



Daftar Isi



Ditulis oleh Administrator
Kamis, 09 Februari 2017 06:55

Vol. 18 No. 6, Desember 2016

I SELF-CORRECT THE ERRORS: BRINGING MICROSOFT WORD'S PROOFING INTO ENGLISH WRITING TASK Mozes Kurniawan	1 - 10
UPAYA MENINGKATKAN KEAKTIFAN DAN HASIL BELAJAR PKn MATERI ASEAN MELALUI MODEL PEMBELAJARAN STAD PADA SISWA KELAS 6 SDN 1 BOTORECO TAHUN PELAJARAN 2012/2013 Bambang Kuswanto	11 - 18
PENGUNAAN ALAT PERAGA TIGA DIMENSI UNTUK MENINGKATKAN KREATIVITAS DAN HASIL BELAJAR IPA MATERI PESAWAT SEDERHANA BAGI SISWA KELAS V SD NEGERI SAMBIROTO SEMESTER II TAHUN 2014/2015 Bharani Inta Kristiani	19 - 26
PENERAPAN PEMBELAJARAN MAKE A MATCH - FLASHCARD UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR IPA TENTANG PERKEMBANGBIAKAN HEWAN PADA SISWA KELAS 6 SDN 2 BULOH TAHUN 2010/2011 Budi Haryanto	27 - 34
PENERAPAN MODEL PEMBELAJARAN EXPLICIT INSTRUCTION UNTUK MENINGKATKAN HASIL BELAJAR IPS TENTANG PERKEMBANGAN WILAYAH INDONESIA BAGI SISWA KELAS VI SDN 1 BULOH TAHUN 2011/2012 Jasmin	35 - 42
UPAYA MENINGKATKAN HASIL BELAJAR IPA MATERI STRUKTUR TUMBUHAN DAN FUNGSIYNYA MENGGUNAKAN MEDIA PEMBELAJARAN TUMBUHAN PADA SISWA KELAS 2A SDN 1 NGELO KECAMATAN CEPU TAHUN 2011/2012 Mariyana	43 - 50
PENINGKATAN KEAKTIFAN DAN HASIL BELAJAR MATEMATIKA TENTANG OPERASI HITUNG PECAHAN MELALUI MODEL PEMBELAJARAN PROBLEM BASED LEARNING SISWA KELAS V SDN CANDI KECAMATAN TODANAN TAHUN 2014/2015 Sadinah	51 - 60
UPAYA MENINGKATKAN KEMAMPUAN MEMBACA INTENSIF MELALUI PENGGUNAAN MODEL COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) PADA SISWA KELAS VI SDN 1 PADAAN TAHUN PELAJARAN 2012/2013 Santoso Wuryandoko	61 - 68
PENERAPAN PEMBELAJARAN KOOPERATIF MODEL JIGSAW UNTUK MENINGKATKAN HASIL BELAJAR IPS MATERI PERISTIWA PROKLAMASI KEMERDEKAAN PADA SISWA KELAS 5 SDN SENDANGWATES KECAMATAN KUNDURAN TAHUN 2012/2013 Sugianto	69 - 76
PENINGKATAN AKTIVITAS DAN PRESTASI BELAJAR IPA TENTANG KERANGKA MANUSIA MELALUI PEMBELAJARAN TEAM ASSISTED INDIVIDUALIZATION BAGI SISWA KELAS IV SDN 2 NGRONGGAH TAHUN 2012/2013 Sumiyati	77 - 84
PENERAPAN METODE DISKUSI DENGAN MEDIA POWERPOINT UNTUK MENINGKATKAN HASIL BELAJAR OPERASI HITUNG PENJUMLAHAN DAN PENGURANGAN PADA SISWA KELAS IV SDN 1 SONOKIDUL TAHUN PELAJARAN 2014/2015 Tido Riz Nugroho	85 - 92

Editorial

I SELF-CORRECT THE ERRORS: BRINGING MICROSOFT WORD'S PROOFING INTO ENGLISH WRITING TASK

Ditulis oleh Administrator
Kamis, 09 Februari 2017 08:43

I SELF-CORRECT THE ERRORS: BRINGING MICROSOFT WORD'S PROOFING INTO ENGLISH WRITING TASK

Mozes Kurniawan

*Faculty of Teacher Training and Education
Universitas Kristen Satya Wacana, Indonesia*

ABSTRACT

English as a Second Language (ESL) / English as a Foreign Language (EFL) learners may encounter difficulties in mastering English skills from speaking, listening, reading and/or writing. Writing skill is believed to be the most difficult English skill to learn. The preliminary research indicated that there was a number of non-English department students encountering many difficulties in English writing task. However, there is a media, that college students often use, which can be a way to help students in producing a good English writing i.e. A proofing system in Microsoft Word program. Based on the background, this research aims to find if Microsoft Word's proofing brought to English writing task helps students to be aware of their mistakes and self-correct them in order to get the best experience in learning English writing. This research used 10 college students from Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana as participants. The data was collected through three writing tasks and open-ended questionnaire. The data gathered, then, analysed descriptively based on substantial framework. The result of this research showed that the most common errors made were subject-verb agreement, reversion of word(s) and misused of vocabulary. It also indicated that students done writing task in conventional (paper-based) setting encountered more errors compare to writing task done in Microsoft Word. Students enjoyed and motivated in writing task using such technology. Moreover, they can developed their self-correction skill in accomplishing the task.

Key Words: *English Writing, Writing Error, Self-Correction, Microsoft Word's Proofing, TESOL*

INTRODUCTION

Language, for almost all area in life, is considered as the main effective medium of communication to get and share information particularly in a global society. There are many languages all over the world used by the speakers of language in their daily life. There are local/regional language which has limited spread and global language whose spread is wider. Some of these languages are considered as global language such as: Chinese, Arabic, Russian, French, Spain and, surely, English. In the 21st century, English becomes so important especially for those who want to connect one another so it serves as an international-accepted communication (Ke, 2015). English still becomes the most useful language to communicate internationally. Thus, many people attempt to learn English and develop their global language competence through many ways and tools.

Before learning English, people need to know some elements of English. There are, at least, four elements in language that, later on, will be called by English language skills like: speaking, listening, reading and writing skill (Nomass, 2013). Speaking skill is usually used to communicate orally from one speaker to one or more than one interlocutor. People use their verbal expression in speaking to transfer what are in one's mind to others. Besides, there is listening skill which is considered as receptive language. Receptive language in listening is actuated by catching messages delivered orally by speaker of language. In listening, people use their ears and hearing to get the exact messages spoken by others. The other receptive language is reading skill. Reading skill deals with words, sentences and/or texts. People use this skill to get the information delivered non-verbally- written text, signs, symbols, nuance, etc-. The last skill is writing. This skill is included in expressive language which products the language through non-verbal signs and symbols.