**THE EFFECTIVENESS OF PROOFREADING STRATEGY TO IMPROVE WRITING SKILLS**

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**ABSTRACT**

The objective of this research is to find out the effectiveness of Proofreading strategy to improve writing skills of the eleventh grade students of SMA Negeri 3 Palu. The researcher used quasi-experimental research design, that is, the non equivalent control group design. Thus, there were two groups: the experimental and the control group. The researcher taught both groups. The research population was the eleventh grade students of SMA Negeri 3 Palu. The sample was selected by using cluster sampling technique where XI IPA 6 as the experimental group and XI IPA 5 as the control group. In collecting the data, the researcher used pretest and posttest. The mean scores of the pretest and the posttest of the experimental group are 49.68 and 83.06, while the coefficient of difference mean score of the pretest and the posttest of the control group are 51.20 and 71.31. The result of the data analysis shows that the differences between the two means is significant. It means that the application of Proofreading strategy is effective in improving writing skills.

Keywords: Improving; Proofreading, and Writing

*Penelitian ini bertujuan untuk mengetahui apakah Proofreading strategi effektif digunakan untuk meningkatkan kemampuan menulis siswa kelas XI di SMA Negeri 3 Palu. Peneliti menggunakan quasi eksperimental sebagai model penelitian yang lebih dikenal dengan equivalent control group. Adapun grup yang di gunakan yaitu eksperimental dan kontrol grup. Peneliti mengajar kedua grup tersebut. Populasi dari penelitian ini adalah siswa kelas sebelas di SMA Negeri 3 Palu. Sample dari penelitian ini di pilih dengan menggunakan cluster sampling technique dimana kelas sebelas ipa 6 sebagai kelas experimental dan kelas ipa 5 sebagai kelas kontrol. Dalam pengumpulan data, peneliti menggunakan pretest dan posttest. Nilai rata rata dari pretest dan posttest di experimental grup adalah 49.68 dan 83.06, sedangkan perbedaan nilai rata rata dari pretest dan posttest di kontrol grup adalah 51.20 dan 71.31. Hasil dari analisis data menunjukan perbedaan yang signifikan antara kelas eksperimental dan kontrol. Artinya Proofreading adalah strategi yang effektif digunakan untuk meningkatkan kemampuan menulis.*

Kata kunci: Meningkatkan, Proofreading, dan Menulis

**INTRODUCTION**

 One of the language skills that students have to pay attention is writing skill. In this research, the researcher focused on writing skill. Writing is one of the written language skill that are productive. By mastering writing skills, the students will be able to communicate with others in the written by using English. It means that writing is the process of transferring ideas, feelings, and thought into written form by giving more attention to the use of language. Furthermore, to make a good writing, we should understand the steps in writing process and the aspects of writing. The students should be able to organize their ideas to construct sentences. In addition, the students should be able to developed their writing into a paragraph.

 Mayers (1992) categorizes the purpose of writing into three categories. They are to persuade, to inform, and to entertain. To inform means the writer generally explains or describes an idea, a process, an event, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes. To persuade means a writer tries to change the audience or behave differently. in this sense, the writer appeals to the readers’ logic or emotion to entertain means the writer gives some efforts to make the reader laughed, smilled, fascinated, surprised or even angry. The researcher concludes that the writing that we make should inform something to its readers. In addition, writing is hoped that it can influence the reader’s mind. In this case, it can persuade or entertain them.

Many students feel that writing is difficult. Writing is often considered as a complex process and skills. To master English writing skills we have to master the elements such as grammar, vocabulary, organization, and mechanics. The steps in writing process are prewriting, drafting, self revising, editing/proofreading and publishing. This process can be done by anyone, especially students. The stage of writing process is to help students learn writing. So, if they follow the writing process, they will be able to acquire this skill easily and be able to make a good writing.

Writing is important to be taught because it can increase students vocabulary and extend their knowledge in terms of giving information or using the rules and techniques of writing. Graham and Perin (2007:9) point out,

In the school setting, writing plays two distinct but complementary roles. First it is a skills that draws on the use of strategies (such as planning, evaluation, and revising text) to accomplish a variety of goals, such as writing a report or expresing an opinion with the support of evidence. Second, writing is a means of extending and deepening students’ knowledge.

For that reason, writing becomes one of the major skills learned in English class at school as mentioned in Kurikulum Tingkat Satuan Pendidikan (School-based curriculum) 2006 that standard competence for writing at Senior high school is emphasized on the students’ ability to express and produce kinds of writing text, there are some texts which have to be mastered by the students at Senior High School. One of the texts is narrative text

Narrative text is text that tells a story, whether it tells a true story or fiction. In narrative text the students make a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.There are some generic structures stated by Sudarwati and Grace (2006:52) that consist of:

1. Orientation : Introduction the character and informing the time and the place of the story happened. (who/what, when, and where)
2. Complication : A series of events in which the main characters attempts to solve the problem.
3. Resolution : The ending of the story containing the solution

Furthemore, Sudarwati and Grace (2006:74) stated that there are some language features of narrative text: 1) Focus on specific and individualized perticipants, 2) the use of material process (action verbs), the use of some behavioral and verbal processes, 3) the use of relational and material processes, 4) the use of past tense, and 5) the use of temporal conjuction and circumstances. The organization of narrative is orientation, complication and resolution.

Based on the preliminary research at SMA Negeri 3 Palu, the researcher found that there are some problems in writing narrative text. Most students got difficulties in mechanics of writing, spelling and punctuation and in grammatical use. In grammar, they are not skillful to construct the sentence in form of simple past tense. In spelling, the students felt difficult to spell some words and use correct punctuation is indispensable to careful writing but they often forgot to put comma and full stop when writing. By looking at the condition, one of the strategies which can be applied in teaching writing is Proofreading.

Proofreading is one of the strategies that is used in teaching writing.It is the process of reviewing the final draf of a text to ensure that all information is accurate and all surface errors have been corrected. Proofreading means examining the text carefully to find and correct typographical errors and mistakes in grammar, style, and spelling. [The reading of text to detect and correct production errors. Proofreaders are expected to be consistently accurate by default because they occupy the last stage of production before publication.](https://www.boundless.com/writing/textbooks/boundless-writing-textbook/writing-an-effective-paper-235/steps-of-writing-a-paper-237/step-6-editing-and-proofreading-68-10294/) It means that before publishing, the text is revised using by proofreading strategy. According to Balushy (2000), the steps of doing Proofreading are: 1) students choose the peers, 2) students exchange papers, 3) students read the essay, and 4) editor underline the mistakes

In applying this strategy, the researcher gave some examples of narrative text to make students know well about narrative text. The researcher explain the generic structure and the language features based on the narrative text. In this research the researcher just limit the research on the aspects of writing mechanics (Punctuation andspelling ) and grammar. The researcher asks the students to write some narrative text based on the title provided. After they have done their work, the researcher asks the students to exchange the work with their friends. Then, the partner gives letter representing the kind of mistakes such as P for punctuation, S for spelling and G for grammar. After the students identify the mistakes, the students give the work back to their partner and they revise the works before submitting to the teacher.

According to Sundam (2006:61) “Editing/Proofreading as a part of the writing process should first be done by author and then again by a peer or adult, using the appropriate editing marks.” Working in groups is often hard at first, mostly because the students are reluctant to comment others works, not wanting to say that anything is “wrong” with a paper, not feeling qualified to judge another’s work, but they should give good comments. It helps the writer with his or her next revision. So is picking up too much on surface errors like punctuation, spelling and grammar. This is a few guidelines for do proofreading: 1) the editor must pay attention to what the other writer is saying. The editor hopes that the writer will pay attention to what the editor saying, 2) the editor’s role is not agree or disagree, but to help that writer expresses the ideas clearly and effectively, and 3) the editor does not waste time on surface errors in parts of the draft but in the overall effectiveness of the essay.

 Based on the feedback they receive, the students have to correct and ask the clarification about the mistakes . Proofreading strategy has many advantages in improving students’ writing skills. In relation to this, there are several advantages of proofreading. Students feel more relaxed when they are not corrected by the teacher and students also dare to say things they are not sure about (Pavlo, 2007). This techniques is valuable element in the writing process. It encourages in the editing process (Harmer, 2004). Peer correction helps students to overcome difficulties, the advance students helping the weak ones who sometimes understand bettter a classmate’s explanation than a teacher’s (Orlich,1990). Mouludi (2012) also argues that giving feedback or correction means giving comments and suggestion, which helps the writer edit his orher composition, through teacher or classmates’ feedback, students can know what kind of mistakes they made and how to cope with those mistakes.

The researcher is interested in carrying out this research with the effective of Proofreading strategy in improving writing skills. Therefore, in this research, the researcher brings forward the way to teach English writing using Proofreading. This research focused on the mechanics of writing (spelling and punctuation) and the used of grammar. Thus, the researcher conducted experimental research by using Proofreading strategy.

**METHOD**

To conduct the research, the researcher applied quasi-experimental research design which consists of two groups. They are experimental and control group. The researcher taught both groups. She taught the experimental group using Proofreading strategy, while the control group was taught using regular instruction. Both groups were given pre and post-test, but the treatment was given to the experimental group only. The following formula is the research design (Creswell,2009) was used.

Experimental 01 X 02

 Control 03 04

The population in this research is the eleventh grade students of SMA Negeri 3 Palu, which consisted of thirteen parallel classes: XI IPA 1 up to XI IPA 8 and XI IPS 1 up to XI IPS 5. The number of students in each class ranges from 28 to 31; therefore, total population is 379 students.The sample was chosen by using cluster sampling technique. The researcher provided XI IPA 6 was the experimental group and XI IPA 5 was the control one.

This reserach has two variables: dependent and independent. The dependent variable is the students writing skills and the independent one is Proofreading strategy to the eleventh grade students of SMA Negeri 3 Palu.

To collect the data, the researcher used pretest and posttest. The pretest was given before the treatment and the posttest was given after the treatment. The purpose of the test is to measure the students skills in writing and to find out whether the treatment has influence or not.The type of the test was to ask the students to rewrite an errors of narrative text (errors of grammar, punctuation and spelling) to be a good ones. The treatment was carried out to improve the students’ writing skills. The researcher gave the treatment to the students for six meetings. In order to score the students’ work, the researcher used scoring system consisting of grammar, spelling, and punctuation with 0-3 levels (Weigle:2002).

The researcher gave the students a narrative text of 60 errors: 20 errors of grammar, 20 errors of punctuation, and 20 errors of spelling. To count the students score of the test, the researcher calculated the score of 0-3 (*very poor* to *good*)

**FINDING**

The researcher gave pretest and postest to the experimental and the control group to find out the effectiveness of the treatment or Proofreading strategy. The strategy was only applied to the experimental group in order to improve the students ability in writing narrative text. After giving the treatment, the researcher gave the posttest to both groups.The result of the experimental group is shown in the Table 1.

**Table 1** The Pretest and Postest Scores of the Experimental Group.

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initials** | **Score** | **Deviation****(D)** |
| **Posttest** | **Pretest** |
| 1. | AAD | 88 | 33 | 55 |
| 2. | AAS | 77 | 22 | 55 |
| 3. | ACF | 88 | 66 | 22 |
| 4. | AHA | 77 | 44 | 33 |
| 5. | AP | 77 | 44 | 33 |
| 6. | DPA | 88 | 66 | 22 |
| 7. | GKF | 66 | 11 | 55 |
| 8. | IGR | 88 | 44 | 44 |
| 9. | IR | 88 | 55 | 33 |
| 10. | JHL | 77 | 55 | 22 |
| 11. | KWP | 88 | 33 | 55 |
| 12. | LNT | 88 | 66 | 22 |
| 13. | MA | 88 | 44 | 44 |
| 14. | MNR | 77 | 55 | 22 |
| 15. | NAW | 55 | 55 | 11 |
| 16. | NI | 88 | 55 | 33 |
| 17. | NSA | 77 | 55 | 22 |
| 18. | NPE | 88 | 55 | 33 |
| 19. | NW | 77 | 44 | 33 |
| 20. | NWR | 100 | 66 | 44 |
| 21. | PE | 77 | 33 | 44 |
| 22. | RN | 88 | 55 | 33 |
| 23. | SAD | 100 | 77 | 33 |
| 24. | SAT | 88 | 55 | 33 |
| 25. | TK | 88 | 55 | 33 |
| 26. | TM | 77 | 44 | 33 |
| 27. | UI | 77 | 55 | 22 |
| 28. | VYP | 88 | 55 | 33 |
| 29. | YTA | 77 | 44 | 33 |
|  | Total |  |  | 990 |

The table above indicates that the students’ individual scores of the experimental group in pretest were low. The highest score is 77 and the lowest score is 10. It means only one students who could pass on the minimum of Standard Achievement or got $\geq 75$. The researcher then continued to admister posttest to the students after the treatment in order to find out their improvement in writing. Based on the result of experimental group in posttest, the highest score is 100 and the lowest score is 66. There are only two students who failed. In grammar three students got *less* category , fourteen students got *fair* category, and twelve students got *good* category. Then, no one students got *less* category on spelling, three students got *fair* category, and twentisix students got *good* category. In punctuation no one got *less* category, nineteen students got *fair* category, and ten students got *good* category.

**Table 2** The Pretest and the Posttest Scores of the Control Group

|  |  |  |  |
| --- | --- | --- | --- |
| No | Initials | Score | Deviation(D) |
| Posttest | Pretest |
| 1. | AMA | 66 | 33 | 33 |
| 2. | CSR | 88 | 77 | 11 |
| 3. | DA | 77 | 55 | 22 |
| 4. | DAS | 77 | 44 | 33 |
| 5. | DFP | 66 | 55 | 11 |
| 6. | FR | 88 | 77 | 11 |
| 7. | KML | 66 | 55 | 11 |
| 8. | LM | 66 | 55 | 11 |
| 9. | MAR | 66 | 44 | 22 |
| 10. | MCT | 66 | 44 | 22 |
| 11. | MJA | 77 | 66 | 11 |
| 12. | NA | 66 | 66 | 0 |
| 13. | NAS | 66 | 44 | 22 |
| 14. | NGA | 66 | 44 | 22 |
| 15. | NMD | 88 | 55 | 33 |
| 16. | OCW | 66 | 44 | 22 |
| 17. | PA | 55 | 33 | 22 |
| 18. | RAE | 88 | 44 | 44 |
| 19. | RAS | 88 | 77 | 11 |
| 20. | RH | 66 | 44 | 22 |
| 21. | RP | 66 | 55 | 11 |
| 22. | SC | 77 | 55 | 22 |
| 23. | SPT | 77 | 44 | 33 |
|  24. | SWS | 66 | 33 | 33 |
| 25. | TAY | 66 | 44 | 22 |
| 26. | YDC | 77 | 44 | 33 |
| 27. | ZA | 66 | 55 | 11 |
| 28. | ZAW | 66 | 44 | 22 |
| 29. | ZHJ | 55 | 55 | 0 |
|  | Total |  |  | 583 |

The table above indicates that for the control group in pretest, the highest score is 77 and the lowest score is 33. There also only one students who could pass on the minimum of Standard Achievement (Kriteria Ketuntasan Minimal/KKM) or got $\geq 75$. The mean score is 51.20. Based on the result of the control group in posttest, the highest score is 88 and the lowest one is 55. There are eighteen students who failed, fifteen students got *less* category on grammar, ten students got *fair* category, and four students got *good* category. In spelling one one students got *less* category, two students got *fair* category, and twentyseven got *good* category. Then, six student got *less* category on punctuation, nineteen students got *fair* category, and four students got *good* category.

Having the students individual score, the researcher calculated the mean score of both groups. The result of the mean score of the experimental group on the pretest is 49.68 and the control group is 51.20. The data indicates that the ability of the students of experimental group and control groupin the pretest was nearly equal before the treatment. Furthermore, the researcher calculated the mean score of both groups on the posttest. The mean score of the experimental group on the posttest is 83.06 and the control group is 71.31. When the posttest mean score of the experimental group (83.06) was compared to the mean score on the pretest (49.68), there was an increase of 33.38 point. Hence, the students’ writing skills of the experimental group gets improved after receiving the treatment.

Based on the result of the posttest, it showed that both of groups had progress, but the progress was different. The score in experimental group was higher than the score in control group because the influence of Proofreading strategy in experimental group

After computing the mean score of the experimental and the control group on the pretest and the posttest, the researcher calculated the scores of deviation (D) and degree of difference (df) of both groups. Based on the result, the mean deviation of the experimental group is 34.13 and the mean deviation of the control group is 20.10. Furthermore, the reseracher calculated the standard deviation of both groups. The computation of standard deviation of the experimental group and the control group are 11.51 and 10.62.

Furthermore, the researcher counted the standard error of the differences between the two mean scores of both experimental and control groups (2.90). The result of t-counted is 4.83. Moreover, in order to find out the significant difference between the value of t-counted and t-table, the researcher compared the value of t-counted with the value of t-table. The degree of freedom (df) of the table is 56 (n1 + n2 – 2), by applying 0.05 level of significance. The value of t-table is 2.0036. Hence, by looking at the data, the researcher found that the t-counted (4.83) was greater or higher than the t-table (2.0036).It can be concluded that the research hypothesis istotally accepted. In other words, the use of Proofreading strategy can improve the writing skills of the eleventh grade students of SMA Negeri 3 Palu.

**DISCUSSIONS**

 Most students consider that writing is one of the most difficult basic language skills. They think that in writing we should pay attention to the criteria such as content, organization, vocabulary use, grammatical use and mechanical consideration (punctuation, spelling). It is relevant to Muzni’s (2011:8) study, “writing skills needs the fulfillment of some criteria to produce a good writing such as content, organization, vocabulary use, grammatical use, and mechanical consideration, such as spelling, punctuation, and capitalization.”

 The correct writing mechanics (spelling and punctuation) should be considered because a good organization, content and grammatical use are not enough in a good writing. Therefore, the importance of mechanics in writing should be taught to the students in order to avoid mistakes related to those mechanics. Teachers areencouraged to improve the students’ writing because it is one of the four skills that should be acquired by the students. The teacher is required to be creative and innovative in implementing the strategy in teaching learning process.

 In this research , there were two groups to be invitigated. They were experimental group and the control group. Before the treatment given to the experimental group, the researcher conducted pretest for the students. The pretest was aimed to find out students; ability in writing narrative text. The pretest was given to both groups. According to the data showed in Table 1 and Table 2, almost all of the students in both groups did not pass the minimum of Standard Achievement (Kriteria Ketuntasa Minimum/KKM) or got $\geq 75$. It means that all of the students had low ability in writing narrative text.

 The researcher used Proofreading as a strategy to improve students’ writing ability. Proofreading is a strategy that the researcher uses to help the students in improving their writing skills and also to minimize their mistakes in writing. Proofreading means the stage in writing process to check the mistakes of the students’ writing. It is really appropriate for the students to get better writing through feedback because actually when they check their peer work sheet, it also means they find their own mistakes.

Proofreading have many advantages in improving students’ writing skill. It is one of the reason why the researcher uses this strategy in teaching writing skill. Proof reading can be a very useful way to work on revising, editing, and correcting students work. It is supported by Kroll (1998:231) in Celca-Murcia “In most writing course today, students are asked to revise and resubmit assignments after an opportunity to receive some kind of feedback from peer and/or the instructor...” students are encouraged to understand that the process of writing involves hard work and that improvement is often a result of a major investment of time. Another advatages are: The first, the students can gain confidence in their works before giving to the teacher. The second, their writing is better than before. The third, when the students act as a teacher they will more understand in writing. Next they will have their work completed more often. The last, through this strategy they can improve their skill. Because by check other’s mistakes they also found their own mistakes.

To carry out the study, the researcher applied Quasi-experimental research design using two classes as research sample. Total sampling of 58 students was selected clustry. Both group were pretest and posttest but only the experimental group received treatment using Proofreading steategy

 In addition, the researcher gave the treatment for six meeting. In the firsth and the second meeting, the researcher focuses on mechanics such as spelling and punctuation. The researcher only provided cloze test to measure the pretest and the posttest. The researcher gives the students a narrative text with incorrect punctuation and spelling, then they should find and rewrite the incorrect text to be correct. After that, they should exchange their work with their partner. Each students should check their partner’s work. Next, they should give the work back. After that, they need to discuss about their mistakes. In the third meeting, the researcher focuses on narrative text, generic structures of narrative text and languange features of narrative text. In the fourth and fiveth meeting the researcher focuses on grammar especially the use of past tense. In the last meeting, the researcher asks the students to write one story of narrative text based on languange features and generic structure of narrative text. After that, they should exchange the work with their partner and check each other work. When they finish, they should give the work back and discuss the mistakes that have been found with their partner.

In the control group, the researcher uses general instruction. The researcher also teach for six times, those material that the used in experimetal group. The control was also gave a pretest and posttest such as experimental group.

 After delivering the treatment for six times, the researcher administered the posttest . Based on the result of the posttest, it shows the writing ability in the experimental group has improved. Interestingly, two students have get the highest(100) and one student has got the lowest score (66). The mean score of the posttest of the experimental group has improved from 49.68 to 83.06. From the explanation above, the researcher find out that Proofreading strategy is effective to improve writing skills of the eleventh grade students of SMA Negeri 3 Palu.

**CONCLUSION**

The researcher had proved that the use of Proofreading strategies effective in improving the writing skills of the eleventh grade of students of SMA Negeri 3 Palu. It could be seen by a significant difference between the mean score of post-test of both control and experimental classes. The means score of experimental class is 83.06 while control class’ is 71.31. The result of data analysis shows the t-counted (4.83) is greater than the t-table (2.0036) by applying 0.05 level of significance and 56 (29+29-2) degree of freedom. All in all, the research hypothesis is accepted or the use of Proofreading strategy improves the writing skills of the eleventh grade students at SMA Negeri 3Palu.

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