

# THE INFLUENCE OF JOB TRAINING AND CAREER DEVELOPMENT ON JOB PERFORMANCE THROUGH EMPLOYEE PERFORMANCE AS MEDIATOR

*by Wahjoedi Tri*

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## THE INFLUENCE OF JOB TRAINING AND CAREER DEVELOPMENT ON JOB PERFORMANCE THROUGH EMPLOYEE PERFORMANCE AS MEDIATOR

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### Abstrak

Tujuan penelitian ini adalah untuk menguji pengaruh pelatihan kerja dan pengembangan karir terhadap prestasi kerja melalui kinerja karyawan sebagai mediator. Penelitian ini merupakan penelitian kuantitatif dengan studi kasus pada karyawan di perusahaan PT BRA Sidoarjo Indonesia dengan menyebarkan kuesioner kepada 60 karyawan. Data diolah menggunakan program Smart PLS 3 untuk Structural Equation Modeling. Hasil penelitian menunjukkan bahwa pelatihan kerja berpengaruh signifikan terhadap kinerja karyawan, namun tidak berpengaruh signifikan terhadap prestasi kerja. Pengembangan karir berpengaruh signifikan terhadap kinerja karyawan dan prestasi kerja. Kinerja karyawan tidak berpengaruh signifikan terhadap prestasi kerja. Kinerja karyawan tidak dapat memediasi pelatihan kerja dan pengembangan karir atas prestasi kerja. Disini peran instruktur diklat yang kompeten dan berwawasan sangat penting dalam menerapkan metode yang sesuai dengan kebutuhan sehingga mampu menunjang pekerjaan yang akan dilaksanakan untuk pencapaian kinerja yang tinggi. Program pengembangan karir yang tepat akan mendukung pencapaian dan kinerja karyawan yang tinggi. Perlu adanya sinkronisasi antara kinerja karyawan dengan prestasi kerja, item-item dalam penilaian kinerja karyawan harus mendukung target prestasi kerja yang diharapkan oleh perusahaan.

**Kata Kunci:** Job training, Career development, Employee performance & Job performance

### PENDAHULUAN

Every company strives to have professional and skilled human resources to face tough competition. It cannot be denied that every company needs and is looking for reliable human resources to encourage the company to develop into a company that is at the forefront of its field. Human resources are very important to support the company's success. Therefore, it is necessary to increase optimal performance by utilizing the potential of its human resources. Human resources can be improved by providing job training and career development.

Human resources in a company are called employees. Employees can support the achievement of company goals depending on how the employee develops and uses his skills, as well as the desire to work together between various departments involved in various activities. Given the important role of employees in the company, employee career development activities are very important to

improve their performance, such as training, career information and career guidance to improve employee performance.

Basically, career development is indispensable for companies, because career development is oriented towards future business challenges in the face of competition. Career development is one of the human resource management activities.

Apart from career development for employees, training is also needed. This training is able to improve the performance of all employees. Especially new employees, to get to know their job better, it is necessary to introduce their part of the job and training on how these employees can work together with other employees.

To create employees who are skilled and master their fields, job training is needed for employees, so that they can add knowledge and insight into the tasks and jobs that are their responsibility, so that they are smarter and more



skilled in completing their work. According to [1] training helps employees understand practical knowledge and its application, in order to improve the skills and attitudes needed by the organization in an effort to achieve goals.

In order to improve the quality of employees in terms of knowledge, abilities, mental skills and talents, it is necessary to provide various kinds of training to employees. The training carried out is expected to be able to affect employee performance. Because the purpose of the training itself is to increase understanding of the functions and duties of an employee so that when there is training, the job and job functions will be better.

Job performance is the work achieved by an employee in accordance with company standards. Job performance will increase benefits for both employees and the company, one of the benefits for employees is that they can increase their experience and career knowledge. Meanwhile, the advantage for the company is that it makes decision making easier.

High job performance will increase company productivity, reduce employee turnover, and strengthen company management. Conversely, low work performance will reduce company productivity, increase employee turnover rates, and will have an impact on decreasing company revenues.

This study aims to examine the influence of job training and career development on job performance through employee performance as mediation in the Company PT BRA Sidoarjo, Indonesia.

This paper is arranged in the following order: Section 2 discusses the literature review of this research. Section 3 discusses the methodology. Section 4 describes data collection, data processing and analysis of findings and discussion. Section 5 concludes the research results.

## LITERATURE REVIEW

There Management is an art that when done properly will get the goals that are in accordance

with what's desired. Management is able to increase effectiveness and results through the management elements themselves.

According to [2], management comes from the word to manage, what's regulated, what's the goal set, why should or not it's regulated, who is to be regulated, and the way to prepare it.

According to [3] explains that Management is a typical process consisting of coming up with, organizing, mobilizing and controlling actions to work out and achieve goals through the utilization of human and other re-sources.

Based on the definitions above, it will be concluded that Management could be a science, art and process of activities administered in an endeavour to realize common goals by managing human resources and other resources optimally through cooperation between organizational members.

Employee training is the process of teaching certain knowledge, skills and attitudes so that employees can be skilled and able to carry out tasks correctly. Training is a systematic process for changing the behaviour of employees in taking improvement goals as organizational direction. This training is very important because it is a method for maintaining employees as well as improving employee skills to improve performance [4]. In training, an environment is created where employees can acquire or learn about their attitudes, abilities, skills, related knowledge and job-specific behaviours. Training usually focuses on providing directly targeted skills which employees use to carry out the job and helping them to correct their weaknesses in performance. [5] emphasizes that training is a process that systematically changes worker behaviour to achieve organizational goals. Training related to the skills and capacities of representatives in carrying out their current jobs. Training includes an introduction to the present and make a difference represent to achieve certain talents and abilities in managing to effectively carry out their work. From the description above, it can be concluded that training is a process which is a part of education which involves the learning process to acquire and improve skills outside the applicable education system in a relatively short time with certain methods to improve one's ability to achieve organizational goals.

Career development is a condition that indicates that a person's status in an organization has



increased in the career paths determined by the organization. Career development is an internal organizational effort to plan employee careers which includes planning, implementation and supervision of work called career management [6]. According to [7] career development is a personal effort employee to achieve career planning. Career development is staffing activities to help employees plan their future careers in the company so that the company and related employees can develop to the maximum. Based on the previous point of view, it can be concluded that career development is the personal effort of employees who embody career plans in programs determined by the company, so they are the selected employees who can get the best development.

In the context of developing human resources, employee performance in the company is very important to be achieved both for their own performance and for the success of the company. Employee performance is the result of a person's work within a certain period of time, and has various possibilities, such as standards, indicators or goals or those that have been predetermined and mutually agreed standards. According to [8], employee performance is a person's duty to complete a task based on competence, experience, sincerity and time. Employee performance is the result of using a work, both physical and non-physical. Every worker in carrying out his obligations as stated in the Job Description, the results obtained must be evaluated after a certain period of time [9]. Employee performance is the result of work in quality and quantity accomplished by a representative in carrying out his duties in understanding with the obligations relegated to him [10]. Based on the previous point of view, it can be concluded that employee performance is the result achieved by employees in the implementation of a job assigned to them both in quantity and quality through a strategy that is centered on the goals to be achieved and the fulfilment of standard implementation.

Performance is closely related to a competitive advantage for company. Company performance can be depended on by the execution of workers or human assets in it. High performance will give high effectiveness, efficiency and productivity [11]. Performance could be a work result which will be achieved by an individual or cluster of individuals in a corporation, in accordance with their various authorities and responsibilities, in

associate degree efforts to lawfully come through the goals of the relevant organization while not violating the law and is in accordance with morals or ethics by Prawirosentono in [12]. Efforts to improve employee performance are the most serious management challenges as a result of the successful achievement of goals and therefore the continuity of the running of the organization is a vital thing to think about. Job performance may be a combination of talents and traits, effort and support that is measured through the results of production or work that has been achieved by somebody [13] in [14]. From the various definitions above, it can be summarized that job performance is a combination of talents, traits and efforts that refer to structural values to realize work effectiveness so that organizational goals can be achieved.

The relationship of the variables above can be described from some of these studies. Employee training is a good tool that organizations will use to achieve competitive advantage, as a result of accumulated employee performance will improve organizational performance in a very competitive business atmosphere [15]. The training sharpens skills, changes attitudes and behaviour, and imparts new data that successively improves their performance. Through training, employees will learn new techniques to improve their job performance and keep up with the ever-changing technological developments or to achieve the latest data systems that can increase competency levels, the innovations of workers that are important in doing their job. Training will not only increase the effectiveness of leadership, communication, work quality, worker motivation and job satisfaction which can improve worker performance respectively, but also build a quality social supervisory workforce with accumulated data, skills, skills that increase capability. Career development affects employee performance [16], [17]. Training and development can result in a higher level of job satisfaction in employees and they can fulfil their duties with good responsibilities with the best performance [18],[19]. Organizations that have a good training plan will improve employee performance. All organizations that wish to improve the performance of their employees should specialize in training because it also encourages employees to achieve higher levels of performance [20], [21].



## RESEARCH METHOD

According to [22], population is a generalization area which consists of objects or subjects that have qualities and characteristics which are determined by the researcher to be observed and then conclusions made. In this study the population used was all employees of the company PT. BRA as many as 150 people.

The samples taken in this study were as many as 60 people. The number of samples taken was based on the Slovin formula:

$$\text{Slovin: } n = \frac{N}{1+N(e)^2}$$

Information:

N = total population

n = Number of Samples

e = 10% error rate

$$\text{Slovin: } n = \frac{150}{1+150(0,1)^2}$$

n = 60 respondent

So, the subjects that are determined in this study are based on the problems to be examined about training and development programs which affect work performance and employee performance. The research subjects were 60 employees, namely 60 people who had attended or had attended M-STEP 1, M-STEP 2, M-STEP 3 training and those who have participated in the career development of the Apprenticeship and Rotation program.

According to [23] data collection techniques are a way of collecting data needed to answer the problem formulation (research). This study uses data collection techniques, namely questionnaires. The questionnaire is a data collection technique by providing or distributing a list of questions to respondents in the hope of responding to the list of questions.

In this case, the respondents are employees with a total of 60 people.

The operational understanding of a variable is an element of research that tells how to measure a variable or it can be said to be a kind of implementation guide on how to measure a variable. This research consists of 4 variables to be studied:

### Job Training (X1)

According to [24], Training is intended to provide the skills needed for existing employees to do the job. Indicators of Job training are Qualified instructor, Qualified participants, Effective method, Material suitability, Training objectives, which are described in 5 questions.

### Career Development (X2)

According to [25], career development means an employee wants to continue working in the organization where he works for a long period of time until retirement. Indicators of career development are satisfactory work performance, introduction by other parties, loyalty to the organization, mentors and sponsors, which are described in 4 questions.

### Employee Performance (Z)

According to [26], Employee performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Indicators of Employee Performance are Understanding of work, Quality and quantity of work, Planning, Initiative / commitment which are described in 4 questions.

### Job Performance (Y)

According to [27], job performance is the result of work that has been achieved by someone from their work behaviour in carrying out work activities. Indicators of Job Performance are Work result, Work knowledge, initiative, Mental dexterity which are described in 4 questions.



In this study, the Smart PLS 3 programs were used to analyse the collected data using Partial Least Squares (PLS) structural equation model. The structural model is shown in the figure below.

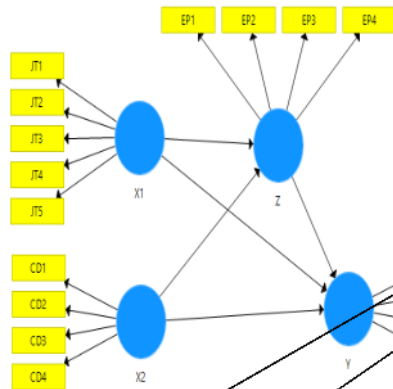


Figure 1 Structural Model

Hypothesis:

- H1-There is a direct significant effect of Job Training (X1) on Job performance (Y)
- H2-There is a direct significant effect of Job Training (X1) on Employee performance (Z)
- H3-There is a direct significant effect of Career Development (X2) on Job performance (Y)
- H4-There is a direct significant effect of Career Development (X2) on Employee performance (Z)
- H5-There is a direct significant effect of Employee Performance (Z) on Job performance (Y)
- H6-There is mediation significant effect by Employee Performance (Z) on Job Training (X1) and Job performance (Y)
- H5-There is mediation significant effect by Employee Performance (Z) on Career Development (X2) and Job performance (Y)

RESULT AND DISCUSSION

Evaluation of Measurement (Outer Model)

A. Validity Test

If the load factor of the indicator on the expected variable is greater than 0.7, the indicator can be declared valid. The Smart PLS 3 output of the load factor provides the following analysis results:

Table 1. Result for Outer Loading

Indicator	X1	X2	Z
CD1		0,780	
CD2		0,913	
CD3		0,827	
CD4		0,920	
EP1			0,878
EP2			0,892
EP3			0,877
EP4			0,932
JP1			0,887
JP2			0,907
JP3			0,858
JP4			0,861
JT1	0,823		
JT2	0,905		
JT3	0,847		
JT4	0,855		
JT5	0,901		

The validity test of the reflection index uses the correlation between the item score and the variable score. If other indicators of the same variable change (or are removed from the model), the measurement with reflective indicators will indicate the change in indicators in the variable. The above table shows that the value provided by the loading factor is higher than the recommended value of 0.7. The minimum value of CD1 index is 0.780. This means that the indicators used in this study can be declared as valid or have reached convergence validity. The following figure is the load factor diagram of each indicator in this research model:

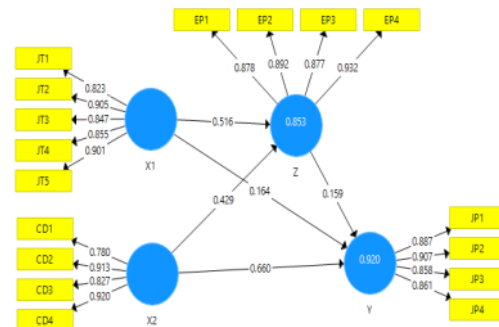


Figure 2 Value of Loading Factor



Reflective indicators jointly have to be compelled to be tested for their discriminatory validity by cross loading as follows:

**Table 2. Result for Cross Loading**

Indicator	X1	X2	Y	Z
CD1	0,807	0,780	0,834	0,788
CD2	0,770	0,913	0,800	0,727
CD3	0,768	0,827	0,822	0,830
CD4	0,780	0,920	0,810	0,735
EP1	0,776	0,755	0,807	0,878
EP2	0,814	0,801	0,793	0,892
EP3	0,811	0,880	0,781	0,877
EP4	0,843	0,780	0,840	0,932
JP1	0,785	0,837	0,887	0,845
JP2	0,809	0,809	0,907	0,785
JP3	0,747	0,795	0,858	0,732
JP4	0,844	0,894	0,861	0,796
JT1	0,823	0,723	0,778	0,742
JT2	0,905	0,779	0,768	0,744
JT3	0,847	0,797	0,788	0,865
JT4	0,855	0,889	0,780	0,767
JT5	0,901	0,752	0,816	0,800

The table above shows that the loading factor provides a value above the recommended value of 0.7.

Another way to check the validity of the discrimination is to check the square root of the average variance extraction (AVE) value. The recommended value is greater than 0.5. The following are the AVE values in this study:

**Table 3 Average Variance Extracted (AVE)**

Variable	Average Variance Extracted (AVE)
X1	0,751
X2	0,743
Y	0,772
Z	0,801

The table above shows the AVE value above 0.5 for all variables used in the research model. The lowest AVE value is 0.743 in the X2 variable (Career Development).

### B. Reliability Test

The reliability value of the composite indicator block used to calculate the variable is examined during the reliability test. If the

composite reliability is greater than 0.7, the results will be acceptable. The composite reliability values are as follows:

**Table 4 Composite Reliability**

Variable	Composite Reliability
X1	0,938
X2	0,920
Y	0,931
Z	0,941

The cumulative reliability value for all variables is greater than 0.7 in the table above, indicating that all variables in the calculated model meet the requirement for discriminant validity. The lowest composite reliability value is 0.920 in the X2 variable (Career Development). Cronbach's Alpha, where the Smart PLS performance provides the following, can also be used to improve reliability checking.

**Table 5 Cronbach's Alpha**

Variable	Cronbach's Alpha
X1	0,917
X2	0,883
Y	0,901
Z	0,917

The suggested values are greater than 0.6, and the table above indicates that all variables have Cronbach's Alpha values greater than 0.6. In the X2 variable, the lowest value is 0.883. (Career development).

### Structural Model Testing (Inner Model)

The structural model is tested after the predicted model follows the specifications for the Outer Model (Inner model). The R-Square value of the variable is as follows:

**Table 6 R-SQUARE**

Variable	R Square
Y	0,920
Z	0,853

In the table above, Variable Y has a value of 0.920 which means that X1, X2, and Z can explain 92 percent of the relationship with variable Y. Likewise, Variable Z has a value of 0.853 which means X1 and X2 can explain 85.3 per-cent of the relationship with variable Z.



The hypothesis testing is as follows:

**Table 7 Path Coefficient**

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
X1 -> Y	0,164	0,238	0,690	0,490
X1 -> Z	0,516	0,217	2,382	0,018
X2 -> Y	0,660	0,240	2,749	0,006
X2 -> Z	0,429	0,212	2,019	0,044
Z -> Y	0,159	0,184	0,860	0,390
X1 -> Z -> Y	0,082	0,107	0,766	0,444
X2 -> Z -> Y	0,068	0,122	0,559	0,576

- The relationship between Job Training (X1) on Job performance (Y) is not significant with P values 0.490 (>0.05). Thus, the hypothesis H1 in this study which states that Job Training (X1) have a significant effect on Job performance (Y) is rejected.
- The relationship between Job Training (X1) on Employee performance (Z) is significant with P values 0.018 (<0.05). The original sample estimate value is positive, which is 0.516 which indicates that the direction of the relationship between Job Training (X1) on Employee performance (Z) is positive. Thus, the hypothesis H2 in this study which states that the Job Training (X1) has a significant effect on Employee performance (Z) is accepted.
- The relationship between Career development (X2) on Job performance (Y) is significant with P values 0.006 (<0.05). The original sample estimate value is positive, which is 0.660 which indicates that the direction of the relationship between Career development (X2) on Job performance (Y) is positive. Thus, the hypothesis H3 in this study which states that the Career development (X2) has a significant effect on Job performance (Y) is accepted.
- The relationship between Career development (X2) on Employee performance (Z) is significant with P values 0.044 (<0.05). The original sample estimate value is positive, which

is 0.429 which indicates that the direction of the relationship between Career development (X2) on Employee performance (Z) is positive. Thus, the hypothesis H4 in this study which states that the Career development (X2) has a significant effect on Employee performance (Z) is accepted.

- The relationship between Employee performance (Z) on Job performance (Y) is not significant with P values 0.0390 (> 0.05). Thus, the hypothesis H5 in this study which states that Employee performance (Z) have a significant effect on Job performance (Y) is rejected.
- There is insignificant mediation effect by Employee performance (Z) on Job Training (X1) and Job performance (Y) caused P Values 0.444 (> 0.05).
- There is insignificant mediation effect by Employee performance (Z) on Career development (X2) and Job performance (Y) caused P Values 0.576 (> 0.05).

As research results from [18], [19], namely training and development can produce a higher level of job satisfaction for employees to produce the best performance. Likewise [15] stated that employee training is a good tool that organizations will use to achieve competitive advantage, whereas [20], [21] states that training will encourage employees to achieve competitive advantage. a higher level of performance, and [16], [17] state that career development affects employee performance, this study states that job training has a significant effect on employee performance, but does not have a significant effect on job performance. Here the role of training instructors who are competent and knowledgeable is very important in applying methods that are in accordance with the needs so that they are able to support the work to be carried out for the achievement of high performance. The training instructor must also understand the objective description of the





company that he wants to achieve both short- and long-term programs so that they can synchronize the training materials with the company objectives. The right career development program will support high employee achievement and performance. There is a need for synchronization between employee performance and work performance, in this case how the items in the employee performance appraisal support the work performance targets expected by the company.

### CONCLUSION

The conclusion of this study is:

- Job Training (X1) has an insignificant effect on Job Performance (Y)
- Job Training (X1) has a significant direct effect on Employee Performance (Z)
- Career Development (X2) has a significant direct effect on Job Performance (Y)
- Career Development (X2) has a significant direct effect on Employee Performance (Z)
- Employee Performance (Z) has an insignificant effect on Job Performance (Y)
- Job Training (X1) has an insignificant effect on Job Performance (Y) through Employee Performance (Z)
- Career Development (X2) has an insignificant effect on Job Performance (Y) through Employee Performance (Z)

From the research, it can be stated that job training has a significant effect on employee performance, but it does not have a significant effect on job performance. Here the role of competent and insightful training instructors is very important in applying methods that are in accordance with the needs so that they are able to support the work to be carried out for the achievement of high performance. The right career development program will support employee achievement and high performance. There is a need for synchronization between

employee performance and job performance, in this case how the items in the employee performance appraisal support the job performance targets expected by the company.

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HALAMAN INI SENGAJA DIKOSONGKAN

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# THE INFLUENCE OF JOB TRAINING AND CAREER DEVELOPMENT ON JOB PERFORMANCE THROUGH EMPLOYEE PERFORMANCE AS MEDIATOR

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PAGE 1

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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



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**Prep.** You may be using the wrong preposition.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Prep.** You may be using the wrong preposition.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Word Error** Did you type **the** instead of **they**, or have you left out a word?

PAGE 2

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**Missing ", "** Review the rules for using punctuation marks.



**Sentence Cap.** Review the rules for capitalization.



**Article Error** You may need to use an article before this word.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Confused** You have used either an imprecise word or an incorrect word.





**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Run-on** This sentence may be a run-on sentence.



**Article Error** You may need to use an article before this word.



**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



**Prep.** You may be using the wrong preposition.



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Dup.** Did you mean to repeat this word?



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sentence Cap.** Review the rules for capitalization.



**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.




















**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**Article Error** You may need to remove this article.

-  **Article Error** You may need to remove this article.
-  **Article Error** You may need to use an article before this word.
-  **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.
-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
-  **Article Error** You may need to use an article before this word.
-  **Prep.** You may be using the wrong preposition.
-  **Article Error** You may need to remove this article.
-  **Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.
-  **Possessive**
-  **Missing ","** Review the rules for using punctuation marks.
-  **Missing ","** Review the rules for using punctuation marks.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Article Error** You may need to remove this article.
-  **Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.
-  **Confused** You have used either an imprecise word or an incorrect word.
-  **Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.
-  **Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Confused** You have used either an imprecise word or an incorrect word.



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**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Confused** You have used either an imprecise word or an incorrect word.



**Dup.** Did you mean to repeat this word?



**Article Error** You may need to use an article before this word.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Confused** You have used either an imprecise word or an incorrect word.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Missing ", "** Review the rules for using punctuation marks.



**Article Error** You may need to remove this article.



**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Prep.** You may be using the wrong preposition.



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**Sentence Cap.** Review the rules for capitalization.



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**Article Error** You may need to remove this article.



**Run-on** This sentence may be a run-on sentence.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Missing ", "** Review the rules for using punctuation marks.



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**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



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**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **a**.



**Confused** You have used either an imprecise word or an incorrect word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **a**.



**Article Error** You may need to use an article before this word.



**Sentence Cap.** Review the rules for capitalization.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**Garbled** This sentence contains several grammatical or spelling errors that make your meaning unclear. Proofread the sentence to identify and fix the mistakes.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Possessive** Review the rules for possessive nouns.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sentence Cap.** Review the rules for capitalization.



**Article Error** You may need to use an article before this word.



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