Student's Self Check In Revising An Essay

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Abstrak

Penelitian ini didasarkan pada kebutuhan untuk menyelidiki kemampuan siswa dalam menulis esai. Esai didefinisikan sebagai sebuah karangan singkat yang berisi pendapat atau argumen penulis tentang suatu topik. Biasanya, seseorang menulis esai karena ia ingin memberikan pendapat terhadap suatu persoalan atau fenomena yang terjadi dalam masyarakat. Penulis esai, atau sering disebut esais, dapat juga mengupas suatu topik atau persoalan dan memberikan tanggapan dan pendapatnya atas topik atau persoalan yang dibahasnya. pemeriksaan diri siswa dalam merevisi esai membantu siswa untuk meningkatkan rasa percaya diri dan dapat merivisi essai dengan baik dan benar. Esai merupakan bagian (sepotong) dari sebuah tulisan, tetapi dapat juga esai diartikan sebagai sebuah karangan pendek yang utuh. Oleh karena itu, esai menjadi salah satu jenis tulisan yang sering dijadikan alat uji untuk mengukur intelegensi seseorang. Seorang yang berpengetahuan luas akan dapat menyampaikan gagasannya secara runtut, logis, dan menarik. Semakin sering seseorang membaca, semakin besar kemungkinan untuk dapat menulis esai dengan baik.

Kata kunci: *Periksa sendiri; Revisi; Essai*

Abstract

This research is based on the need to investigate students' abilities in writing essays. Essay is defined as a short essay containing the author's opinion or argument about a topic. Usually, someone writes an essay because he wants to give an opinion on a problem or phenomenon that occurs in society. Essay writers, or often called essayists, can also explore a topic or issue and provide responses and opinions on the topic or issue discussed. Self-check of students in revising essays helps students to increase self-confidence and be able to revise essays properly and correctly. An essay is a part (piece) of a piece of writing, but an essay can also be interpreted as a complete short essay. Therefore, essays are a type of writing that is often used as a test tool to measure one's intelligence. A knowledgeable person will be able to convey his ideas in a coherent, logical and interesting way. The more often someone reads, the more likely they are to be able to write a good essay.

Keywords: *Self check: Revision; Essay*

INTRODUCTION

As writing has come to be seen over the past fifty years as a social process supported by the interaction of a number of cognitive sub-processes, and writing instruction has changed to accommodate and address this altered perspective, writing assessment has also evolved. Kathleen Yancey identifies three waves of writing assessment over the course of the last five decades, and views these waves from

multiple perspectives. In one view, she describes the waves in terms of a shift in the methods through which writing assessment is defined: objective tests (1950-1970), holistically scored essays (1970-1986), and portfolio and programmatic assessments (1986-present). However, she acknowledges that these waves could be framed in terms of other shifts and tensions, such as between reliability and validity, assessment by testing experts and by faculty, and assessment taking place outside of and within the context of the classroom (484).

In writing, the writer must consider two aspects. First, the writing process (writing process) such as prewriting, editing, revising, editing and publishing (Fachrurrazy, 2011: 90). Second, micro and macro skills in writing, as a skill use correct words, grammar and writing techniques such as: capitalization, spelling and punctuation (Brown, 2007:90). What will come writing about the above aspects is easy and can help improve your writing skills.

In addition to the above aspects, the paragraph must have two elements and an essay These two elements are unity and continuity. Oshima and Hogue (2006:18) argues that unity is the unity of ideas in passage, while coherence is the connection between one sentence and the next sentence or paragraph with other songs. So a paragraph or an essay can be said to be good if a paragraph or the essay also has good elements of unity and coherence.

A number of writing forms can be created in the writing activity. sometimes For example, songs and essays. A paragraph consists of several sentences that explain theme (Hornby: 2010). A paragraph is also a unit of a sentence develop the main idea. There are 3 structures or settings in a song what must be included in it. The structures of the three paragraphs are as follows: topic sentence (Topic sentence), supporting sentences (Supporting sentence) and closing sentences (Final sentence sentence) (Oshima and Hogue, 2007:3-4). So a good song is a good song its structure or arrangement is 3 paragraphs. Although an essay is a collection several paragraphs that explain a particular topic or idea (Hornby: 2010). Songs and essays a good thing must have two elements, namely unity and continuity. Oshima and Hogue (2007:18) argues that unity is the unity of ideas in passage, while coherence is the relationship of one sentence to the next sentence or paragraph to another paragraph. So a paragraph or an essay can be said to be good if a paragraph or the essay also has good elements of unity and coherence.

METHOD
Interview technique is a systematic way to obtain information in the form of oral statements about an object or event in the past, present, and will come. In some cases, information obtained through observation has a better level of accuracy and reliability than information obtained through interviews. In the interview process, there was a tendency for the informant to give normative answers (Pujaastawa, 2016). In the interview method, the researcher asked the students whether they checked format, spelling, capital letters, vocabulary, punctuation, content and organization, and of course grammar and sentence structure. The data collection technique that the author uses is by using the documentation method. The documentation method is to find data about things in the form of transcript notes, books, letters, documentation, and so on. Utilization of secondary data will save time because it does not compile research instruments, looking for the necessary data sources (Kusmiati, 2019). Then the researcher will distribute papers in which there is a check form for filling in, then students fill out the format and start revising their essay.

A descriptive has served as the method of this research to show detail contextualized picture of phenomenon. There were 6 students of english study program as the correspondents in the research. The data was gathered from students' essay. This means that this research used document as the source of the data, there were 12

essay. The first essay was based on descriptive essay, and the second was argumentative essay. In conducting the revision process, the students were given the guideline to help them inrevising their work. The data were presented in term of text and table. This was done to help the readers in understanding the data easily.

FINDING AND DISCUSSION

The table below shows data regarding the types of text changes for both essays from all participants. For the first essay, there are 3 texts for changing spelling, 8 texts for changing capital letters, 15 texts for changing vocabulary, 17 texts for changing word forms, and 4 texts for changing punctuation marks. For the second essay, there are 5 texts for changing spelling, 4 texts for changing capital letters, 10 texts for changing vocabulary, 19 texts for changing word forms, and 6 texts for changing punctuation marks.

1. The following is a table for 1st essay on the results of the interview whether the students checked their self-check format

Criteria	P.1	P.2	P.3	P.4	P.5	P.6	Total
Format	-	✓	✓	-	-	-	2
Spelling	-	✓	-	✓	✓	✓	4
Capital letters	✓	✓	✓	✓	✓	-	5
Vocabulary	✓	✓	✓	-	-	✓	4
Punctuation	✓	✓	-	✓	✓	✓	5
Content and organization	-	-	✓	-	-	✓	2
Grammar and sentence structure	-	✓	-	✓	✓	-	3

2. The following is a table for 2nd essay on the results of the interview whether the students checked their self-check format

Criteria	P.1	P.2	P.3	P.4	P.5	P.6	Total
Format	✓	✓	✓	✓	✓	✓	6
Spelling	✓	✓	✓	✓	-	✓	5
Capital letters	✓	-	✓	-	✓	-	3
Vocabulary	✓	-	✓	-	✓	-	3
Punctuation	-	-	-	-	✓	✓	2
Content and organization	-	✓	-	✓	-	-	2
Grammar and sentence structure	✓	-	-	-	-	✓	2

Criteria	1st essay	2nd essay
Format	-	-
Spelling	3	5
Capital letters	8	4
Vocabulary	15	10
Punctuation	4	6
Content and organization	-	-
Grammar and sentence structure	17	19

This section provides examples of word level changes for the first and second essays. In spelling changes, text changes are made by people with low levels of achievement. An example of a change is "for the firest, unyil's body is not fat, her fur is gray". In the first draft the participant wrote 'firest' then in the revision process, the participant corrected it to 'first'. Another example of a text change in spelling is "even though he is very naughty, butt with him accompanying us". There is a missing letter in the word 'butt', so the participants make corrections to the word by losing the missing letter to 'but'.

The next example is capital letters text changes can be found in every level of the achievers. The example of capital letters changes is "however, sometimes at night unyil doesn't sleep in the box." The word unyil was change into 'unyil'. Another example is "she comes from riau", the respondent change the word 'riau' into 'riau'.

The next example is vocabulary changes. Vocabulary text changes can be found in every level of the achievers. The example of vocabulary changes is "unyil did not have children because her son had died when they was young." The word 'was' was change into 'were'. Another example is "i drink a cup of coffee", the respondent change the word 'drink' into 'sip'.

The number of punctuation changes here is mostly having to add commas. This shows that the participants still do not understand well the placement of punctuation marks in their writing. The data that can be found is comma addition. The sample is "however, sometimes at night ipin doesn't sleep in the box". The participant thinks that the sentence doesn't need a comma after the word 'night', so she doesn't put a comma after the word. And the sentence should be "however, sometimes at night, ipin doesn't sleep in the box."

The last example is a change in grammar and sentence structure. Changes in grammar and sentence structure text can be found at every level of achievers. An example of changing grammar and sentence structure is "and the next, unyil's food is also the same as wild cats in general.." Said 'the next' it seems that there is an article usage problem and changed to 'and next, unyil's food is also the same as wild cats in general.'. Another example is "there are four dangers of smoking for health, namely", the word for it seems that preposition use may be incorrect here, and the respondent changed it to 'there are four dangers of smoking health, namely'.

The results of this study indicate that the process of self-check contributed to the revision and improvement of students' texts. The findings show that the participants have the awareness of what they have to do in revising their work. In revising process the participants was trying to give the attention to their work in term of linguistic form and the context. They were concerned about the meaning of a linguistic item, correctness of the spelling of the word, the correctness of a grammatical form, and the implicit or explicit messages in correcting their own or another's usage of a word, form or structure (leeser, 2004, swain & lapkin, 1998; williams, 1999).

CONCLUSION
When writing an essay it is necessary to revise it because judging from the results section there are many errors in essay writing starting from writing errors, to mistakes in putting grammar in each sentence, so we need revising techniques, there are lots of

ways to revise our essay to make it better one of them by using self-check, self-check can help us in revising our essay properly. This writing guide will help students get started on their first draft and provide them with an effective self-checking system. The second cycle improved students' writing skills, students' skills in organizing ideas, students' skills in analyzing and synthesizing problems, and students' skills in using EYD and writing mechanisms. Students' ability to analyze and synthesize problems has improved, but is still not optimal. This action research has been discontinued due to time constraints. Guidance of students in this aspect of the discussion is carried out with the following materials.

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