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INTERNATIONAL CONFERENCE OF
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE
OF RESEARCH IN LINGUISTIC,
LANGUAGE AND LITERATURE**

13 - 14 MARCH 2023

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Table of Contents

No.	Title	Page Number
1.	Galaxy Tense A+: The Effectiveness of English Tenses Board Game Among Tertiary Students	6
2.	Graphic Design Website: Exploring Market Needs for Services	14
3.	Beyond What Eye Saw	21
4.	Creative Writing: Through Her Eyes - Tales of The Heart	28
5.	Let's Play Phonetic Charades	34
6.	A Visual Novel Game on Social Anxiety	40
7.	Skin Care with Fisha: New Media Content Creation for Basic Skincare Education	48
8.	e-Book of Poem Collections	55
9.	Toodles: Flashcards for Children	61
10.	Digital Flashcards (Tenses)	68
11.	Investigating Students' Concerns on The Development of Masterly!	74
12.	Googly Eyes: A Game to Improve English Usage Among Teenagers	80
13.	Providing Subtitles for Malaysian YouTuber	86
14.	Read and Play: Improving Adolescent's Reading Skills Through Video Games	91
15.	Thoughts by Her Soul Bookmark	99
16.	The Comedy of Errors Simplified: "Egeon's 18Th Reasons Why"	105
17.	Oliver Green: Improving Homonyms Understanding Through Comics	112
18.	PWSP: Phonetic Word Search Puzzle Book	117
19.	Floriography	121
20.	A Preliminary Study on The Young Adult's Perception of Learning English Using the Website: Swifties Read	126
21.	A Place for Poets: An Online Poetry Recitation Series	133
22.	Say It Right with Ya	140
23.	Don't Touch My No-No Square	150
24.	Templatify: An E-Book Collection of Ecards Templates	158
25.	Short Story: Disease Takes Happiness Away	164
26.	Dusted Lines: A Compilation of Self-Written Poems	170
27.	'What's Your Philosophy?' An Edutaining Card Game	177
28.	Be Cool, Not Cruel	185
29.	Grammar Made Fun with TikTok	192
30.	Interactive Journaling as A Mental Health Coping Strategy for Youths	201
31.	Learned – Spoken: Manglish	212
32.	Lost in the Labyrinth of My Mind	218
33.	Translation of Abqorie's Fardhu Ain Module for Smart Tahfiz & Transit Abqorie	225
34.	Poetry for Us: Expressing Feelings Through Creative Writing	231
35.	Lyacomms' Proofreading and Editing Service	238



No.	Title	Page Number
36.	The Effectiveness Of ‘Master the Verbs’ Instagram Flashcards Among Year Six Low Proficiency Level Students	244
37.	My Malay Fables	252
38.	Talking Story: eBooks to Improve Reading Comprehension Skills	259
39.	Exploring Creative Writing as A Tool to Enhance Mental Health	272
40.	Movie Moo	281
41.	English Pitstop	288
42.	Upin Ipin Reding Kit	294
43.	Seventy-Two Beats a Second	301
44.	Knowing Kristang	308
45.	Creatorslation: The Role of Technology in Translation Service	313
46.	Travel Guide as a Medium to Improve English Comprehensiveness	319
47.	Posterlance	328
48.	Crossfunetics	336
49.	The Effectiveness of Board Games to Promote Student Attention and Enjoyment in English Subject	342
50.	The Use of e-Books and Social Media in Introducing Malaysian Folklores Among Children	352
51.	Creepypodcast YouTube Channel	357
52.	Mastermind’: English Board Game	363
53.	한국어 In Melayu!	369
54.	Triple P with Sang Kancil: Pronunciation, Phonetics, and Playbook	376
55.	"So, She Reads" Book Blog	383
56.	Abbyfication: A Grammar-Based Word Game	389
57.	Klick! A Content Writing Service	396
58.	The Love Levanter Podcast	403
59.	Let’s Talk Feelings Podcast	409
60.	Grafixmoon: Poster Designing Service	415
61.	The Circle of Life	422
62.	Hops the Dwarf	430
63.	Malay Corner: Learning Malay Through Discord	435
64.	Movie: This and That	441
65.	Phone the Phonetics: Phonetic Flashcards	449
66.	And What If?	455
67.	Interrupted: Life in A Podcast	458
68.	@Phoneticisfun	463
69.	Culinary and Creative Writing: When Two Worlds Collide	468
70.	Talk in Senses	473
71.	Piano Pleasure Course	480
72.	Step by Step: A Motivational Instagram Account	486
73.	Figurative Language! An Educational Autobiography	492
74.	Of Power, Devotion and Betrayal: A Collection of Malaysian Princesses’ Folklores	499
75.	Tell Me, How’s Everything? An Anthology of Poems to Increase the Understanding of Figurative Language	505



No.	Title	Page Number
76.	Oh, Lendu Youth	513
77.	Living the Hard Life	520
78.	Mirror, Mirror, on the Wall, Who Is the Best of Us All?	528
79.	Beyond the Crowded Space: The Use of Podcast in Improving Psychological Well-Being	535
80.	Samdil: Same Music, Different Language	541
81.	Bejalai: A YouTube Journey	547
82.	Mind Your Language	552
83.	Pop Music Podcast: A Bop or A Flop?	560
84.	Exploring The English Language Teachers' Beliefs And Practices In Implementing CEFR-Aligned Formative Assessment In Malaysian Primary Schools	570
85.	Pencapaian Ucapan Bayi Sejak Lahir Hingga Dua Belas Bulan	575
86.	Mengkaji Makna Bahasa Lukisan Kanak - Kanak Muda Usia 0-3 Tahun	585
87.	Penelitian Terhadap Kesiapan, Motivasi Dan Faktor Persekitaran Murid Bukan Penutur Natif Terhadap Pembelajaran Dan Pemudahcaraan Karangan Respon Terbuka Di Sekolah Antarabangsa Kuala Lumpur	599
88.	Pengaruh Bahasa Ibunda Dalam Kalangan Murid Bukan Melayu Tahun 5 Semasa Menulis Karangan: Satu Kajian Kes	610
89.	Meningkatkan Penguasaan Penulisan Karangan Naratif Murid Tahun 6 Menggunakan Kit Ikan Karang	619
90.	Pengaruh Dialek Kedah Terhadap Fonetik Dan Leksikal Kata Soal Pelajar Pispmp: Satu Kajian Kes	633
91.	Tahap Pengetahuan Guru Pelatih Mempengaruhi Kekekapan Pelaksanaan Kemahiran Berfikir Aras Tinggi (Kbat) Dalam Pengajaran Dan Pembelajaran Subjek Bahasa Melayu	643

LYACOMMS' PROOFREADING AND EDITING SERVICE

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ABSTRACT:

Proofreading is a slow and careful reading to search for surface errors in a document, whereas for editing, the whole content will be run through to check on the clarity and preciseness. It is important to proofread in order for a document to be error-free. Nowadays, there are various proofreading services and software on the internet. However, the rates are expensive for undergraduate students, and the software does not provide accurate suggestions. This project aims to provide cost-friendly proofreading service, identify and correct errors, as well as analyse the errors found. The result shows that sentence construction is the most common error from all of the academic documents provided by the clients.

Keywords: proofreading, editing, undergraduate students, academic documents

1. INTRODUCTION

Proofreading involves reading any written text slowly and carefully to look for mistakes and errors that need to be fixed, which can be done on paper or digitally through a screen. It is also referred to as the procedure of editing writing to make it accurate and comprehensive. Thus, it is a sort of revision of something that has already been written (Bouachiba, 2013). Since proofreading is the last stage of revising and rewriting a document, it is mostly concerned with the process of fixing errors that appear on the surface, such as punctuation and spelling errors. As for the content and meaning, the writer alters, adds, or removes words and sentences during the editing process. Therefore, proofreading is done after the final document has been edited.

Error-free documents leave a positive impression of the writer. The reader may tell that a text is of high quality if there are no spelling errors and the language and punctuation are used correctly. They will then perceive the writer as a professional by the high-quality document and as someone with whom they may do business (Pagel & Norstrom, 2011). Errors, on the other hand, reveal carelessness and incapacity. Grammar mistakes can be distracting and give the impression that the writer is unsophisticated to the reader. Readers anticipate documents to be presented in a consistent format that makes them simple to comprehend. However, errors are unavoidable since they can be encountered in various kinds of material. For instance, errors can be found in reports, newspapers, journals, and business letters.

In this day and age, numerous proofreading services are offered on the internet. The existence of proofreading software, namely ProWritingAid, Ginger, Hemingway Editor, or suchlike, has also made it easier for writers to detect errors in their documents. Nonetheless, proofreading software is not a replacement for a human proofreader and editor, as certain errors cannot be identified by the software. Some suggestions may not apply to a specific text, making it risky to blindly accept all the corrections (Osmond, 2022). Although there are various proofreading services, most of them offer expensive rates as they cater around doctoral students.

The reason being is that the proofreaders are experienced professionals with advanced qualifications from top universities.

1.1. Project Objectives

The objectives of this project are to provide reliable proofreading service with affordable rates for undergraduate students, identify and correct the errors found in their documents, analyse the category of errors, as well as enhance proofreading skills throughout the project.

1.2. Entrepreneurial Opportunities

This project has a potential in the market as there is not much affordable services provided for undergraduate students as of now. In addition, promoting the service on social media platforms like Instagram makes it easier to share around. For example, the sharing feature on Instagram does not only allow users to share posts with their friends through direct messaging (DM), but also repost them on stories which will be visible to all of their followers. Alternatively, by making the service accessible through messaging applications such as WhatsApp and Telegram, clients that do not have Instagram can also use the service.

1.3 Proofreading and Editing

In order to distinguish between the two procedures, Bouachiba (2013) claims that editing is primarily concerned with the clarity, precision, and clarity of concepts and ideas, while proofreading is simply concerned with the correction of surface errors like capitalisation. Sullivan and Eggleston (2006) also point out a few minor distinctions between proofreading and editing by implying that writers start to shape the language a little more and evaluate using standards like wordiness, repetitions, appropriateness and so on at editing level. In contrast, writers make a conscious effort to maintain clarity through accuracy and consistency as well as by checking to see if the conversation generally makes sense when they proofread. In other terms, both editing and proofreading are revisions that are done to writing after it has been completed in order to ensure accuracy, precision, and clarity.

2. METHODOLOGY

Generally, this project adopted three phases. Firstly, market research and planning is done. This is to explore the existing proofreading services on the internet and determine service fee along with marketing strategies. Thoughts and comments were gathered from several coursemates, who are undergraduate students, before finalising the service fee. Topics for weekly posts were also chosen during this phase in order to have constant updates on social media.

Secondly, the proofreading service is provided for a duration of six weeks. Two clients from Diploma in English for Professional Communication (LG120) have used the service, and three academic documents were accepted for proofreading and editing. This is due to one of the clients using the service twice. During this phase, documents such as terms and conditions, proofreading contract, as well as invoice were given to the clients. Feedback was received upon the completion of the service.

Finally, an analysis was done on the materials to identify the most common errors. All of the errors found from the client's documents were divided into several categories of error. Then, each category was tallied up to observe the total number of errors. The project in total covers 15 weeks of preparation and progress.



Table 1. Project schedule Gantt chart

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15
Idea pitching	■														
Preparing materials		■	■												
Preparing documents			■	■											
Creating platforms				■	■	■									
Translating documents					■	■									
Creating promotional poster						■	■								
Sharing promotional poster							■	■	■	■	■	■	■		
Providing service								■	■	■	■	■	■		
Weekly posting							■	■	■	■	■	■	■		
Analysing materials												■			
Writing extended abstract													■	■	
Creating presentation poster														■	
Poster presentation															■
Extended abstract submission (the next day after presentation)															■

3. RESULTS AND DISCUSSION

3.1 Category of Errors in Document 1 (How to Overcome Stage Fright)

Table 2. Analysis of errors in Document 1

Item	Category of Error	No. of Errors	Percentage (%)
1	Sentence Construction	35	44.9
2	Punctuation	16	20.5
3	Spelling	6	7.7
4	Transition	6	7.7
5	Subject-verb Agreement	4	5.1
6	Sentence Structure	4	5.1
7	Comma Splices	2	2.7
8	Sentence Fragment	1	1.3
9	Modifiers	1	1.3
10	Capitalisation	1	1.3
11	Run-on Sentences	1	1.3
12	Noun-pronoun Agreement	1	1.3
Total =		78	

Table 2 shows that sentence construction is the most common error in Document 1, with a total of 35 errors which equate to 44.9%. It is then followed by punctuation with 16 errors, which equate to 20.5%. The least common errors are sentence fragment, modifiers, capitalisation, run-on sentences, and noun-pronoun agreement. All of these categories only have one error, which equates to 1.3%.



3.2 Category of Errors in Document 2 (FIQH (THOHARAH))

Table 3. Analysis of errors in Document 2

Item	Category of Error	No. of Errors	Percentage (%)
1	Sentence Construction	10	58.8
2	Transition	3	17.6
3	Punctuation	2	11.8
4	Spelling	1	5.9
5	Sentence Fragment	1	5.9
Total =		17	

Table 3 shows that sentence construction is the most common error in Document 2, with a percentage of 58.8 that equates to 10 errors. The least common errors are spelling and sentence fragment, as these categories only have one error that equates to a percentage of 5.9.

3.3 Category of Errors in Document 3 (FIQH (IBADAT))

Table 4. Analysis of errors in Document 3

Item	Category of Error	No. of Errors	Percentage (%)
1	Sentence Construction	49	50.5
2	Spelling	16	16.5
3	Sentence Fragment	9	9.3
4	Punctuation	8	8.2
5	Transition	4	4.1
6	Comma Splices	3	3.1
7	Modifiers	3	3.1
8	Sentence Structure	2	2.1
9	Capitalisation	2	2.1
10	Noun-pronoun Agreement	1	1.0
Total =		97	

Table 4 shows that sentence construction is the most common error in Document 3, with a total of 49 errors which equate to 50.5%. It is then followed by spelling with 16 errors, which equate to 16.5%. The least common error is noun-pronoun agreement with only one error, equating to 1%.

3.4 Most Common Errors in All Three Documents

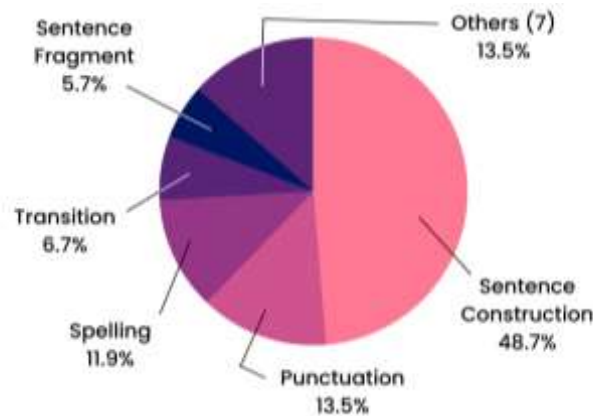


Figure 1. Analysis of the most common errors

Figure 1 shows that sentence construction is the most common error in all three documents, with a percentage of 48.8 that takes up almost half of the pie chart. Then, it is followed by punctuation with 13.5%, spelling with 11.9%, transition with 6.7%, and sentence fragment with 5.7%. The seven other categories are sentence structure, modifiers, comma splices, capitalisation, run-on sentences, subject-verb agreement, and noun-pronoun agreement. All of these categories have less than 10 errors, in which the seven of them totalling up to 13.5%. The reason why these errors exist, even in English as a second language (ESL) students' writing, is because students frequently translate sentences and paragraphs from the target language into their native language (Amiri, 2017).

4. CONCLUSION

Based on the analysis done, sentence construction is the most common error found in the academic documents provided by the clients. Therefore, educators should focus on this specific category of error, especially in classes, in order to provide students a better understanding of sentence construction. The chances for students to have sentence construction errors will surely decrease if the topic is emphasised on by their educator. A recommendation for future researchers would be to enlarge the customer base so that better results will be obtained. Thus, the analysis will be stronger and solid with more data collected.

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