

**SKILL EDITING EXAMINATION
STUDENTS OF PUBLISHING STUDIES
STATE POLYTECHNICS OF CREATIVE MEDIA**

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ABSTRACT

This paper examines the problem of low editing skills, especially among students of Creative Media State Polytechnic Publishing. This study also departs from the problem of untested editing skills. Therefore, this article aims to 1) map the level of testing of the editing skills of the Creative Media State Polytechnic Publishing Study Program Students with a specialization in editing; 2) mapping the level of editing skill testing of the State Polytechnic Creative Media Publishing Study Program Students with a specialization in writing; 3) produce a comparison map of the testing skills of the State Polytechnic Creative Media Publishing Study Program between those who are interested in editing with those who are interested in writing. The study with the grand qualitative method used a script editing design. The data processing methods are descriptive and comparative. The data collection techniques applied were interviews and questionnaires. The activity plan showing the procedure for this study is as follows. Publishing student data collection who will be the study sample. Conducting interviews to get initial data. Testing the editing competence of Publishing students. Processing test data. Formulating policies, models, and conclusions. This study has resulted in the editing competency level of the Creative Media State Polytechnic Publishing students. The level of competence does not represent a qualified ability. The basic editing skills of the tested students showed a very good level as evidenced by their generally very good grades. Spelling and grammar skills are quite good. However, the syntactic capabilities still need to be improved. Therefore, the improvement of editing competency still needs to be improved, especially with regard to applied editing. According to the level achievement of the editing competency level of the Creative Media State Polytechnic Publishing student, the following conclusions can be generated. Editing education process is not based on the knowledge aspect, but prioritizes practice. Language problems are an element that must be strengthened in Creative Media State Polytechnic Publishing Students. Elements of spelling, words, and sentences are a matter of editing that must be further honed.

Keyword: editing, validity, competence/skills

INTRODUCTION

Publishing is an institution that provides information, both verbal and nonverbal. This institution is tasked with meeting the public's need for information, both entertainment and science, both imaginative and factual. In it involved many functions and creative workers. There is an investment from the owner of capital. There is a management that functions to manage publishing. There is a creative function performed by the author. There are editorial functions performed by editors. There are design functions that are worked on by designers. There is a marketing function that is responsible for salespeople. Whether explicit or implicit, all its functions and roles are guaranteed to exist in all publishers. In small publishers, everything is not implemented in a variety of roles and taxonomic positions. As for large publishers, both are realized by a strict division of roles and positions (Djuroto, 2014; Jones & Benson, 2016; Woll, 2010).

One element essential to publishing success is editorial. More specifically, it includes an editing function. This function is played by the editor who is responsible for the *quality control of the manuscripts* to be published. The editor has the aim of increasing the value of the manuscripts to be published. With the role of editor, quality manuscripts can be published. He is a figure who is able to filter out which manuscripts can be

declared and which manuscripts cannot be declared for publication. This is the first task that is not light and cannot be trifled with. This work can determine the basis for the quality that is fulfilled from a script. This is why editors cannot be viewed as merely proofreaders. The next work that is no less hard is increasing the value of more than the manuscript to be published. For that, the editor made improvements to the script. The improvement starts from the mechanical stage which corrects aspects such as language. The next improvement that is more difficult is the substantial stage that changes the content of the manuscript to make it more quality and worthy of publication (Eneste, 2012; Santoso: 2010; Trim, 2017).

But in fact, sometimes there are publishers who ignore the editing aspect. This is especially common among small publishers because of the efficiency factor. This means that small publishers are willing to sacrifice the quality of their products in order to cut production costs: the cost of editorial labor. This is of course a very sad and ironic reality because publishers like this do not realize that their company will become big because of the quality of their products which can only be realized through the reliable hands of editors.

In the latest development of the publishing industry, the need for editors

is increasing due to the increasing need for quality publishing products. In an atmosphere of increasingly fierce competition, better quality publications are a necessity. Publishers whose publications are not qualified will be automatically eliminated. A quality product can only be realized through editorial handled by professional editors.

For that, the publishing industry had to get a supply of editors. Editors must continue to be available to support the continuity and development of the publishing industry. To meet this need, it takes the role of educational institutions that can continuously produce editors.

One of the educational institutions that produces editorial staff is the State Polytechnic of Creative Media because it has a Publishing study program. This study program is the only one in Indonesia to date. In the curriculum, there is a very intense editing teaching. The goal is to produce graduates who are ready to work as editors who are needed in publishing editorial organizations.

But in fact, students who are skilled at working in the editing field have not been maximally achieved. This departs from students' lack of interest in creative editing work. This is due to a lack of understanding of how attractive the world of editing is as well as the

importance and high need for editing personnel in the publishing industry.

One of the problems that must be resolved is that the editing skills of students have not been tested during the educational process. This testing is one of the keys to ensure that graduates of the Publishing study program are experts in the field of editing. For that, research is needed that will show the level of testability of the Publishing students in the editing aspect.

From a writing perspective, a writer's work really needs an editorial "touch", even before the writing reaches the publisher's table, while the script is still at the writing stage. This means that a writer needs *self-editing skills* when working on the script. That is why in writing there is one stage that cannot be skipped: *revising*. This shows that published production requires editing long before the manuscript is accepted by the publisher, that is, when the manuscript is still "processed" by the author. Because of that, sometimes publishers don't want to bother, so that the editorial aspect is the responsibility of the writer himself. This means that there is no place for writers who don't have *self-editing skills*.

However, the fact is that many writers, especially among beginners, ignore the editorial aspect. They see that the writing process is only a process of free expression. This may not be a

problem when generating ideas. However, this is not enough to produce a guaranteed quality work. The novice writer forgets that there is another equally important stage: the "control process" of the expressions it has revealed. There will be no quality author's work without starting from *self-quality control* from the author himself.

Thus, the level of editing testing is needed not only for Publishing students with a specialization in editing, but also for Publishing students with a specialization in writing. This test is a tool that can measure the *self-editing skills* of prospective writers.

The level of testing also needs to be compared. This comparison is important to see the differences and similarities in the editing capabilities of two different specializations: editing and writing.

Testing is a matter that is tested or can be tested (Ministry of National Education, 2012: 1519). Skill or competence is the ability or authority (power) to determine (decide something) (Ministry of National Education, 2012: 719). So, editing skill testing refers to the definition of the ability to be tested in the field of editing.

Editing is a creative area of publishing that increases the value of the publishing product. Editology is a subfield of publishing science that

studies this enhancement. Editors are creators whose job it is to increase the added value of published products, both in quality and quantity. The philosophy of editing that has not changed even though no technological progress very rapidly is communicating idea / notion of the author / authors are easy, clear, correct, and appropriate to the reader with the principle target to spread science and information useful for the public good" (Trim, 2009: 8)

What is examined in this article is the testing of the editing skills of Publishing students at Creative Media. This means that the research objectives of Diploma III program students who are in KKNi are at level 5, namely as copy editing or script editors. Therefore, this research literature review follows in the context of editing the manuscript.

A. Basic Editing Activities

There are five basic editing activities that are very important. These five activities describe the scope of any main work performed by an editor.

1. Proclamation is the activity of reading the beginning then announcing the truth of the manuscript so that it remains in accordance with the original Notification activities are in the realm of copyeditor work.

2. Revision is the activity of correcting a script according to the style of the environment, EYD guidelines, or KBBI so that it becomes good and correct. Repair activities are still in the realm of copyeditor work.
3. Changing is the activity of changing the text at the level of sentence structure, paragraph structure, or outline structure so that it is easier to understand and coherent. Changing activities have entered the realm of editorial or senior editor work.
4. Reduction is the activity of reducing parts of the manuscript that are deemed unnecessary or irrelevant to the manuscript, including in adjusting the number of book pages. Reduction activities are still in the realm of the editor or senior editor.
5. Addition is adding parts of the manuscript which are deemed necessary or highly relevant, including the adjustment of the number of book pages. Reduction activities are also in the realm of editorial or senior editor work (Trim, 2009: 34).

In this study, the theoretical orientation used refers to aspects of basic editing activities in the realm of

copyediting, considering that the target of this study is D-III students who are intended to become ready-to-use workers in the realm of copyediting.

B. Type of Editing

The types of editing activities are divided into the following three groups:

1. Mechanical Editing
2. Substantive Editing
3. Image Editing (Pictorial Editing) (Trim, 2009: 38 -39; Trim, 2017: 16-28).

Mechanical editing is a basic editing practice for checking and improving manuscripts in terms of language, accuracy and ease of use. Traditionally, corrective signs were used to be affixed to manuscripts manually. Mechanical editing also includes aspects of readability and accuracy with reference to the publisher's environmental style (Trim, 2009: 38; Trim, 2017: 16-24).

Editing substantive is the practice of editing levels of moderate and severe as editor manuscript from the accuracy of the data / facts, clarity of style, legality and decency, as well as the accuracy of the details of the production. Significant changes to parts of the manuscript can be made in this type of editing. For example:

a. Changes in the structure of the manuscript (chapters and sections) ,

b. Change of manuscript quantity (from thick to thin manuscript; from thin to thick) ,

c. Breaking the thick manuscript into several volumes, and

d. Rewriting the script (change in writing style) (Trim, 2009: 38-39; Trim, 2017: 26-28) .

Image Editing is an editing practice regarding visualization on manuscripts such as images, maps, plans, tables, graphics, photos, schemes / charts, and videos. This type of editing is done by editors who have visual communication design skills (Trim, 2009: 39) .

C. Editor's Competence

Editor competence is the ability of an editor. This ability is related to the conditions that must be met in order for someone to be considered competent as an editor.

The main requirement to become an editor is to have reading and writing skills which also implies good language skills. Editors must also have non-technical competencies, including honesty, confidence, and thoroughness. As for the higher career development of editors, competency in

solving problems, making decisions, mastering communication to create *networking*, and streamlining and efficient tasks is required (Trim, 2009: 10).

Eneste (2012: 15-21) and Santoso (2010: 8-10) mentions the terms to become editor as follows.

1. Good at spelling.
2. Good at grammar.
3. Dictionary friendly.
4. Have language sensitivity.
5. Have extensive knowledge.
6. Have thoroughness and patience.
7. Has sensitivity to racial and pornography.
8. Has flexibility.
9. Have writing skills.
10. Mastering a certain field.
11. Proficient in foreign languages.
12. Understand the script editing code of ethics.

D. Editing Activity Process

The process of editing activities includes three stages as follows.

1. The Pre-Editing stage which includes reading the

manuscript as a whole and checking the following aspects: the completeness of the manuscript, the variety of the manuscript being edited, the table of contents of the manuscript, the sections and the sections, the illustrations / tables / figures, the footnotes, and the author's bio.

2. Editing Process Stage, which makes edits in aspects of spelling, grammar, truth of fact, legality, consistency, author style, script editing convention, and publisher style / citation style .

The Post-Editing stage which includes checking the completeness of the manuscript, the suitability of the list of contents with the contents of the manuscript, illustrations / tables / pictures, preface / remarks / foreword, content systematics, footnotes, bibliography, word / term lists, attachments, indexes, short author biography, synopsis, page numbers, and printing readiness (Eneste, 2010: 27-112).

RESEARCH METHOD

This study uses a grand qualitative method. That is, the basic method used is to understand and describe the object of study . In the study it conducted measurement are qualitative (Creswell, 2017; Mulyadi, 2014). This measurement is applied in finding the level of editing validity of

the Creative Media State Polytechnic Publishing students.

There are several technical methods that will be applied in order to collect data. Some of the data collection techniques that were applied were interviews and questionnaires. The interview is a method of collecting data directly by conducting questions and answers on data sources. The questionnaire is a data collection technique by creating a list of questions that provide space for answers (Winarto, et al., 2016; Miles, 2019). Interviews were conducted in order to obtain initial information from Publishing students, such as in order to make a map of interest and determine the most appropriate testing scheme. The questionnaire was used to dig deeper into information and test the editing skills or competencies of the Publishing students.

For the testing material, the script editing design proposed by Saefuddin (2015) was chosen as follows.

- a. Substitution is the replacement of the elements nas kah. Script element can be replaced with similar ones and which are not similar.
- b. Additions are additions to text elements.
- c. Omission is a reduction in the elements of the script.
- d. Transposition is the exchange and transfer of manuscript elements .

- e. Contamination is the mixing of the elements of the script.

Based on this design, the subject matter of the editing competency test for Publishing students is as follows.

1. Substituting improper script elements.
2. Adding script elements to make it better.
3. Reduce the elements of the script that are not correct.
4. Change and move elements of the script so that it is of higher quality.

Descriptive and comparative approaches are used for data processing. The descriptive approach is a method that sees data as it is. In this approach the data is processed using descriptive analysis. The comparative approach is a method that performs data comparisons. The data was processed using comparative analysis (Creswell, 2017; Miles, 2019; Mulyadi, 2014; Winarto, et al., 2016;). A descriptive approach is needed in describing the level of testing competence in editing. A comparative approach is applied in seeing the differences and similarities in the level of testing competence in editing between students with specialization in editing and writing.

This study procedure goes through the following stages.

1. Publishing student data collection who will be the study sample.
2. Conducting interviews to get initial data.
3. Testing the editing competence of Publishing students.
4. Processing test data.

Formulating policies, models, and conclusions.

RESULT AND DISCUSSION

In connection with the selection of data samples, selected from respondents who have attended an editing course whose teaching material is in accordance with the test material in the research. In

addition, the novelty factor is another consideration, namely students who have recently attended an editing course. To that end, selected samples of two classes of the semester to three among the students of issuance for these two classes meet these two requirements.

The material that has been tested includes the following two forms.

1. Test your editing knowledge.
2. Test editing practice.

The editing knowledge exam contains sixteen multiple choice questions with a grid covering some of the basics of editing as follows.

1. History of editology
2. Editing philosophy
3. Editor network map
4. Editor's basic competence
5. Editor's criteria
6. Stages of editing activities

7. Type of editing

The editing practice test is in the form of measuring technical editing skills which includes the following aspects.

1. Spelling editing
2. Word editing
3. Sentence editing

In testing the ability of the students Publishing theory, it appears that their ability cukum qualified. This can be seen from the highest score which reached a score of 32. This score is a perfect score, which means that the students answered all the questions correctly, namely two students. There were nine students who answered one with a score of 30. The highest score was 28, which was 11 students. There were 5 students with a score of 26, while those with a score of 24 were 2 students. The lowest score is only one person who reaches a score of 18.

The practical aspect test shows results that are more in contrast to the results in the theoretical aspect test . That is, the practical aspects of testing that shows the result of a lower value than the results of the testing aspects of the theory. Of the maximum score of 68 that must be achieved, the highest score achieved is only 40. The one with that score is also the least number, namely only one person. The lowest score is 22 as many as 3 students. The

highest score is 26, which is 7 students. The lowest score is 18, which is 1 student. Those who got a score of 30 were 4 students. A total of six students to get a value of 28. Score 24 only in ra i h by 3 students.

More specifically, in the practical exam, sentence editing practice scores were at the lowest level. Meanwhile, the scores in the practical test section are at an intermediate or intermediate level. The highest score was achieved in the word editing practice test.

The personal analysis regarding the level of testing of the editing skills of the Creative Media State Polytechnic Publishing students can be described as follows.

Salsabila Sulistiawati, a publishing student of class 3C, works on multiple choice questions with the results of 16 correct questions, error 0, and the total score obtained is 32. While working on practical questions in the spelling section, Salsabila got a correct score of 8 wrong 7, so the total value of the spelling section The result is 16. As for the work on the word part, the value is true 5 false 3, the total value obtained is 10. In the practice of the sentence part the correct value is 0 false 3, the total value in the sentence section is 0. So the total value generated in the correct value editing practice 13 wrong 13 and the total is 26. So that the total value obtained by Salsabila is 29 false 13, the

final score is 58.

Riski Setiawan, a student of 3C class publishing, worked on multiple choice questions with the results of the correct 16, wrong 0, and the total score he got was 32. While working on practical questions in the spelling section, Riski got a correct score of 9 wrong 6, so the total value of the spelling section The resulting value is 18. As for the work of the word part, the correct value is 4 false 4, the total value obtained is 8. In the practice of the sentence part the correct value is 0 wrong 3, the total value is in the sentence part 0. So the total value generated in the correct value editing practice is 13 Wrong 13 and the total is 26. So that the total value obtained by Riski on the problem is true 29 false 13, the final score is 58.

Zafira Salsabila, a publishing student in class 3C, works on multiple choice questions with 15 correct, 1 wrong questions, and the total score she gets is 30. While working on practical questions in the spelling section, Zafira gets 8 wrong 7, so the total value of the spelling section is correct. The resulting value is 16. As for the work on the word part, the value is true 5 false 3, the total value obtained is 10. In the practice of the sentence section the correct value is 0 wrong 3, the total value in the sentence section is 0. So the total value generated in the correct value editing practice is 13 Wrong 13 and the total is 26. So that the total score that Zafira obtained on the

problem is true 28 false 14, the final score is 56.

Ika Siti Cholifah, a publishing student of class 3C, worked on multiple choice questions with the results of 14 true questions, 2 wrong questions, and the total score she got was 28. While working on practical questions in the spelling section, Ika got a correct score of 8 wrong 7, so the total value of the spelling section the result is 16. As for the work on the word part, the value is true 5 false 3, the total value obtained is 10. In the practice of the sentence part the correct value is 0 false 3, the total value in the sentence section is 0. So the total value generated in the correct value editing practice 13 wrong 13 and the total is 26. So that the total value obtained by Ika on the problem is true 27 wrong 15, the final score is 54.

Bella Nur Oktaviani, a publishing student of class 3C, does multiple choice questions with the results of 14 true questions, 2 wrong questions, and the total score she gets is 28. While working on practical questions in the spelling section, Bella gets 7 wrong 8, so the total value of the spelling section the result is 14. As for the work on the word part, the value is true 6 false 2, the total value obtained is 12. In the practice of the sentence part, the correct value is 0 false 3, the total value is in the sentence part 0. So the total value generated in the correct value editing practice 13 wrong 13 and the total is 26. So that the total

score that Bella got on the problem is true 27 false 15, the final score is 54.

Ridyah Rahmawati, a student of 3C class publishing, worked on multiple choice questions with the results of 14 correct, 2 wrong questions, and the total score she got was 28. While working on the practical questions in the spelling section, Ridyah got 9 wrong 6, so the total score for the spelling part was correct. The resulting value is 18. As for the work on the word part, the correct value is true 3 false 5, the total value obtained is 6. In the practice of the sentence part, the correct value is 0 false 3, the total value is in the sentence section 0. So the total value generated in the correct value editing practice is 12 Wrong 14 and the total is 24. So that the total score that Ridyah got on the problem work was true 26 false 16, the final score was 52.

Alifianisa Andary, a publishing student of class 3C, did multiple choice questions with the results of 14 correct, 2 wrong questions, and the total score she got was 28. While working on the practical questions in the spelling section, Alifianisa got 11 false 4, so the total value of the spelling section was correct. The resulting value is 22. As for the work of the word part, the correct value is 7 false 1, the total value obtained is 14. In the practice of the sentence part the correct value is 0 false 3, the total value is in the sentence part 0. So the total value generated in the correct value

editing practice is 18 false 8 and the total is 36. So that the total value obtained by Alifianisa on the problem is true 32 false 10, the final score is 64.

Deina Rizky Utami in multiple choice received fourteen correct answers and two wrong answers, so that the total multiple choice points obtained was twenty-eight. In the spelling section, Deina got seven correct answers and eight wrong answers, so the total points she got in the spelling section was sixteen. In the word section, Deina got seven correct answers and one wrong answer, so the total points she got in the word part was fourteen. In the sentence section, Deina did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were fourteen and the wrong answers were twelve. The total practice score obtained was thirty. From the entire assessment process, Deina received twenty-eight correct answers and fourteen incorrect answers. The overall score for Deina was fifty-eight.

Agnes Ramadhany Viazi in multiple choice received fourteen correct answers and two wrong answers, so that the total multiple choice obtained was twenty-eight. In the spelling section, Agnes got eight correct answers and seven wrong answers, bringing her total in the spelling section to sixteen. In the word parts, Agnes got six correct answers and two wrong answers, bringing the total

for the word portions to twelve. In the sentence section, Agnes did not get the correct answer from a total of three questions, so the total correct answer in the practical assessment was fourteen and the wrong answer was twelve. The total practice score obtained was twenty-eight. From the whole assessment process, Agnes got twenty-eight correct answers and fourteen wrong answers. Agnes' total score was fifty-six.

Windu Wulan Ayu Lestari in multiple choice received fourteen correct answers and two wrong answers, so that the total multiple choice obtained was twenty-eight. In the spelling section, Windu got six correct answers and nine wrong answers, so that the total obtained in the spelling section was twelve. In the word part, Windu gets five correct answers and three wrong answers, so that the total obtained in the word part is ten. In the sentence section, Windu did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were eleven and incorrect answers were fifteen. The total practice score obtained was twenty-two. From the entire assessment process, Windu received twenty-five correct answers and seventeen incorrect answers. The total score that Windu got was fifty.

Hanina Zahra in multiple choice received fourteen correct answers and two wrong answers, so the total

multiple choice points obtained was twenty-eight. In the spelling section, Hanina got eight correct answers and seven wrong answers, so the total points she got in the spelling section was sixteen. In the word part, Hanina got four correct answers and four wrong answers, so the total points she got in the word part was eight. In the sentence section, Hanina did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were twelve and the wrong answers were fourteen. The total practice score obtained was twenty-four. From the whole assessment process, Hanina got twenty six correct answers and sixteen wrong answers. The overall score Hanina got was fifty-two.

Tiyas Mutiah in multiple choice received twelve correct answers and four wrong answers, so that the total multiple choice points obtained was twenty-four. In the spelling section, Tiyas got seven correct answers and eight wrong answers, so that the total points he got in the spelling section were fourteen. In the word part, Tiyas got four correct answers and four wrong answers, so that the total points obtained in the word part was eight. In the sentence section, Tiyas did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were eleven and incorrect answers were

fifteen. The total practice score obtained was twenty-two. From the entire assessment process, Tiyas received twenty-three correct answers and nineteen wrong answers. The overall score obtained by Tiyas is forty-six.

Anisa Rahmawati Putri in multiple choice received fifteen correct answers and one wrong answer, so that the total multiple choice points obtained was thirty. In the spelling section, Anisa got eight correct answers and seven wrong answers, so that the total points she got in the spelling section was eighteen. In the word part, Anisa gets seven correct answers and one wrong answer, so that the total points obtained in the word part are fourteen. In the sentence section, Anisa did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were fifteen and eleven incorrect answers. The total practice score obtained was thirty-two. From the whole assessment process, Anisa got thirty correct answers and twelve wrong answers. The overall score for Deina was sixty-two.

Nur Adila Rahmatillah in multiple choice received fifteen correct answers and one wrong answer, so that the total multiple choice points obtained was thirty. In the spelling section, Nur got seven correct answers and eight wrong answers, so that the total points obtained in the spelling section were sixteen. In the word part, Nur got six

correct answers and two wrong answers, so that the total points obtained in the word part were twelve. In the sentence section, Nur did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were thirteen and the wrong answers were thirteen. The total practice score obtained was twenty-eight. From the entire assessment process, Nur received twenty-eight correct answers and fourteen incorrect answers. The total score obtained by Nur was fifty-eight.

Farra Nadilla in multiple choice gets fifteen correct answers and one wrong answer, so that the total multiple choice points obtained is thirty. In the spelling section, Farra got ten correct answers and five wrong answers, bringing the total points he got in the spelling section to twenty. In the word part, Farra gets six correct answers and two wrong answers, so the total points earned in the word part is twelve. In the sentence section, Farra did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were sixteen and 10 wrong answers. The total practice score obtained was thirty. From the whole assessment process, Farra got thirty one correct answers and eleven wrong answers. Farra's overall score was forty-six.

Dwi Lestari in multiple choice received fourteen correct answers and two wrong

answers, so that the total multiple choice points obtained was twenty-eight. In the spelling section, Dwi got eight correct answers and seven wrong answers, so the total points obtained in the spelling section were sixteen. In the word part, Dwi gets six correct answers and two wrong answers, so that the total points obtained in the word part are twelve. In the sentence section, Dwi did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were fourteen and incorrect answers were thirteen. The total practice score obtained was twenty-eight. From the whole assessment process, Dwi got twenty-eight correct answers and fifteen wrong answers. The overall score that Dwi got was sixty-two.

Andi Nur Khairiyah A in multiple choice received fifteen correct answers and one answer for one, so that the total multiple choice points obtained was thirty. In the spelling section, Andi got ten correct answers and five wrong answers, so the total points he got in the spelling section was twenty-two. In the word part, Andi gets six correct answers and two wrong answers, so that the total points obtained in the word part are twelve. In the sentence section, Andi did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were sixteen and ten wrong answers. The total practice score

obtained was thirty-two. From the whole assessment process, Andi got thirty one correct answers and eleven wrong answers. The total score obtained by Andi is sixty-two.

Jihan Karina Lasena in multiple choice received fifteen correct answers and one answer, so that the total multiple choice points obtained was thirty. In the spelling section, Jihan got eleven correct answers and four wrong answers, so the total points he got in the spelling section was twenty-four. In the word section, Jihan gets five correct answers and three wrong answers, so that the total points he gets in the word part are ten. In the sentence section, Jihan did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were sixteen and ten wrong answers. The total practice score obtained was thirty-four. From the entire assessment process, Jihan got thirty one correct answers and eleven wrong answers. Jihan's overall score was sixty-two.

Muhammad Ikbal in multiple choice received thirteen correct answers and three wrong answers, so that the total multiple choice points obtained was twenty-six. In the spelling section, Ikbal got eight correct answers and seven wrong answers, so the total points obtained in the spelling section were sixteen. In the word part, Ikbal got six correct answers and two wrong

answers, so that the total points obtained in the word part were twelve. In the sentence section, Ikbal did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were fourteen and twelve wrong answers. The total practice score obtained was twenty-eight. From the entire assessment process, Ikbal received twenty-seventy correct answers and fifteen incorrect answers. Ikbal's total score was fifty-six.

Muhammad Jalaluddin Akbar in multiple choice received thirteen correct answers and three wrong answers, so that the total multiple choice points obtained was twenty-six. In the spelling section, Jalaluddin got nine correct answers and six wrong answers, so the total points he got in the spelling section was twenty. In the word part, Jalaluddin got five correct answers and three wrong answers, so that the total points obtained in the word part was ten. In the sentence section, Jalaluddin did not get the correct answer from a total of three questions, so the total correct answer in the practical assessment was fourteen and the wrong answer was twelve. The total practice score obtained was twenty-eight. From the entire assessment process, Jalaluddin got twenty-seventy correct answers and fifteen wrong answers. The overall score obtained by Jalaluddin was fifty-six.

Sekar Wisma Ningrum in multiple

choice received fifteen correct answers and one answer, so the total multiple choice points obtained was thirty. In the spelling section, Sekar got ten correct answers and five wrong answers, bringing the total points obtained in the spelling section to twenty-two. In the word section, Sekar gets five correct answers and three wrong answers, so that the total points earned in the word part are ten. In the sentence section, Sekar did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were fifteen and eleven incorrect answers. The total practice score obtained was thirty. From the whole assessment process, Sekar got thirty correct answers and twelve wrong answers. The overall score for Sekar was sixty.

Anisa Aulia in multiple choice got fifteen correct answers and one wrong answer, so that the total multiple choice points obtained was thirty. In the spelling section, Anisa got eight correct answers and seven wrong answers, so that the total points she got in the spelling section was eighteen. In the word part, Anisa gets four correct answers and four wrong answers, so that the total points she gets in the word part is eight. In the sentence section, Anisa did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were twelve and the wrong

answers were fourteen. The total practice score obtained was twenty-six. From the whole assessment process, Anisa got twenty-seven correct answers and fifteen wrong answers. The overall score obtained by Anisa is fifty-six.

In multiple choice Anisyah Rahmawati received fourteen correct answers and two wrong answers, so that the total multiple choice obtained was twenty-eight. In the spelling section, Anisyah got seven correct answers and eight wrong answers, so the total obtained in the spelling section was sixteen. In the word part, Anisyah gets seven correct answers and one wrong answer, so that the total obtained in the word part is fourteen. In the sentence section, Anisyah did not get the correct answers from a total of three questions, so the total correct answers in the practical assessment were fourteen and twelve wrong answers. The total practice score obtained was thirty. From the whole assessment process, Anisyah got twenty eight correct answers and eleven wrong answers. The total score obtained by Anisyah was fifty-eight.

Fairus Nima Hayati in multiple choice received thirteen correct answers and three wrong answers, so that the total multiple choice obtained was twenty-six. In the spelling section, Fairus got seven correct answers and eight wrong answers, bringing his total in the spelling section to sixteen. In word parts, Fairus gets six correct answers

and two wrong answers, bringing the total for word portions to twelve. In the sentence section, Fairus did not get the correct answer from a total of three questions, so the total correct answer in the practical assessment was thirteen and the wrong answer was thirteen. The total practice score obtained was twenty-eight. From the entire assessment process, Fairus received twenty-six correct answers and thirteen incorrect answers. The overall score for Fairus was fifty-four.

Helsa Alviana in multiple choice got thirteen correct answers and three wrong answers, so that the total multiple choice points obtained was twenty-six. In the spelling section, Helsa gets five correct answers and ten wrong answers, bringing the total points earned in the spelling section is ten. In the word part, Helsa gets six correct answers and two wrong answers, so that the total points earned in the word part is twelve. In the sentence section, Helsa did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were eleven and incorrect answers were fifteen. The total practice score obtained was twenty-two. From the entire assessment process, Helsa received twenty-four correct answers and eighteen incorrect answers. Helsa's overall score was forty-eight.

Mawar Indraswuri in multiple choice received twelve correct answers and

four wrong answers, so that the total multiple choice points obtained was twenty-four. In the spelling section, Mawar got seven correct answers and eight wrong answers, so the total points she got in the spelling section was fourteen. In the word part, Mawar got five correct answers and three wrong answers, so that the total points she got in the word part was ten. In the sentence section, Mawar did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were twelve and the wrong answers were fourteen. The total practice score obtained was twenty-four. From the whole assessment process, Mawar got twenty four correct answers and sixteen wrong answers. The total score obtained by Mawar is forty-eight.

Nadya Safa Ramadhania PI in multiple choice received fifteen correct answers and one answer for one, so that the total multiple choice points obtained was thirty. In the spelling section, Mawar got eleven correct answers and four wrong answers, so that the total points she got in the spelling section was twenty-four. In the word part, Safa got six correct answers and two wrong answers, so that the total points obtained in the word part were twelve. In the sentence section, Safa did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment

were seventeen and nine wrong answers were received. The total practice score obtained was thirty-four. From the entire assessment process, Safa received thirty-two correct answers and ten wrong answers. Safa's overall score was sixty-four.

Nadya Salsabilla Putri Kania in multiple choice received nine correct answers and seven wrong answers, so that the total multiple choice points obtained was eighteen. In the spelling section, Kania got nine correct answers and six wrong answers, so that the total points earned in the spelling section were twenty. In the word part, Kania gets five correct answers and three wrong answers, so the total points earned in the word part is ten. In the sentence section, Kania did not get the correct answer from a total of three questions, so the total correct answers in the practical assessment were fourteen and twelve wrong answers. The total practice score obtained was thirty. From the entire assessment process, Kania got twenty-three correct answers and nineteen wrong answers. The overall score for Kania was forty-eight.

Paramita Sari Dewi in multiple choice received thirteen correct answers and three incorrect answers, so that the total multiple choice points obtained was twenty-six. In the spelling section, Sari got six correct answers and nine wrong answers, so that the total points she got in the spelling section were fourteen. In

the word part, the extract gets six correct answers and two wrong answers, so that the total points obtained in the word part are twelve. In the sentence section, Sari did not get the correct answer from a total of three questions, so the total correct answer in the practical assessment was twelve and the wrong answer was fourteen. The total practice score obtained was twenty-six. From the entire assessment process, Sari received twenty-five correct answers and seventeen incorrect answers. Sari's overall score is fifty-two.

Salma Azzahra Faradiba in multiple choice received fourteen correct answers and two wrong answers, so that the total multiple choice points obtained was twenty-eight. In the spelling section, Salma got twelve correct answers and three wrong answers, so the total points obtained in the spelling section was twenty-six. In the word part, Salma gets seven correct answers and one wrong answer, so that the total points obtained in the word part are fourteen. In the sentence section, Salma did not get the correct answer from a total of three questions, so that the total correct answers in the practical assessment were nineteen and seven wrong answers. The total practice score obtained was forty. From the entire assessment process, Salma got thirty-three correct answers and nine wrong answers. The total score obtained by Mawar is sixty-eight.

CONCLUSION

The test that has been done shows the results of the level of testing skills of the Publishing State Polytechnic Creative Media students. The results did not show a high score level. Publishing students still have to refine their abilities in the aspect of practical editing skills, especially in the aspect of sentences. However, their basic knowledge is already very high with an average score of very satisfying.

Based on the results of the level of testing of the editing skills of the Creative Media State Polytechnic Publishing students, the following recommendations were obtained.

1. Editing teaching is more directed at education that prioritizes practice, not theoretical aspects.
2. Publishing Students of Creative Media State Polytechnic still need to be strengthened in the technical aspects of language.
3. Technical aspects of the language that must be strengthened, especially in the aspects of spelling, words and sentences.

Studies have some suggestions as an overview of the things still sa Ngat needs to be done.

1. There needs to be more intensive assistance regarding strengthening editing skills for Publishing Students of Creative Media State Polytechnic

It is necessary to develop a curriculum that further ensures the readiness of the State Polytechnic Creative Media Publishing students.

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