final report in his final study.

4.4.3 Genre-Based Writing

This course teach writing that each essay has a different genre. Such as description, narrative, recount, and so on. By following this course, it will be easy for the writer to determine what genre to use in his final project book

4.4.4 Media Assisted Language Learning

This course is relevant because this book can be another learning media. This course also teaches that creativity in making learning media is necessary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The writer made a book entitled "A Day in my life: Leo Edition" to fulfill the final report and to provide education to early childhood. In making the book the writer uses several writing processes and tenses so that the book can convey its message well to the reader. The writer goes through the stages of planning, drafting, editing (revising and reflecting) and final version. Of the four stages above, the writer uses all stages of the writing process to create a book entitled "A Day in my life: Leo Edition". Same like tenses, tenses have 12 kinds as said by azar (2017). After the writer of the analysis of the book only uses one tense namely, simple present tense because this book contains activities that are usually carried out in everyday life and requires the use of the simple present tense because it shows that the activity is happening now. In addition, the simple present tense is easy for children to understand

A challenge faced by the writer during their research was to find out which tenses could be applied more appropriately to the book project. Some tenses looked similar, which confused the author. Another obstacle to using tenses is trying to make the reader feel better about the book. Additionally, the author must analyze the sentence to determine what tenses it uses.

In addition, this study requires the writer to value added. the writer felt a difference when making this book because he felt it was more well organized. the added values

also helped the writer in figuring out his passion for making a book for his further career. In short, it helps the writer's character development to improve.

When the first picture book was completed, the writer was happy. The writer gives the readers a new perspective on writing. Writers have many advantages. It can be increases the writer's attitude of time management. Moreover, this project adds up the writer's portfolio, which will be essential for his record as a potential English student.

5.2 Suggestion

The writer gives readings to readers who educate and have hidden messages. It all cannot be separated from the writing process such as planning, drafting, editing, and the final version like Harmer (2004) said. Because going through this process makes our writing better and more organized. It is also inseparable from the tenses used in the book. because the selection of tenses also affects the understanding of the reader, so you have to be careful in choosing tenses.

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APPENDICES

Appendix 1. The analysis of writing process

Date	Activity	Category of writing process
25/02/2023	The storyline that I made is ready. I sent the storyline file to the illustrator. The illustrator immediately made the design.	Drafting
08/03/2023	The first draft of the book design has been completed. The writer brought the draft during guidance with the supervisor, The writer got a lot of comments to revise the sentence parts of the story.	Editing (revising and reflecting)
11/03/2023	The writer makes revisions based on comments from the supervisor. After making revisions, the writer sends the revised file to the illustrator so that it is inputted into the image.	Editing (revising and reflecting)
15/03/2023	The draft design that has been revised; the writer brings it to be given another suggestion by the supervisor during the guidance. The supervisor gives any	Editing (revising and reflecting)

	comments that the writer should revise, such as the lack of not using capital letters, not using commas and periods, errors in using grammar.	
17/03/2023	The writer made his second revision according to comments from the supervisor during the guidance on March 15, 2023.	Editing (revising and reflecting)
29/03/2023	The writer shows the second revised draft to the supervisor. she commented that one page still uses incorrect grammar and needs to be revised.	Editing (revising and reflecting)
03/04/2023	The writer made a third revision where only the sentences on one page needed to be revised.	Editing (revising and reflecting)
11/04/2023	The writer carried out the guidance and brought the third revised draft and showed it to the supervisor. This time the writer was only told to add the word "written by" to the cover of the book, and	Editing (revising and reflecting)

	to add a short story to the back of the book.	
10/05/2023	The writer made the final revision based on the comments and suggestions of the supervising lecturer when conducting guidance on April 10, 2023. The writer added a short story at the back of the book and added "written by" to the front of the book.	Editing (revising and reflecting)
23/05/2023	The writer brings the results of the last revision to the supervisor. The result is that nothing else needs to be revised, everything is good. just print it.	Editing (revising and reflecting)
	The writer printed a draft of the book design because there was nothing else to be revised.	Final Version

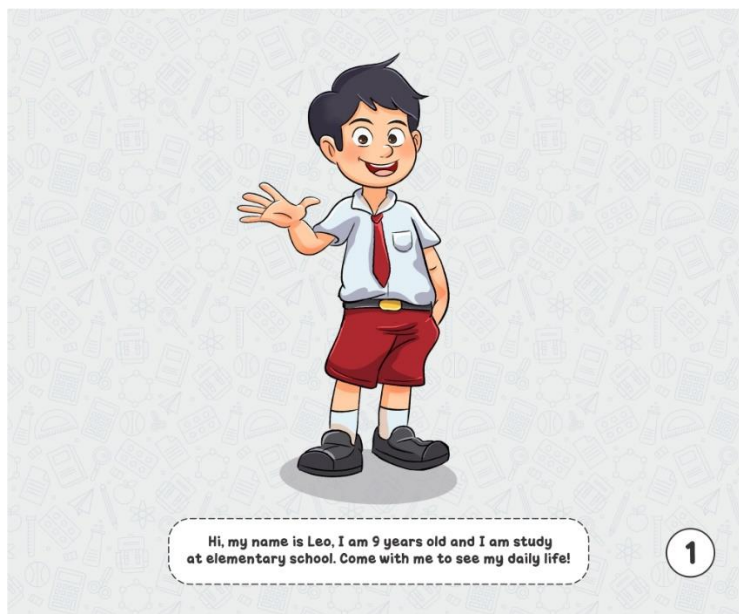
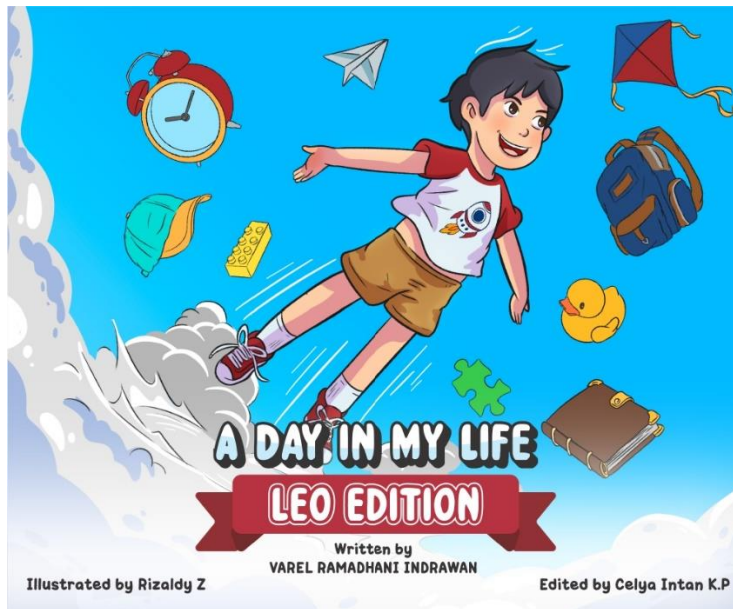
Appendix 2. The analysis of tenses

No	Sentences	Type of tenses	Page
1.	Hi, my name is Leo, I'm 9 years old and <u>I'm</u> S <u>studying at elementary school.</u> V1-ing O	Present progressive tense	1
2.	<u>Come with me to see my daily life!</u> V1 S V1 C	Simple present tense	1
3.	<u>I wake up at 5 A.M.</u> S V1 C	Simple present tense	2
4.	After that, I <u>take a shower and brush my teeth.</u> S V1 Conj V1 C	Simple present tense	3
5.	After everything is ready. <u>I go to the dining room for breakfast.</u> S V1 C	Simple present tense	4
6.	<u>I finish my breakfast at 6.30 A.M.</u> S V1 C	Simple present tense	5

7.	<u>It's time to go to school.</u> S V1 C	Simple present tense	5
8.	It's 7:00 a.m. <u>The teacher starts the lesson.</u> S V1 C	Simple present tense	6
9.	<u>It's 12 P.M. Time to go home!</u> Adv time V1 C	Simple present tense	7
10.	<u>I arrive at home. Then, I change my clothes and take a nap.</u> V1 C	Simple present tense	8
11.	<u>I am wake up from my nap.</u> S V1 C	Simple present tense	9
12.	<u>My friends, Dave and Alex invite me to play kites in a field close to my house.</u> S V1 V1 C	Simple present tense	9

13.	<u>It's 5 P.M. Time to go home and take a shower.</u> Adv time V1 C Conj V1 C	Simple present tense	10
14.	After taking a bath, <u>I go to dining room for my dinner.</u> S V1 C	Simple present tense	11
15.	After finishing dinner, <u>I study for tomorrow's lesson.</u> S V1 C	Simple present tense	12
16.	It's 9:00 p.m. <u>I finish my homework.</u> S V1 C	Simple present tense	13
17.	<u>It's time to sleep.</u> S C V1	Simple present tense	13
18.	<u>Thank you for following my activities today.</u> C S V1 C	Simple present tense	14

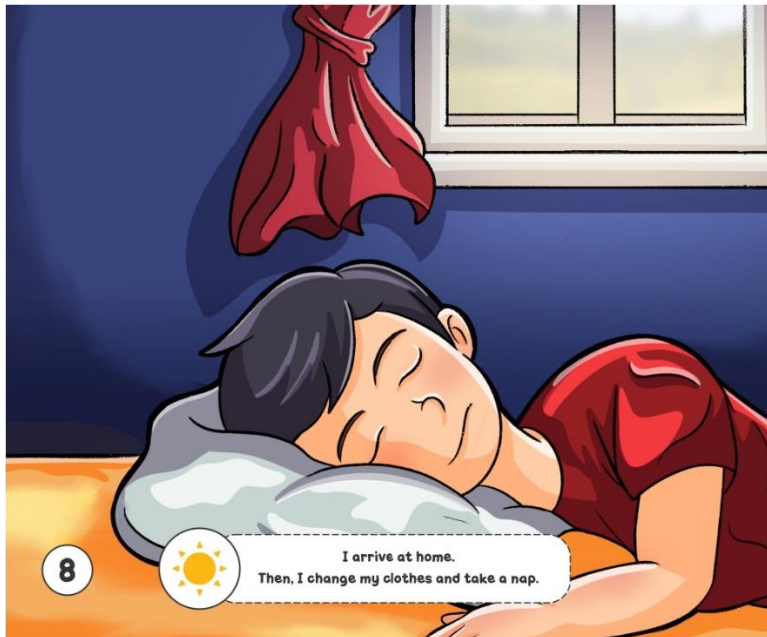
Appendix 3. The picture story book

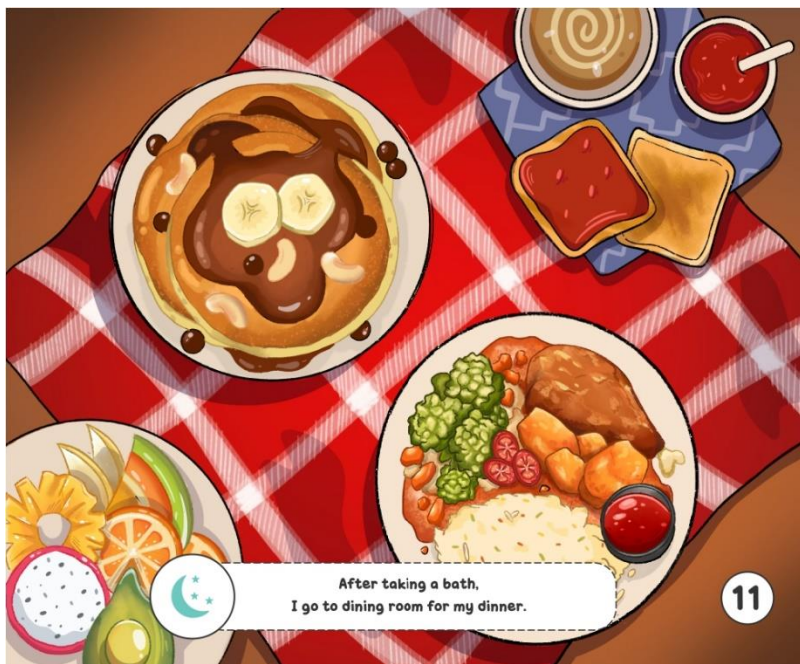


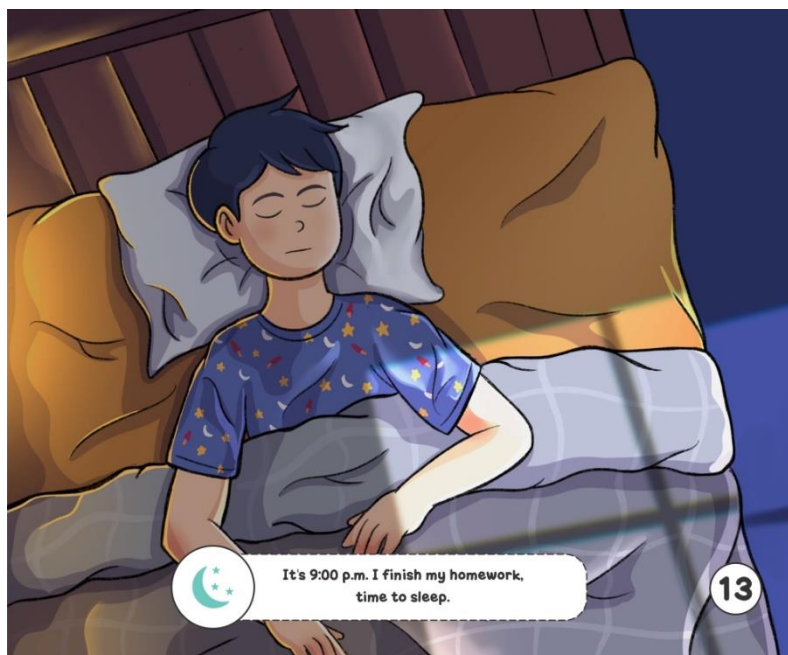
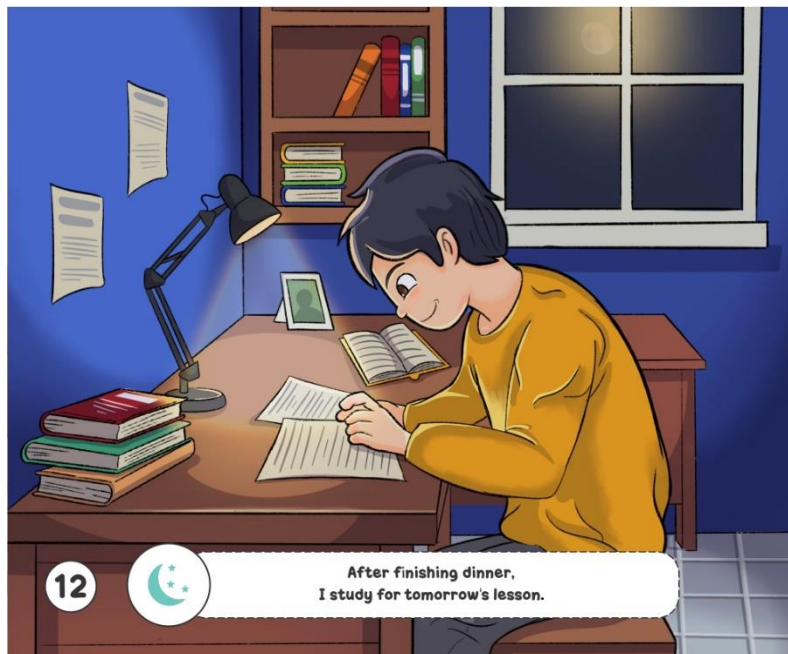














The story begins with Leo opening his eyes to welcome the morning sun. Readers will feel his joy and excitement as Leo begins each day. Readers will watch Leo take care of household chores, learn something new, and devote time to his personal hobbies.

A Day In My Life: Leo edition

BIOGRAPHICAL SKETCH

My full name is Varel Ramadhani Indrawan. Everyone calls me Varel. I was born in Surabaya on December 2, 2002. My parents have three children, I am the first child. When I was born and until now, I still live in the city of Surabaya and take all my education in the city of Surabaya. I'm a person who likes new things like trying things I've never tried.

The first education I took was kindergarten. In 2007 I was a student at Kindergarten RW 13 Surabaya. Learning there still uses the method of learning and playing. After graduating from kindergarten, I continued my education in elementary school in 2008 for six years. While in elementary school, I started participating in several extracurriculars such as scouts until I became one of the school representatives to take part in competitions or jamboree activities. Six years have passed, I continued my education to a higher level, namely junior high school. I was accepted at SMPN 43 Surabaya in 2014. Here I started to know the name of love. In junior high school I took part in additional activities at school such as joining the student council organization. Three years have passed, I have graduated from junior high school. I continued my education in 2017 at SMAN 3 Surabaya for three years. When I graduate from high school, the world was being hit by the Covid-19 pandemic. No farewell events, no meeting with friends the last time. But that didn't discourage me from continuing my education. In 2020 I was accepted into the English Diploma Program at the University Airlangga. Now I'm almost at the end of my education and I will enjoy the moment.