

ANALYSIS OF STUDENTS' WRITING DESCRIPTIVE TEXT BY USING PROOFREADER AT THE GRADE X OF SMA NEGERI 1 PORTIBI

Serli Romintan

Email: serliromintanrid30@gmail.com

SMA Negeri 1 Portibi

Abstract

The aims of this research are to find out the types of error and dominant error in students' writing Descriptive Text by using Proofreader as analysis tool, at the grade X of SMA Negeri 1 Portibi. The researcher used purposive random sampling at the grade X IPA 1 with the number of sample were 33 students. The result showed that types of errors made by students in writing Descriptive Text were; spelling(27,8%), style(10,1%), punctuation(3,7%), grammar(7,3%), capitalization(32,7%), collocation(1,1%), typography(9,9%), redundant phrase(2,1%), and miscellaneous(4,9%). The dominant errors in students' writing Descriptive Text were; capitalization in the highest percentage that is 32,7% with total error 139, and followed by spelling(118), style(43), typography(42), grammar(31), miscellaneous(21), punctuation(16), redundant phrase(9), and collocation(5).

Keywords: Writing Descriptive Text, Proofreader.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan dan kesalahan yang dominan dalam penulisan Teks Deskriptif siswa dengan menggunakan Proofreader sebagai alat analisis, pada siswa kelas X SMA Negeri 1 Portibi. Peneliti menggunakan purposive random sampling pada siswa kelas X IPA 1 dengan jumlah sampel 33 siswa. Hasil penelitian menunjukkan bahwa jenis kesalahan yang dilakukan siswa dalam menulis Descriptive Text adalah; ejaan(27,8%), gaya(10,1%), tanda baca(3,7%), tata bahasa(7,3%), kapitalisasi(32,7%), kolokasi(1,1%), tipografi(9,9%), frase berlebihan (2,1%), dan lain-lain (4,9%). Kesalahan yang dominan dalam penulisan teks deskriptif siswa adalah; kapitalisasi dalam persentase tertinggi yaitu 32,7% dengan total kesalahan 139, dan diikuti oleh ejaan(118), gaya(43), tipografi(42), tata bahasa(31), miscellaneous(21), tanda baca(16), redundant frase(9), dan kolokasi(5).

Kata Kunci: Menulis Teks Deskriptif, Proofreader

INTRODUCTION

Education is the main factors that will determine a persons' knowledge and skills. Especially in this era, education is the most important things for everyone and every country. In fact, all countries in the world are competing to improve the quality of their education. Where, education is a reflection of the quality of a country. Education plays a very important role in increasing reliable human resources. The low quality of education is the cause of the crisis of human resources. Which, the quality of human resources will be a reference for the progress of a country or not. The main world of education is school, start from kindergarten, elementary school, junior high school, senior high school, and university. At school we study many lessons, and one of them is English lesson. English lesson is very important to learn early, because English language is an international language. In this global era, there will be more developments happening in this country. Starting from free trade, there are more foreign companies standing in Indonesia, so that the use of international languages such as English is very important. There are four main skills that must be mastered in English, including: Speaking, Listening, Writing, and Reading. These four skills have been included in English lessons in every school.

Based on the objective, writing is one of skill that the students should achieve in learning English. Writing is one of language skills by which someone can express ideas in written form. As writing material, students can use text to practice writing skills. There are several types of the text that are used to improve students' writing skills, including: Narrative Text, Descriptive Text, Recount Text, Report Text, Exposition Text, Procedure Text, Anecdote, and News Item. Each type of text has different functions and characteristics. However, in this research the researcher used Descriptive Text as material for analyzing students' writing.

Descriptive Text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Communicative purpose of this text is to describe particular participant. By mastering writing Descriptive Text, students are able to write or communicate English in every opportunity. Based on pre observation the researcher found that the students have low score in writing Descriptive Text. The students still have problems in writing a good text in English. Seen from the score obtained by each students. This may be due to several factors such as : less effective learning techniques, less interesting learning media, lack of students' motivation in writing text, and lack of time to study at school or outside of school.

Less of effective learning techniques such as studying for long time, studying a single subject for a long period of time and repeating phrases over and over to memorize them (known as massed practice), reviewing one topic repeatedly before moving onto another topic (blocked practice), reading and reading text. One of the English teachers at the grade X of SMA Negeri 1 Portibi explained that the teachers checks the students writing still manually. Where, teacher asks students to write a Descriptive Text and the teacher checks it one by one manually, which of course is less effective and takes a lot of time. In addition, the scores obtained by students are also still low, where only some students get a good scores. Development of learning application in this pandemic allows learning to continue even from a distance. Some apps like, Zoom, Google Classroom, Google Meet, and etc, has been used to continue learning and really helps learning during this pandemic.

Apart from being a medium for delivering learning materials, application development also functions as an evaluation. Many applications that function to evaluate and check writing skill, especially in English lesson. One of them is Proofreader Application. Proofreader is one of application that will help you to find out the errors in the script. Of course, Proofreader activities are not only carried out to find out what is wrong and right, but still continued by correcting all that is wrong. When proofreading, you must find errors in the accepted manuscript and correct them.

After receiving the text, the first thing to do is read it, it would be even better if it was done by speed reading, after reading and understanding the script, you can find faults. The errors sought include grammatical errors, sentence structure and patterns, typos, and errors in the flow of thought in the writing. After finding the error, the Proofreader will immediately correct it or provide suggestions to improve the writing. It is possible to rewrite it if the flow of thought from the script is still chaotic because one of the responsibilities of a Proofreader is to ensure the logic of thinking in a piece of writing, whether it makes sense or not.

METHODOLOGY

Researcher used was mixed method, that is a step research by combining two forms of approaches in research, namely: Qualitative and quantitative, using the concurrent mixed methods with triangulation concurrent strategy. Creswell, (2010:5), "*Penelitian campuran merupakan pendekatan penelitian yang mengkombinasikan antara penelitian kualitatif dengan penelitian kuantitatif.*" (Mixed research is a research approach which combines qualitative research with quantitative research). Mixed methods approach is needed to answer the problem formulation

which has been summarized in chapter I, the first problem formulation can be answered through a qualitative approach and the second problem formulation can be answered through a quantitative approach.

The population of this research is all students of grade X of SMA Negeri 1 Portibi, and the sample is all students at the grade X IPA 1 of SMA Negeri 1 Portibi, that consist 33 students. The researcher collected the data by gave test to the students. The test instrument was to write Descriptive Text. The researcher gave a writing text for Descriptive Text describe one of tourist attraction. After that, the researcher corrected the Descriptive Text using Proofreader application. The test was carried out two times with the same topic about tourist attraction but with the different tittle, after all are obtained, the researcher analyzed it using Proofreader. The technique of analysis data was used a proofreader to find out the types of error students in writing Descriptive Text, where the researcher changed the students' writing in the form of document, after that analyzed it using Proofreader. Then, using the formula to get the percentage of data to make it easy to find out the dominant error of students in writing Descriptive Text.

FINDING AND DISCUSSION

Finding

Based on analysis data using Proofreader, the types of error made by students in writing Descriptive Text were, spelling, grammar, miscellaneous, style, capitalization, typography, punctuation, collocation, and redundant phrase. Where the data in test I showed that the the types of error made by students were in Spelling with 60 error, grammar 16 error, miscellaneous 13 error, style in 30 error, capitalization in 80 error, typography 25 error, punctuation 8 error, collocation 2 error, and redundant phrase 8 error, so total error in test I is 242 error.

The data in test II also showed that the types of error made by students were in Spelling with 58 error, grammar 15 error, miscellaneous 8 error, style in 13 error, capitalization in 59 error, typography 17 error, punctuation 8 error, collocation 3 error, and redundant phrase 1 error, so total error in test I is 182 error. Furthermore, the total of errors in test I and test II are, 118 error in spelling, 31 error in grammar, 21 error in miscellaneous, 43 error in style, 139 error in capitalization, 42 error in typography, 16 error in punctuation, 5 error in collocation, and the last is 9 error in redundant phrase, with total error overall 424.

Table 1. Description of Total Errors

| Types of Error | Test I | Test II | Total |
|-----------------------|---------------|----------------|--------------|
| Spelling | 60 | 58 | 118 |
| Grammar | 16 | 15 | 31 |
| Miscellaneous | 13 | 8 | 21 |
| Style | 30 | 13 | 43 |
| Capitalization | 80 | 59 | 139 |
| Typography | 25 | 17 | 42 |
| Punctuation | 8 | 8 | 16 |
| Collocation | 2 | 3 | 5 |
| Redundant Phrase | 8 | 1 | 9 |
| Total | 242 | 182 | 424 |

Discussion

From the data, the dominant error of students in writing Descriptive Text are capitalization, with the highest percentage of error, namely 32,7%, then spelling in 27,8% error, next is style with percentage of error in 10,1%, followed by typography in 9,9%, grammar in 7,3%, miscellaneous in 4,9%, punctuation in 3,7%, redundant phrase in 2,1%, and the last is collocation in 1,1%. Based on explanation above, the dominant errors of students in writing Descriptive Text most in capitalization, spelling and style. It's explains that the teachers need to pay attention start from the simple thing. The dominant error of students is a simple thing problem in writing which is rarely noticed by students and teachers. Besides that, to improve the students' writing Descriptive Text, the teachers need to improve the strategy in teaching English. Because the type of strategy is applied to highlight students' thinking skills. The material presented can be in the form of guiding students through the process of finding their own concepts.

CLOSING

Conclusion

Based on the formulation of the problem, hypothesis and research result, then conclusions can be drawn to the research entitled "Analysis of Students' Writing Descriptive Text By Using Proofreader at The Grade X Of SMA Negeri 1 Portibi". Based on the data that has been collected and the test that have been carried out, the conclusions can be drawn as follow: The error' types of students in writing Descriptive Text are, spelling, style, punctuation, grammar, capitalization, typography, redundant phrases, collocation, and miscellaneous. The dominant error of students were, capitalization, where from 33 students writing Descriptive Text test II and test II there are 139 errors in capitalization. The second position is spelling where, there are 118 errors, and 43 errors in style, 42 error in typography, 31 errors in grammar, and then 21 errors in miscellaneous.

Suggestion

Based on the results of the research that has been done previously, the researcher realizes that there are still many limitations and errors that exist in this research. However, this research consider to provide useful contribution. Suggestion for school SMA Negeri 1 Portibi, to conduct more frequent training to improve the quality of teachers, and the teaching facilities, then use of technology to facilitate the learning process. The English teachers need to guide the students in learning through many kinds of ways and supporting media to avoid the boring and desperate, because some of students don't like to write and think that English lesson is difficult. So that, the students can be more interested in writing and understand about writing a good and correct Descriptive Text. Using advanced technology to facilitate the learning process, such as a proofreader in analyzing student writing. For another researchers it is hoped that in the future it can be used as a one source of data and reference for research further based on more complete and broader information.

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