# Proofreading: Avoiding Mistake in Writing Process

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## ARTICLE INFO

## ABSTRACT

Proofreading is an important stage in the writing process that is often overlooked. This article illustrates the importance of proofreading in ensuring good quality writing. With examples of grammatical, spelling, and structural errors, we highlight the impact these errors have on understanding and portraying the author. This research method uses a qualitative method with a questionnaire given to students at the Muhammadiyah University of Semarang majoring in English Language Education. The results show that proofreading is a key element for achieving high-quality writing results.

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## 1. INTRODUCTION

The writing process plays an important role in communication, both in the academic, professional and social realms. However, omissions in grammar, spelling, and sentence structure can reduce the quality of the text, reduce reader engagement, and even affect the author's image. Proofreading, usually done by teachers to correct students' writing errors, includes observable errors and typos. Although most teachers provide general reminders for students to check their writing before submission and provide warnings if they fail to do so, in-depth explanations of the proofreading process or helpful strategies are often lacking. Proofreading, usually performed by professional proofreaders, is also a task performed routinely or occasionally by individuals in a variety of roles, even if they have not received formal training in proofreading.

There is a clear interest for organizations and professionals to understand the factors that influence the performance and experience of proofreaders (Mouthaan & Vitello, 2023). Proofreading is an important skill that is often discussed but rarely taught, even to teachers. Most students realize that proofreading involves a focus on "grammar, punctuation, and spelling to detect deviations from standards" (Bean and Bouffler, 1987). Today's proofreading process is largely screen-based as language becomes increasingly important. However, research on the factors that influence proofreading performance for language-related sections is still limited (Chan et al., 2013). The importance of proofreading in the writing process cannot be overstated. Previous research shows the negative impact of writing errors on readers' comprehension and judgment. Smith's (2018) study found that grammatical and spelling errors in business documents can reduce consumer trust in a company, giving the impression of being unprofessional.

The goal of this research is to avoid errors in writing by carefully checking the text or document to identify and correct grammar, spelling, and other potential problems that may arise during the writing process. Avoiding errors in writing involves careful examination of a text or document. The main goal is to identify and correct grammatical, spelling errors, while maintaining clarity, readability, and alignment with the purpose of writing. This practice is important to maintain the quality and clarity of messages conveyed through text.

Texts that are easy to understand have special characteristics that make them accessible even with just one reading. These characteristics include the use of straightforward language without complicated expressions, concise sentences, and clear text structure. By applying these principles, readers can quickly and easily understand the content of the text. Optimizing word usage refers to trying to use concise words that convey all the necessary aspects of a sentence. This also includes reducing unnecessary words, including repetitive words that can interfere with the fluency and clarity of the text. By maximizing the use of words, writers can achieve efficiency in conveying information without losing the substance of the intended message.

Research by Johnson et al. (2019) highlighted the important role of proofreading in academic contexts. They found that students who neglected proofreading in their academic assignments tended to receive lower evaluations. This research emphasizes that proofreading is not just a mechanical task but also has a significant impact on academic outcomes. Therefore, understanding the importance of proofreading in the writing process and how this practice can improve the quality of the text is very important. This article will explore the impact of writing errors, as well as their benefits in various communication contexts. With a deeper understanding of the importance of proofreading, writers can optimize their abilities to produce higher quality and more effective texts.

**Library Survey**

In research conducted by Bradai & Arrouf (2016) at Larbi Ben M'Hidi University, Oum-El-Bouaghi, the research subjects were students and lecturers from the same university. This research uses a qualitative approach using descriptive methods with two questionnaires. The first questionnaire was administered to third year LMD English students at Larbi Ben M'Hidi University, Oum-El-Bouaghi. The second questionnaire was administered to teachers at the same university. The questionnaires were analyzed and compared, revealing that proofreading is an efficient technique that helps students reduce the number of writing errors. Proofreading is very important to minimize errors in students' written work. Teachers also show a positive attitude towards the importance of proofreading in reducing students' writing errors. The importance of proofreading is also positively acknowledged by students to minimize their writing errors.

Mouthaan & Vitello (2022) argue that proofreading is a common activity in various organizations and can be defined as revision that focuses on identifying spelling, punctuation and grammatical errors that deviate from established standards. In the context of proofreading, two types of errors are considered: spelling errors and related errors, as well as semantic and contextual errors, which require remembering previous parts of the text, interpreting the meaning, and integrating different parts of the text. Research on proofreading has highlighted various aspects, including the impact of 'text features' involving the presentation of text and the manipulation of typographic features.

This analysis explores how text features influence error detection, proofreader reading speed, and proofreading experience, including the extent to which text features can influences the perception of the task as tiring or not tiring for the proofreader. Apart from these important factors, proofreading research also investigates other aspects such as the medium of proofreading (on screen and on paper), the background sound or conversational environment, and social factors such as collaborative proofreading practices. The study of cognitive factors, including participant age, is also an important part of correcting the literature.

Tangkas et al. (2017) examined the effectiveness of Proofreading strategies in improving the writing skills of eleventh grade students at SMA Negeri 3 Palu. Using a quasi-experimental design, researchers formed two groups: an experimental group and a control group, providing instructions to both. The population of this study was class XI students of SMA Negeri 3 Palu, with samples selected through cluster sampling, where XI IPA 6 was the experimental group, and In collecting data, researchers used pretest and posttest. The average pretest and posttest scores of the experimental group were 49.68 and 83.06 respectively, while the difference in the average pretest and posttest scores of the control group was 51.20 and 71.31. Data analysis shows significant differences between the two methods, indicating that implementing the Proofreading strategy effectively improves students' writing skills.

McNaughton (1997) also researched proofreading by investigating the impact of integrated proofreading strategy training, including computer-based spell checking and student strategies, on improving the proofreading performance of students with learning disabilities (LD). Three high school students with LD participated in implementing a 5-step proofreading strategy with controlled material and various generalization activities. The use of a cross-subject multi-probe design includes three phases: baseline, intervention, and maintenance. The results showed a significant increase in strategy use, as well as a reduction in spelling errors in both controlled

proofreading materials and compositions written by students. After intervention, all three students were able to produce written texts with spelling error rates comparable to their peers without disabilities.

## 2.    METHODOLOGY

In this research method, the method is structured into four, namely research design, participants, instruments, and finally data analysis.

### 2.1  Research Design

The research design used in this research uses a qualitative approach with a survey or questionnaire method. The questionnaire given to students is related to proofreading The aim is to find or avoid errors in writing text. Create text that is easy to understand. Maximize the use of words in sentences. Avoid mistakes in writing by checking a text or document carefully to find and correct grammatical errors, spelling, and other potential problems that may arise during the writing process. The results of the analysis will provide an explanation regarding the influence of proofreading in the process of reducing or avoiding errors in the writing process.

### 2.2  Participants

The subjects of this research were 7th semester English language education students at Muhammadiyah University Semarang. With a total number of participants 25 English language education students.

### 2.3  Instruments

This research uses a qualitative research approach using a questionnaire method on English language education students at Muhammadiyah University Semarang to explore students' experiences and perspectives regarding proofreading to reduce errors in a series of steps or stages that students go through to reduce errors in writing text and produce quality text.

### 2.4  Data Analysis

The data analysis used in this research uses qualitative analysis methods by giving questionnaires to 25 7th semester English students. The questionnaires will be reviewed and used as diagrams to draw conclusions from the results of the Proofreading research.

## 3.    RESULTS AND DISCUSSIONS

Diagram 1.1
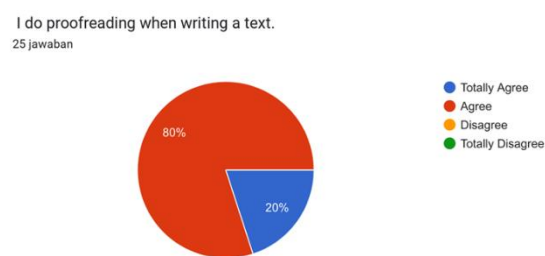


The diagram (1.1) above shows that most students often do proofreading every time they write a text obtained through a questionnaire. The table above shows that 80%, namely 20 students, answered that they strongly agree with proofreading when writing a text. Meanwhile, the remaining 20%, namely 5 students, answered that they agreed with proofreading when writing a text. From the data above, it can be said that many students do proofreading when writing a text to ensure that the text they have created can be read by readers. Apart from that, students carry out proofreading when writing to ensure that the text they have written has no writing errors.
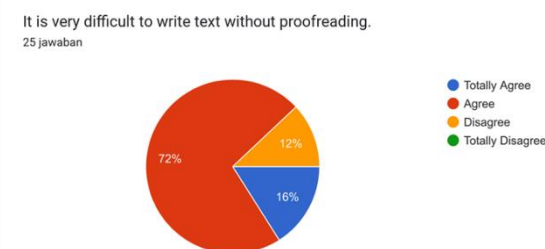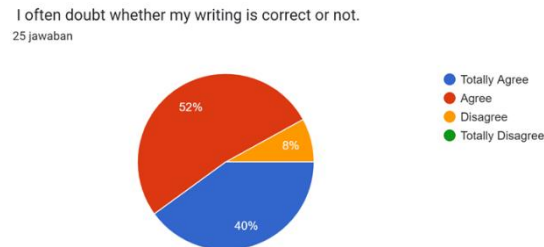
Diagram 1.2



Figure (1.2) above is a diagram of students' level of difficulty in writing a text without proofreading. Many students admitted that they had difficulty carrying out assessments without proofreading with a percentage of 72%, namely 19 students agreeing. Meanwhile, 16%, namely 4 students, strongly agreed. And the remaining 12%

disagree, namely 3 students.From the data above, it can be seen that almost all students experience difficulties in writing texts without proofreading, namely 22 students agreed while only 3 students disagreed out of 25 respondents in the questionnaire that was distributed. This shows that proofreading is very necessary because it helps students double-check the text they have written.
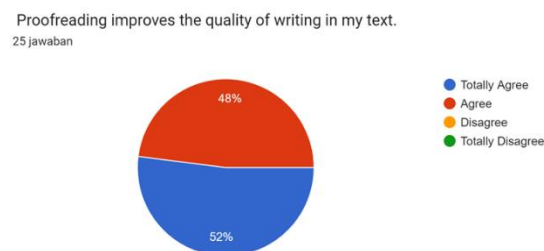
Diagram 1.3



Many students experience doubts in writing or when writing whether it is correct or not as shown in diagram (1.3). 52% of 13 students and 40% of 10 students agree and strongly agree that they are doubtful about their own writing. While the remaining 8% of students, 2 people disagree.From the data above, it can be seen that almost all students often have doubts about whether they are writing a text correctly or not, because writing requires concentration so that one text and another must be connected to each other.
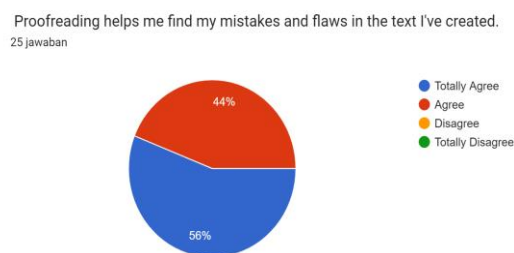
Diagram 1.4
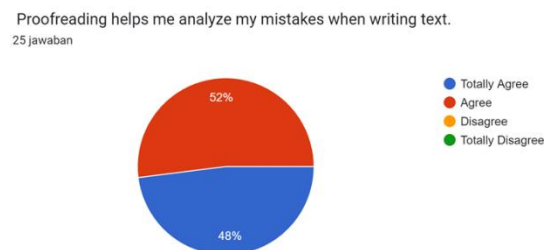


In diagram (1.4), it shows that 52% of students, namely 13 people, agree that proofreading can help them in analyzing text in writing and 48% of students, namely 12 people, strongly agree that proofreading can help them in analyzing text in writing.

Diagram 1.5



In diagram image (1.5), many students said that proofreading could improve the quality of the text they created with the number of presentations, 48% of students agreed, namely 12 people and 52% of students strongly agreed that it could improve the quality of the text.

Diagram 1.5

Proofreading helps me find my mistakes and flaws in the text I've created.
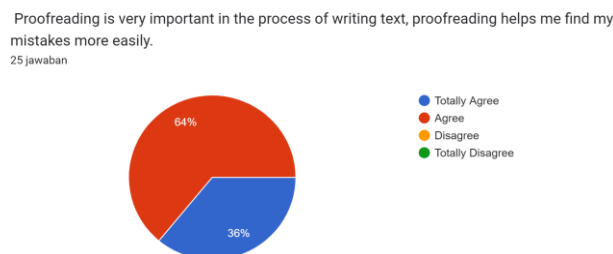25 jawaban



In diagram image (1.5), many students said that proofreading could improve the quality of the text they created with the number of presentations, 48% of students agreed, namely 12 people and 52% of students strongly agreed that it could improve the quality of the text.

Diagram 1.6

Proofreading helps me find my mistakes and flaws in the text I've created.
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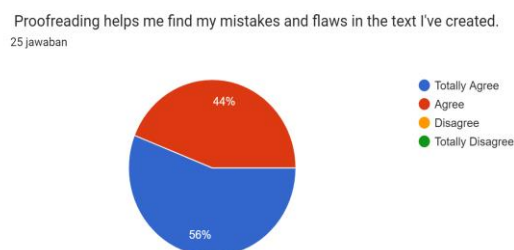


The diagram (1.6) shows that many students think proofreading can help find errors and deficiencies in the text they create and make it easier for students to find errors when creating text. 44% of students, namely 11 people, agreed and 56% of students, namely 14 people, agreed that proofreading can help in finding errors and deficiencies in the text created and make it easier for students to find errors when creating text.

Diagram 1.7

Proofreading is very important in the process of writing text, proofreading helps me find my mistakes more easily.
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Apart from being able to make proofreading easier, it is important in the text writing process as in diagram (1.7), as many as 64% of students, namely 16 people, and the remaining 36% of students, namely 9 people, strongly agree that proofreading can improve the quality of the text. The images above (1.4, 1.5, and 1.6) are diagrammatic images that show that more students choose to agree that proofreading can help analyze errors, improve the quality of writing, and help in finding errors and deficiencies in the text created and make it easier for students to find errors when text creation and also.

From the data above, it can be said that students agree that proofreading can improve the quality of the text because proofreading can help students in the text writing process, especially in analyzing errors in a text listed in the diagram (1.4, 1.5, and 1.6).

Diagram 1.8



Proofreading has helped me understand my mistakes and indirectly helped me understand the rules of the language.
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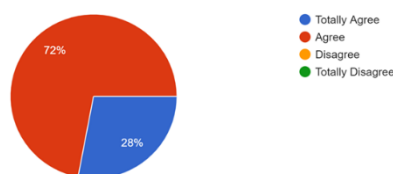
The diagram above shows that students are helped in understanding language by proofreading. With 72% of students, namely 18 people agreeing and 28% of students, 7 people strongly agree that proofreading can help students understand language rules.

From the data above, it can be said that students who carry out proofreading in writing a text can sort out the correct use of language that should be used in writing. This is in the form of word writing errors such as typos or mismatches between text and context in a text.

Diagram 1.9



I often practice proofreading in writing because proofreading is easy to practice.
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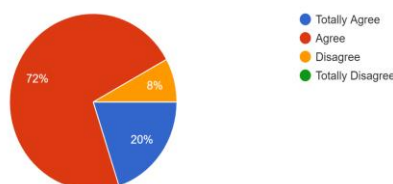
The diagram above shows that more students practice proofreading in the process of writing a text with 72% of 18 students agreeing. 20% of 5 students strongly agree and 8% of 2 students disagree.

From the data above, it shows that the practice of proofreading in the process of writing a text is because it is very easy to do, namely by reading the text repeatedly so as to find deficiencies, errors, inaccuracies in writing a text or to feel that the written text that has been written is correct and easy for writers and people to understand. Other.

## DISCUSSIONS

Proofreading is very important in the text writing process. By having proofreading in creating a text, errors in writing can be minimized and the text can be made of higher quality. This can be seen in the diagrams (1.4, 1.5, 1.6, and 1.7) obtained from anget. Proofreading is important because it helps identify and correct grammatical, spelling, and punctuation errors in text, ensuring the text is free from costly errors and can damage preventing misunderstandings when read by others. Errors in writing can be detrimental and affect understanding of the meaning you want to convey, so proofreading is a critical step in producing effective communication.

If you don't proofread, the risk of grammar, spelling, or punctuation errors can increase significantly. This can result in unclear messages, misunderstandings by readers, and a decrease in author credibility. Without proofreading, the text may appear poorly maintained and can disrupt the communication process, hinder proper understanding, and create negative perceptions of the author.

## 4.    CONCLUSION

Proofreading is an activity that is often carried out when writing reading texts. With proofreading, the process of analyzing errors can become easier. By doingproofreading writer canavoid mistakes in writing a text. Create text that is easy to understand. Avoid mistakes in writing by checking a text or document carefully to find and correct grammatical errors, spelling, and other potential problems that may arise during the writing process.reduce errors in a series steps or stages that the author goes throughto reduce errors in writing text and produce quality text.Therefore, it can be concluded that proofreading is very important in the process of writing a text so that it is of higher quality.

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