

**THE EFFECT OF USING PROOFREADING TECHNIQUE
TOWARD STUDENTS' WRITING ABILITY
AT THE GRADE ELEVEN OF STATE
SENIOR HIGH SCHOOL 13
PEKANBARU**



By

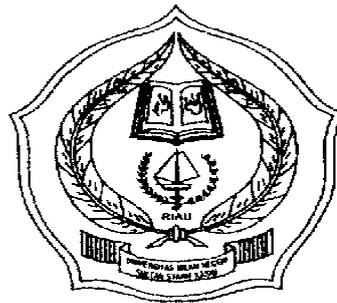
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1433 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



By

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ABSTRAK

Henny Cahyaningih (2011) : Pengaruh Pemakaian Teknik Proofreading terhadap Kemampuan Menulis Siswa Kelas Sebelas SMAN 13 Pekanbaru

Penelitian ini berjudul “Pengaruh dari Pemakaian Teknik Proofreading kedalam Kemampuan Menulis Siswa Kelas Sebelas SMAN 13 Pekanbaru”. Judul ini telah diteliti karena banyaknya murid dari SMAN 13 Pekanbaru berfikir bahwa menulis adalah salah satu skill bahasa yang sulit untuk dikuasai. Mereka juga sering bermasalah dalam mengoreksi kealahan dalam menulis mereka. Masalahnya bisa bermula dari murid-murid, materi-materi, guru-guru atau bahkan strategi yang diaplikasikan dalam proses belajar-mengajar. Meskipun guru bahasa Inggris diSMAN 13 Pekanbaru telah mengaplikasikan beberapa teknik dalam proses belajar-mengajar, beberapa murid masih memiliki kesalahan setelah menulis, seperti kurang ejaan, kesalahan grammar dan tanda baca. Berdasarkan beberapa alasan diatas, peneliti telah melakukan penelitian ini.

Objek dari penelitian ini adalah untuk mencari kemampuan siswa menulis paragraph narrative yang diajarkan dengan menggunakan teknik lama, untuk mencari kemampuan siswa menulis paragraph narrative yang diajarkan dengan menggunakan teknik proofreading dan untuk mencari ada atau tidakkah perbedaan yang signifikan dalam penggunaan teknik proofreading terhadap kemampuan siswa menulis paragraph narrative dikelas sebelas SMAN 13 Pekanbaru.

Dalam penelitian ini, tipe penelitian yang digunakan adalah penelitian pre eksperimental dengan disain static group comparison. Peneliti mengambil dua group posttest. Peneliti memakai dua kelas sebagai sampel yang terdiri dari 64 siswa. Kedua'y diberi posttest setelah treatment diberikan. Teknik mengoleksi data'y dengan menggunakan test dan observasi. Test digunakan untuk mencari kemampuan siswa menulis paragraph narrative dikelas sebelas SMAN 13 Pekanbaru. Teknik menganalisa data telah menggunakan rumus tset T untuk mencari adanya hubungan antara dua buah posttest dengan menggunakan SPSS 16. Hasil skor penelitian menunjukkan adanya perbedaan yang signifikan antara kemampuan siswa dalam menulis paragraph narrative yang diajarkan menggunakan teknik proofreading dan teknik lama. Jadi kesimpulannya, penggunaan teknik proofreading mempengaruhi kemampuan siswa dalam menulis paragraph narrative di kelas sebelas SMAN 13 Pekanbaru.

ABSTRACT

Henny Cahyaningih (2011) : The Effect of Using Proofreading Technique toward Students' Writing Ability at the Grade Eleven of SMAN 13 Pekanbaru

This research entitles "The Effect of Using Proofreading Technique toward Students' Writing Ability at the Grade Eleven of SMAN 13 Pekanbaru". The title was researched because many students of this school think that writing is one of the difficult language skill to be mastered. They also often have problems in correcting errors in their writing. The problems might be derived from the students, the materials, the teachers, or even the strategy applied in teaching – learning process. Even though the English teacher of SMAN 13 Pekanbaru has applied some techniques in teaching-learning writing, some students still have mistake after writing, such as misspelling, incorrect grammar and punctuation. Based on the some reasons above, the researcher done this research.

The objectives of the research are to find out students' ability in writing narrative paragraph being taught by using conventional technique, to find out students' ability in writing narrative paragraph being taught by using proofreading technique and to find out whether there is significant effect of using proofreading technique toward ability in writing narrative paragraph at the grade eleven of SMAN 13 Pekanbaru.

In this research, the type of research used was experimental research by the static group comparison design. The researcher took two groups posttest. The researcher used two classes as sample that consists of 64 students. Both post-test were given after the treatment. The technique of collecting data was the test and observation. The test was used in order to find out the students' ability in writing narrative paragraph at the grade eleven of SMAN 13 Pekanbaru. The technique of data analysis used T Test formula in order to find out the amount relationship between two post-test by using SPSS 16 Version. The analysis of data showed that there is significant different of students' ability in writing narrative paragraph taught by using proofreading technique and conventional technique. It can be concluded that the use of proofreading technique influenced students' ability in writing narrative paragraph at the grade eleven of SMAN 13 Pekanbaru.

ملخص

هننى جهينعسه (2011): مؤثر استعمال Proofreading Techinique في القدرة الكتابة عند تلاميذ الفصل الحادية عشرة المدرسة العالية الحكومية 13 باكبارو.

أهداف من هذا البحث هو " مؤثر استعمال Proofreading Techinique في القدرة الكتابة عند تلاميذ الفصل الحادية عشرة المدرسة العالية الحكومية 13 باكبارو." قد تبحت هذا الموضوع لأن كثير من تلاميذ المدرسة العالية الحكومية 13 باكبارو هم يتفكرون ان الكتابة هي احدى القدرة اللغة الذين صعوب للإستعاب. لهم مشكلة في العطى تفتس في الكتابهم. تقدم المشكلة من تلاميذ، مادة، مدرس او اسلوب الذي تطبيق في عملية التعليم متعلم. اما المدرس في اللغة الإنجليزية بالمدرسة العالية الحكومية 13 باكبارو قد تطبيق طريقة في عملية التعليم متعلم، بعض تلاميذ لهم الإحطى بعد الكتابة كمثل ناقص من قرأة، الإحطى في القواعد و تجويد. بناء على السابقة، عملت الباحثة في هذا البحث.

أفراد من هذا البحث هو لتبحت القدرة تلاميذ في الكتابة فكرة الرئيسية نارتييف الذين يعلموا بإستعمال طريقة القادمة، لتبحت القدرة تلاميذ في الكتابة فكرة الرئيسية نارتييف الذي يعلموا بإستعمال طريقة Proofreading و لتبحت موجود او غير موجود مفرق الذي سغنيفكن في استعمال طريقة Proofreading في القدرة تلاميذ في الكتابة فكرة الرئيسية نارتييف في الفصل الحادية عشرة المدرسة العالية الحكومية 13 باكبارو.

في هذا البحث، صيغة البحث الذي تستعمال هو البحث قبل مباشرة بالديسنن بستتق المجتمع قمفريصون. خذت الباحثة المحتمعين الإختبار. تستعمال الباحثة فصلاان كلعينة تتكون من 64 تلاميذ. تعطى الباحثة الإختبار الى تلاميذ بعد تمرينات. طريقة لجمع البيانات بإستعمال الإختبار و المراقبة. الإختبار يستمال لبحث القدرة تلاميذ في الكتابة فكرة الرئيسية نارتييف في الفصل الحادية عشرة المدرسة العالية الحكومية 13 باكبارو. طريقة تحليل البيانات بعد تستعمال الرموز الإختبار T لتبحت موجود إرتبط الإختبارن بإستعمال SPSS 16 . حصول النتيجة البحث تدل على مفرق سغنيفيكن بين قدرة تلاميذ في الكتابة فكرة الرئيسية نارتييف الذي يعلموا بإستعمال طريقة Proofreading و طريقة القادمة. بناء على تحليل البيانات ، وجدت

الخلاصة ان استعمال Proofreading تؤثر القدرة تلاميذ في الكتابة الرئيسة نارتيف في
الفصل الحادية عشرة المدرسة العالية الحكومية 13 باكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a powerful tool used in the written form. It is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Hughey states that feelings, hopes, dreams, and joys can be expressed as well as fears, angers and frustrations through writing.¹

Many people find it easy to speak but hard to write things down on paper. Hughey says that certain linguistic factors make writing more complex and difficult discourse medium for most people.² For example, in linguistic factor speech allows use of informal and abbreviated forms and constructions, which are uttered almost spontaneously, often tumbling out without careful editing or forethought. Otherwise, written statements must be conducted more careful to ensure that the meaning is clear. Then, writers must be certain that statements are coherence; they cannot repeat point for emphasis indefinitely without being redundant.

Writing is one of the subjects that should be taught and developed in classroom. The teaching of writing at Senior High School, students are able to make sentences, paragraphs, and essay or even to fulfill their classroom assignments. It is stated in Standard Competence that the function of teaching writing is to express ideas in report, narrative, and analytical exposition accurately, fluently and acceptable in the context of daily life and in accessing the

¹ Jane B. Hughey, et al, *Teaching ESL Composition: Principles and Techniques*, Newbury House Publishers. 1983, p. 33

² *Ibid.*, p 3-4

science. Whereas in Based Competence, it is stated that in writing students can identify the language feature of report, narrative and analytical exposition text.³

Many people include the students who want to be a good writer but most of people or students always have problem and difficulties to write a good writing include the students at the second year students of SMA N 13 Pekanbaru. Based on the researcher's observation at the school especially at the second year, the researcher found that there are many students of this school think that writing is one of the difficult language skill to be mastered. They also often have problems in correcting errors in their writing. The problems might be derived from the students, the materials, the teachers, or even the strategy applied in teaching – learning process.

Related to the teachers' side, the teachers have already applied some techniques such as discussion, drafting and word mapping but students still have some mistakes after writing, such as misspelling, incorrect grammar and punctuation. A mistake to choose a technique will cause a failure in teaching-learning process. Finally the teaching goals can not be reached.

Based on the researcher's preliminary observation when practical teaching and interview with one of English teachers of SMAN 13 Pekanbaru, students are demanded to pass all courses with the satisfactory score. In one side, there are some students are still problematic in writing. It can be seen from the symptoms bellow:

1. Some students still make some mistakes in applying grammar in writing.

³ SMAN 13 Pekanbaru, *Kurikulum Tingkat Satuan Pendidikan*, Pekanbaru, SMAN 13 Pekanbaru, 2010, p. 16

2. Some students are not able to write with a correct spelling until the end of writing.
3. Some students are still confused to apply punctuation in writing.

Based on the symptoms above, it can be clearly seen that students' writing ability at SMAN 13 Pekanbaru has to be improved by other technique. There are some techniques to increase the writing ability, one of them is proofreading. In this technique, students have to proofread their paper in order to check grammatical errors, sentence structure errors, spelling errors and punctuations errors. This technique is suggested by Nunan, he says that before the final draft is turned in for evaluation, students should, of course, read for mistake in spelling, grammar, punctuations, and so forth. Students can help each other to proof read and edit although the instructor should keep his/her involvement to a minimum. In developing independent writers, it is important that students learn to proofread and edit on their own as much as possible. And a teacher should not correct a student's draft by supplying all the correct forms of words, punctuation and so forth. Students are often overwhelmed by the large amount of teacher's writing on their papers, and feel paralyzed by what looks like an immense number of "errors".⁴ In addition, Syafi'i says that it is important to leave time between finishing the draft and rereading it, or tend to read what we meant to write, rather than what is actually on the page. Read it aloud and listen to ourselves to proofreading for correctness our writing.⁵ In conclusion, a carefully proofread

⁴ David Nunan, *Practical English Language Teaching*, The McGraw_Hill Companies, Inc. 2003, p. 98

⁵ M.Syafi'i. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, Lembaga Bimbingan Belajar Syaf Intensive (LBSI) Pekanbaru 2007, p. 108

essay, however, sends a positive message: It shows the value of the writing and respects the readers.

Based on the explanation above, the researcher is interested in doing a research entitled: **“The Effect of Using Proofreading Technique toward Students’ Writing Ability at Grade Eleven OF SMAN 13 Pekanbaru”**

B. Identification of the Problem

Based on the background of the problem, the researcher identifies some problems as follows:

- a. How is students’ ability in writing narrative paragraph taught by using proofreading technique?
- b. How is students’ ability in writing narrative paragraph taught by using conventional technique?
- c. What do make students have low writing ability?
- d. Why do some students still have some mistakes after writing?
- e. Is there any significant effect of using proofreading technique toward students’ ability in writing narrative paragraph?

C. Limitation of the Problems

Since the problem is broad enough, it is better for the researcher to restrict the problem in order to pay more attention to the specific problems. In this research, the researcher focuses on the effect of using proofreading technique toward writing narative paragraph at the grade eleven SMAN 13 Pekanbaru.

D. Formulation of the Problem

Based on the problem depicted above, Research was formulated the problem in the following research questions:

- a. How is students' ability in writing narrative paragraph taught by using conventional technique?
- b. How is students' ability in writing narrative paragraph taught by using proofreading technique?
- c. Is there any significant effect of using proofreading technique toward students' ability in writing narrative paragraph?

E. Reasons for Choosing the Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. This research title has never been investigated by any researcher.
2. The problems of the research are very interesting to be researched in terms of teaching and learning writing as EFL class.
3. The topic is relevant to the writer as one of the students of the English Education Department who will become the future English teacher.

F. The Objectives and Significance of the Research

a. The Objectives of the Research

The objectives of the research used to measure and find out the students' writing ability and the difference of using conventional and proofreading technique. The finding research can be formulated as follow:

1. To find out how students' ability in writing narrative paragraph taught by using proofreading technique is.
2. To find out how students' ability in writing narrative paragraph taught by using conventional technique is.
3. To find out whether there is significant effect of using Proofreading technique toward students' ability in writing narrative paragraph.

b. The Significant of the Research

The needs of this research can be described on several significant as follow:

1. To give information about the students' writing ability after being taught by using proofreading technique.
2. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University Riau
3. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of proofreading technique.

G. Definition of the Term

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms those are used in this research as follows:

1. Writing Ability

Writing Ability is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.⁶ In this study, writing ability is students' capacity in writing narrative paragraph at grade eleven students of State Senior High School 13 pekanbaru.

2. Proofreading

Proofreading comes from word "proofread". Sylvia and Thomas stated that proofreading is defined as the last step of writing process include checking and correcting errors in the spelling, punctuation, grammar, and mechanics to improve the written expression⁷. In this research, proofreading is the technique used to improved the students' writing ability at the grade eleven o state senior high school 13 Pekanbaru.

⁶ Maria Da Graca L.C. Pinto, *Looking at Reading and Writing through Language*", *Effective Learning and Teaching of Writing: a Handbook of writing in Education*, Second Edition, Vol 14. Gert Rijlaarsdam, et al, Boston: Kluwer Academic Publishers, 2005, p. 45

⁷ Sylvia A. Holladay and Thomas L Brown, *Options in Rhetoric Writing and Reading*, Prentice Hall, Inc. United State of America 1981), p. 6

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Writing

a. What is writing?

As one of four language skills (listening, speaking, reading and writing) writing should be gotten attention by linguistics. Some experts give different meaning of writing, one of them Hughey, who said that writing is a communicative act which depends upon an awareness of social relationship and social expectation.¹ Beside, David Nunan defined that writing is a series of contrasts:²

a). It is both a physical and a mental act

In writing, people use some materials and need the physic activity, for example, computer or paper is used to write down the ideas. On the other hand, writing is the mental activity which demanded writer to invent ideas, think about how to express them and organize them into well organization of writing.

b). Its purpose is to express and impress

Basically, writers need two focuses in exploring their ideas, first is themselves and another one is the audiences who give important part to the writers to give desire to express the ideas as readers of the writing.

¹ Jane B Hughey, *Teaching ESL Composition Principles and Techniques*, Newbury House Publishers, Inc. Rowley, Massachusetts 01969, Rowley. London. Tokyo. 1983, p. 3

² David Nunan, *Practical English Language Teaching*, The McGraw_Hill Companies, Inc. 2003, p. 88

c). It is both a process and a product

Writing is a process of imagining, organizing, drafting, editing, and proofreading of writers. Whether audience sees writing as a product to read such as letter, story, report, etc.

b. The Component of Writing

In writing, there are some components that are necessary for good writing. Hughey states that there are five aspects of making good writing, they are:³

a). Grammar

Grammar has an important role in writing. A good writer usually has a group of grammatical element. The writer can produce the correct sentences in writing paragraphs by mastering the grammar. It is very important for the students to master the grammar of English in order to be able to construct correct sentences as a basic to be successful in writing.

b). Vocabulary

Vocabulary can be defined as a collection of words that is arranged alphabetically for reference and define or explain. To enrich the vocabulary is very important in writing. Without mastering vocabulary, students cannot express anything in written form. Students can explore more deeply what they want to express by good in vocabulary because they can select the words that are suitable to the topic of writing.

³ Jane B. Hughey, et al, *Teaching ESL Composition: Principles and Techniques*, Newbury House Publishers. 1983, p. 94

c). Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling always makes a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

Punctuation also plays an important role in helping readers to establish intonation. Punctuation gives signals to the readers to raise his voice or drop his speed and whether or not the writer wants to stop. If the writer missed putting punctuation mark, the meaning will change.

d). Form/Organization

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentences starting at the details that are near and then moving further, according to where the object is located.

e). Fluency

A paragraph is said to have coherence or fluency when its sentences are together or flow into each other. In order to have coherence in writing, the movement from one sentence to the other must be logical and smooth. There are two main ways to achieve coherence. The first way is using transition signals to show one idea which is related to the text. The second way to achieve coherence is by arranging the sentence in logical order.

2. Students' Writing Ability

Writing is important as a means of communication and discovery. In each field of life, there must be different need of communication through writing. For

example, student writes project paper, takes test and makes reports. The bussinessperson writes reports and instructions for their foreigner partners. The costumer writes complaint about the faulty product ordered of foreign company. Based on the fact above, it is important to know how to compose and communicate information and ideas in written English as Sylvia and Thomas said that the success of our written communications depends largely upon our skill in composition.⁴

Many students see writing only as a classroom exercise, truly, students need to recognize that mastering the complexities of writing process not only will help them attain their immediate goal – well written essay, reports, and research paper – but will also serve them for beyond the confines of the English classroom. In Standard Competence, the function of teaching writing is to express ideas in report, narrative, and analytical exposition accurately, fluently and acceptable in the context of daily life and in accessing the science. Whereas in Based Competence, in writing students can identify the language feature of report, narrative and analytical exposition text.⁵ In conclusion, the ability to write well paragraph or composition is one of students' skills that have to be mastered.

There are some types of text have to be learned by students in the classroom activity. Each text has its own organization to follow. Then, students also can difference and learn each of kinds of text bellow.

a. Types of Text in Writing of Senior High School

⁴Sylvia A.Holladay and Thomas L Brown, *Options in Rhetoric Writing and Reading*, Prentice Hall, Inc. United State of America 1981, p. 2

⁵Sman 13 Pekanbaru, *Kurikulum Tingkat Satuan Pendidikan* (Pekanbaru, SMAN 13 Pekanbaru, 2010), p. 16

Based on the curriculum based competence, there are some texts needed to be mastered by students of senior high school, they are concluded in the three books commonly used in the senior high school, they are recount (a text which retells events or experiences in the past) Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Recount has **generic structure, they are:** orientation (introducing the participants, place and time), events (describing series of event that happened in the past), reorientation (it is optional, stating personal comment of the writer to the story).

b). Narrative

Narrative text is a kind of text to retell the story that is in the past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story. Kinds of narrative are fable, short story, fairy tail, legend and novel. Narrative has **generic structure of the text, they are:** orientation (it set the scene and introduce the participants (it answers the question: who, when, what, and where)), complication (tells the problems of the story and how the main characters solve them), resolution (the crisis is revolved, for better or worse). In addition, according to Hornby in Syafi'i book, He syas that narrative means story or orderly account of events.⁶

c). Procedure

⁶ *Ibid.*, p 58

It is a text that explains a method of doing something. In this text, students can order or method of doing something. Procedure has generic structure of text, they are: goal, material, steps.

d). Descriptive

A descriptive text is a text which lists the characteristics of something. The purpose of descriptive text is to create a vivid impression of a person, place, object or event. It has generic structure of the text they are: general statement, explanation, closing.

e). News item

News item is a text which informs readers about events of the day. In this text students can inform readers about an event that are considered newsworthy or important. **It has generic structure of the text, they are: newsworthy event, background Events, source.**

f). Report

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. In this text students can describe the way things are such as a man-made thing, animals, and plants. It has generic structure of text, they are: general classification (stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general), description (describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials)

g). Analytical exposition

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. It has generic structure of text, they are: thesis (introducing the topic and indicating the writer's position), arguments (explaining the arguments to support the writer's position), reiteration (restating the writer's position)

h). Spoof

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. Spoof has generic structure of text, they are: orientation, events, twist.

i). Hortatory exposition

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. In this text students can persuade the reader or listener that something should or should not be the case. It has generic structure of text, they are: thesis, arguments, recommendation.

j). Explanation

This text is [explaining the processes](#) that occur in the formation or the activities associated with natural phenomena, the scientific world, socio-cultural, or other purpose explained. in this text students can explain the processes involved in the formation and working of natural or sociocultural phenomena. Its generic structure of text, they are: overview (a general statement), a general

statement to position the reader, explanation process (a sequenced explanation of why or how something occurs), closing.

k). Discussion

It is a text that presents (at least) two points of view about an issue. In this text, students can explore various perspective before coming to an informed decision and present information and opinions about more than one side of an issue (for points and against point). Its **generic structure of text, they are:** statement of issue, arguments for, argument against, recommendation.

3. The Factors Influence Students' Writing Ability

There are a lot of factors that influence students' ability in learning process. According to Purwanto, there are two big factors that influence students in learning process⁷, they are as follows:

- a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.
- b. External factors, which include environmental factors (natural and social factors) and instrumental factors (Curriculum, teacher, facility, management, and administration)

Then, these cases also happen in ability of writing. It indicates that writing is not a simple act, but it is a complex, multidimensional, contextually situated activity. Not all of people are able to express their ideas on a paper. According to

⁷ Nadia Devaga, *The Students' Ability in Writing Narrative Paragraph and the Factor that Influence It*, Unpublished Undergraduated Thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2008, p. 10

Hamp-Lyon and Heasley, writing is not easy. It takes study and practice to develop this skill.

Based on the explanation above, the writer concludes, there are some factors that influence students' writing ability, they are:

a). Internal Factors

(a). Students' motivation

Motivation is condition causing a person begin or does something. According to Mc, Donald, motivation is changing energy from someone that marks with feeling started by responding toward the objectives.

(b). Students' Interest

Interest is one of the aspects that influence students' ability in writing narrative text. Interest will motivate someone to do something. Interest is high desire toward something or feeling and wanting to know about something.

(c). Students' Talent

Talent is a basic factor that influences students' successful in learning. A talented student is one who is able to write a good Narrative text.

(d). Students' Attitude

Other factor that influences students' ability in writing narrative text is their attitude. According to Grave, F. Et.al states learning attitude and motivation are crucial determinant of learning⁸.

(e). Students' Grammar Mastery

Grammar is very important. It is due to that grammar is needed in arranging words. This case is emphasized by Brown in his book; he states that grammar is system of the role governing the conventional arrangement and relationship of word in sentence.

(f). Students' Vocabulary Mastery

Vocabulary mastery plays an important role in writing a narrative text. The more vocabulary they have, the easier they write. Brown states, good writer will learn to take advantage of the rich of English vocabulary that determines how clearly and accurately you can express your idea.

(g). Reading capability

Krashen states good readers are often good writers⁹. It means that person who gets high score in reading will get high score in writing narrative, because reading provides students models for the structure of sentences and paragraphs,

⁸*Ibid*

⁹ Joy M.Reid, *The Process of Composition*, Prentice Hall Regents1987, p. 50

vocabularies, and suggests appropriate topic and content for them when writing a narrative text.

(h). Personal Experience

Writing narrative text is story telling. The story can be from his experience or others. It means the more experiences they have they more topics they can write.

b). External Factors

(a). Teacher Role

Teacher has important role to make students successful in learning. Diane says teacher is technician or engineer.

(b). Curriculum

Curriculum is external factors that influence students' ability in writing narrative text. Curriculum contains standard competency that mastered by students.

4. The Nature of Proofreading Technique

Both writing and reading are very important to learn, both have the tight relationship which cannot be separated each other. Many linguists write book contents of reading and writing. It is as a means that reading and writing have close relationship. The word reading is also found in writing process, which is called by **proofreading**. Many people still confused to know whether reading or writing that proofreading activity is. Proofreading activity is found in the last

process of writing, as Sylvia and Thomas said that the last stage writing composition is proofreading.¹⁰

According to Nunan, Proofreading is one of some old techniques. This technique is stated that before the final draft is turned in for evaluation, students should, of course, read for mistake in spelling, grammar, punctuations, and so forth. Students can help each other to proof read and edit although the instructor should keep his/her involvement to a minimum. In developing independent writers, it is important that students learn to proofread and edit on their own as much as possible. And a teacher should not correct a student's draft by supplying all the correct forms of words, punctuation and so forth. Students are often overwhelmed by the large amount of teacher's writing on their papers, and feel paralyzed by what looks like an immense number of "errors".¹¹

In addition, as what Syafi'i said in his book that is important to leave time between finishing the draft and rereading it, or tend to read what we meant to write, rather than what is actually on the page. Reading aloud and listening to ourselves to proofread for correctness our writing.¹² In conclusion, a carefully proofread essay, however, sends a positive message: It shows that you value your writing and respect your readers.

¹⁰ Sylvia A. Holladay, Thomas L. Brown, *Op.Cit.*, p. 6

¹¹ David Nunan, *Op.Cit.*, p. 98

¹² M.Syafi'i. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, Lembaga Bimbingan Belajar Syaf Intensive (LBSI) Pekanbaru 2007., p. 108

Moreover, the importance of proofreading is also stated by Joy that to be sure to proofread the essay from grammar and sentence structure error become the important part after revising in complete draft of writing.¹³

Although proofreading is including to linear fashion technique presented, as mentioned, Nunan also said that any of the steps can and should be performed, “reformed” at any stage in the writing process. For example, if a student’s essay is not well developed, doing another round of quick writing or brainstorming may help to further flesh out the ideas. While spelling and punctuation may not be of prime concern early in the process, students can, and should, make corrections any time they notice them, and not wait until the “last step”.¹⁴

a. The Symbols of Proofreading

In proofreading, there are a number of symbols are symbols to mark or suggest corrections. These symbols become characteristics of proofreading. According to Barli Bram, there are eleven symbols found in proofreading technique, they are:¹⁵

a). The correction symbol ^ means that it is need to insert a word, a phrase, a clause or a sentence where the symbol occurs.

b).The correction symbol – (a line) or or like a snake’s tail means that the letter, the word, the phrase, the clause or the sentences marked by the symbol should be deleted.

¹³ Joy M.Reid, *Op.Cit.,.* p.82

¹⁴ David Nunan, *Op.Cit.,* p. 98

¹⁵ Barli Bram, *Write Well Improving Writing Skills*, Penerbit Kannisius Yogyakarta 1995, p. 75

c).The correction symbol means that the words between the symbol of the symbol need to be combined or placed closer.

d).The correction symbol implies that the word between it must be separated or written as two words. In other words, the symbol has the opposite meaning of the symbol

e).The correction symbol requires that the letters, the words, or the clauses between the symbol must be reversed.

f).The correction symbol is used to mark a replacement and or insertion. (the replacement and or correction will often be placed at the end of the line).

g).The correction symbol indicates that the sentences following the symbol should form a new paragraph.

h).The correction symbol (perhaps not every often used by writing instructors) sows that it is need to begin writing the line (s) in the symbol same column as the preceding and following lines. It suggests that the left margins should be ‘justified’.

i).The correction symbol means that the line (s) between the symbol need (s) to be removed to the right so that the line (s) in question will be in the same columns as the preceding and following line (s). in other word, it implies right margin justification.

j).The correction symbol indicates that there is too much space between the lines where the symbol occurs. It is necessary, therefore, to remove one of the lines or both of them so that they will be closer together.

k).The correction symbol is the opposite of the symbol .The symbol means that there is not enough space between or among the lines.

Apart from the eleven correction symbols, the writing instructors or proofreader might also make use of these contractions:

l). The letters **sp** refer to spelling problem.

m). The letters **awk** imply that the expression or sentence marked with the contraction sound **awkward** or **clumsy**; it should be rewritten.

n). The letter **unc** mean that a sentence or expression has a meaning problem; it is unclear.

o). The letter **art** suggest that a suitable article is required before the noun in the phrase, clause or sentence.

b. Procedure of Proofreading Technique

Like other technique, proofreading also has some steps to follow in order to get good goal of this technique. There are five suggested strategies according to Barli Bram:¹⁶

a). The teacher asks students to read carefully, word by word while paying attention to every piece of punctuation. Also, be sure to point out where a sentence begins and ends.

b). The teacher asks students to read loudly, or at least pronounce every word to themselves, to trace strange, incorrect spelling. Watch out for sight reading. Do not simply pronounce a word without checking how it should be spelled.

c). The teacher asks students to read from right to left; start reading from the end of each line or row. This way of proofreading is similar to Arabic and Chinese style of writing.

d). The teacher asks students to begin reading from the very end of the paragraph. In other words, read the last word first and the first word last. Although this suggestion sounds unusual, it works quiet well. Careful proofreads do not mind doing this at all.

e). While reading, the teacher asks students to keep on being ‘suspicious’ about anything unacceptable, especially spelling and punctuation problems. If we proofread our own writing, we may need to pretend that we are reading someone else’s, because it is usually easier to find other people’s mistakes than to find their own.

5. The Effect of Proofreading Technique toward Students’ Writing Ability

¹⁶ *Ibid.*, p. 74

Many people include the students who want to be a good writer but most of people or students always have problem and difficulties to write a good writing. Many students of this school think that writing is one of the difficult language skills to be mastered. They also often have problems in correcting errors in their writing. The problems might be derived from the students, the materials, the teachers, or even the strategy applied in teaching –learning process.

Related to the teachers' side, the teachers have already applied some techniques such as discussion, drafting and word mapping but students still have some mistakes after writing, such as misspelling, incorrect grammar and punctuation. A mistake to choose a technique will cause a failure in teaching-learning process. Finally the teaching goals can not be reached.

In fact, students' writing ability has to be improved. In this case, teacher needs other technique to improve students' writing ability. There are some techniques to increase the writing ability, one of them is proofreading. In this technique, students have to proofread their paper in order to check grammatical errors, sentence structure errors, spelling errors and punctuations errors. This technique has some good affects toward students' writing ability as defined by some linguistic that proofreading can affects students' writing ability. Barli states that proofreading is a useful skill which every careful writer must process in order to produce well-finished written work."¹⁷ In addition, Sylvia and Thomas say that proofreading is used to improve the written expression.¹⁸ Moreover, Brady Smith also states that all of the steps in the revision process—prewriting, drafting,

¹⁷ Barli Bram, *Op.Cit.*, p. 73

¹⁸ Sylvia A Holladay, *Op.Cit.*, p.6

proofreading, revising, and editing—are intended to make the piece of writing clearer and therefore, better.¹⁹ In the last, advantage of proofreading is added by Mary Scoot and Joan Turner, who say that proofreading is to contribute to knowledge making.²⁰ In conclusion, a carefully proofreading after writing, however, sends a positive message to improve the students' writing ability.

B. The Relevant Research

There is a relevant research which has relevancy to this research, it is “The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at Second Year of Senior High School of Al-Kautsar Sail Pekanbaru” by Samsu Duha. His research is contribution. It is a kind of studies designed to investigate whether or to what degree, a relationship exists between two or more quantified variables. There are two variables used in his research. Firstly, the students' tenses mastery is the independent variable (X) and the dependent variable (Y) is the students' performance in writing narrative paragraph. The location of his research was in senior high school of al-Kautsar at Hangtuh street sail Pekanbaru, and his research was conducted on may 2008. The target of population of this research was the second year students of senior high school of al-Kautsar sail Pekanbaru; and they are 32 students, the writer took all population as sample (32 students) in his research. The technique of data

¹⁹ Brady Smith, *Proofreading, Revising, & Editing Skills Success in 20 Minutes a Day*, All rights reserved under International and Pan-American Copyright Conventions. Published in the United States by LearningExpress, LLC, New York. Librarys of Congress Cataloging-in-Publication Data, Learning Express. New York, 2003, p. 200

²⁰ Mary scoot and Joan turner, *Problematising Proofreading*, Institute of Education, University of London and Language Studies Centre, Goldsmiths, University of London, www.zeitschrift-schreiben.eu, Online publiziert: 3. Oktober 2008, 08.AM, p. 4

collections are questionnaire and test. The technique of data analysis is using product moment correlation coefficient.

This research found that there was a significant contribution of tenses mastery toward students' performance in writing a narrative paragraph of Senior High School of Al-Kautsar Sail Pekanbaru.²¹ This relevant research gives huge contribution to the researcher's study. Researcher got much information that tenses mastery is really related to writing a narrative paragraph. Based on that case, researcher bravely is going to do research on the effect of proofreading in writing narrative paragraph, because proofreading focuses on correcting grammar, punctuation and spelling, which of course will give much contribution on writing a narrative paragraph. But, the researcher's researches so much different from Samsu Duha's research. The researcher is more specific in applying proofreading technique toward students' Senior High School ability in writing a narrative paragraph.

C. The Assumption and the Hypothesis

1. The Assumption

In general, the assumption of such research can be expressed that:

- a. Students' writing ability is variable.
- b. There are some techniques that can affect students writing ability.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

²¹ Samsu Duha, *The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at Second Year of Senior High School of Al-Kautsar Sail Pekanbaru*, UIN SUSKA Riau, 2009, p. 51

Ha : There is significant effect of proofreading technique toward students' writing ability of Grade Eleven at SMAN 13 Pekanbaru.

Ho : There is no significant effect of proofreading technique toward students' writing ability of Grade Eleven at SMAN 13 Pekanbaru.

D. The Operational Concept

Operational concept is a concept that guides the readers to avoid misunderstanding. It should be interpreted into particular words in order to be easier measured. It gives clear description of the variables. As mentioned by Syafi'I that all related theoretical frameworks can be operated in the operational concept.²²

There are two variables in this research, they are variable X as proofreading technique and variable Y as writing ability. Thus, the writer determines some indicators of both variables.

a. The indicator of variables Y (writing ability)

The students can:

- a). The students are able to produce appropriate ideas and theme (Content).
- b). The students can arrange orientation, complication and resolution in organizing a narrative and make them coherence in writing, logic and smooth (Organization (coherence and cohesion)).
- c). The students are able to use proper words or vocabularies in writing (Vocabulary).

²² Syafi'I, *Op.Cit.*, p. 122

d). The students can produce the topic sentences, body and conclusion in writing paragraph by using correct grammar, punctuation and spelling. (Language Usage (grammar & spelling)).

b. The indicator of variables X (students' use proofreading technique) as follows:

a). The teacher asks students to read carefully,

b). The teacher asks students to pay attention to every piece of punctuation.

c). The teacher asks students to point out where a sentence begins and ends.

d). The teacher asks students to read loudly.

e). The teacher asks students to pronounce every word to their selves, to trace strange, incorrect spelling.

f). The teacher asks students to watch out for sight reading. To not simply pronounce a word without checking how it should be spelled.

g). The teacher asks students to read from right to left.

h). The teacher asks students to start reading from the end of each line or row.

This way of proofreading is similar to Arabic and Chinese style of writing

i).The teacher asks students to begin reading from the very end of the paragraph.

In other words, read the last word first and the first word last. Although this suggestion sounds unusual, it works quiet well. Careful proofreads do not mind doing this at all.

j). The teacher asks students to proofread each other of their writing.

k). The teacher asks students to write the paragraph based on the correction or proofreading.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research is pre-experimental design. The type will used is the static-group comparison. This design requires at least two groups, one that receives a new and another that receives a traditional, or control treatment. Both groups are posttested. The experimental group may receive something while the control group receives nothing. In this case, X_1 = in-service training and X_2 = no in-service training.¹ Post-test score are compared to determine the effectiveness of the treatment. This research consists of two variables; the independent variable symbolized by “X” that is the effect of using Proofreading Technique and the dependent one as “Y” which refers to students’ writing ability. In brief, the research is designed by the following table.

Table I
Research Design

Class	Treatment	Post-test
Experimental	T	X
Control	0	X

Where:

T : Teaching writing by using Proofreading Technique

¹ Gay, L.R and Peter Airasian, *Educational Research*, New Jersey, Prentice-Hall. Inc. 2000, p. 389

X : The students' writing ability after treatment of experiment class and student without treatment of control class.

B. Location and Time of the Research

The research was conducted at the Grade Eleven of SMAN 13 Pekanbaru. This research was conducted on May 2011.

C. Subject and Object of the Research

The subject of this research is the Second Grade Eleven of SMAN 13 Pekanbaru, while the object of this research is the students' writing ability through Proofreading Technique.

D. Population and Sample

The population of this research is the grade eleven students of State Senior High School 13 Pekanbaru. There are three classes; Social class 1(32 students), social class 2(32 students), Science class (29 students), so the total of population is 93 students. In addition, researcher takes only two classes from three classes as sample of the research by using clustering random sampling, because the three classes are divided into one Science class and two social classes, in order to make the same level, then researcher only took two Social classes Furthermore, the sample of this research is 64 students. The sample is divided into two groups. The first group is experimental class, it consists of 32 students and the other one is control class that consists of 32 students.

Table II

The Population and Sample of the Research

No	Class	Population	Sample
1	XI IPS 1	32	Experimental Class
2	XI IPS 2	32	Control Class
3	XI IPA	29	-
	Total	93	64

E. The Technique of the Data Collection

The researcher used two kinds of instruments. They are test and observation. These instruments are used to find out how students' ability in writing narrative paragraph taught by using proofreading technique is, to find out how students' ability in writing narrative paragraph taught by conventional technique is and To find out whether there is or not significant effect of using Proofreading technique toward students' ability in writing narrative.

1. Test

The test is used to collect the data about students' ability that come from the score of the test, which is made by the writer. The material of the test based on the syllabus given at the Second Grade Eleven of SMAN 13 Pekanbaru. The test consists of two posttests. The test is done by giving students a command to write a narrative paragraph by using proofreading for experimental class and without proofreading for control class. In order to analyze students' ability in writing essay text, the researcher used graduated standard of English lesson in SMAN 13 Pekanbaru (SKL) that was 60 for students' ability in writing narrative text, it means for those who get score < 60 , they do not pass graduated standard (SKL), while for those who get score ≥ 60 , they pass graduated standard (SKL).

2. Observation

Observation is used to know teaching activity in teaching and learning process by using proofreading technique.

In order to find out whether there is a significant difference between students' ability in writing paragraph before being taught by using proofreading technique and students' ability in writing essay text after being taught by using proofreading technique, the data were analyzed statistically. In analyzing the data, the writer used score of two post-test of control and experiment class. The different mean was analyzed by using SPSS 16 Version.²

F. The Techniques of Data Analysis

In analyzing test data, the researcher used mean score of two posttests of experimental class and control class by using the following formula:³

$$Mx = \frac{\sum fx}{N} I$$

In scoring process of the students' writing ability in narrative paragraph was done by the two raters who act out of the researcher. Both raters used analytical scoring that is adopted from SEAMEO which is related to RPP of SMAN 13 Pekanbaru. The scoring process is based on the following component.

Table III

The indicators of Writing Skill's Test

No	Item's Noticing	The indicators
1.	Content	1. Minimal answer-insufficient language to assess.

² Hartono, *SPSS*, Pustaka Pelajar Yogyakarta, 2004, p. 126

³ Hartono, *Statistic Untuk Penelitian*, Pustaka Pelajar Yokyakarta 2004, p. 34

		<p>2. Ideas presented are few and either irrelevant or poorly expressed or answer mostly copied from the text.</p> <p>3. Only a limited number of ideas are presented, or they may be mostly irrelevant to the task.</p> <p>4. Ideas expressed are generally relevant to the task, but may seem inadequate to support the writer's point of view. The purpose of the writing may not be clear.</p> <p>5. The ideas expressed in the writing are relevant and sufficient for the requirements of the task. The purpose of the letter is clear.</p> <p>6. An excellent answer. Ideas are plentiful, well developed, and relevant to the task. The purpose of the writing is clear.</p>
2.	Organization (coherence and cohesion)	<p>1. Minimal answer-insufficient language to assess.</p> <p>2. This answer is fragmented. Information is very hard to interpret.</p> <p>3. Lack of fluency in this piece of writing causes problems of interpretation for the reader. Cohesive devices are inadequate, inappropriate or absent.</p> <p>4. The writing is reasonably fluent, but the message is not always coherent or well organized, and strain may be caused by the omission or misuse of cohesive devices.</p> <p>5. The writing is mainly fluent with only minor problems in the organization of ideas and the management of cohesive devices.</p> <p>6. The writing reads fluently. Ideas are presented clearly and logically, with a good control of cohesive devices.</p>
3.	Vocabulary	<p>1. Minimal answer-insufficient language to assess.</p> <p>2. Vocabulary is extremely limited.</p> <p>3. Restricted vocabulary range and/or poor word choice often creates difficulties in expressions of ideas.</p>

		<p>4. Vocabulary is generally adequate to the task, although it may at times be used inappropriately, and limitations may sometimes create difficulties in expression of ideas.</p> <p>5. A good range of vocabulary is used, causing few obvious limitations in the expression of ideas.</p> <p>6. An extensive vocabulary is used accurately and efficiently.</p>
4.	Language Usage (grammar & spelling)	<p>1. Minimal answer-insufficient language to assess.</p> <p>2. Little evidence of grammatical control. There may be very frequent spelling errors.</p> <p>3. Limited variety of sentence structures. There are frequent and disruptive errors at both word and sentence level, sometimes involving very basic forms. Spelling errors may be intrusive.</p> <p>4. Sentence structure are generally adequate, although errors may occur frequently, especially with more complex structures, spelling is satisfactory.</p> <p>5. Good control of grammar, with a variety of sentence structure, and relatively few errors. Spelling is satisfactory.</p> <p>6. The writing demonstrates complete control of linguistic features with no noticeable errors.</p>

(Adopted from SEAMEO in RPP OF SMAN 13

Pekanbaru)⁴

Thus, to measure students' writing ability, the researcher related the explanation above with the following accumulation.

Table IV
Assessment Aspects of Writing

⁴ SEAMEO in RPP Bahasa Inggris, SMAN 13 Pekanbaru, 2010. p. 3

No	Aspect Assessed	Score					
		1	2	3	4	5	6
1.	Content						
2.	Organization (Coherence & Cohesion)						
3.	Vocabulary						
4.	Language Usage (grammar & spelling)						
Total							
Maximum Score		24					

$$FinalScore: \frac{TotalScore}{MaximumScore} \times 100$$

(Adopted from SEAMEO in RPP bahasa Inggris SMAN 13

Pekanbaru)⁵

Table V

Marking criteria for writing task according to SEAMEO

The components of writing	The Score Range
1. Content	6 : 5 : 4 : 3 : 2 : 1
2. Organization (Coherence & Cohesion)	6 : 5 : 4 : 3 : 2 : 1
3. Vocabulary	
4. Lnguage Usage (grammar & spelling)	6 : 5 : 4 : 3 : 2 : 1
	6 : 5 : 4 : 3 : 2 : 1

(Adopted from SEAMEO in RPP bahasa Inggris SMAN 13

Pekanbaru)⁶

⁵ *Ibid.*,

⁶ *Ibid.*,

Through the accumulating of all patterns above, the researcher scaled the score as follow.

Table VI
Classification of Students' Score

Score	Category
80-100	Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(Adopted from David

P.Haris)⁷

⁷ David P Haris, *Testing English as a Second Language*, New York; Mc Graw Hill Book Company, inc, 1969, p. 57

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of the Research Variable

This research consists of two variables; they are X, teaching using proofreading technique, and Y is students' writing ability at the grade eleven of state senior high school 13 Pekanbaru. Therefore, X is an independent variable and Y is a dependent variable.

B. Data Presentation

1. The Data on the implementation of conventional technique in teaching writing narrative paragraph of SMAN 13 Pekanbaru.

In collecting the data, researcher used observation to know teaching activity in teaching and learning process by using conventional and proofreading technique. In control class, the English teacher of SMAN 13 Pekanbaru applied conventional techniques and researcher as the observer. The implementation of data observation in control class can be seen in the following table.

Table VII

The Percentage of Teacher's Activity of Conventional (Drafting)

Technique

No	Teacher's Activity	Technique								Total	%
		I	II	III	IV	V	VI	VII	VIII		
1	The teacher introduces the vocabulary word and the map to the students	✓	✓	✓	X	✓	✓	X	X	5	63 %
2	The teacher teaches the students how to use the map by putting the target word in the central box	✓	✓	✓	✓	✓	X	✓	✓	7	88 %
3	The teacher asks the students to suggest word or phrases to put in the other boxes which answer the following questions: "what is it?", "what is it like?", "what are some examples?".	✓	✓	✓	X	✓	✓	X	✓	6	75 %
4	The teacher encourages students to use synonyms, antonyms, and picture to help illustrate the new target word or concept.	✓	X	✓	X	✓	✓	✓	✓	6	75 %
5	The teacher models how to invite a definition using the information on the word map.	✓	✓	✓	✓	✓	✓	✓	✓	8	100 %
Total		5	4	5	2	5	4	3	4	32	-
%		100 %	80 %	100 %	40 %	100 %	80 %	60 %	80 %	80%	-

From the table above, the English teacher of SMAN 13 has completed 8 meetings. In observation I, the total teacher's activity is 5(100%) of 5 indicators, in observation II is 4 (80%) of 5 indicators, in observation III is 5 (100%) of 5

	students to point out where a sentence begins and ends.											%	
4	The teacher asks students to read loudly.	✓	✓	✓	X	✓	✓	✓	✓	7	88	%	
5	The teacher asks students to pronounce every word to their selves, to trace strange, incorrect spelling.	✓	X	✓	X	✓	✓	✓	✓	6	75	%	
6	The teacher asks students to watch out for sight reading. To not simply pronounce a word without checking how it should be spelled	✓	X	✓	✓	✓	✓	X	✓	6	75	%	
7	The teacher asks students to read from right to left	✓	✓		✓	X	✓	✓	X	✓	5	63	%
8	The teacher asks students to start reading from the end of each line or row. This way of proofreading is similar to Arabic and Chinese style of writing	✓	X		X	X	✓	✓	X	✓	5	63	%
9	The teacher asks students to begin reading from the very end of the paragraph. In other words, read the last word first and the first word last. Although this suggestion sounds unusual, it works quiet well. Careful proofreads do not mind doing this at all	✓	X	X	✓	✓	✓	✓	X	✓	4	50	%
10	The teacher asks students to proofread each other of their writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	100	%
11	The teacher asks students to write the	✓	✓	✓	✓	X	✓	✓	✓	✓	8	100	%

	paragraph based on the correction or proofreading										%
	Total	11	6	8	7	10	11	7	11	71	
	%	100%	55%	73%	64%	91%	100%	64%	100%	80%	

From the table above, the researcher has completed all aspects that have been observed. In observation I, the total of teacher's activity is 11 (100%) of 11 indicators, in observation II is 6 (55%) of 11 indicators, in observation III is 8 (73%) of 11 indicators, in observation IV is 7 (64%) of 11 indicators, in observation V is 10 (91%) of 11 indicators, in observation VI is 11 (100%) of 11 indicators, in observation VII is 7 (64%) of 11 indicators, in observation VIII is 11 (100%) of 11 indicators.

Furthermore, the total of researcher's activity of proofreading technique is 71 and the percentage is 80%. Researcher's activity of proofreading technique fall into percentage 80%, meaning that, it belongs to **excellent categories** because the total of researcher's activity is 71 of 11 indicators of 8 meetings.

3. The Data on the students' writing narrative paragraph taught by using conventional technique

Table IX
The Students' Writing of Narrative Paragraph Score Taught by
Using Conventional Technique

Sample	Score	Category	Graduate Standard
Student 1	64	Average to Good	Pass
Student 2	58	Poor to Average	No Pass
Student 3	66	Average to Good	Pass
Student 4	63	Average to Good	Pass
Student 5	58	Poor to Average	No Pass
Student 6	66	Average to Good	Pass

Student 7	63	Average to Good	Pass
Student 8	61	Average to Good	Pass
Student 9	63	Average to Good	Pass
Student 10	58	Poor to Average	No Pass
Student 11	63	Average to Good	Pass
Student 12	46	Poor	No Pass
Student 13	46	Poor	No Pass
Student 14	50	Poor to Average	No Pass
Student 15	46	Poor	No Pass
Student 16	61	Average to Good	Pass
Student 17	63	Average to Good	Pass
Student 18	46	Poor	No Pass
Student 19	58	Poor to Average	No Pass
Student 20	55	Poor to Average	No Pass
Student 21	46	Poor	No Pass
Student 22	50	Poor to Average	No Pass
Student 23	58	Poor to Average	No Pass
Student 24	50	Poor to Average	No Pass
Student 25	50	Poor to Average	No Pass
Student 26	63	Average to Good	Pass
Student 27	63	Average to Good	Pass
Student 28	55	Poor to Average	No Pass
Student 29	63	Average to Good	Pass
Student 30	63	Average to Good	Pass
Student 31	63	Average to Good	Pass
Student 32	58	Poor to Average	No Pass

Based on the table above, it can be seen that the students' writing narrative paragraph can be categorized into excellent, average to good, poor to average, and poor. No one got excellent. 15 (47%) students got average to good, 12 (38%) students got poor to average, and 5 (16%) students got poor. To make the percentage of students' writing of narrative paragraph clear can be seen in the following table.

Table X

The Percentage of the Students' Writing of Narrative Paragraph Score in Post-Test of Control Class

No	Category	Frequency	Percentage
1	Excellent	0	0

2	Average to Good	15	47
3	Poor to Average	12	38
4	Poor	5	16
Total		32	

Student's writing of narrative paragraph score in post-test of control class falls into level 60-79, meaning that, they belong to average to good categories because the highest score is 15 (47%) of 32 students.

Whereas the percentage of students' writing of narrative paragraph score in post-test of control class based on SKL can be seen from the following table.

Table XI

The Percentage of the students' writing of narrative paragraph score in post-test of control class based on SKL

No	Category	Frequency	Percentage
1	Pass	15	47%
2	No Pass	17	53%
Total		32	

Based on table above, it can be seen that some students pass graduate standard based on SKL and some do not pass graduate standard. Students who pass the graduate standard are 15 (47%), and students do not pass graduate standard are 17 (53%).

4. The Data on the students' writing of narrative paragraph taught by using proofreading technique

Table XII

**The Students' Writing of Narrative Paragraph Score Taught by
Using Proofreading Technique**

Sample	Score	Category	Graduate Standard
Student 1	70	Average to Good	Pass
Student 2	76	Average to Good	Pass
Student 3	64	Average to Good	Pass
Student 4	74	Average to Good	Pass
Student 5	80	Excellent	Pass
Student 6	76	Average to Good	Pass
Student 7	80	Excellent	Pass
Student 8	64	Average to Good	Pass
Student 9	76	Average to Good	Pass
Student 10	76	Average to Good	Pass
Student 11	64	Average to Good	Pass
Student 12	60	Average to Good	Pass
Student 13	75	Average to Good	Pass
Student 14	80	Excellent	Pass
Student 15	80	Excellent	Pass
Student 16	76	Average to Good	Pass
Student 17	75	Average to Good	Pass
Student 18	60	Average to Good	Pass
Student 19	76	Average to Good	Pass
Student 20	66	Average to Good	Pass
Student 21	76	Average to Good	Pass
Student 22	74	Average to Good	Pass
Student 23	64	Average to Good	Pass
Student 24	75	Average to Good	Pass
Student 25	74	Average to Good	Pass
Student 26	80	Excellent	Pass
Student 27	70	Average to Good	Pass
Student 28	66	Average to Good	Pass
Student 29	75	Average to Good	Pass
Student 30	80	Excellent	Pass
Student 31	65	Average to Good	Pass
Student 32	75	Average to Good	Pass

Based on the table above, it can be seen that the students' writing of narrative paragraph of experiment class can be categorized into excellent, average to good, poor to average, and poor. 6 (19%) students got excellent, 26 (81%) students got average to good, no one got poor to average and poor. To make the percentage of the students' writing of narrative paragraph of experiment class clear can be seen in the following table.

Table XIII

The Percentage of the Students' Writing of Narrative Paragraph Score in Post-Test of Experiment Class

No	Category	Frequency	Percentage
1	Excellent	6	19%
2	Average to Good	26	81%
3	Poor to Average	0	0
4	Poor	0	0
Total		32	

The student's writing of narrative paragraph score in post-test of experiment class falls into level 60-79, meaning that, they belong to average to good categories because the highest score is 26 (81%) of 32 students.

Whereas the percentage of the students' writing of narrative paragraph score in post-test of experiment class based on SKL can be seen from the following table.

Table XIV

The Percentage of the students' writing of narrative paragraph score in post-test of experiment class based on SKL

No	Category	Frequency	Percentage
1	Pass	32	100%
2	No Pass	0	0
Total		32	

Based on the table above, it can be seen that all students pass graduate standard based on SKL. The percentage of students which passes based on SKL of the graduate standard is 32 (100%).

C. Data Analysis

1. Analysis on the students' ability in writing narrative paragraph taught by using conventional technique.

Table XV

Statistics

		Control	Experiment
N	Valid	32	32
	Missing	0	0
Mean		57.38	72.56
Std. Error of Mean		1.194	1.107
Median		58.00	75.00
Mode		63	76
Std. Deviation		6.753	6.263
Variance		45.597	39.222
Skewness		-.619	-.655
Std. Error of Skewness		.414	.414
Kurtosis		-1.073	-.822
Std. Error of Kurtosis		.809	.809
Range		20	20
Minimum		46	60
Maximum		66	80

Sum		1836	2322
Percentiles	25	50.00	66.00
	50	58.00	75.00
	75	63.00	76.00

From the table above, the frequency statistic of control class data can be seen that the valid control was 32 students. Mean of control class was 57.38. Median of control was 58.00. Mode of control was 63. Standard deviation of control class was 6.753. Variance of control was 45.597. Based on the description data above, it can be concluded that the students' ability in writing narrative paragraph is categorized into **poor to average level**.

2. Analysis on the students' ability in writing narrative paragraph taught by using proofreading technique.

Table XVI

Statistics

		Control	Experiment
N	Valid	32	32
	Missing	0	0
Mean		57.38	72.56
Std. Error of Mean		1.194	1.107
Median		58.00	75.00
Mode		63	76
Std. Deviation		6.753	6.263
Variance		45.597	39.222
Skewness		-.619	-.655
Std. Error of Skewness		.414	.414
Kurtosis		-1.073	-.822
Std. Error of Kurtosis		.809	.809
Range		20	20
Minimum		46	60
Maximum		66	80
Sum		1836	2322
Percentiles	25	50.00	66.00

50	58.00	75.00
75	63.00	76.00

From the table above, the frequency statistic of experiment class data can be seen that the valid experiment was 32 students. Mean of experiment class was 72.56. Median of experiment was 75.00. Mode of experiment was 76. Standard deviation of experiment class was 6.263. Variance of experiment was 39.222. Based on the description data above, it can be concluded that students' ability in writing narrative paragraph is categorized into **average to good level**.

3. Analysis on the difference of students' ability in writing narrative paragraph taught by using proofreading technique and conventional technique.

Table XVII
Group Statistics

Asal	N	Mean	Std. Deviation	Std. Error Mean
Prestasi Control	32	57.38	6.753	1.194
Experiment	32	72.56	6.263	1.107

The table above shows that total of students of each class was 32, mean of control was 57.38 and mean of experiment was 72.56. Standard deviation of control was 6.753 and standard deviation of experiment was 6.263. Whereas the standard error of mean of control was 1.194 and experiment was 1.107.

Table XVIII

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pr es ta si	Equal variances assumed	.200	.657	-9.329	62	.000	-15.188	1.628	-18.442	-11.933
	Equal variances not assumed			-9.329	61.652	.000	-15.188	1.628	-18.442	-11.933

From the table of Independent Samples Test can be seen that Levene's Test for same variant. Here, the hypothesis examined is:

Ho: There is no significant effect of proofreading technique toward the students' writing of narrative paragraph of grade eleven of SMAN 13 Pekanbaru.

Ha: There is significant effect of proofreading technique toward the students' writing of narrative paragraph of grade eleven of SMAN 13 Pekanbaru.

The Result can be concluded based on the hypothesis. If the hypothesis > 0.05 hypothesis is accepted, if hypothesis < 0.05 hypothesis is rejected. Based on the Levene's test, it can be seen that significance is 0.657 if it compared with 0.05, it

can be seen that $0.657 > 0.05$ and the hypothesis is accepted, the variance can be concluded as identical. Based on the hypothesis with the identical variance, then the numeral can be taken from the table above, such as test t is -9.329 , df is 62 , mean difference is -15.188 , standard error difference is 1.628 . Confidence interval of the difference, lower is -18.442 and upper is -11.933 . If t_o (t observation) is 9.329 compared with t_t (t table) with df 62 will get critical t . On significant level of 5% is 2.00 and on significant level of 1% is 2.65 . Based on the explanation above, it can be seen that t_o is bigger than t_t table, whereas on significant level of 5% and 1% ($2.00 < 9.329 > 2.65$). In conclusion, H_o is rejected and H_a is accepted, it means "There is significant effect of using proofreading technique toward the students' writing of narrative paragraph of grade eleven of SMAN 13 Pekanbaru".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in the chapter IV, finally, the research about the effect of using proofreading technique toward the students' writing ability at the grade eleven of SMAN 13 Pekanbaru comes to the conclusion as follows:

1. Mean of the students' ability in writing narrative paragraph taught by using conventional technique is 57.38. The students who pass the graduated standard (SKL) is 15 (47%).
2. Mean of the students' ability in writing narrative paragraph taught by using proofreading technique is 72,56. The students who pass graduated standard (SKL) is 32 (100%).
3. From analysis of t test, it can be seen that t_0 is bigger than t table, whereas on significant 5% and 1% ($2.00 < 9.329 > 2.65$). In conclusion, H_0 is rejected and H_a is accepted, it means "There is significant effect of using proofreading technique toward the students' writing of narrative paragraph of grade eleven of SMAN 13 Pekanbaru".

B. Suggestion

Based on the research findings, the writer would like to give some suggestions especially to the teacher and to the school.

From the conclusion of the research above, it is known that using proofreading technique can give significant effect toward the students' ability in

writing narrative paragraph. Because of that, proofreading technique can be one of the choices for the English teacher in order to help students' ability in writing narrative paragraph. Therefore, English teacher should know how to teach writing by using proofreading technique. Besides, teacher should also use many ways to encourage students in writing narrative paragraph like:

- a. Teachers should construct creative and enjoyable learning for students.
- b. Teachers should support their techniques by using interesting media.
- c. Teachers can encourage students' awareness about the importance of writing for their life.
- d. Teacher makes writing as habitual activities for students in the school.

In addition, SMAN 13 Pekanbaru should have some English activities especially for English lesson such English Day, English Club and publishing article or poems in the bulletin board because those programs are really helpful for the students to study English.

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