

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Error analysis is the study of errors made by second and foreign language learners. Error analysis is a technique for identifying, classifying, and systematically interpreting the mistakes made by someone learning a foreign language. Error analysis is the study of errors made by the second and foreign language learner. Error analysis may be carried out to find out how well someone knows the language.

Punctuation is a sign that has an important role in a sentence or text because punctuation marks provide meaning from word to word. In other words, punctuation helps readers to understand the sentence to be read. Defining that all writing requires complete mastery of punctuation because punctuation removes ambiguity and makes prose clear and easily understandable. Punctuation is a tool used by writers to help their readers understand the meaning of their words. The punctuation marks clarify the meaning of written sentences by Beyer in Khan (2016). Several types of symbols are included in punctuation. The symbol consists of a dot or dots (.), comma (,), semicolon (;), colon (:), hyphen (-), hyphen (--), apostrophe ('), quotation marks (""), question marks (?), and exclamation points (!). The entire Punctuation marks have different functions in complete sentences.

Writing is one of the important aspects of language learning such as in accomplishing written assignments and tests. Writing is an activity of communicating in the form of conveying messages in writing to other parties using written language as a tool or medium. In writing, there are difficulties in writing

skills such as planning and organizing ideas, to lower level skills, such as spelling, punctuation, and word choice. The purpose of writing is to help students express their feelings and ideas in written form. Students are expected to be able to convey ideas, feelings, desires, and knowledge by writing.

As generally known, many kinds of text can be used in written form such as narrative text, descriptive text, explanation text, recount text, report text, and argument text. According to Purba (2018:27-30), narrative text is a type of text that tells about activities or events in the past, which shows problematic experiences and the solution means to entertain, often intended to teach moral lessons to their readers. The narrative text is a text that contains imaginary stories, fairy tales, or exaggerated true stories. Usually, narrative stories have a moral value that can be taken at the end of the story.

Based on the researcher experience teaching English in the Campus Mengajar program batch 3 at SMPN 1, there are several student problems that are found in learning English. They said that learning English is difficult, especially writing and they always find hard words that made them confused. The student's lack of knowledge in writing text due to the placement of the punctuation marks is incorrect. This is because students' interest in writing activities can be said to be relatively low. Most of the questions in their examination consisted of a vocabulary test. It made the student's ability to understand punctuation marks relatively low.

Meanwhile, in the writing process for SMA students, errors often occur in the use of punctuation. When compared to writing letters and writing words, it is the use of punctuation that often experiences errors in writing activities carried out by students. Difficulties are experienced by students in using word order, identifying

types of punctuation marks, and distinguishing punctuation marks in writing. There are still many students who have not been able to use proper punctuation in writing a text. This should not be allowed because students will not be able to use punctuation correctly in each piece of writing.

Suliman and Ben (2019:33) find that the benefits of punctuation are important in writing. Punctuation marks provide written structure, intonation, and pauses during reading. Punctuation marks are used to provide the right sentence to convey. In writing, punctuation is the part important component in the structure of writing, sentences, and words.

Based on the above statement, the research would be conducted with the title *“An Error Analysis Of Using Punctuation in Writing Narrative Text Of Tenth Grade Students At SMA Gajah Mada Medan”*.

1.2 The Problems of the Study

Based on the background of the study the statement of the problem in this research is formulated as:

1. What types of errors are made by the students' punctuation in writing the narrative text?
2. What is the cause of the student's errors in using punctuation in writing narrative text?

1.3 The Objectives of the Study

Based on the research problems above, the objectives of this study are as follows:

1. To find out what types of punctuation errors are made by the tenth-grade students in SMA Gajah Madah Medan;

2. To find out the cause of the students' errors in using punctuation in writing narrative text.

1.4 The Scope of the Study

After identifying the problems stated above, the researcher needs to limit and focus on the problems of what kinds of errors are made in using punctuation and what the causes of errors made by the students in using punctuation. It is quite necessary for the writer to analyze the students error in using punctuation in writing the narrative text of the tenth grade students at SMA Gajah Mada Medan. In this study, the researcher focuses on the types of using punctuation according to Dulay (2013:14) that is surface strategy taxonomy, comparative analysis taxonomy, communicative effect taxonomy, and linguistic category taxonomy. In this study, the researcher focuses on the surface strategy taxonomy would be focused on omission error, addition error, misformation, and misordering error.

1.5 The Significances of the Study

The result of this study is expected to contribute some useful information for:

1.5.1 Theoretical Significances

1. This study is expected to give information to the students on using punctuation, with the expectation that the students can increase their ability in using punctuation in their writing;
2. The result of this study can increase the insight and knowledge of students to apply punctuation in writing skills;
3. Next researchers can make this research as a reference for further research.

1.5.2 Practical Significances

1. The teacher will be able to develop appropriate teaching techniques for the

students;

2. By knowing students' weaknesses, a lecturer may focus more on developing the lacking aspect.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study are needed to be theoretically explained. This framework is absolutely useful to give a clearer understanding of all of the things related to the study. The theoretical elaboration on the concepts and terms will be presented in the following.

2.2 Definition of Writing

Writing is one of the English skills that must be mastered by students. Writing plays a role in being able to help students to think critically and develop ideas. Therefore, students need to learn and write to gain knowledge about the stages of effective writing, to develop ideas and share their thoughts with others through writing.

In learning English, four skills must be mastered such as writing, speaking, listening, and reading. Husna & Multazim (2019:53) said that writing is one of the important skills in English because writing is a process to enlarge our knowledge by comprehending the meaning of the text. Writing helps students to understand what they know. In writing, students can express feeling to others about what is felt, wanted, and thought in writing language. Writing is needed by students and must be mastered because writing can develop oral and written communication skills.

Writing is mental work investing ideas that are thought of and how to express them and organize them into statements and paragraphs that will be clear to the reader. Writing is that writing is a series of activities that take place and involve

several phases, the stages of preparation, development, and review of content, as well as revision or repair post. The purpose of writing is to express oneself, give information to readers, and create literary work.

Based on the explanation above, writing is a part of English skills that provides information from the results of people's thoughts and can be a medium for someone to express his thoughts to others. Writing is also possibly used as a place to express what someone feels in writing. In English, many students think that writing is the most difficult skill among the other three skills. The students have to know the elements of writing to deliver good writing. The students have to know the elements of writing to deliver good writing. So, students need to master writing skills because they can be used for expressing ideas and feelings of students and communicating with others in the written form o convey information, content, goals, and suggestions. This is also a good process and creative process for giving ideas to readers.

2.2.1 Process Writing

Harmer (2004:4) states that process writing is a classroom activity that consists of four elements they are pre-writing, planning, drafting, and editing, that is:

1. Pre-Writing

Pre-Writing is the first stage that is carried out first before determining the topic to be written down or something. Pre-writing is a series of strategies designed to find and produce information in writing. Pre-writing is a thought process for determining the purpose of writing, adjusting the style of language, and choose topics. Therefore, this stage is carried out by students so that they can design what they will produce in their writing.

2. Drafting

Richards dan Renandya (2010:317) said that drafting is the steps for students in pouring their ideas into sentences or paragraphs. When the students have found ideas, then the first attempt at writing that is drafting will be easier. This means that step can distribute many students' ideas and develop texts that are aimed at topics that are predetermined and their writing is neither and readers can understand the purpose and the things presented in the text.

3. Revising

Nation and Newton (2009:119-120) said that revising is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to simulate further ideas, and to look for errors. Therefore, it is necessary on terms of reviewing, modifying, and refining student writing as planned before carrying out our writing process. This stage serves to reduce writing errors made by students.

4. Editing

The previous stage was revising, then the next stage was done with the editing stage. According to Nation and Newton (2009:120), editing is the final stage for students to rewrite and recheck sentences such as grammar, punctuation, usage, and spelling.

Based on the explanation above, the researcher provides an explanation or elements of the process writing. The researcher did not used writing elements in the research because the researcher focused on the types of errors in students' writing.

2.3 Error and Error Analysis

In learning English, students may often make mistakes in writing English. Student errors are caused by students having difficulties in students knowledge or understanding, thus making students not aware of what mistakes are in writing. As foreign language learners, students cannot avoid mistakes in learning a foreign language. Errors can indicate the forming process of the new language system.

Richards and Schmidt (2010:201) said that error analysis is the study of mistakes made by second and foreign language learners. This shows that the influence of the native language on the second language is more complex. Because second language learners' errors are caused by many complex factors that affect the learning process such as the target language itself, the communicative strategies used, and the type and quality of the second language. Error is an error caused by a lack of knowledge about the target language (English) or with a false hypothesis about it. Brown (2000:217) also defines error as a real deviation of native speaker adult grammar, reflecting competence from students. According to Sanal (2007: 597), error analysis is a study to identify, and describe regularly to explain student mistakes by using one of the principles and techniques provided by linguistics.

Based on the explanation above, it can be concluded that errors are students' lack of understanding in learning by using unacceptable and inappropriate grammatical forms of the target language. Therefore, researcher choose errors because they provide evidence of the existence of a language system that they have learned at a certain point in a subject.

2.3.1 Sources of Errors

Errors can be done by some sources. According to Jha (1991:49-57), there are two sources of learner's errors, intralanguage interference, and interlanguage interference. Intralanguage interference brought on by interference from the mother tongue into the system of his target language. Interlanguage interference developing mistakes made at a certain point of the second language acquisition process when they have not learned the information.

2.3.2 The Types of Error

Errors are divided into four categories by Dulay (2013:14) that is linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy. These taxonomies are discussed with two main goals in mind that is (1) to present error categories that are defined solely by observable characteristics rather than inferred characteristics, and (2) to report the results of research that has been done so far regarding error types observed.

2.3.2.1 Surface Strategy Taxonomy

1. Omission

Omission is an element that must be present in a well-formed utterance is absent in this type of error. The omission is any selection of certain necessary items in a sentence. Some linguistic forms may be omitted by the learner because they are more complex to produce. This can happen with content morphemes (things that are being talked about) or with grammatical morphemes (the parts of a language that make up the structure of sentences). Example: "My mother's smart cooking" It should be "My mother is smart in cooking".

2. Addition

The addition of any usage of unnecessary items in the sentence. The addition is indicated by the presence of an "unwanted" item in a sentence. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

Example: "He does not come." It should be "He does not come."

3. Misformation

This kind of mistake is identified by the usage of the incorrect morpheme or structure. Misformation is indicated by the usage of wrong forms of certain morphemes or structures.

Example: "she slepted early last night".

4. Misordering

Blends occur when two or more morphemes that have the same function appear in a sentence.

Example: "The only one thing I want." It should be "The only thing I want."

Based on the explanation above, the researcher used the types error surface strategy taxonomy, that is omission, addition, misformation and misordering in analyzed students' writing errors. This is because the surface strategy taxonomy emphasizes sentence structure in ignoring important parts and adding unimportant parts or students may form the wrong structure in writing.

2.3.2.2 Linguistic Category Taxonomy

Linguistic category taxonomy is to classify errors to either or both language components and certain linguistic constituents affect error. Many taxonomy errors are based on linguistic items while being influenced by an error. Errors in language

components include phonology (pronunciation), syntax, morphology (grammar), semantics, and lexicon (vocabulary).

2.3.2.3 Comparative Taxonomy

Based on the classification of errors in comparative taxonomy is based on comparisons between the two structures of language and certain other types of construction. According to Dulay (2013:14), there are types of developmental errors that is intralingual errors, ambiguous errors, and other errors.

2.3.2.4 Communicative Effect Taxonomy

According to Dulay (2013:19), the classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions.

2.3.3 Errors and Mistakes

Mistake and error mean something that is done incorrectly or wrong. Therefore, the difference between these two words is in the context that they are used in. Mistakes are usually accidental or mistakes are performance corrected. Mistake is less formal than error, and is usually used in daily speech. Errors are usually made due to the lack of knowledge. So, the action was wrong because it was different from the rules, model, or specific code. Error is a more formal word than a mistake.

Aside from it, there is a difference between errors and mistakes. Keshavarz (2012:61-62) stated that errors are governed by rules, systematic in nature, internally principled, and free from arbitrariness. They show the learner's underlying knowledge of the target language which is his transitional competence. Error is random deviations and unrelated to any system. They are related to the

performance of the learner and might occur in speech and writing like a slip of the tongue, a slip of the ear, a slip of the pen, and a false start. Pointing out that errors and mistakes are different from each other because an error cannot be self-corrected and is caused by learners' inadequate knowledge of the target language whereas a mistake can be self-corrected.

Based on the explanation above, researcher used errors in analyzed students writing. This is due to students lack of understanding of the language being studied and students do not know errors they make repeatedly. This research was conducted to describe the types of errors students made in writing.

2.4 Punctuation

Punctuation is one of the special signs in the form of symbols that are useful for making sentences irregular and giving stress or tone or intonation in sentences. Husada (2018:23) stated that punctuation is a sign component used in writing to clarify meaning, separate sentences, words, and parts of words. Khan (2016:27) stated that punctuation is important because it can provide understanding to the reader understand the meaning contained in the writing without looking at the expression of the person writing the text. This is supported by Yun Ginting (2018:338-344) whose aim is these punctuation marks can provide an understanding to the reader in interpreting the structure clearly and distinguishing sentences in writing. According to Harmer (2004:49), punctuation is an important and correct skill for many people. Punctuation has a quality value in a piece of writing not only from the content, language, and handwriting but also from the use of punctuation.

Punctuation is a reasonable and logical system which came about slowly as

printers and publishers tried to make writing clear and easy to read. The using punctuation is very important because it can make the reader easily to understanding writing, so that one can understand the messages conveyed even without looking at the expression of the person who wrote the message. Punctuation errors occur with the omission or misuse of one of the punctuation marks, the function of punctuation marks is to separate words and phrases within a sentence.

Punctuation cannot be separated from writing. Punctuation serves to guide the reader to understand the parts of the sentence. Punctuation marks are signs in writing such as periods, commas, etc. punctuation marks can also be used as a tool for signaling the structure of information in written language. Punctuation marks are used to understand the parts of a sentence so that it will make it easier for the reader to understand.

In writing, the placement of punctuation marks varies due to the types. There is punctuation written at the end of sentences or in the middle of sentences as separators between words. Punctuation errors occur with the omission or misuse of one of the punctuation marks. There are several types of punctuation such as slash, comma, apostrophe, period, exclamation point, colon, semicolon, question mark, and dash.

2.4.1 Types of Punctuation

According to Khan (2016:27), punctuation is a tool used by the writer to help the reader understands the meaning of his words. Based on the types, punctuation mark are divided into several groups that is comma, brackets, full stop, semi-colon, colon mark, question mark, quotation mark, hyphen, apostrophe, exclamation mark, and dash. The types of punctuation is:

1. Comma (,)

Comma are punctuation marks located in writing such as pauses in sentences when speaking. The comma have no meaning, but they help the reader understand the structure and meaning of sentences. Several rules for using a comma are:

1. To separate words and groups of words with a series of three or more;
2. To separate the two adjectives when the words can be inserted between them;
3. To separate the day of the month from the year and after the year.

2. Brackets (())

Brackets are punctuation marks that are used to mark the boundaries of something additional comments in a statement. Parentheses are only used as a way to indicate the boundaries of parentheses inserted in a sentence.

Example :

1. Marie Curie (1867-1934) was the first person to be awarded a second Nobel Prize;
2. The teacher (and all the students) was late for the field trip.

3. Question Mark (?)

The question mark is a terminal punctuation marks a sign that turns sentences into a question. Question marks are used to indicate uncertainty, doubt, or mistrust. The use of question marks to indicate the end of a direct question. The main use of the question mark is to indicate the end of direct questions. Direct questions are very effective in documents that hold a 'dialogue' with the reader.

Example:

- 1..... does a fault vector exist?
2. You do care, don't you?

4. Colon (:)

Colon is a punctuation mark that is used to indicate that the material is for follow. The material can be in the form of a summary, list, complete sentences, questions, or quotation. If the item in that material following the colon is only one or two words long, they might be separated only by a comma.

Example :

1. There are many disturbing factors: fatigue, poor eyesight, poor reading ability, anxiety or undue caution, distractibility, and inadequate motivation.
2. I want the following items: butter, sugar, and flour.

5. Semicolon (;)

A semicolon is a punctuation mark that has several uses, especially to indicate a break in a sentence.

Example :

1. Call me tomorrow; I will give you my answer then.
2. I have paid my dues; Therefore, I expect all the privileges listed in the contract

6. Quotation marks (“ ”)

Quotation marks are punctuation marks used to surround words that are quoted from another source, direct discourse, or words requiring distinction from surrounding text.

Example :

1. He said, "Riska said, 'Do not treat me that way

7. Hyphen (-)

To check whether or not a compound noun is two words, one word, or students may need to look it up in the dictionary. If students cannot find the word in the dictionary, treat the noun as a separate word.

Example :

1. Ultra-ambitious
2. Semi-invalid

8. Full Stop/ Period (.)

Full stop is a punctuation mark used to end a complete statement followed by details in the form of a new sentence or a full stop is used after the sentence that makes the statement.

Example :

1. More single parents are adopting children.
2. Mr. Sanchez
3. Mr. Peter
4. I like this laptop.
5. Read this book.
6. I will go home.

9. Apostrophe (')

Apostrophe is a punctuation mark specifically used to show possession or create a contraction. Therefore, it can be used to provide a plural form of a noun in the shape of lowercase letters.

Example :

1. Don't, isn't,

2. You're right.
3. She's a great teacher.

10. Exclamation Point

Use an exclamation point after a word or sentence that expresses a strong feeling.

1. Come here!
2. Ouch! This pizza is hot!
3. That truck just missed us!
4. What a beautiful view!
5. Your idea is brilliant!

11. Dash (-)

Dash is a horizontal line that shows a pause or break in meaning, or that represents missing words or letters. Dash is rather informal and should be used carefully in writing. Dashes are often used informally instead of comma, colon, and brackets. A dash may or may not have a space on either side of it.

Example:

1. 2001–2003
2. January–Juni-
3. Read page 89–105
4. Jakarta–Bandung

Based on the explanation above, the researcher explained 11 types of punctuation. On the types of punctuation, the researcher chose 5 types of punctuation in analyzed students writing. The reason is because these 5 types of punctuation are the most common errors students make in writing text.

2.5 Narrative Text

Talking about texts should be integrated with other types of responses to texts. According to Riley, G. L. (1993:417-432), text is one of several expressions used in communication as conveying messages to others. Putri & Al Hafizh's (2020:778) said that narrative text tells events about the past. It means the narrative is retelling stories that occurred in the past by using chronological order and sequence of events to amuse or entertain the readers such as fairy tales, folktales, short stories, fables, legends, myths, novels, and comics.

Susilawati (2017:103) said that narrative text itself has some textures, which is a preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrases, tenses (past tense and past perfect tense), and also direct and indirect speech. Muliani, Norahmi, & Asi (2019:247) said that narrative text is a text that relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, they state that a key to comprehending a narrative text is a sense of plot, theme, characters, and events, and of how they relate. Narrative in the human sciences should be defined provisionally as a discourse with a clear sequential order that connects events in a meaningful way for a definite audience and thus offers insight into the world, or people's experience of it.

2.5.1 The Generic Structure

A narrative text has a structural organization that includes orientation, complication, and resolution. Anderson and Anderson (2003:6) explained that there are four text elements of the narrative text which have been arranged based on the rhetorical structures:

1. Orientation: set the scene and introduces the participants;
2. Complication: a crisis arises;
3. Resolution: the crisis is resolved, for the better or for those.

2.5.2 Language Features of narrative text

Language features aim at communicative texts that involve a linguistic component. The components of language features are as follows: 1) focus on a particular participant; 2) use of adjectives to build groups of nouns to describe people, animals, or things in the story; 3) use of temporal conjunctions to make the story chronological, past tense, relational, and mental processes; and 4) use of temporal conjunctions and circumstances.

Language features of narrative text are as follows:

1. Using the action verb in the past tense form,
For example: got, tried, screamed, etc;
2. Using specific nouns as a personal pronouns, certain animals and objects in the story,
For example the king, a huge snake
3. Using adjectives that form the noun phrase,
For example, long black hair, two red apples, etc;
4. Using time and conjunctions connective to sequence events,
For example: then, before, after, soon, etc.

2.6 Previous Related Studies

The findings of earlier studies that can be used as a guide for this research topic will be explained in this section. It is expected that the research will be able to explain and provide references for the authors in finishing this research because

it has been chosen by the issues in the study. The previous studies are described in the paragraphs as follows:

The first research has done by Nasrudin (2015) entitled "*The Student's Error In Using Punctuation Marks In Narrative Writing (A Case Study at the Eleventh Grade Of SMA Fatahilla Jakarta)*". This study purpose is at finding out what kinds of errors do second-grade students in using punctuation in writing narrative. The contribution of this study found that the use of punctuation mark on students can contribute to learning grammar, especially in the use of punctuation mark. The researcher suggests that English teachers can use punctuation because they can contribute to learning component punctuation mark and grammar. The findings of this research will be used as a reference in discussing problems that occur in students learning writing in the use of punctuation mark.

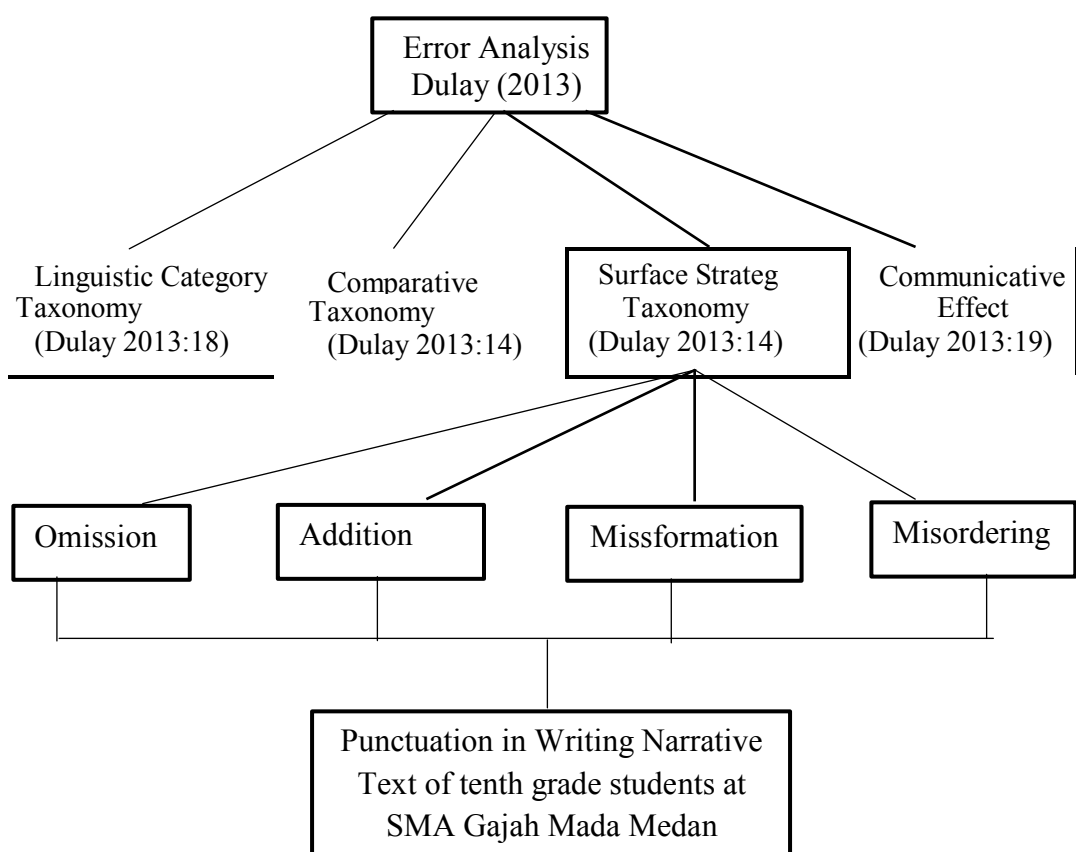
The second research has done by Cholipah (2014) entitled "*An Analysis of Students' Error In Writing Recount Text. (The Case Study in Second Grade Students of SMP Trimulya Jakarta Selatan)*". This study purpose is at finding out the most common error made by students in learning recount writing. This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text. The difference between previous research and current research is that previous research looked for the most common mistakes and sources of errors made by students in working on them retell text writing. The present study examines the types of errors and their causes in the use of punctuation marks in narrative text writing. The result of the study shows that there are highest three and the lowest-three errors made by the students. The findings of this study were used as a reference in discussing the topic of punctuation using recount text to improve

students' reading or grammar.

In the previous of the research done by Titik Nurhayati (2013) entitled “ Error Analysis of Using Punctuation in English Text (Conducted to students in the Semester Six of the English Department”. The difference between previous research and current research is that previous research examined how are the students' errors of using punctuation in English Text and using Jeremy's theory (2004:49) as well as a sample of six semester English Department students. As a result, previous researcher found that comma were the most common errors made by English Department students during the sixth semester 2010-2011. The current research examines the types of errors in using punctuation and the theory used (Cresswell 2016: 14) with a sample of tenth grade students at Gajah Mada Medan. As a result, previous researcher found that the period is the most common error 33 made by tenth grade students at SMA Gajah Mada Medan.

2.7 Conceptual Framework

In conducting this research, the researcher creates a conceptual framework using the following scheme.



Scheme 2.7.1 Conceptual Framework An Error Analysis of Using Punctuation in Writing Narrative Text of Tenth Grade Students at SMA Gajah Mada Medan.

Based on the conceptual framework above, this research is focused on analyzing student errors in using punctuation in writing narrative texts. In this researcher, a writing test and use error analysis will be given to process it. Error analysis is used to identify the type of error, such as error of addition, error of misformation, error of misordering, and error of omission. In addition, error analysis is also to find out the causes made by students in using punctuation in narrative text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design study was descriptive qualitative. It is to explained and identify phonemes of the research subject by collecting, identifying, classifying, or correcting language errors made by students, especially in used punctuation. According to Creswell (2016:4), qualitative research was a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. This study aims to analyzed the used of punctuation errors in writing a narrative text of Tenth Grade Students at SMA Gajah Mada Medan.

3.2 Population and Sample

The population is all of the subject's research. The population was defined as all members of a well-defined class of people. The population of this study was the tenth grade students of SMA Gajah Mada Medan. The sample of this study takes only one class that is X IPA-1, which consists of 25 students.

3.3 The Instrument of Collecting Data

An instrument is a tool used to collect data in research. The instrument of this study is a writing test. Writing test was useful to find out the types of errors in students writing narrative text.

3.4 Technique of Collecting Data

The following techniques are used for collecting data:

1. Choosing 25 students;

2. Giving tests to students (the test is given as narrative text such as dongeng, short story);
3. Giving a time limit of 60 minutes for students to work on it;
4. Collecting the results of student answers.

3.5 Data Analysis

After collecting the data, the researcher analyzed it to achieve the intended objective. The researcher analyzed data of the study with the following steps:

1. Collecting data from student work;
2. Identifying students' punctuation errors;
3. Classifying the kinds of students' errors;
4. Determining the factors of errors in the students' writing;
5. Summing up the results;
6. Interview;
7. Calculating the Percentage.

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

Note:

P: The total percentage of errors;

F: The total number of students errors;

N: The total number of students subject.

3.6 Triangulation of Data

The objective of triangulation is to boost the findings' credibility and validity. Additionally, according to Patton (2014:1), there are four triangulation methods, that is 1) triangulation of the data; 2) time triangulation; 3) theory triangulation; and 4) methodology triangulation.

Data triangulation relates to the use of various data or information which includes time, space, and people in research. Data triangulation is the process of collecting data from different times, spaces, and people or rechecking and comparing information by the researcher with the results of interviews with participants. In data triangulation, using various data sources such as interviews with participants to answer research questions. Data collection can be varied based on different times, spaces or people.

In this study, data triangulation was used through information from a research interview in order to find the error in students writing narrative text at tenth grade of SMA Gajah Mada Medan.