DOCUMENT

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SCORE

64 of 100

ISSUES FOUND IN THIS TEXT

150

PLAGIARISM

1%

Contextual Spelling 19

Misspelled Words	10
Confused Words	9

Grammar 49

Determiner Use (a/an/the/this, etc.)	26
Faulty Subject-Verb Agreement	11
Wrong or Missing Prepositions	4
Incorrect Verb Forms	3
Conjunction Use	1
Modal Verbs	1
Incorrect Noun Number	1
Faulty Tense Sequence	1
Incorrect Phrasing	1

Punctuation 14

Comma Misuse within Clauses	5
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Closing Punctuation	4

Sentence Structure 5

Incomplete Sentences	3
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Style 63

Passive Voice Misuse	32
Wordy Sentences	15
Improper Formatting	10
Unclear Reference	6

Vocabulary enhancement

No errors

C12 Antuni Wiyarsi

Chemistry Learning: Perception and Interest of Vocational High School Student of Automotive Engineering Program

Abstract. This study explored the implementation of chemistry learning in vocational high school in terms of [1] interest and perception of students of Automotive Engineering Program. Descriptive studies have been conducted [2]. There are 112 students of automotive engineering as research samples from one public vocational high school in Yogyakarta. Samples were determined by cluster sampling technique [3]. Two instruments were used to collect the data, [4] namely closed questionnaire for perception and open questionnaire for interest. Perception [5] questionnaire [6] have [7] 20 items statement, while the interest questionnaire have [8] 6 [9] open ended [10] questions. The data of perception were analyzed descriptively quantitatively with the ideal rating category. Interest data was analyzed qualitatively by analyzing the answers of the research subjects, coding the answers and grouping them into specific [11] theme. The results showed that most vocational high school students of automotive engineering are not interested in chemistry subjects [12]. The biggest cause of disinterest because the student just want to focus on vocational [13] materials, chemistry unrelated to the automotive [14] field, learning is not interesting [15], and chemistry is difficult to understand [16]. In general, the perception of vocational high school students on [17] learning chemistry is sufficient. In particular, student perceptions [18] are good [19] for teacher role indicator and sufficient [20] category for indicators of student engagement and meaningfulness of learning. The important implications for the development of chemistry learning in the context of vocational are discussed [21].

Key words [22]: chemistry learning, interest, student

1 [~~in terms of~~ → regarding]

2 Passive voice

3 Passive voice

4 Unoriginal text: 8 words
worldsciencepublisher.org/journals/...

5 Repetitive word: *perception*

6 Repetitive word: *questionnaire*

7 [~~have~~ → has]

8 [~~have~~ → has]

9 [~~6~~ → six]

10 [~~open ended~~ → open-ended]

11 [a specific or the specific]

12 Repetitive word: *subjects*

13 Repetitive word: *vocational*

14 Repetitive word: *automotive*

15 Overused word: *interesting*

16 Overused word: *difficult*

17 [students ~~on~~ → students in]

perception, vocational high school

1. Introduction

The lowering of high school students' interest in chemistry is becoming a growing issue today. This [23] also happens to vocational [24] school students. Some of the engineering students lack motivation in chemistry learning [1]. This situation is certainly less profitable given the essence of chemistry learning [26] in engineering vocational schools. [25] Chemistry learning [27] is a basic vocational [28] subject given at vocational school of automotive [29] engineering program. Chemistry subjects [30] should be aimed [31] at not only understanding and mastering "what" and "how" a job is done, but also understanding about [32] "why" it should be done [33]. Mastery of chemistry certainly [34] influences the development of vocational competencies of student [35] in the future.

Low motivation also shows that students' interest in chemistry learning is low. Interest is key to the success of chemistry learning [36]. Interest is a unique psychological state that occurs during interaction between persons and their object of interest [2]. In the context of chemistry learning [37], objects can be learning situations, learning content, teachers, learning [38] resources and personal interaction. The main [39] dimension of interest that generally [40] gives more influence to student's interest in learning is personal interest [41]. Personal interest was relatively stable interest associated with tend to enjoy or engagement with specific topics, subject areas, or activities [3, 4].

Students interest [42] in chemistry learning may be affected by different factors. A number of [43] studies have pointed various factors responsible for declining students' interest. These factors include pedagogical aspects [5], content that taught [6], role [44] of teacher, personal traits and choices [7] and prior learning experience [8]. Personal interest

18 Repetitive word: *perceptions*
19 Overused word: *good*
20 Repetitive word: *sufficient*
21 Passive voice
22 Possibly miswritten word: *Key words*
23 Unclear antecedent
24 Repetitive word: *vocational*
25 Incomplete comparison
26 Repetitive word: *learning*
27 Repetitive word: *learning*
28 Repetitive word: *vocational*
29 [the automotive or an automotive]
30 Repetitive word: *subjects*
31 Passive voice
32 Incorrect spacing
33 Passive voice
34 Overused word: *certainly*
35 [a student or the student]
36 Repetitive word: *learning*
37 Repetitive word: *learning*
38 Repetitive word: *learning*
39 Overused word: *main*
40

development is related to personal [45] traits [46] of students. The psychological dimension that affects individual nature is perception.

Perception [48] refers to attaching meaning to environmental inputs received through the senses [47] [9]. This perception [49] is related to the ability of the student to give response either positive or negative to something received, viewed or felt. Previous studies have shown that vocational high school students have a perception that chemistry is irrelevant to the vocational [50] field [1,10] This wrong perception is likely to be the cause of the low interest of vocational [51] high school students toward chemistry learning. Whereas actually [52] a lot of chemistry content that is relevant to the field of vocational [53]. For example in the automotive engineering program, chemistry is applied in studying fuel, batteries, chemical materials, metals, electroplating and environmental pollution. Some factors can affecting [54] of students' perception are something is being perceivece [55], the context of the situation and personal experience [11], gender, ethnic background, experience, cognitive ability and grade level [12]. Thus it is necessary to further explore [56] the perception of automotive engineering students on learning chemistry in terms of [57] theories of learning perspective. Theoritical [58] perspective on chemistry teaching includes content, learning activities and interpersonal perspective [13]. Student perceptions of the chemistry learning is [59] important. Its [60] can be reporting the [61] quality of interactions and processes of chemistry learning. This [62] is potentially an important measurement strategy for evaluating and developing of good [63] chemistry learning [64]. Beyond providing firsthand impressions of the quality of student-teacher interactions and classroom processes, result of student observation possess naturally acquired expertise through their lived, everyday experiences in classrooms. Exploration of perception followed by an

41 [~~generally~~]
Repetitive word: *interest*

42 [~~interest~~ → interested]

43 [~~A number of~~ → Some]

44 [the role]

45 Possibly confused word

46 Repetitive word: *traits*

47 Unoriginal text: 12 words
prezi.com/lcknzq-k7c9e/learning-the...

48 Repetitive word: *perception*

49 Repetitive word: *perception*

50 Repetitive word: *vocational*

51 Repetitive word: *vocational*

52 [~~actually~~]

53 Repetitive word: *vocational*

54 [~~affecting~~ → affect]

55 [~~perceivece~~ → perceived]

analysis of interests and supporting factors an inhibitors [65] perceived by students. Thus [66] will get the whole decribe [67] about what, how and implication of result of perception analysis of student of vocational [68] high school of automotive [69] engineering program to chemistry learning.

2. Research Method

Descriptive studies have been conducted [70] in this research. There are 112 students of automotive engineering in 11th grade of academic year 2015/2016 and 2016/2017 as research samples. The samples [71] taken [72] from one of public vocational high school in Yogyakarta. It was the one of school laboratory of Universitas Negeri Yogyakarta. In Yogyakarta was only two public vocational high schools with automotive engineering study program. Samples were determined by cluster sampling technique [73]. Research data was taken [74] from two instruments. Closed [75] questionnaire that had four alternative options were used to obtain students' perception data on chemistry learning. Measured aspects were elaborated from the theoretical perspective in teaching [13] [76] and dimension of tripod survey [14] According to [14] developed the Tripod student perceptions survey to measure teaching quality. The “tripod" describes the component of learning effectiveness i.e [77] (a) content knowledge, (b) pedagogic knowledge and skills, and (c) the ability to connect with students on a personal level. In other hand [78], [13] stated that quality of teaching can [79] be measured based on content, learning activities and interpersonal perspective. Based on the two theories, aspects of perception questionnaire were developed [80]. There were [81] three aspects [82] i.e [83] students engagement (with six indicators), meaningfulness of learning (nine indicators) and role of teacher (five indicators [84]). Totally, the [85] questionnaire had 20 items of statements. The second instrument was open questionnaire with six questions. The questions were

56 Split infinitive

57 [~~in terms of~~ → regarding]

58 [~~Theori~~tical → Theore**t**ical]

59 [~~is~~ → are]

60 Possibly confused word

61 [~~reporting the~~ → reporting the]

62 Unclear antecedent

63 Overused word: *good*

64 Repetitive word: *learning*

65 [**an** ~~inhibitors~~ → inhibitors]

66 Possibly confused word

67 [~~decribe~~ → de**s**cribe]

68 [the vocational]

69 [the automotive]

70 Passive voice

71 [samples **are** or samples **were**]

72 [~~taken~~ → were taken]

developed [86] emphasized in personal interest as the one of dimension [88] [87] of student's interest in learning [3, 4] and the factor that affected students interest in chemistry learning [89] [15]. The instruments were judgemented [90] to chemistry learning experts to ensure the accuracy of them. Analysis of quantitatively descriptive was used to determine the category of students' perception. The steps of data analysis were calculate [91] the mean score both in total or each aspect of students' perception [92], and then categorize the measurement result based on ideal scoring criteria. The criteria [93] were very good [94], good, sufficient, less good and very bad. Interest data was analyzed qualitatively by analyzing the answers of the research subjects, coding the answers and grouping them into specific [95] theme and also displayed in percentage.

3. Result and Discussion

3.1 Perception of Vocational High School Students to Chemistry Learning

Vocational high school students' responses to the 20 items of perception [96] questionnaire have mean [97] score of 52, 84; meanwhile [98] the ideal score is 80. This value be [100] categorized [99] in sufficient [101]. The distribution of percentage [102] of student perception category is displayed [103] in Figure 1. Most of students [104] in automotive study program have a perception [105] in sufficient [107] [106] category [108] to chemistry learning. Among 23.21% students have a good [109] perception [110] and only 4, 46% students in very good [112] [111] perception [113] about chemistry learning [114] in vocational school. In [115] the other hand, there are about 13.39% students that have less [116] good [117] perception [118] to chemistry learning [120].. [119]

Figure 1. The Disribution [121] of Percentage of students in the categories of perception

73 Passive voice

74 Passive voice

75 [~~C~~losed → The closed]

76 [13],]

77 [~~i.e~~ → i.e.]

78 [~~other hand~~ → another hand]

79 [~~can~~ → could]

80 Passive voice

81 [~~were~~ → was]

82 Repetitive word: *aspects*

83 [~~i.e~~ → i.e.]

84 Repetitive word: *indicators*

85 [~~Totally, the~~ → The]

86 Passive voice

87 [~~of dimension~~ → of dimension]

88 [the dimension or a dimension]

89 Repetitive word: *learning*

90 [judgement~~ed~~ → judgement]

91

Perception [122] of vocational high school students was explored to know the extent of successful implementation of chemistry learning according to student opinions.. [123] The results showed that there are still vocational [124] high school students of automotive program students who have poor [125] perception to chemistry learning [126]. It indicates that there are still deficiencies in the implementation of chemistry learning [127] in vocational high school. Students' perception [128] is related to the process of attaining awareness or understanding of sensory information in their learning [129]. But the ability of each student to respond to the stimulus is not the same. There are students who are [130] very easy to accept something new [131] and there is a relatively long time. Ease is not independent of the readiness of students in following the learning. Students with conditions that are not ready both physically and psychically tend to not enjoy the situation [132]. It is given the impact to students' perception of the learning situation.. [133] The perception of students is also influenced [134] by the condition of the stimulus. It is in the form of components of chemistry learning [135]. The classroom atmosphere, the character of the subject matter and the classroom interactions clearly [136] affect how students view the whole the chemistry learning [137]. Not good [138] interaction of students and teachers tends to cause negative perceptions for students'. This tendency will be more visible if the content is delivered [139] in the learning does not match the needs of vocational students, Vocational School students tend to appreciate more positively on vocational subjects. Acccroding [140] to [16] if students do not form a positive [142] connection with their teacher, it is within their control to minimally learn core content or refuse to learn anything at all. [141] Positive relationships that are not formed [143] in learning chemistry will affect the willingness of vocational high school

[were calculate → calculated]

92 Repetitive word: *perception*

93 Repetitive word: *criteria*

94 Weak adjective: *good*

95 [a specific or the specific]

96 Repetitive word: *perception*

97 [a mean or the mean]

98 [meanwhile,]

99 Passive voice

100 [be → is]

101 Possibly miswritten word: *in sufficient*

102 [the percentage or a percentage]

103 Passive voice

104 [the students]

105 Repetitive word: *perception*

106 Possibly miswritten word: *in sufficient*

107 Repetitive word: *sufficient*

108 Repetitive word: *category*

109 Overused word: *good*

110 Repetitive word: *perception*

111 Weak adjective: *good*

112 Overused word: *good*

113 Repetitive word: *perception*

114 Repetitive word: *learning*

115 Possibly confused preposition

116 [the less]

117 Overused word: *good*

118 Repetitive word: *perception*

119 [learning.. → learning.]

120 Repetitive word: *learning*

121 [Disribution → Distribution]

122

students to learn chemistry better. It becomes the task of the chemistry teacher to establish a positive interaction in chemistry learning. Thus the perception of students of vocational high students becomes better. This [144] is very important considering that student perceptions of the learning environment are likely indicative of the motivational aspects of classrooms [17].

123 Repetitive word: *perception*
[opinions../ → opinions.]
124 Repetitive word: *vocational*
125 [the poor]
126 Repetitive word: *learning*
127 Repetitive word: *learning*
128 Repetitive word: *perception*
129 Repetitive word: *learning*
130 Wordiness
131 [new,]

Figure 2. Categories of students' perception in each aspect

The study of vocational high school students' perceptions on [145] chemistry learning is sharpened [146] by analyzing each aspect in perception [147]. Iit [148] can be known in more detail things that are perceived well or enough. Figure 2 presents the categories of students' perceptions for each aspect. Aspects of students' engagement and meaningfulness of learning were perceived [150] [149] sufficient by students. As for the aspect [151] of role [152] teacher, the student have [153] a good perception. Good students' perceptions of the role of teachers indicate that chemistry teachers in vocational high schools have successfully established positive relationships with students. Students feel comfortable because they be noticed [155] [154] and their teachers give a scaffolding when they need it. This [156] is supported [157] by previous research which states that students' perceptions of teachers have an effect on [158] learning motivation [18]. This factor becomes the main [159] basic [160] to realize the expected quality of chemistry learning. In regulating student learning, teachers are considered to be the crucial part of the reform process [19]. Teachers must continue to develop themselves in order to [161] play a better role as part of the [162] process [163] of improving the quality of chemistry

132 Split infinitive
133 [situation../ → situation.]
134 Passive voice
135 Repetitive word: *learning*
136 [~~clearly~~]
137 Repetitive word: *learning*
138 Overused word: *good*
139 Passive voice
140 [~~Acc~~**cro**~~ding~~ → Acc**or**ding]
141 Unoriginal text: 28 words
142 www.marshallmemo.com/issue.php...
Overused word: *positive*
143 Passive voice

education.

The other aspect are 164 perceived poorly by the students. Student engagement is relatively better perceived 166 165 by students of vocational 167 high school. This aspect 168 describes that in the chemistry learning the teacher emphasizes student activity. Teachers engage students in identifying essential concepts, discussions, frequently asked questions and self-assignments. This learning is more be opened to the students' minds to engage 169 in constructing knowledge. Active learning such as problem-based learning provide 170 students with opportunities to reflect and engage 171 in feedback processes, 172 so that students feel comfortable learning by experience . 173 According to [20] stated that active learning increases the self-efficacy and understanding concept of vocational high school students.

The lowest category of student perception is in the meaningfulness learning aspect that emphasizes in the meaningful of chemistry content. This 174 can't be underestimated 175 because the content becomes the main 176 object that students will learn. If the students' appreciation of the content 177 taught is not good 178 then it is feared will have an impact on chemistry learning process and result. Previous studies has 179 shown that low 180 chemistry achievers became less optimistic about the relevance of chemistry to nursing as the course proceeded [10].

144 Unclear antecedent

145 [perceptions ~~on~~ → perceptions **of**]

146 Passive voice

147 Repetitive word: *perception*

148 [~~lit~~ → It]

149 Passive voice

150 Repetitive word: *perceived*

151 Repetitive word: *aspect*

152 [~~of role~~ → of role]

153 [~~have~~ → has]

3.2 Decription 181 of Vocational High School Students' interest in chemistry learning

Interest 182 of vocational high school of automotive students to 183 chemistry learning 184 is analyzed based on students' answers to open questions. The six questions related to interest and whether, difficulties, frequency 185 of learning, beliefs of usefulness, and expectations related content and learning strategies. The analysis results are

154 Passive voice

155 [noticed**,**]

156 Unclear antecedent

157 Passive voice

158 [~~have an effect on~~ → affect]

159

discussed 186 for each question

.

3.2.1. Question 1:" Are you interested in studying chemistry more?"

The results show that most of the vocational high school students of automotive engineering are not interested in chemistry subject. As many as 84.38% of vocational 187 students of automotive engineering program are not interested in studying chemistry (Figure 3). Various reasons put forward by students as the cause of such disinterest.

Figure 3. Percentage of students interest

The biggest cause of disinterest because the student just want to focus on vocational materials, chemistry unrelated to the automotive field, learning is not interesting 188, and chemistry is difficult to understand 189. Learning content factor becomes the main 190 problem to explore student interest in vocational high school. The selection of inappropriate chemistry content causes the students not to be interested in learning. Chemistry is only considered a compulsory subject that is not relevant to the field of student's vocational. These results have implications for the need for chemistry teachers in vocational high school to map out relevant chemistry learning content to the automotive field. For example the problem of gasoline and diesel fuel in the discussion of petroleum. Likewise, learning about the fraction of petroleum 191 in the form of lubricants. Recent studies have shown that the transfer of chemistry to the engineering education context and its material should be presented in a familiar and related context [21]. Context 192 in learning in vocational schools is of course associated 193 with student vocational 194 competence. . 195 Context-based learning in vocational 196 schools improves the positive attitude, interest 197 and

160 Overused word: *main*
Overused word: *basic*

161 [~~in order to~~ → to]

162 Repetitive word: *part*

163 Repetitive word: *process*

164 [~~are~~ → is]

165 Passive voice

166 Repetitive word: *perceived*

167 [the vocational or a vocational]

168 Repetitive word: *aspect*

169 Repetitive word: *engage*

170 [~~provide~~ → provide**s**]

171 Repetitive word: *engage*

172 [processes~~,~~]

173 [~~experience .~~ → experience.]

174 Unclear antecedent

175 Passive voice

176 Overused word: *main*

177 Repetitive word: *content*

178 Overused word: *good*

179 [~~has~~ → have]

180 Overused word: *low*

meaningfulness of learning for students [1, 22, 23].

Interest is a specific 198 quality that is individual. Previous research states that vocational field of learning is one important dimensions 199 for developing students' interest in science [6, 24]. The results indicate that teachers are more emphasis on basic 200 chemisry 201 theories and do not provide applicative subject matter which is directly related to the students' vocational competencies.

The next cause is related to chemistry learning that students find unattractive. According to [5] states that pedagogical issues are the main factors affecting students' interest in learning a particular subject. Teachers must be able to choose the right learning strategy in accordance with 202 the character of the subject matter and the 203 student. Characteristics of vocational education is 204 the emphasis on practical work. Vocational high school students will tend to get bored if the teacher just lectures and gives practice questions. Vocational 205 students need to be invited to explore to construct their own 206 knowledge. This 207 is in line with the results of [7] research which states that although teachers were not a major 208 cause for declining students 'interest in chemistry, but students' 209 interest could be enhanced 210 by appropriate approaches of pedagogical techniques.

In other hand 211, the small part of vocational school students expressed interest in chemistry subjects. The reasoning of it are 212 ; (1) chemistry is important to learn. (2) want 213 to understand chemistry applications; (3) chemistry is interesting (4) chemistry support areas of expertise. These factor 215 214 should be developed 216 so that it will affect all students of vocational 217 high school. How teachers package the content and how to deliver subject matter in learning so as to 218 foster students' awareness of the importance of chemistry in support of vocational competencies.

181 [~~Decription~~ → Description]

182 [~~Interest~~ → The interest]

183 [~~students to~~ → students to]

184 Repetitive word: *learning*

185 [the frequency or a frequency]

186 Passive voice

187 Repetitive word: *vocational*

188 Overused word: *interesting*

189 Overused word: *difficult*

190 Overused word: *main*

3.2.2. Question 2:" Is chemistry a difficult [219] lesson?"

Figure 4. Students' opinions about the difficulty of chemistry

The next question is about whether chemistry is difficult or not. The results of the analysis in Figure 4 show that most of automotive [220] engineering vocational students state that chemistry is difficult [221]. According to student answers, the source of difficulty lies in the number of formulas and terms that must be memorized [222]. Based on the content characteristic [223], chemistry involves different terminologies, structures [224] and calculations. The learning of these elements may cause difficulties for the students. The teacher's job is to convey the subject matter as clearly as possible with the appropriate assistance for the individual, The [225] process is expected to overcome the learning difficulties experienced by students.

3.2.3. Question 3:" When do you study chemistry? Is it every day?"

The low [226] data of student interest in learning chemistry is supported [227] by the frequency data of learning [228]. The results of the analysis show that 84% of students stated that they only study chemistry if they face repetition and if there is a task. As many as 15% of students study chemistry once a week, the night before a chemistry lesson and 1% of students say they never study chemistry at home, just remember what the teacher in class. This condition indicates that students have not looked at chemistry lessons as things to be mastered. The effort given by the students has not been maximized, just getting the value without perceiving the benefits. In addition to the results of less good [229] learning, this situation also affects

191 Repetitive word: *petroleum*

192 [~~Context~~ → The context]

193 Passive voice

194 Repetitive word: *vocational*

195 [competence. ./ → competence.]

196 Repetitive word: *vocational*

197 [interest,]

198 Overused word: *specific*

199 [~~dimensions~~ → dimension]

200 Overused word: *basic*

201 [~~chemisry~~ → chemistry]

202 [~~in accordance with~~ → by]

203 [~~and the~~ → and the]

204 [~~is~~ → are]

the not applied chemistry in solving automotive problems by students later in the world of work.

3.2.4. Question 4:"Are you sure that chemistry learning is useful for supporting your vocational competencies?"
The next question in the questionnaire is related to vocational high school students' belief in the benefits of chemistry learning. This benefit is attributed [230] to its support for achieving students' vocational [231] competencies. As many as 87.5% of students stated sure the chemical would be beneficial. Other students as many as 10.7% said they were not sure and the rest did not answer. These results provide a good basic [232] for developing quality chemistry learning. Students who are convinced [233] of the benefits of learning something will do their best to achieve success.

3.2.5. Question 5:" What content do you need to give in chemistry learning?"
Based on the results of the analysis of the fifth question [234], can be known what material is expected or suggested by students of vocational [235] high school to be studied [236] in chemistry learning. Most of students [237] expect the material taught in chemistry learning [238] is applicative and related to their skills. Nevertheless, the questionnaire data also shows that there are 18 students who do [239] not give an opinion, just state just follow what subject matter will [240] be given [242] [241] according to the applicable [243] curriculum. The most answers to the chemistry subject matter [244] that students will learn in a row are fuel chemistry, lubricating oils, batteries, reactions to the battery, electrolyte solutions, elements and compounds, metals and their properties, chemical reactions and dangers, constituents of tires and accessories of vehicles and chemicals in the industry. Nevertheless, there is an interesting note from the student's answer, which is four students of vocational high

205 Repetitive word: *vocational*
206 [~~own~~]
207 Unclear antecedent
208 Overused word: *major*
209 [~~but~~ students']
210 Passive voice
211 [~~other hand~~ → another hand]
212 [~~are~~ → is]
213 [~~want~~ → Want]
214 [~~These~~ ~~factor~~ → This factor]
215 Possibly confused word
216 Passive voice
217 [the vocational or a vocational]
218 [~~so as to~~ → to]
219 Overused word: *difficult*
220 [the automotive]
221 Overused word: *difficult*

students stated that no important [245] chemistry content is learned [246] for vocational [247] students of automotive engineering. The answer is very unintelligible because in vocational [248] subjects students of vocational [249] automotive engineering also got material about battery construction.

222 Passive voice

223 Possibly confused word

224 [structures,]

3.2.6. Question 6:" What do you suggest for more interesting [250] chemistry learning?"

In relation to [251] the learning atmosphere, in open questions, to make learning chemistry interesting and fun they provide some suggestion. The answer of the vocational student to the last question [252] about the expected learning strategy is quite varied. The [253] answer with the most percentage is learning is balanced with the practice of laboratory, the content is reduced and directly applied in the automotive field. The next great answer is that not to give countless [254] and theoretical homework assignments. The third percentage is in [256]the answer [257] to [255] the need for special [258] textbooks, not just a few copies. The next answer is learning made fun, group learning as well as a friendly and communicative teacher in learning.

225 [individual~~, The~~ → individual; The]

226 Overused word: *low*

227 Passive voice

228 Repetitive word: *learning*

229 Overused word: *good*

230 Passive voice

231 Repetitive word: *vocational*

232 Possibly confused word

233 Passive voice

234 Repetitive word: *question*

235 [the vocational]

236 Passive voice

237 [the students]

238 Repetitive word: *learning*

239 Wordiness

240 [~~matter will~~ → matter will]

241 Passive voice

242 Repetitive word: *given*

243 Unusual word pair

244 Repetitive word: *subject*

245 Overused word: *important*

246

247 Passive voice
Repetitive word: *vocational*

248
Repetitive word: *vocational*

249
Repetitive word: *vocational*

250
Overused word: *interesting*

251
[~~In relation to~~ → About]

252
Repetitive word: *question*

253
[~~The~~ → What the]

254
Unusual word pair

255
[~~in the answer to~~ → in answer to]

256
[is ~~in~~]

257
Repetitive word: *answer*

258
Overused word: *special*