

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important thing for communication. Especially in English learning process, it can be used as a tool for transferring knowledge, minds, ideas, and opinion feelings to another people. Communication can be done in both written and spoken forms. When people communicate in spoken form, language is definitely used as a means of communication. Brown (2000:5) states language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another. It becomes a tool to help us in our activities, because language is not about talking with someone but we can accepted the language by gestural symbol too. It means that in oral communication, language takes the most important part as a system to understand the message. To deliver the message, the speaker should be able to use language correctly and accurately. Therefore, the language needs to be learned in many ways.

The four basic skills consist of: (1) Listening, understanding various meanings (interpersonal, ideational, textual) in various interactional spoken text. (2) Speaking, telling various meanings (interpersonal, ideational, textual) in various interactional spoken text. (3) Reading, understanding various meanings.(4)Writing, telling various meanings (interpersonal, ideational, textual) in various interactional writing text. Moreover, writing is means of communication where by writers transmit idea to their reader, Nuriyanti (2017). Writing needs good grammar because it denotes us how far we master the usage the grammar. In grammar, we learn many things, such as sentense, phrase and clause, part of speech, tenses, etc. In this

analysis, the writer especially takes punctuation as one of many items in grammar. Writing is one of those skills that can help students to develop their English by expressing their knowledge and experiences. It can be expressed in the form of essay, paragraph, letter, and short story.

A good writing has some aspects such as grammar and vocabulary. However, in the discussion of grammar, punctuation was often left out. In fact, using proper punctuation is very important because it conveys meaning completely Oshima & Hogue (2006:280). The punctuations that are commonly used are periods, commas, colons, exclamations, question marks, apostrophes, and quotation marks. It is difficult to understand the meaning of texts if we use punctuations incorrectly.

In writing the students can devote some ideas in their mind on a piece of paper. They can write something that they can't talk, so their ideas can be understood by reader. To make a good paragraph writing, the students must pay attention in using many aspects influence writing. One of the aspects influence writing is using punctuation correctly, it can make a good paragraph writing.

English Foreign Language (EFL) learners make some errors of using punctuation regularly. The errors happen because English is not their native language. There are also different rules of English regarding to their native language. Thus, the errors are absolutely committed. Punctuation errors occur in the use of omission or misuse of punctuation marks. These errors are commonly made by students. To know students' difficulties in using punctuations, lecturer need to analyze the reasons students made source error. So, this is one of the ways to identify the students' punctuation errors by using this type of analyzing. It is often called error analysis method.

Lack of accuracy, omission, and understanding of using punctuation properly were some of the problems faced by students. Failure to use punctuation will result in different meaning as such they are not able to understand the meaning correctly. This is why the lecturers and the students must pay attention in using punctuation.

Based on writer's observation during teaching practice most of student less attention to use the punctuation correctly. The writer found the error of punctuation place in students' writing sheet when the writer was asking them to do the assesment about write the text. The writer get conclude that student ability of using the punctuation still low after checking out their assesment sheet. It is difficult to understand the meaning. It supported by Kane (2000:379) that all punctuation exist, basically, to help readers understand what wish you say. So, teacher needs to teaching more students about punctuation and need to remaind them about using the punctuation before they start to write the text.

Language learning is also learning conversation. Therefore, Indonesian language learning is directed at increasing the ability of students to communicate in Indonesian language properly and correctly, both oral and written.

In conclusion, based on the explanation above, the writer would liketo know the types and the most frequently types of punctuation errors made by students in learning English especially at second grade students in SMK Negeri 1 Percut Sei Tuan. Therefore, the writer chose the title "An Error Analysis of the Punctuation in Students' Writing of Second Grade Students in SMK Negeri 1 Percut Sei Tuan.

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as the following:

1. “What types of punctuation error that are made by the second grade students in SMK Negeri 1 PercutSei Tuan”
2. “What types of punctuation error that are most frequently made by the second grade students in SMK Negeri 1 PercutSei Tuan”

1.3 The Objective of the Study

Based on the problems of the study above the objective of the study were as follows :

1. To find out what types of punctuation error that are made by thesecond grade student in SMK Negeri 1 PercutSei Tuan.
2. To know the types of punctuation error that are most frequently made by second grade student in SMK Negeri 1 PercutSei Tuan.

1.4. The Scope of the Study

Students usually make mistakes in writing essay or text , for example full stop, comma, apostrophe, hypen, brackets, quotation mark, exclamation mark, colon marks, semi-colon, question mark, and dash. The writer analyse the error punctuation place made bysecond grade student in SMK Negeri 1 PercutSei Tuan. In this case the writer focus on the types of using punctuation according Dulay (1982:138) namely Linguistics Category Taxonomy, Surface strategy Taxonomy,ComparativeAnalysis Taxonomy, Communicative Effect Taxonomy.In this study the writer only focus on Surface Strategy Taxonomy and divided into 4 parts, they are :ommission error, addition error, misformation and misordering error.

1.5 The Significances of the Study

The finding of this study aretheoretically and practically relevant:

1. Theoritically

- 1). This study expected to give information to the students in using punctuation, with expectation that the students can increase their ability in using punctuation in their writing.
- 2). This result of this study can increase the insight and knowledge of students to applying the punctuation in writing skills.
- 3). Next researcher can make this research as a reference for further research.

2. Practically

- 1). The teacher will be able to develop appropriate teaching technique for the students.
- 2). By knowing students' weaknesses, lecturer may focus more on developing the lacking aspect.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The research design of this research used a qualitative research. This study is dealing with an error analysis of the punctuation in the students' writing. According to Creswell (2009:4) qualitative research was a means for exploring and understanding the

meaning individuals or groups ascribe to a social human problem. The writer is going to find out the error punctuation in writing. The qualitative data is used to describe the error in placing the punctuation.

3.2 Subject of the Research

The subject of this research conducted at second grade student in SMK Negeri 1 Percut Sei Tuan. The object of this study is the students of XI-AV2 class that consist of 21 students.

3.3 The Instrument of Collecting Data

Qualitative data was used in this research. The instrument used to know the students ability using of punctuation. The qualitative was collected by test and interview. All instrument that was used in this research was explained in following:

a. Test

The writer uses a test as the instrument of the research. It is given to know and to identify the errors made by students in placing punctuation. The writer was given the writing test to students about English text which has no punctuation. Then, the students answered the test by placing the correct punctuation in the text.

b. Interview

The next step in collecting the data is interview. Here, the writer uses interview which was done in order to get accurate information about the factors of errors made by the second semester students in placing punctuation. The researcher interviews the participants by using open-ended questions. It is guided by question that has been prepared by writer. The participants involved in the interview are five students from the sample. It is conducted after the participants finish answering the test.

3.4 Procedure of Collecting Data

Procedure of collecting data of this study is test and interview. For the test, the writer find the types of error in using the punctuatation. In interview, the writer asking the students some question to get information in using the punctuation.

3.5 Technique of Collecting Data

Data collecting was a process to collect the primary data for doing the research. In this research, the technique of collecting the data was started by asking the students to put correct punctuations in a sheet of text without punctuations. As stated before, the writer focus on the students who have finished all of writing subject. Therefore, the writer found the participants of the research directly outside the classroom after choosing them randomly.

a. Test

Test is a series of questions or other instruments which is used to measure the intervals or group skill, knowledge, intelligence, and capability. In additon, Arikunto (2009: 223) that test is used to measure whether is or no and how big ability of the object research (students). Here, the researcher uses English text as the instrument of the research. The test was given to know and to identify the errors made by students in placing punctuation marks. The writer gives the test to the students about English text which has no punctuation marks. Then, they put the correct punctuation marks in the text based on their knowledge. They were given fifty minutes to do it. Then, the researcher collects students' answer sheet.

b. Interview

According to Sugiyono (2012:231) states that interview is a meeting of two persons to exchange information and idea through question and response, resulting in communication and joint construction of meaning about a particular topic. Interview is a activity to get information by asking some questions orally. The researcher interviews some students to know the factors of errors in placing punctuation. The researcher interviews the participants by asking them some question that related to punctuation marks.

3.6 The Procedure of Analyzing Data

After obtaining the data from the field was sufficient and fulfills the answers to the research questions, the data collects from various sources is then reviewed and processed and is expected to provide a true picture of the reality found in the field. Data was obtained and collected from various sources through test and interviews in the field to be further described in the form of reports.

1. Test

In analyzing the data from the test, the writer uses data analysis procedure. The writer use the procedureof error analysis by Weber (1981) in Atmowardoyo's book: Data collection, identification of errors, classification of errors, and a statement of error frequency. The first step is identification of errors. After collecting the data from the test, the researcher start to indentify the errors that are produced by the students. In this step, the researcher tries to find out all the punctuation mark errors in the text. The writer using a statistical formula in order to find out the students' error in their writing composition. The statistical formula is being used as :

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Frequency of Respondent

N: Number of Respondent

100%: Constant Value

2. Interview

In analyzing the data from interview, the researcher just describes based on what the students said about their obstacles in placing