

# CHAPTER I

## INTRODUCTION

### 1.1.The Background of Study

Language is the institution whereby humans communicate and interact with each other by means of habitually used oral--auditory arbitrary symbols. Lyons (1981:4)

In this globalization era, people use their writing to show their idea, such as a newspaper which is used to inform something in a written form. A good writing has some aspects such as grammar, vocabulary and punctuation which are used in a text. These aspects can help the reader understand the text easier. Traditionally, teaching in schools only focuses on the grammar and vocabulary but punctuation is rarely learn in English class specifically

A language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail... Those terms are system, signs, vocal, conventional, human, communicate. Algeo (2005:2)

Language is very important to us, if we do not know the language we can not speak well to those around us. therefore we learn the language as well as possible. many of us learn the wrong language and therefore we should be more sensitive to the language we will talk about with those around us. many people are wrong in speaking many languages that we know and many people do not have or use punctuation. we must also know the punctuation that we will use in writing and speaking to people. punctuation that we need to know when we will write a point, comma, exclamation marks, question marks, quotation mark and so on in punctuation can we are any meaning in the punctuation. therefore we must teach our students about punctuation in writing.

According to Jo and Anthony (2000:659) “punctuation errors occur with the omission or misuse of one of the following marks, the function of punctuation marks is to separate words and phrases within a sentence according to their meanings. This is useful for students who learn writing subject. Especially by The Eleventh Grade Students SMK Negeri 5 Medan According to Gading in his article entitled of “Ability using Punctuation” he says that, usually the writer often ignored of using punctuation mark in writing essay, such as example of the following sentence “So, pay attention to your children to avoid the bad effects by watching TV too long,” in this sentence is fragment of a paragraph made by one of the The Eleventh Grade Students SMK Negeri 5 Medan In the sentence above there is an error in this sentence because, the writer does not use a period at the end of sentence. This error indicates that knowledge and writing skills using grammar rules are good and right still looking weak.

Teaching English as a foreign language is a challenging activity because the teacher have to teach new language beyond the mother tongue. Teaching English is not easy because not many students like English lessons. This is the study of teacher to make students to be interest in learning English. To master English learning, there are four concerning skills that must be learned, namely reading, listening, speaking, and writing are considered as productive skills. Besides, the learners also have to account their pronunciation, vocabulary, grammar. And spelling in order to make their mastery of English becomes excellent. In this case teacher have to pay attention of teaching writing.

Language is a part of human and communication facility that has been existing since people need to express themselves to communicate, language is a media of human to communicate spoken or written. According to Wardhaugh (2006:1) that a language is what the members of a particular society speak. There is no society neither human nor animal can exist

without communication. That is why language is used as a means of communication in human life. It is very important because it is used when people make social interaction with other people.

The language skill is the performance of the speakers of a language in using their language as a tool of the communication in their daily routines. It is the ability to use their language according to the set of the conventional rules they share among themselves. It refers to the correct use of the rules of their language. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively.

Writing is the act or process of producing and recording words in a form that can be read and understood. According to Pranoto (2004:9) writing means to pour thoughts into the form of writing or tell something to others through writing. Writing can also be interpreted as an expression or expression of feelings poured in the form of writing. In other words, through the process of writing we can communicate indirectly.

KBBI (2007:1134) state that Punctuation marks are used in the spelling system. Therefore, in understanding a text, the reader relies on the regularity as well as completeness and accuracy of spelling words in the article. So it will be no ambiguity in comprehension a text in English. For example, “woman without her man, is nothing” and “woman: without her, man is nothing,” both of these examples are same but they have different meaning. As do in the sentences, “eats shoots and leaves” and “eats, shoots and leaves”. The difference of the sentence is only influenced by a punctuation that makes a different meaning.

Teaching writing needs long process to complete and spend more time during the process where writing is one of the four basic skills which must be taught in school. The students start

learning to communicate through written form as they begin to interact with others at school level. From the four skills, writing is the most complicated to master among others. Writing is not only talks about grammars and vocabularies but also of conceptual and judgment elements.

Based on the writer's observation in teaching practice program (PPL) at Eight Grade Students SMP Negeri 26 Medan, the writer found many problems that is faced by students especially in writing and then that punctuations were completed by them. Then, the researcher examined and look for the most total and type errors of punctuation placement in the text which is done by ofEight Grade Students SMP Negeri 26 Medanand describes the most dominant errors in the type of punctuations. In this study, the writer limitedthe research into six types of punctuation. The sixth punctuation are period, comma, exclamation, question marks, apostrophe, and quotation marks.one of students common problem is about using punctuation in sentence. The punctuation is restricted because punctuation above is punctuation which is commonly used. Besides that, it is important for the researcher to limit the punctuation used as theoretical basis. So this study is aimed to determine any punctuation errors made by students in writing eight class Therefore, the writer can find out the mistakes made by students and the dominant errors in using punctuation mark in the text.

## **1.2.The Problem of the Study**

Based on the background of the study above, the problems of the study was formulated as follow :

“ What are the types of errors found in using punctuation in writing narrative by the students ofThe Eleventh Grade Students SMK Negeri 5 Medan” .? ”

### **1.3.The Objective of the Study**

The objective of this study concerns with the problems above. The objective of this study is :

“ To analyzetypes of errors in using punctuation by the students Eleventh grade of SMK Negeri 5 Medan”

### **1.4.The Scope of the Study**

The writer focus to on the students errors analysis of punctuation by the The Eleventh Grade Students SMK Negeri 5 Medan. Marks of punctuation include :

1. Hyphen
2. Comma
3. Question mark
4. Apostrophes
5. Exclamation point
6. Quotation mark
7. Parentheses
8. Semicolon
9. Period

### **1.5 The Significances of the Study**

**1.5.1. The Theoretical Significances have three of the study are stated as follows :**

1. Affects the results of an essay to support the improvement of language skills
2. Can help train and nurture students in writing skills especially composing.

3. Clarify the meaning and intonation of a sentence so as to facilitate the reader in understanding his essay.

**1.5.2. The Practical Significances have three of the study are stated as follows:**

1. The students to get more understanding about punctuation errors and it helps to know the use of the correct punctuation when the students want to write the text.
2. The teacher to get more understanding about the punctuation errors and it helps them to teach their students the use of the correct punctuation
3. The reader to get more knowledge about the use of the correct punctuation in writing.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This chapter presents a review of related literature and explains the related materials in order to give the clearer concept and ideas for this study. These concepts and ideas would lead to a much better analysis of the variables selected by writer in order not to raise confusion,

misunderstanding, and misinterpretation in comprehending the concepts and ideas which was applied in this study; that is the study on punctuation marks in writing.

## **2.2. Writing**

Writing is a method of representing language in visual or tactile form. Writing system use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

According to Jeremy Harmer (2004:31) “writing ( as one of the four skills of listening, speaking, reading. And writing) has always formed part of the syllabus in the teaching of English... The importance given to writing differences from teaching situation to teaching situation... Writing encourages students to focus on accurate language use and, because they think as they write, it may well language development as they resolve problems which the writing puts into their minds” .

Writing is an activity of pouring out the thoughts, ideas, and feelings of a person expressed in written language. In another sense, writing is an activity to express thoughts and feelings in the form of writing that is expected to be understood by the reader and serves as a means of communication indirectly... Writing can inspire someone in making a book that can be read well. writing can be interpreted as a person's ability to write the main idea or as a message to others.

“ Writing is important, for an overemphasis on any one aspect of writing can do a disservice to children and can devolve easily into no instruction at all. An overemphasis on prescriptions renders writing meaningless to students, encouraging them to comply with forms that have no apparent purpose, while an overemphasis on strategy and purpose can create students who feel good about themselves but in fact know very little “ .Marry. M. kennedy (1998:13)

These contracts may seem merely like cover or convenient ways to break down the larger concept. In fact, they point to the sources of many conflicts and misunderstandings about writing and the teaching of writing and writing is very helpful for students in writing the main idea or a composition that can be read and can pour the main idea and good ideas in writing.

### **2.2.1. Teaching Writing**

Teaching writing effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

Teaching writing is unusual among professions because it is so ordinary. Everyone knows what teachers do. Most adults observed teachers throughout childhood, and most continue to watch teachers as their children go through school. No other profession is so familiar to us all. Moreover, there is a feeling of timelessness to our observations. Marry. M. Kennedy (1998:1)

### **2.2.2. Purpose of Writing**

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use for writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience.

According by Lydia Richmond <http://www.clutteredgenius.com/three-purposes-writing/they-are-three-purposes-for-writing>:



### 1. Entertain

This means that, for the most part, we're writing for the sake of writing. The only goal is to give our audience something to enjoy. Perhaps it is in the form of an anecdotal story about our day or experience at the beach.

### 2. Inform

A piece of writing that informs offers exactly what the students are thinking information. It may come in the form of a how-to post, a list post a guide to something. The students offering tidbits of knowledge to your readers.

### 3. Persuade

The students seen plenty of these posts before. The goal of a persuade piece is to get your audience to think a certain way, agree with you, do something

According to Jeremy Harmer (2004:41) creative writing tasks are nearer the “invented purpose” end of our purpose cline, but they can still be very motivating since they provide opportunities for students to display their work – to show off in other words, in a way that speaking often does not.

Going through the full writing process pre-writing, drafting, revising, rewriting and publishing can be a lot of work, but it's always worth the effort. Each stage of the writing process builds on the last, and each subsequent stage would be much harder if the previous one hadn't been completed. When students read the essay in its final, polished form, it becomes clear that following the complete writing process produces the best essay.

### **2.2.3. Process of Writing**

Writing process pre-writing, drafting, revising, rewriting and publishing can be a lot of work, but it's always worth the effort. Each stage of the writing process builds on the last, and each subsequent stage would be much harder if the previous one hadn't been completed. When students read the essay in its final, polished form, it becomes clear that following the complete writing process produces the best essay.

“Pre-Writing” reminds us of how important and lasting a contribution the writing-process movement has made to our field because it so clearly calls up for us the field as these teachers found it. Christian Russell McDonald (2002:4).

According to Jeremy Harmer (2004:8) one of the most obvious differences between writing and speaking has to do with the processes that writers and speakers go through. In face-to-face communication there is little, if any time lag between production and reception. Thought becomes word with great speed, and is absorbed as it appears. Once something is said it cannot be unsaid (though speakers can of course go back and say things differently in an attempt to modify the listener's understanding of what they are saying).

#### **2.2.4. The Kinds of Genre Writing**

According to Hyland (2009:15) Genre is term for grouping texts together, representing how writers typically use language to respond to recurring situations.

The concept of genre based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such text to read, understand and perhaps write them relatively easily.

Genre can be recognized from three rhetorical structures. They are social function, generic structure, and lexical grammatical features. Genre differ in terms of their social purposes for which members of a culture interact. Pardiyono (2007:17-313) says that there are types of genre, they are: narrative, recount, description, report, discussion, etc.

1. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experiences in different ways.

2. Recount

Recount is a narration text too. This has explained in chapter one, the detailed explanation will be presented on part of recount on the next pages.

3. Descriptive

Descriptive is a text which can be written out with a descriptive. It describes an object to the readers. The length of the text depends of specific details of the object being describe.

4. Headlines (news item)

Headlines (news item) is neither paragraph or essay. Instead this conforms to any written english text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered news worthy or important.

5. Exposition

It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to reader. The aims is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in

orders the readers take a certain course of action related to the truth of the fact of the object.

6. Anecdote

It is any written English text which the writer shares with the others an account of an unusual or amusing incident.

7. Producer

something is accomplished through a sequence of action or step.

8. Explanation

To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

9. Analytical Exposition

To reveal the readers that something is the important case.

10. Hortatory Exposition

To persuade the readers that something should or should not be the case or be done.

Then what is the basic difference between analytical and hortatory exposition. In simple word. Analytical is the answer of "How is/will" while hortatory is the answer of "How should". Analytical exposition will be best to describe "How will student do for his examination? The point is the important thing to do. But for the question" How should student do for his exam?" will be good to be answered with hortatory. It is to convince that the thing should be done.

11. Discussion

To present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

12. Review

To critique or evaluate an art work or event for a public audience.

### 13. Spoof

To tell an event with a humorous twist and entertain the readers.

## **2.3. Error**

Errors are something usual done by learners who are in learning process. They usually made many mistakes in writing process. To know the students difficulties in writing, the teacher required the investigation of the errors by analyzing the sources of errors. One way to identify the students' errors is using the error analysis method.

According to Brown, (2000:217) "An error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner". It means that an error is something that can be seen and it shows the learner's ability.

When student learn a target language, they usually make an error or mistake. The different system of target language and native language leads them to make the errors. According to Harmer (1983:35) "error is the result of incorrect rule learning; language has been stored in the brain incorrectly "and mistake is less serious since it is the retrieval that is faulty not the knowledge".

According to the statement above, the writer summarize that error is a part of second language acquisition that happens systematically and consistently learners do that and it's caused by lack of comprehending the linguistic competence. On the other hand, making errors are part of learning process and no one can learn language without his/her first making error. Because the learner cannot avoid making mistake in learning foreign language.

From explanation above, it can be concluded that error is systematic and the students cannot self-corrected, because it reflects the students' competence in the target language. in

contrast, a mistake is an error that students can self-correct, because it is only the result of the students' performance. Learning a language is fundamentally a process that involves making mistakes or errors. The mistakes include vocabulary items, grammatical pattern, and sound patterns as well.

### **2.3.1. The Types of Error**

According to James (1998:103) " Error taxonomies are usually done with paper and pencil, and the maximum number of dimensions of error that one can show on a plane surface is three : usually two dimensions are reflected in the taxonomy. In addition there are four further subtypes, eight in all. Taxonomy can operate with four of their categories plus a fifth (blends) of my own.

#### **2.3.1.1.Omission**

This is to be distinguished from ellipsis ( E ), and from zero ( z ), elements which are allowed by the grammar ( indeed are power – full grammatical resources), whereas omission is ungrammatical.

Compare :

He'll pass his exam but I won't [ pass my exam ]. Ellipsis

He'll pass his exam and I'll [ Q ] too. Omission

A high omission rate leads to a truncated IL with features similar to those found in pidgin languages, and is typical of untutored learners or learners in the early stages of learning.

#### **2.3.1.2.Addition**

This manifestation of error, Dulay, Burt and Krashen suggest, is the ' result of all-too-faithful use of certain rules 'and they suggest there are subtypes. A typical result is an English sentence having two negators or two tense markers instead of one. Here is an example :

He doesn't know\*s me contains a redundant third person-s on the main verb know, redundant because the auxiliary do already carries that marker.

### **2.3.1.3.Misformation**

This is Dulay and Krashen's third category, and again they identify three subtypes. They define misformation as use of the wrong form of structure or morpheme, and give examples like :

1. I \* seen her yesterday.
2. He hurt \* himself.
3. I read that book\*s.

It is indeed clear that seen for saw is use of the wrong form, but why call it 'misformation'? it is not, no more than that is a 'misformation' of this.

### **2.3.1.4.Misordering**

This category is relatively uncontroversial...just as important as syntactic ordering is rhetorical ordering; different linguistic-cultural groups develop conventions determining what each considers consensually to be the 'right way to one's arguments or reasons in writing for example .

### **2.3.1.5. Blends**

There is one category that complements the target modification taxonomy. Blending has been widely studied in speech error ( 'slips') research, and Hockett (19967) and later Bears (1992a) explain it in terms of the competing plans hypothesis.

## **2.3.2. The Causes of Error**

Error occurs for many reasons. The most common cause is interference from the native language. In this case, a learner may make error because he assumes that the target language and his native language are similar. But, in fact they are different, other obvious causes in completing knowledge of the target language and the complexity of the target language.

According to Brown,(200:224) The cause of error can be distinguished into four causes, they are:

1. Inter-Lingual Transfer

Inter-lingual transfer error happens because of the inference of a mother tongue into target language. Interference of native language, which impedes the learning of target language because of the differences between both languages.

In this early stage, before the system of the second language familiar, the native language is the only linguistic system in previous experience upon the learner can draw, for example: the learner say "sheep" for "ship", or "the book of jack" of "jack's book".

2. Intra-lingual Transfer

The early stage of language learning is characterized by a predominance of intra-lingual transfers, but once of the learner begun to acquire part of the new system more and more inter-lingual generalization within the target language manifested his previous language itself experience begin to include structure within the target.

3. Context of Learning

Context refers to classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypothesis about a language.



Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in the text book.

The writer was seen that inter-lingual transfer occurs because students have already had knowledge whereas there are different systems such as sound, grammar, word order, and so forth. Meanwhile, developmental errors occur because students do overgeneralization in using foreign language rules.

## **2.4. Error Analysis**

“Error Analysis is a process based on analysis of learners’ errors with one clear objective: evolving a suitable and effective teaching-learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.”

According to Mc. Donalad (2002:66).“Errors in writing may be caused by interference from the act of writing itself, from the difficulty of moving a pen across the page quickly enough to keep up with the words in the writer’s mind, or from the difficulty of recalling and producing the connections that are necessary for producing print rather than speech, conventions of spelling, orthography, punctuation, capitalization and so on” .

From the statement above, it can be seen, that error is the result of the incorrect use of language as a partial knowledge and competence that is achieved in language learning process. The students cannot avoid making error in learning foreign language and the error is more crucial than the mistake. It can show us the lack of the knowledge and whereas mistake can be corrected by ourselves.

### **2.4.1. The Goal of Error Analysis**

The most typical use of the analysis of error is the teacher. It is designing pedagogical material and strategies. Dulay states that studying students’ errors serve two major purposes:

1. It provides data from which inferences about the nature of the language learning process can be made.
2. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which errors types detract most from a learner's ability to communicate effectively (1982:138).

#### **2.4.2. The Procedures of Error Analysis**

Error analysis is the error that can be observed, analyzed and classified to reveal something of the system operating within learner. It has methodology that involves some procedure in conducting error analysis. Ellis and Barkhuizen mentioned the steps of error analysis research as follow:

##### **1. Collecting a Sample of Learner's Errors**

To analyze an error, the researcher has to collect a sample of learner language, it provides the data first. The researcher needs to be aware that the nature of the sample being researcher may influence the nature and distribution of the errors observed. The nature and quality of errors are likely to very depending on whether the data are consist of natural, spontaneous language use or careful, elicited, and language use.

Ellis and Barkhuizen discuss three types of data collected from learner, one of which is learner reports. The following types of data are discussed:

1. Non-linguistic Performance
2. Samples of Learner Language
3. Reports of Learners

Ellis and Barkhuizen discuss three types of data collected from learners, one of which is learner reports. Verbal reports are used to investigate different 13 aspect of L2 acquisition. First

of all, it provides samples of learner language, within the broad category of verbal reports, Ellis and Barkhuizen discuss self-reports, self-revelations, and self-assessment.

### **2.4.3. The Differences Between Error and Mistake**

#### **1. Error**

Error analysis was inspired by generative linguistic movement of the sixties which focus on the creative aspect of language learning according to Brown (in C. Jack 1973) the disappointing result of brown's effort's to use descriptive linguistic rule of explain learning order underscore this point. The appearance of such errors can be detected. It means that the error saris because each learner has different motivation, social background, and intelligence. It has a relationship with the learner's language competence in learning a second language, some errors appear because the learners have not yet understood the grammar of the second language.

#### **2. Mistake**

Mistake are of no significance to the process of language learning however the problem of determining what is learner's mistake and what is learner's error is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accounted than. According to Miller (in C. Jack 1973) put it would meaningless to state rules for making mistakes. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing such lapses or mistakes, which are not the result of deficiency incompetence but the result of same sort of breakdown in process of producing speech.

From the explanation above, it can be concluded that error expressions are divided into two kinds; they are mistakes and errors themselves. Errors refer to the competence, whereas mistakes refer to the performance.

So, the difference between Error and Mistake is in the context that they are used in. A Mistake is usually accidental, you know it is wrong. Otherwise, an Error is usually made due to the lack of knowledge and is more formal than ' Mistake '. Machines never make Mistakes, but rather they make Errors. People can make both.

## **2.5. English Grammar**

English grammar is very important for us. Grammars are typically written without systematic references to the linguistic literature (unless they are added to a quotation or are really unavoidable), and without discussion of conflicting analyses. According to Kortmann (2006:4)

English grammar is the way in which meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole text.

Using language grammatically and being able to communicate are not the same, but they are both important goals. Thus the language teaching field would be well served by finding a way to help learners accomplish, the grammar book Marianne Celce Murcia (1999:2)

Grammar is needed in writing. Students can know how to prepare the grammar they know, and students are also able to understand the writing structure that will be used in writing that students will write in an essay or main idea to pour in paragraph. Grammar is the whole system and structure of a language in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics.

## **2.6. Punctuation Marks**

According to harmer (2004:49)“ Using Punctuation correctly is an important skill. Many people judge the quality of that is written not just on the content , the language , and the writer’s hand writing but also on their use of punctuation. If capital letters, commas, full stop, sentence and paragraph boundaries, etc ”.

Punctuation marks are used in the spelling system. A punctuation mark is a symbol such as a full stop or period, comma, or question mark that students use to divide written words into sentences and clauses.

### **2.6.1. Definition of Punctuation**

Punctuation is a form of symbol that is useful for making the composition of the sentence to be irregular and to provide pressure or tone or intonation in a sentence. from the punctuation students can write the essay well. They have symbols that are not related to phonemes or words and phrases to a phrase or text. So punctuation is very important to write the something.

Punctuation is placed in text to make meaning clear and to make reading easier. The various punctuation marks perform four functions: they (1) separate (a period separates sentences), (2) group or enclose (parentheses enclose extraneous information), (3) connect (a hyphen connects a unit modifier), and (4) impart meaning (a question mark may make an otherwise declarative sentence interrogative).

The function of a punctuation mark is the basis for the rules governing its use and should be the basis for determining whether or not it is needed. The modern tendency is to punctuate to prevent misreading (open style) rather than to use all punctuation that the grammatical structure will allow (close style). Although the open style results in a more inviting product, it does allow subjectivity, perhaps arbitrariness, in the use of some marks, for example, the comma and

hyphen. Consistency in the author's or editor's subjective decisions is vital to a well-punctuated report. Mary K. McCaskill (1998:44)

## **2.6.2. Types of Punctuation**

With a typewriter or word processor, you sometimes use one space or waspaces following punctuation. With a computer, use only one space following periods, commas, semicolons, colons, exclamation points, question marks, and quotation marks. With a computer, the space needed after these punctuation marks is proportioned automatically.

### **2.6.2.1 Hyphen (-)**

To check whether a compound noun is two words, one word, or hyphenated, students may need to look it up in the dictionary. If students can't find the word in the dictionary, treat the noun as separate word. According to Jan Straus (2008:65)

Example :

1. The government persuades us to use degra-dable material for daily use.

It means hyphen is used to cut the word at the turn of the line. In this use, the hyphen is positioned after the word cut at the end of the line, not the beginning of the new line.

The hyphen is a short horizontal mark of punctuation (-) used between the parts of a compound word or name, or between the syllables of a word when divided at end of a line.

### **2.6.2.2. Comma(,)**

Commas are also a way of signalling a parenthesis. Parentheses, or explanatory asides, are marked by brackets, dashes, or commas. These markers are graduated in their indication: the heavier the point, the longer the explanatory side trip taken. The dash implies a longer

parenthesis than the comma, but shorter, often, than the parenthesis that round brackets enclose”  
.Jane Straus (2008:54)

Of all the marks of punctuation, the comma requires the most judgment. To punctuate with commas requires not only compliance with a set of rules but also thorough understanding of the material being punctuated. Commas can change meaning!

The primary functions of the comma are to separate and to enclose elements of a sentence. The function of a particular comma is important: when it separates, it stands alone, but when it encloses, it needs a partner. The instances when commas separate sentence elements are discussed first in this section, and then the instances when commas enclose..Mary K. McCaskill(1998:44)

Example:

1. Jack has two blue bags, one white that and some red ties.

It means that comma is used to separate three or more consecutive items. The use of commas before the word “ and “ is optional

Comma is a state of unconsciousness in which a person cannot be awakened; fails to respond normally to painful stimuli, light, or sound lacks a normal wake-sleep cycle; and does not initiate voluntary actions.

### **2.6.2.3. Question Marks (?)**

The purpose of the question mark is to terminate a direct question, whether the question is an independent sentence, a clause within a sentence, or a direct quotation. What system identification procedure should be used for a statically unstable aircraft?

The question addressed by this research project is, What system identification procedure should be used for a statically unstable aircraft?. (1998:69-70)

In reference 2, Jones asks, "What system identification procedure should be used for a statically unstable aircraft?"

1. Use a question mark after a direct question. Do not use it when the question is indirect (Jo and Anthony, 2000:663)
  - A. He asked her, "Have you had lunch?"
  - B. Who am I? Where am I going? Why am I here?
2. Question mark is used in parentheses to explain part of a sentence that cannot be verified (Center of Language Development, 2008:42)
  - A. Her money of 10 million rupiah (?) Lost.
  - B. He was born in 1683 (?)

Question mark is a mark indicating a question usually, as in English, the mark ( ? ) placed after a question.

Examples :

1. Where is the gas station?
2. Who is your teacher?
3. How did you do that?

It is mean that interrogative sentences start with question words such as who, what, and where and end with a question mark

#### **2.6.2.4 Apostrophes (‘)**

The functions of the apostrophe are to indicate possession; to form the plurals of abbreviations, characters, and signs; and to indicate omitted characters in contractions. Mary K. McCaskill (1998:44)



1. We prefer to follow the GPO and to use the 's to form the plural of symbols, abbreviations, acronyms, designations, signs, numbers, and years:

Examples :

1. x's 's
2. 130's
3. M.A.'s

It's mean that Chicago Manual of Style and WIT recommend that the apostrophe be used in such plural constructions only when necessary to avoid confusion.

1. An 's is used to form the plural of a word referred to as the word itself, but the apostrophe is not necessary when the word retains its meaning:

There can be no ands, ifs, and buts. (meaning no conditions). There can be no and's, if's, and but's. (meaning the words cannot appear)

1. The apostrophe indicates letters left out of contractions, for example, it's (it is), Gov't, and nat'l. Since contractions are rare in formal writing, such use of the apostrophe is also rare.

The sign (') as used to indicate the omission of one or more letters in a word, whether unpronounced, as in o'er for over or pronounced, as in gov't for government, to indicate the possessive case, as in man's.

Examples :

1. The school's rules
2. The flower's are in the vase
3. The book's are on the table
4. It's so hot today

It's mean that the use of apostrophe in a plural form that already seems clear then apostrophe is not in need anymore just enough with the suffix " s " only. As for making sentences that indicate years and abbreviations do not need to use apostrophe in it.

#### **2.6.2.5.Exclamation Point (!)**

Exclamation point In spoken conversation, exclamation are used freely, especially in moments of high passion Example:

1. What a cheap book!
2. "Never!" she said.

Exclamation point is the sign (!) which is used in writing to show that word , phrase, or sentence is an Exclamation point .

Examples :

1. What a beautiful view!
2. What a bad day!
3. What a lovely voice!
4. How lucky she is!

It's mean that exclamation is used for the expression of shock, excessive happiness, anger or enormous confidence.

#### **2.6.2.6. Quotation Mark (“)**

Quotation marks are used to enclose words quoted from another source, direct discourse, or words requiring differentiation from the surrounding text. Since they enclose, they always come in pairs. They can also be overused and render a text visually hard to read.

Double quotation marks (") are used most of the time. Single quotation marks ( ' ') are used only within double quotation marks. (1998:70)

Example :

1. He said to her. "I tough" exam was a good film.

It's mean that quotes can be double (") or single ( ' ) if the student will to use quotation marks in quotation marks, then students' use single in double, or double in singleton.

#### **2.6.2.7. Parentheses ( )**

Use parentheses to enclose words or figures that clarify or are used as an aside.

Examples:

1. I expect five hundred dollars (\$500).
2. He finally answered (after taking five minutes to think) that he did not understand the question.

It's mean that parentheses or " round brackets " ( ) are the familiar symbols used in pairs to group things together.

#### **2.6.2.8. Semicolon (;)**

Use a semicolon in place of a period to separate two sentences where the conjunction has been left out... It is preferable to use the semicolon before introductory words such as namely, however, therefore, that is, i.e., for example, e.g., or for instance when Examples: Call me tomorrow; I will give you my answer then. I have paid my dues; therefore, I expect all the privileges listed in the contract.

Examples:

1. You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing will make the trip better.
2. As we discussed, you will bring two items; i.e., a sleeping bag and a tent are not optional.

It's mean that symbol (;) used in writing between two parts of a sentence, usually when each of the two parts could form grammatical sentences on their own.

## **2.7. Previous Research**

Some studies dealing with this study were done by Syifa and Cholipah. The short explanations of this study are explained in the following section. Syifa conducted a case study on **Analyzing on Some Student's Error In Learning Descriptive Writing**. She focused on error in usage descriptive writing by the student. The purpose of this study was to find out what the most common error made by the student in learning descriptive writing, and the writer used test as instrument to get data. The method was qualitative analysis. The subject of this study consists of 32 students of the second grade of junior high school which are taken by random sampling.

Cholifah conducted a research study about **The Error Analysis on Student Learning Recount Text**. She focused on error in usage recount writing by the student. The purpose of this study was to find out what the most common error made by the student in learning recount writing, and the writer used test as instrument to get data. The method was qualitative analysis. This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the second grade students of SMP Trimulia Jakarta. The method used in this study was a case study included as qualitative research. The data was presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. The result of the study showed that there are the highest-three and the lowest-three errors made by the students.

The previous research in above have similarity with this research. This research and the previous research are about The Error Analysis In Writing. The differences between this research

and the previous research is this research about punctuation and the previous research is about learning recount text.

## **2.8. Conceptual Framework**

Writing is a way of communication to convey a message, ideas thoughts, impression and feeling in written form. Writing should be organized effectively and include aspect such as ideas, word choice, grammar, content and coherent. In teaching writing to the students, introducing the writing genre is a must. There are twelve of genre trough in teaching writing, one of them is recount text.

Punctuation is defined how the various elements of a sentence relate to each other, thereby ensuring clear and unambiguous communication and they help to establish the tone. Function of punctuation is more mechanical and hence more easily learned and punctuation is part of what distinguishes the skilled writer from the novi

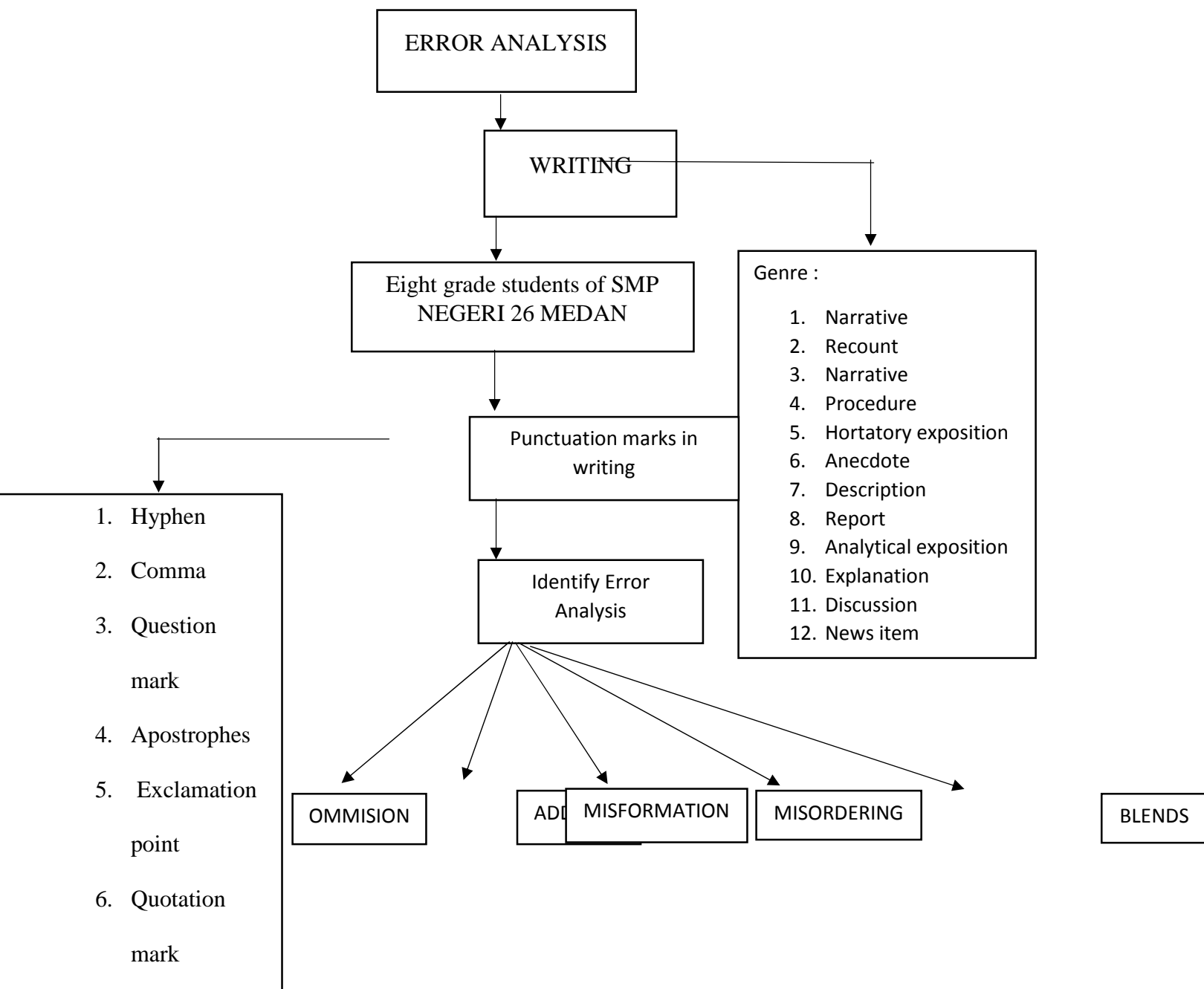


Figure 2.1. Conceptual Framework of The Students Error Analysis In Using Punctuation Marks In Writing Narrative By The Eight Grade Students of SMP Negeri 26 Medan. This writer uses this conceptual framework from RotuaMurni S. Sianipar (2014) with her title is Students' Error Analysis In Writing News Item Text.

### CHAPTER III

### RESEARCH METHOD

### **3.1. Research Design**

In this study, the writer was descriptive method to analyze the students' errors. The descriptive method would employ since it is used to describe phenomena as objectively as possible based on the data obtained. It is the most suitable type for this study. This method describes what actually happen to procedures about method which are useful in research. In this chapter, the writer explained the methodology of this research.

According to Sherman (1998:4) qualitative research is an effort to comprehend not only the modes of cultural arrangements but the ways in which those arrangements are experienced by individuals, in order to provoke intelligibility and involve one personally and inters objectively in conscious pursuits of meaning. For qualitative researchers, life is not a dress rehearsal; it is the real thing.

The design of this research is case study. This research design is used because the writer waslike to research some aspects related to the students' ability in using punctuation mark in writing narrative. The aspects include the types of errors that was found using test and the sources of errors which are obtained by using written test.

### **3.2. Population and Sample**

According to Paul S. Levy (1999:13,21) The population (or universe or target population) is the entire set of individuals to which findings of the survey are to be extrapolated. In this text we use the terms universe, target population, and population interchangeably and sample is a sample survey are to take a sample from the population and to estimate population parameters from that sample.

#### **3.2.1. Population**

According to Bret Hanlon and Bret Larget (2011:5), A population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. This research was conduct the Eleventh Grade Students of SMK Negeri 5 Medan Jl. Timor No.36 Medan as the population, consists of seven major

### **3.2.2. Sample**

According to Bret Hanlon and Bret Larget (2011:510-11) simple random sample is a sample chosen in such a manner that each possible sample of the same size has the same chance of being selected. In a simple random sample, all individuals are equally likely to be included in the sample in order to get the data.

The sample of this research was the Eleventh Grade Students of SMK Negeri 5 Medan has seven major of the school. The writer was choose one class (X1 TPM-2) as the subject of the research. So, this research was conducted in this population and sample to know analysis in using punctuation marks in writing narrative ability.

### **3.3. Data Collection**

#### **3.3.1. The Instrument of Collecting Data**

In collecting the data, the uses of the instrument test is needed. To get the data, the writer used the following tests, they are:

1. Written test for narrative text
2. Writer will give the text and students analyzes English punctuation
3. The researcher will get the data from teacher's documents. The documents will need to find out information about the profile of school, the students' English score of list students' name.

#### **3.3.2. Technique of Collecting Data**

In conducting this research, the writer uses of technique to obtain data about students' errors in using punctuation mark in writing narrative: Test is a tool or a procedure used to know or measure something in a circumstance, using certain ways and rules which have been determined. In this research, the writer gives the test to write which is made by the writer. The test was conducted during 60 minutes and it is given to 26 students. Test is used to collect data



about the ability of first grade students of SMK NEGERI 5 MEDAN to use punctuation mark where the data will be analyzed to find out the errors that students committed

After doing written test of narrative, the writer will give written test of English punctuation. The writer will give the text to the students which has no punctuation.

### 3.4 Scoring the Test

In scoring the essay test, the score determine into the cumulative score ranging from 0 – 100. The test consists one text to be analyzed the punctuation, and make the students’ own narrative text by applying the punctuation. In scoring the writing test, it is determined into the cumulative score ranging from 0 – 100. So, there are some important indicators that should be considered. To score the test, the researcher give the cumulative scores ranging from 0 – 100.

According to Jacob et all in Weigle (2002:116), There are some indicators to be considered, they are:

**Table 3.3. Criteria of Scoring the Test**

N0	Criteria	Description		
		Score	Value	Aspect
1	Content	27 – 30	Very good to excellent	Knowledge, substantive development of thesis
				Relevant to assigned topic
		22 – 26	Average to good	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
		17 – 21	Poor to fair	Limited knowledge of subject, little, substance, inadequate, development of to pic
		13 – 16	Very poor	Does not show knowledge

				of subject, non-sub tantive, or not enough to evaluate
2	Organization	18 – 20	Very good to Excellent	Fluent expression, ideas clearly stated/ supported, succinct, well- organized logical sequencing, cohesive.
		14 – 17	Average to Good	Some what choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		10 – 13	Poor to Fair	Non – fluent, ideas confused or disconnected, lacks logical sequencing and development.
		7 – 9	Very Poor	Does not communicate, no organization, or not enough to evaluate
3	Vocabulary	18 – 20	Very Good to excellent	Sophisticated range, effective word/idiom choice, usage but meaning not obscured
		14 – 17	Average to Good	Adequate range, occasional errors of word idiom form, choice, usage but meaning not obscured.
		10 – 13	Poor to Fair	Limited range, frequent errors word/idiom form, choice, usage, meaning confused or obscured.
		7 – 9	Very Poor	Essentially translation, little knowledge of English vocabulary, idioms, word From, or not enough to evaluate

4	Language Use	22 – 25	Very Good to Excellent	Effective, complex compound constructions, few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
		18 – 21	Average to Good	Effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but \ meaning seldom obscured.
		11 – 17	Poor to Fair	Major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and / or fragments, run-ons, deletions, meaning confused or obscured.
		5 – 10	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5	Mechanic	5	Very Good to Excellent	Demonstrates mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.
		4	Average to Good	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		3	Poor to Fair	Frequent errors of spelling punctuation, capitalization,

				paragraphing, poor handwriting, meaning confused or obscured.
		2	Very Poor	No mastery of conventions, dominated by errors of spelling
				Capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

### 3.5 Technique of Analyzing the Data

After collecting data from the test, the writer analyzed the students' errors by focusing on their grammatical error in using punctuation mark in writing narrative from the students' answer sheet. The percentage of the error will be presented based on the term of descriptive analysis technique. The writer applied the following formula to calculate the percentage of students' grammatical errors of punctuation mark. The formula is Allan G. Bluman, (2006 : 95)

$$P(\%) = \frac{f}{n} \times 100 \%$$

p= Percentage

f= Frequency of errors made

n= Number of sample which is observed

After the writer having frequency and percentage of difficulty, the writer will calculate the average mark by using formula in below:

$$P(\%) = \frac{f}{N \times n} \times 100 \%$$

P = percentage

f = frequency

N= number of students

n = number of item test

The last step, the writer finds out the sources of error both of Interlingua and intralingua. For intralingua error, the writer adopted Richards' theory which consist of four sources; overgeneralization, ignorance of the rule restrictions, incomplete application of rule and false conceptual framework.