



**THE ANALYSIS OF THE STUDENTS' PUNCTUATION ERROR  
IN WRITING DESCRIPTIVE TEXT AT GRADE X SMK PANCA  
DHARMA SWASTA PADANGSIDIMPUAN**

**A THESIS**

*Submitted to Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the  
Requirement of the Degree of Islamic Education Scholar (S.Pd.I) in English*

**Written By :**

**IRMADANI FITRI HARAHAP**

**Reg. No. 09 349 0077**

**ENGLISH EDUCATION DEPARTEMENT**

**FACULTY OF TARRIYAH AND PAEDAGOGY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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**PADANGSIDIMPUAN**

**2014**

## LETTER OF AGREEMENT

A Terms : A Thesis Padangsidimpuan, May 28<sup>th</sup> 2014  
a.n. Irmadani Fitri Harahap To:  
Appendix : 7 (Seven) Exemplar Dean Faculty of Tarbiyah and  
Paedagogy

In -

Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Irmadani Fitri Harahap, entitle "**THE ANALYSIS OF THE STUDENTS' PUNCTUATION ERROR IN WRITING DESCRIPTIVE TEXT AT GRADE X SMK SWASTA PADANGSIDIMPUAN**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

*Wassalamu'alaikum Wr.Wb.*

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## DECLARATION OF SELF THESIS COMPLETION

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, May 28<sup>th</sup> 2014  
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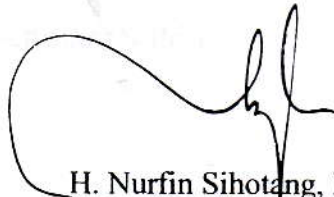
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Date : June, 10<sup>st</sup> 2014  
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Result/Mark : 76.05/B  
IPK : 3.37  
Predicate : Very Good



**MINISTRY OF RELIGION  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
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**LEGALIZATION**

The thesis with title : **THE ANALYSIS OF THE STUDENTS' PUNCTUATION ERROR  
IN WRITING DESCRIPTIVE TEXT AT GRADE X SMK SWASTA  
PANCA DHARMA PADANGSIDIMPUAN**

Written By : **IRMADANI FITRI HARAHAP**

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Had been accepted as a partial fulfillment of the requirement for the degree of  
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Padangsidempuan, 14 July 2014



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## ACKNOWLEDGEMENT



First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. Dr. Mahmuddin Siregar, M.A., as the first advisor who has helped, supported and suggested me to finish this thesis. May God bless His.
2. Rayendriani Fahmei Lubis, M.Ag., as the second advisor who has given much suggestions and helps in writing this thesis. May God bless Her.
3. Dr. H. Ibrahim Siregar, M.CL, as the Rector of State Institute for Islamic Studies Padangsidempuan.
4. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean Faculty of Tarbiyah and Paedagogy.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Leader of English Education Department.



6. My beloved parent, (Burhanuddin Harahap and Almh Karliana Hasibuan) who taught me how to fight the bended life and always be patient in all life conditions, my two elder brothers (Ahmad Syafi'i and Abdullah Moga), and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
7. All lecturers of IAIN Padangsidempuan who have given much, much and much knowledge during my studying in this beloved institute.
8. Headmaster, teacher English, and students SMK Swasta Panca Dharma Padangsidempuan who have allowed me to the research information giving, and data collection admittance of the thesis.
9. Thanks are due to Yusri Fahmi, S. Ag., S. S., M. Hum., as the Chief of Library have borrowed the books to the researcher in this researcher.
10. All my friends in IAIN Padangsidempuan, good luck for you.
11. All the people who have helped me to finish my study that I cannot mention one by one.

May Allah, the Almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics and suggestion that can improve this thesis.

Padangsidempuan, May 25<sup>th</sup> 2014  
Researcher,



**IRMADANI FITRI HARAHAAP**  
**Reg. No. 09 340 0077**

NAME : IRMADANI FITRI HARAHAHAP

REG. No : 09 340 0077

FACULTY : TARBIYAH

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TITLE Of THESIS: **THE ANALYSIS OF THE STUDENT'S PUNCTUATION  
ERROR IN WRITING DESCRIPTIVE TEXT AT  
GRADE X SMK SWASTAPANCA DHARMA  
PADANGSIDIMPUAN**

**ABSTRACT**

This research discussed the analysis of the students' punctuation error in writing descriptive text at grade x SMK Swasta Panca Dharma Padangsidimpuan. The researcher identified many problems such as difficulties using punctuation in writing descriptive text. In this researcher, the researcher wanted to find out about the description of the analysis of the students' punctuation error in writing descriptive text, students' difficulties in using punctuation in writing descriptive text and the effort of the English teacher in overcoming difficulties of the students' for using punctuation in writing descriptive text.

This researcher used qualitative descriptive researcher, which the technique of collecting the data was using test, interview and observation to describe, analyze and summarize the data from the students' answer in writing descriptive text. In analyzing errors of students in writing descriptive text, the writer used the steps; *first* identifying students' error, *second* classify the errors based on the types of the errors, *third* counting the errors according to the types of the error, and the last take the percentage of error type. The checklist based on the surface strategy taxonomy was divided into four types they are : error of omission, error of addition, error of misformation, and error of misordering.

In the end of this thesis, the writer took the conclusion of follows; that there four types of tense error students' in writing descriptive text, they are: omission type with 16 cases (25%), then, error in addition type with 34 cases (53.123%) next, error type in misformation with 12 cases (18.75%) and the last, error in misordering with 2 cases (3.125%). The most dominant type punctuation error in writing descriptive text is addition type with 34 errors (53.125%), the errors that the students addition in put the punctuation in wrting escriptive text.

## **APPENDIX 1**

### **TEST**

#### **A. Instruction :**

1. Read the question carefully!
2. Do the test by your self!
3. If you get confuse to do the test, ask the teacher directly!

#### **B. Question :**

1. Write descriptive text at least 2 paragraphs.
2. The text should be consist of punctuation and generic structure of descriptive text namely; Identification and description.
3. Choose one of the titles below :
  - a. Description of place
  - b. Description of people
  - c. Description of thing



## **APPENDIX II**

### **LIST OF INTERVIEW**

#### **For Students :**

1. What do you know about punctuation?
2. What do you know about descriptive text?
3. What is the generic structure of descriptive text?
4. Is it difficult for using punctuation in writing descriptive text?
5. What are your difficulties for using punctuation in writing descriptive text?
6. Does your teachers teach you punctuation especially full-stop, comma and colon?
7. Do you have efforts to overcome those difficulties?
8. What do you often found punctuation error in witing descriptive text?
9. What they are?

#### **For Teacher :**

1. How is the extent of students' punctuation in writing descriptive text?
2. Are the students able to use punctuation in writing descriptive text?
3. What are the students' difficulties for using punctuation in writing descriptive text?
4. According to you what is the basic problem of students' for using punctuation in writing descriptive text?
5. What is your effort to overcome their dificulties?

## **CURRICULUM VITAE**

### **A. Identity**

Name : IRMADANI FITRI HARAHAAP  
Nim : 09 340 0077  
Place and Birthday : Penyabungan, 31 March 1991  
Sex : Female  
Religion : Moslem  
Address : Panyabungan, Kab. Mandailing Natal  
(MADINA)

### **B. Parent**

1. Father's Name : Burhanuddin Harahap
2. Mother's Name : Karlina Hasibuan

### **C. Education Background**

1. Graduated from Elementary School in SD N 076 Panyabungan from 1998-2003.
2. Graduated from Junior High School in Madrasah Tsanawiyah Baharuddin Padangsidempuan from 2003-2006.
3. Graduated from Senior High School in Madrasah Aliyah Syekh Ahmad Daud Nabundong from 2006-2009.
4. Be University Student in IAIN Padangsidempuan.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is one of subject that is taught in Indonesia school. There are many people want to be able to mastery English well by mastering all the skills. Therefore, English as one of the material based on the curriculum in Indonesia people are also face many problems in doing about the teaching and learning process. Realizing to this condition, and according to the curriculum of English in Senior High School English very important to study about writing, speaking, reading, and listening.

Allah said in holy (Qur'an, 49: 13)

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning: O' mankind! We created you from a single pair of a male and a female, and made you in to nations and tribes,, taht we may know each other not that we may despise each other. Verily the most honoured of you in the sight of Allah is he who is the most righteous of you. And Allah has full knowledge and is well acquined with all things.<sup>1</sup>

So, this verse tells that Allah SWT created us from a single pair of a male and a single pair of a male and a female. He made us in to nations and tribes to

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<sup>1</sup>Abdullah Yousuf Ali. *The Glorius Qur'an* (Beirut: Dar El-fikr, 2009), p. 467.



know each other. But We must remember that the most honoured of us in sight of Allah is that he who is the most righteous of us.

Writing is one of language skills necessary skill for students to master science it frequently determines their academic success. Writing gives them the ability to record their own in descriptive text correctly; they should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals.

Writing is activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience and information. Thus writing skill is the activity to transfer ideas through words and sentences the idea will change to scientific. There are some kinds of writing, exposition, descriptive, narrative and argumentation text. From all of the those kinds of text above, the writer will only do research about descriptive text. Descriptive text is a kind of many text types which is decided by government as one of material item in curriculum now days to develop and extent the language skill aspect.

Writing descriptive text has many rules, one of them is use punctuation. By the process of learning writing, we have to use punctuation. Punctuation is a set symbols used in writing to help indicate something about the structure of sentence, or to assist reader in knowing when to change rhythm or the stress of their speaking, the punctuation in general language are: full-stop, comma,

question mark, exclamation mark, semicolon, colon, Parentheses, Capital Letter, Each of these units indicates a different thing and some may have multiple meaning depending on context.

Punctuation is an important aid to understand sentence. It can be a guide, or a marker, for the location of sentence core parts. Writing is a relatively new art form, or process, or means of communication about which little is known. Correcting one effective writing is impossible without proper punctuation. Actually punctuation originally developed because without it, written language was unable to indicate or reproduce certain definite and clear qualities of speech. In writing some people would not know which sentence made a statement and which asked a question unless we saw a period at the end of one and a question mark terminating the other. Punctuation is an integral (or organic) part of writing. Some people cannot indiscriminately sprinkle the writing with punctuation mark and expect it to be fully understood. In my research I want to relate with descriptive writing. Descriptive a particular person, thing, place.

Descriptive text is kind of text which the content is a description of case being described clearly. Descriptive text is written English in which the writer describes an object can be a concrete or abstract object. It can be a person, and animal, a tree, a house, or camping, it can be about any topic.

In writing English especially writing descriptive text, punctuations must be correct and clear. If we make mistake put the punctuation in the sentence, so of course the reader will be misunderstanding. In writing descriptive text, there

are many punctuations must be know by the students. In fact, many students of grade X SMK Panca Dharma cannot write Descriptive Text well. They don't know how put punctuation in Descriptive Text.

After interviewing some students grade X SMK Swasta Panca Dharma Padangsidempuan, the writer found that students got difficulties in writing. They are confused to identify the kinds of text. They felt difficult to share their ideas, to use the good sentences about their experiences in writing, to distinguish between full-stop, comma, question mark, exclamation mark, semicolon, colon, Parentheses, dash, hyphen, apostrophe, inverted commas, oblique and capital letter that they want to write the punctuation.

The problem is students can't avoid the errors because the errors mostly occur in learning process. The students often make mistake and even errors in learning English. Especially when they try to arrange sentences or use punctuation in writing.

Based on the research experience when researcher registrated the at field teaching practice (PPL) in SMK Swasta Panca Dharma Padangsidempuan at 2013, researcher went to location to survey students and English teachers. The head master give the time for it. So, researcher enter to the class with one of the english teachers, their lesson about testing writing, researcher want to know their ability about it. Then, researcher asked to the teacher to checked their answer sheet. From it, researcher found the problem about lack the using punctuation.



So based on the explanation above researcher interested in searching about “THE ANALYSIS OF THE STUDENTS’ PUNCTUATION ERROR IN WRITING DESCRIPTIVE TEXT ST GRADE X SMK SWASTA PANCA DHARMA PADANGSIDIMPUAN”.

### **B. Focus of The Research**

There are many punctuation features that often use in Senior high school must be mastered on writing descriptive text. But I just research some from them, they are: Capital Letter, full-stop, comma and colon.

So, the focus of my research was to find out the analysis on the students’ Punctuation Error in writing Descriptive text at Grade X Panca Dharma Padangsidimpuan.

### **C. Formulation Of The Problem**

Based on the above background and focus of the problem, the researcher formulates the problems of the research as follow:

1. What are the errors found by the students in using punctuation by writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan?
2. What are students’ difficulties for using punctuation in writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan?
3. What are the efforts done by the English teachers and students to overcome the error found by students in using punctuation by writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan?

#### **D. Research Question**

Based on above formulation of the problem, the writer determined the aim writing of the research as follows:

1. To extent the errors found by the students in using punctuation by writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan.
2. To extent the students' difficulties for using punctupation in writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan.
3. To describe the efforts done by the English teachers and students to overcome the error found by students in using punctuation by writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan.

#### **E. Significances of The Research**

The result of research is expected to be useful for:

1. Head master, to encourage English teachers to do the best in teaching process.
2. English teachers, to improve their teaching and learning process especially in using punctuation in writing descriptive text.
3. Student, to solve their difficulties in using punctuation for writing Descriptive text.
4. Researchers, to do further same and different research.

## F. Definition of Terminologies

To prevent missuunderstanding about some terminologies in this research so the writer makes the definition below:

### 1. Analysis

Defined as the detailed study or examination of something in order to understand more about it, or careful examination of a substance in order to find out what it consist of.<sup>2</sup>

### 2. Student's Ability

a. Student, according to Hornby Student is a person who is studying at a university or collage.<sup>3</sup>

b. Ability is a level of skill or intelligence.<sup>4</sup>

### 3. Punctuation Errors

#### a. Punctuation

Punctuation is an important aid to understanding sentence. It can be a guide, or a marker, for the location of sentence core parts. Punctuation may also separate the core parts of the sentences from other words and phrases in the sentence.<sup>5</sup>

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<sup>2</sup>AS Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.41.

<sup>3</sup>*Ibid.*, p. 502.

<sup>4</sup>*Ibid.*, p. 357.

<sup>5</sup>Zainil, *Reading Theorie* (Padang: Universitas Negeri Padang, 2003), p. 92.

#### b. Error

An error relates to student's systematic errors from being capable of reconstructing his knowledge of the language so far it differs from a mistake, a mistake refers to performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly.

#### 4. Error analysis

According to Hornby said that, "Error is a mistake, especially one that causes problems or aspects' the result."<sup>6</sup> Meanwhile Henry Guntur Tarigan and Pjago Tarigan state that "*Error adalah penyimpangan dalam pemakaian bahasa.*"<sup>7</sup> (Error is the divergence in using of language). Hornby states that "Analysis is the result of study."<sup>8</sup> According to Siti Zubaida said that, "Analysis is the result process of considering something carefully and in detail, in order to understand and explain it."<sup>9</sup>

#### 5. Writing Descriptive Text

##### a. Writing

According to Harry A. Geence said that "Writing is a personal act, it is and expression of the self".<sup>10</sup> Mean whila, David Nunan States, "Writing is the

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<sup>6</sup>AS Hornby, *Op. Cit.*, p. 445.

<sup>7</sup>Henry Guntur Tarigan and Pjago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1990),p.75.

<sup>8</sup>AS Hornby, *Op. Cit.*, p. 41.

<sup>9</sup>Siti Zubaidah, *Constrative and Error Analysis* (Medan: IAIN,2009),p.ii.

<sup>10</sup>Hary A. Genee, *Developing Language Skills in the elementary School* (Massachutes: Allyn and Bascon, 1975), p. 285.

mental work of inventing of ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.<sup>11</sup>

#### b. Descriptive Text

Descriptive text is kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, and animal, a tree, a house, or camping, it can be about and topic.

Descriptive text is containing two components, i.e., identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.<sup>12</sup>

### G. Thesis Outline

There are the outline o the research as follows : The First chapter, consist of introduction; background of the problem, focus of the research, definition of terminologies, formulation of the problem, aims of the research, significances of the research, and the last research outline.

The background of the problem talked the researcher's reason to choose the tittle of the research. The focus of the research was the specification of the research discussion. The formulation of the problem was general problem of the research. The aims of the research were made to clarify the aims of this research.

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<sup>11</sup>David Nunan, *Practical English Teaching* (America: The Mc. Grow Hill Companies, 2003), p. 88.

<sup>12</sup>Sanggam Siahaan, *Genre Text Structure* (Pematang Siantar: Graha Ilmu, 2008), p. 89.



The significances of the research stated that the research was useful for researcher and others. The definition of terminologies was used to clarify the terminologies in the title of this research. The outline of the script was the content of the research generally.

The second chapter, consist of theoretical review consist of theoretical review consist of punctuation, writing descriptive text and review of related finding.

The third chapter, consist of methodology of research; kind of research, time and location of research, sources of data, instrument and technique of collecting data and technique of data analysis. Instrument and technique of collecting data was the instrument and way to get data. Techniques of data analysis were the way to analyze the data that was collected.

The fourth chapter consist of result of research, that about Students' Punctuation error in writing descriptive text at grade X SMK Panca Dharma Padangsidempuan.

The fifth chapter, consist of conclusion of the research and suggestion that will improve the students' ability in English.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Theoretical Description**

##### **1. Students**

According to AS Hornby stated that, “the student is a person at school or college.”<sup>1</sup> Meanwhile in Indonesia dictionary, “The student is a learner especially on the grade of elementary junior, and senior high school.”<sup>2</sup> And according Rama Yulis in her book said that “Ilmu Pendidikan Islam,” The students is the member of society that tries to develop his or her self through education level process and kind of certain education.”<sup>3</sup> So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

##### **2. Punctuation**

###### **a. Defenition of Punctuation**

Punctuation is an important aid to understanding sentence. It can be a guide, or a marker to the location of sentence cort parts. Punctuation may also separate the core parts of the sentences from other words and phrases in

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<sup>1</sup>AS Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000),p. 41.

<sup>2</sup>Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesi* (Jakarta: Balai Pustaka, 2001), p. 177.

<sup>3</sup>Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: KalamMulia, 2010), p. 169.

the sentence.<sup>4</sup> punctuation is the symbols that can be use to separate sentences and parts of sentence.<sup>5</sup> punctuation is the practice or system of using certain conventional marks or characters to make clear the meaning of written or printed language.<sup>6</sup>

In write a text, an article, or even a book, the students must be know about the clues that involved in the sentences or paragraph to make them understanding about the text that they read. Sometimes the students don't understand to put and how use punctuation, so the writers want to discuss about punctuation. According to Zainil said that punctuation is an important aid to understand sentence. It can be a guide or marker for the location of sentence core parts.<sup>7</sup> Punctuation must also separate the core of parts the sentence from other word and phrases in the sentence.

In addition Hotben Lingga said that punctuation is one of the feast to determine the limits of meaning from sentence and very important from understanding the clarity, coincidentally, correctness, and change the sentence.<sup>8</sup> Without punctuation, relation from part each sentence not can understand. Because of that, using punctuation with correct very aid in give a stop signal and separate every part from sentence.

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<sup>4</sup>Zainil, *Reading Theorie*(Padang: Universitas Negeri Padang, 2003), p. 92

<sup>5</sup>Warriner E, Jhon. Warriner's *English Grammar and Composition- First course*(New York: Harcourt Brace Jovanivich, 1982), p. 30.

<sup>6</sup>Entin Sutinah, et. al. *Get along with English* (Bandung : Erlangga, 2010), p.117.

<sup>7</sup>Zainil, *Loc. Cit.*

<sup>8</sup>Hotben D. Linggs, *Advenced English Grammar for Toefl Preparation* (Jakarta: Puspa Swara,2006), p. 314.

Meanwhile, Oxford stated that punctuation is the action or system of punctuating.<sup>9</sup> So based on the definition above, the researcher concludes that Punctuation is an important aid to understanding the sentence and to guide and to mark the sentence or paragraph to make the students understand about the sentence, paragraph and text.

Some of punctuation that usually used as :

- 1) Capital Letters (huruf kapital)
- 2) Full stop (tanda titik .)
- 3) Comma (tanda koma ,)
- 4) Colon (tanda titik dua :)

#### **b. The Function of Punctuation Using in the Text.**

##### **1) Capital Letters**

Capital letter is one of the punctuation. It is very important for writing. So that, there are the main uses of capital letters. They are :

Capital letters are used with :

- a) First word in a sentence or direct quotation

Ex : The doctor said, "This may hurt a bit."

- b) Name of persons and the word

Ex : At the picnic, I met Tony Curry and Lola Morrison.

- c) Names of particular places

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<sup>9</sup>Honrby, *Oxford the Third Edition*.

Ex : After graduating from Gibbs High School in Houston, I worked for a summer at a nearby Holiday Inn on Clairmont Boulevard.<sup>10</sup>

d) Names of days of the week, months, and holidays

Ex : This year, Memorial Day falls on the last Thursday in May.

e) Names of commercial products

Ex : The consumer magazine gave high ratings to Cheerios breakfast cereal.

f) Titles of books, magazines, articles, films, television shows, songs, poems, stories, papers that you write, and the like

Ex : While watching *The Young and the Restless* on television, I thumbed through *Cosmopolitan* magazine and the *New York Times*.

g) Names of Companies, associations, unions, clubs, religious, and political groups, and other organizations

Ex : A new bill before Congress is opposed by the National Rifle Association.<sup>11</sup>

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<sup>10</sup>Langan Jhon, *Sentence Skills* (New York: Atlantic Cape Community College, 2003), p. 268.

<sup>11</sup>*Ibid.*, p. 269.



## 2) Full Stop (.)

There are the function of punctuation using in descriptive text such as: Full stop is a form of punctuation that very important and used to sign a very long rest and used in the end of sentence, resume and initial.

Ex :I go to the school every day.

According to Wren and Martin in their book said that “full stop in represents the greatest pause and separation”.<sup>12</sup> Meanwhile, Hayden, et.al. in their book said that “full stop as the period”.<sup>13</sup> Refnaldi, et. al in their book said that “full stop as the period is our workhorse mark of punctuation, the one used most often for nothing a full stop-the end of a sentence”.<sup>14</sup>

So the researcher can be conclude that full stop is same means with period. Full stop used:

a) To mark the end of a statement or a mild command

Ex : Woman and children must get into the life boats.

b) Used an abbreviation in a sentence

Ex : Mister Yahya f. Lubis left his card.

c) To separate of watch, minute and second

Ex : 05.20 ( At five twenty minutes).

d) Use a full stop before a decimal point and with dollars and cents.

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<sup>12</sup>Wren and Martin, *High School English Grammar and Composition* (New Delhi: Rajendra Ravindra, 1996), p. 337.

<sup>13</sup>Hay Den, et. al. *Mastering American English* (New Jersey: Prentice-Hall, 1956), p. 226.

<sup>14</sup>Refnaldi, et. al, *Writing I* ( Jakarta: Universitas Terbuka, 2008), p. 42.

Ex : Production standards vary by only. 14 millimeter.<sup>15</sup>

### 3) Comma ( , )

The comma can be used to separate introductory, beginning or opening parts of sentence.

Example : To my surprise, most of the people attending the party were over thirty years.

- a) The function of the commas also state by Oshima : The commas function are as introduces, as coordinator in compound sentences, as inserters, and as linkers. As introduces, a comma is used after introductory words, phrases, or clauses.

Ex: However, the new law was largely ignored by the public.

- b) As coordinator in compound sentences, a comma is used between the two independent clauses joined by the coordinating conjunctions *and*, *but*, *yet*, *or*, *for*, *nor*, and *so*.

Ex : The exam was quite easy, and most students passed.

- c) The comma also can be used to separate additional information from the main part of the sentence, separate several items presented in a list, and join two closely related and complete ideas within a single sentence with using conjunction *and*, *or*, *nor*, *but*, and *for*.

Ex : After I saw a film, I was bored, tired, angry, and thirsty.

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<sup>15</sup>Trimmer F. Joseph, *Writing With a Purpose* (Mercy English: Ball State University, 1989), p. 539.

#### 4) Colon ( : )

The colon is used to introduce a list of thing, statements, explanation or example of previous material and quotation. Colon can used in five ways. It can be used to introduce list, long quotation, subtitles, time, and formal salutations

Ex : The ingredients are as follows : eggs, sugar, flour, butter, salt, and milk.

### 3. Defenition of Error

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule.<sup>16</sup> Error is to be avoided and its influence overcomes. However, as errors were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them.<sup>17</sup>

An error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>18</sup> Mistakes are imperfectness of utterances which refer to the language performance.

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<sup>16</sup>Carder in Carl James, *Error in Language Learning and Use* (New York: Longman. 1998), p. 79.

<sup>17</sup>Rod Ellis. *Understanding Second Language Acquisition* (Hong Kong: Oxford University Press, 1985), p. 22.

<sup>18</sup>H. Douglas Brown *Principles of Language Learning and Teaching* (San Francisco State University: Pearson Longman, 2007), p. 258.

Meanwhile, error is a mistake, especially one that causes problems or affects the result.<sup>19</sup>

The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterances refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them, it means that they make mistake if they cannot correct them, it means that they make error in this research, the writer will consider mistake and error as one and she will not restrict it.

#### **a. Types of Error**

There are four kinds of descriptivetaxonomy, that are commonly used<sup>20</sup> :

##### **1) Comparative Taxonomy**

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction. The error is classified into developmental, errors, Interlingua error, ambiguous errors, and unique errors.

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<sup>19</sup>A S Hornsby, *Loc. Cit.*,

<sup>20</sup>Carl James, *Op. Cit.*, p. 104.

## 2) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on listener or reader. This taxonomy classifies error into global errors and local errors.

## 3) Linguistic Category Classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error.

## 4) The Surface Structure Taxonomy

There are four principal ways in which learners 'modify' target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are:

### a) Omission

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. More advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea.<sup>21</sup> For Example: My house is Padangsidimpuan. The

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<sup>21</sup>H. Guntur Tarigandan Djogotarigan, *Pengajaran Analisis kesalahan berbahasa* (Bandung: Angkasa, 1988), p. 149.



preposition in is omitted. The correct sentence must be “my house is in Padangsidempuan.

b) Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes.<sup>22</sup> For example: The university is near behind the mosque. This sentence is wrong, because the preposition near or behind is added. The correct sentence must be “The University is behind the mosque” or “the” university is near the mosque.

c) Misformation

What the learner who produced this error has done is not misform but misselection errors. In this case the student used of the wrong form of a structure of sentence.<sup>23</sup> For example: “I am sitting between my parent and my sisters.” The preposition among is substituted by between.

d) Misordering

In this case the student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures

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<sup>22</sup>*Ibid.*, p. 151.

<sup>23</sup>Carl James, *Op. Cit.*, p. 108.

when producing written or spoken utterances in the TL.<sup>24</sup> For example: Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

#### **4. Writing Descriptive Text**

##### **a. The Nature of Writing**

Smith says “Writing is a nonlinear, recursive and generative process that involves several steps or stages, which are prewriting, composing and rewriting -steps or stage that compete with each other for the writer’s attention”<sup>25</sup>. Writing also means to write something that is involved several steps or stage. It can be started from prewriting which is made as the first idea that will be arranged composing which is made to make a good paragraph/text and rewriting which is done to rearrange the sentence to be a good paragraph.

Writing is one of the most important skills in language learning besides reading, speaking, and listening. Writing is production and expressing, it is producing the word and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentence the idea will change to scientific.

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<sup>24</sup>H. Guntur Tarigan, *Op. Cit.*, p. 157.

<sup>25</sup>Smith, *Improving Writing in California School* (California: California State Department of Education, 1983), p.13.

Actually is more particularly, refers to two activities, writing is a noun, the thing that is written and writing as the verb, and designates the activity of writing. It refers to the inscription of characters on a medium three by forming word and larger units of language known as text. Writing for the students is a process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive.

There are so many definitions of writing, According to Fajri said that writing is a description other words writing can be defined as a tool of language describe to someone about messages by using visual writer symbols.<sup>26</sup> Than according to David Nunan also said that concludes that Writing is both a physical and a mental act. At the words or Ideas to some medium, whether it is hieroglyphics inked on the parchment or one e-mail message typed in to a computer. According to Harry A. Greene and friends: writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual.<sup>27</sup>

On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to be a reader. It is both process and product.

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<sup>26</sup>Fajri, *An Analysis of the Students Ability in Writing Argumentative Essay* (Thesis Universitas Muhammadiyah Tapanuli Selatan, skripsi, 2006), p.6.

<sup>27</sup>Hary A. Genee, *Developing Language Skills in The Elementary School* (Massachutes :Allyn and Bascon, 1975), p.284.

The writer images, organizes, draft edits, reads, and rereads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product and essay, letter, story, or research report.<sup>28</sup> it is concluded that writing involves more than just producing sentences which consist of ideas, feeling and thought to be able to write a piece of good writing.

While, David Nunan make interpretation about writing: writing is clearly complex process, and competent writing is frequently accepted as being the last language skill to be acquired.<sup>29</sup> In addition according to A.S Hornby said that, writing is written works of author or person's handwriting.<sup>30</sup>

H.R Tarigan said that:

“Menulis ialah menuliskan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang-orang lain dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik itu. menulis merupakan suatu representasi bagian dari kesatuan-kesatuan ekspresi bahasa”.

(Writing is writing is lowering or drawing the symbols graphic that describes a language that is understood by person, so that other can

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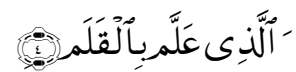
<sup>28</sup>David Nunan, *Practical English Teaching* (America : The Mc. Grow Hill Companies, 2003), p. 98

<sup>29</sup> David Nunan, *Op. Cit.*, p. 91.

<sup>30</sup>AS Hornby, *Op. Cit.*, p. 502.

read the symbol of the graphic if they understand the language and graphic picture. Writing is a representation of language expression).<sup>31</sup>

According to Edelstein stated that writing is the way of discovering who you are and what you think “in other words, by or trough writing readers will be able to know your character and what you think end have on your mind. It is relevant to Al-Qur’an in suroh Al-Alaq verse number 4:



Meaning: “Who has taught (the writing) by the pen”.<sup>32</sup>

Based on the verse of Al-Qur’an above we can say that writing is important thing for us to improve our knowledge. In this case writing is important in education. On Islamic writing is very important in our life.

### **b. The Description of Descriptive Text**

Descriptive text is kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or camping. It can be about any topic. In other words, according to sri Dwy Astuti said that descriptive text is a text that describes the characteristics of a particular thing, a place, or a person. A descriptive text is usually started by a clear

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<sup>31</sup>HR. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkala, 1986), p.21.

<sup>32</sup>*Al-Qur’an dan Terjemahannya*, Bandung: Diponerogo, 2010



topic sentence which identifies a thing, place, or a person. It is about whom, what, and where.

Descriptive text is containing two components, i.e. identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.<sup>33</sup> Description or information given can be as a surveying of the five senses, the list of description logically or some case based on the priority, the quality or quantity. It is also related to the opinion of Joyce Armstrong and Carol Who states that description is writing that appeals to one or more of the five senses-sights, smell, taste, and touch. “it can make you smell the smoke from a dying campfire, the crickets sing, or see the author’s friend. A text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or a phrase or a clause, or a sentence or discourse. Meaningful is full of meaning. Context refers to either linguistic context. Linguistic context refers to either linguistic context or non linguistic context is outside a text.

So text is any meaningful linguistic unit in both linguistic context non linguistic contexts and descriptive texts are describes characteristic of a place or a person it is about whom, what, and where.

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<sup>33</sup>Sanggam Siahaan, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2008),p. 1.

### **c. Component of descriptive text**

Description is a text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristic; of the parts of the object the function of description is to describe a particular person, place or thing. Text can be divided into descriptive text, procedure text, narrative text. However descriptive text means to describe things, people, place specially.

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put picture in the reader's mind. Description tells how something look or sounds or taste or smell or feel. Lowes and Clark also explained that text structure of descriptive text consist of:

- 1) The function of descriptive text is to describe a particular person, place or thing.
- 2) Text structure
  - a) Identification : Identifies phenomenon to be described.
  - b) Description : Describes part, qualities, characteristics.
- 3) Dominant grammatical aspects
  - a) Focus on specific participants.
  - b) Use of attributive and identifying processes.

- c) Frequent use of epithets and classifiers in nominal groups.
- d) Use of simple present tense.<sup>34</sup>

According to Pardiyono said that, descriptive text is a type of written text, which has the specific function to give description about an object (human or no human).<sup>35</sup> To write the descriptive text, some consideration should becare :

#### 4) Text element

##### a) Identification

About statement with imagine about object will be described. The statement must interest, can influence the reader so they interest to read descriptive completely.

##### b) Using objective or comparative degree.

For example : “Refflesi Arnoldi is one of the rare plants in Indonesia” is one the most familiar.

##### c) Description

(1) Given the view about the condition of object which can see from some sides: Location, means of transport, people, weather, size.

(2) Grammatical features

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<sup>34</sup>Sanggam Siahaan Dkk, *Op. Cit.*, p. 89-92.

<sup>35</sup>Pardiyono, *Teaching Genre-Based Writing*(Yogyajarta : Andi Offset, 2007), p. 34.

(a) Present Tense, Present Perfect Tense

(b) Verb : be (is, are), have, linking verbs, (seem, look, sounds, like)

(c) Using of objective which functions is to describe or illustration condition of object.

#### **d. Types of descriptive Text**

Buscemi in Martha Oktavia Togatorop says that three are types of descriptive writing namely:<sup>36</sup>

##### **1) Descriptive of Place**

When describing a place, the writer often goes beyond physical appearances of it si place that reveals its character as well. There are certain important places from our childhood and from our current lives perhaps a particular room.

##### **2) Description of People**

The writer describes human being because he is fascinated by their personalities, values nad motivations as well as by their looks and the sounds of their voices. When describing the physical characteristic of their subjects. You can start off by explaining something about your subject physical appearance, the clothes they wear, the sound of their voice, the language they use, or simply the way they walk. Such description might also help you introduce your

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<sup>36</sup>*Ibid.*, p. 36.

subject personalities to your readers, for someone's physical appearances can reveal a great deal about what he or she is like inside.

### 3) Description of thing

In describing a thing, it is also started by presenting the physical appearance of its character well. There are important points that you can describe such as its shape, size, color and the cost.

## **B. Review of Related Findings**

Related to this research, some researches have done as below: Therefore, the researcher made theirs as related finding. There are two researches that were used as related finding. *First*, Anni Khoiriyah<sup>37</sup> "The tense error analysis in writing descriptive text at grade XI in SMK N 1 Sipirok in 2011-2012 academic year." The conclusion of her research is : The most dominant type tense error of students' in writing descriptive text is misformation type with 73 errors (44.24 %), the errors that the students misform in pronoun of subject and predicate. They also ignored the subject or pronoun based to the gender of the subject. And they do not know what the form of verb when they use some of verb in their writing descriptive text.

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<sup>37</sup>Anni Khoiriyah. "The Tense Error Analysis in Writing Descriptive Text at Grade XI in SMK N 1 Sipirok in 2011-2012 Academic Year" (Unpublished Script) (Padangsidempuan : STAIN, 2012), p. 25

*Secon*, Fitri Handayani Nasution<sup>38</sup> “Error analysis in using preposition of place by the second year students of MTS N 1 Model Padangsidempuan in 2012-2013 academic year.” The conclusion of her research is : The common types of errors (183 errors) for writing test that the students made, the highest percentage of errors belong to misformation type (50.82%) and the lowest percentage of errors is misordering type (1.64%), for the sentence completion test (428 errors), the highest percentage of errors is also on misformation type 85.28% and lowest percentage is addition (5.37).

*The last* , Rini Yusnilawati<sup>39</sup> “The analysis of students’ simple past tense ability in writing recoun text at grade XI SMK Negeri 1 Padangsidempuan in 2011-2012 academic year.” The conclusion of her research is : The students’ simple past tense ability in writing recoun text at grade XI SMK Negeri 1 Padangsidempuan ca be categorized into “enough” (46,5%).

*Based* on the related finding above, the researcher wanted to do researcher on “The analysis of the students’ punctuation error in writing descriptive text at grade X SMK Panca Darma Padangsidempuan.

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<sup>38</sup>Fitri Handayani Nasution. “Error Analysis in Using Preposition of Place by the Second Year Students of MTS N 1 Model Padangsidempuan in 2012-2013 academic year” (Unpublished Script) (Padangsidempuan : STAIN, 2013), p. 37

<sup>39</sup>Rini Yusnilawati “The Analysis of Students’ Simple Past Tense Ability in Writing Recoun text at Grade XI SMK Negeri 1 Padangsidempuan in 2011-2012 academic year” (Unpublished : STAIN, 2012), p. 29.

### **BAB III**

#### **METHODOLOGY OF RESEARCH**

##### **A. Place of The Research**

The research will be conducted at SMK Swasta Panca Dharma Padangsidimpuan that is located on Jl. Tapian Nauli No.35063424065 Kelurahan Aek Tampang Padangsidimpuan.

##### **B. Kinds of The Research**

The kind of the research used a qualitative research. Gay and Airasian stated that : “qualitative research is based on the collection data and analysis of nonnumerical data such as observation, interviews, and other more discursive sources of information.”<sup>1</sup> Lexy J.Moleong said that “methodologi kualitatif sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati”. (Qualitative research was research procedures that produce descriptive data as a writtem or spoken language from the research objects).<sup>2</sup>

Therefore, depend on the depth of analysis this research described the analysis on the students' Punctuation Error in writing Descriptive text at Grade X SMK Swasta Panca Dharma Padangsidimpuan.

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<sup>1</sup>Gay & Peter Airasian, *Educational Research Competenciesfor Analysis and Application* (USA: Prentice Hall, 2000), p. 9.

<sup>2</sup>Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 1999), p. 4.

### C. Sources of Data

The sources of data in this research were :

#### 1. Primary sources of data

The primary sources of data were students at grade X SMK Swasta Panca Dharma Padangsidempuan. They were 182 students as the sources of data. As below :

**Table I**  
**The Grade X Students of SMK**  
**Swasta Panca Dharma Padangsidempuan**

No.	Class	Total Student
1.	XAK A	30
2.	X AK B	30
3.	X AK C	30
4.	X ADM D	30
5.	X ADM E	32
6.	X TKJ F	30
	Total	182

So, from explanation above, sources of data that used in this research are the students at grade X SMK Swasta Panca Dharma Padangsidempuan with the calculation 182 students. In separated in 6 classes. Because their calculation more than 100 students. Then, the writer chose some of them as the sources of data in the research that is X TKJ F they are 30 people only.



Based on the explanation above. This research will be done with using purposive sampling Riduwan said “purposive sampling is one of technical that can be used by research, if research has some of consideration take the certainly sampling to get the aim.”<sup>3</sup> Actually, researcher take one class to do the research; that is class X TKJ F. Research take the certainly class because it can be representative to take the result of research, and the limitation by the researcher on the time, knowledge, and expense and then at grade X TKJ F as sample of my research. Moreover, the class that will be researched is class plus. So, there are 30 students who answer the test.

## 2. Secondary Data

The researcher collected the information from the English teacher of SMK Swasta Panca Dharma Padangsidempuan.

## D. Instrument of Collecting Data

The instrument of collecting data will be used in this research are :

### 1. Test

In order to gather the data accurately on students' error punctuation in writing descriptive text, the researcher gives a writing test. Test is some question to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher wants to know the students' error punctuation in writing descriptive text. In this research,

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<sup>3</sup>Saifuddin Azwar *Metodologi Penelitian* (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

researcher give test about how to use punctuation in writing descriptive text and order to get information about the students' difficulties in analysis punctuation in writing descriptive text. The test is below :

Write down a descriptive text by choosing one of the titles below. The text should be using punctuation and generic structure of descriptive text namely; Identification and description. The text would be written was at least 1 paragraph. The titles were :

- a. Description of place
- b. Description of people
- c. Description of thing

**Table II**  
**So, The Lattices Have Been Used By**  
**Researcher As The Following:**

<b>No</b>	<b>Lattices</b>	<b>Marks</b>
1	Aspects of Writing Descriptive Text a. Identification b. Using Objective c. Description	a. 20 b. 20 c. 20
2	Aspects of Punctuation a. Capital Letter b. Full-Stop c. Comma d. Semi Colon	a. 10 b. 10 c. 10 d. 10
<b>Total</b>		<b>100</b>

The techniques for collecting data with the test as follow:

- a. Preparing the test
- b. Giving the test to the students
- c. Determining the time of doing the test.
- d. Reminding the students don't cheating and doing the test by their own self.
- e. Giving chance to students to check their answer sheets before collecting it.
- f. After checking the test, then the researcher did the interview.

## 2. Interview

According to Nasution said that "Interview was a verbal communication, similarly as conversation to take information".<sup>4</sup> Then, the researcher also will do interview to English teacher about the analysis on the students' Punctuation Error in writing Descriptive text at Grade X SMK Swasta Panca Dharma Padangsidempuan and what English teachers' effort over coming the student's in analysis the punctuation. So the interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview is given for X grade SMK Swasta Panca Dharma Padangsidempuan, the question is done for getting data about the factors that errors by students in writing Descriptive text using punctuation.

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<sup>4</sup>S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2003), p. 113.

### 3. Observation

“Observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran”.<sup>5</sup> (Observation is a technique of the data which is done through an observation and take a note a condition or subject behavior). So this observation will be used to know how far the students mastery the punctuation.

### E. Technique of Data Analysis

After the collecting data, the researcher analyzed the data by using these steps:

1. Identifying students' error in writing descriptive text.
2. Classifying the errors based on the types of the errors.
3. Counting the errors according to the types of the error.
4. Taking percentage of the data.

In getting the percentage the researcher were calculated using the pattern:

$$P = f / N \times 100 \%$$

Note: f : frequency of type errors

N : Sum of all type errors

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<sup>5</sup>W. Creswell John, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (London: Sage Publications, 2003 ), p. 188.

P : Percentage.<sup>5</sup>

## 5. Making Conclusion

After doing all the steps above, researcher made conclusion (see chapter V). So, the researcher can arrange the sentences briefly and correctly.

## F. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
2. Include additional participants to broaden the representativeness of the study and thus the database.
3. Make a concerted fort to obtain participant trust and comport, thus providing more detailed, honest information from participants
4. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.

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<sup>5</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1991), p. 43.

5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
8. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.

But the researcher just takes triangulate to check the trustworthiness data with compare the results of test and interview teacher and interview students.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. General Findings**

The research was done at SMK Swasta Panca Dharma Padangsidimpuan. It is one of senior high school in Padangsidimpuan at Tapan Nauli street No. 35 0634 24065 Kel. Aek Tampang Padangsidimpuan.<sup>1</sup>

There are 3 departements in SMK Swasta Panca Dharma Padangsidimpuan, namely : Accounting Department (AK), Secretary Department (ADM) and Computer Network Technique Department (TKJ). Each departments have a chief to manage the all things in that departments. In execution of teaching and learning there are 5 teachers of English. They were :

**Table III**  
**The English Teachers of SMK**  
**Panca Dharma Swasta Padangsidimpuan**

<b>No</b>	<b>English Teachers</b>
1	Lysmayuni
2	Donna Khairani, S. Pd
3	Sakdiah Budi, S. Pd
4	Erik Koto
5	Irda Susanti, S. Pd <sup>2</sup>

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<sup>1</sup>Data were taken from Administrasi Data of SMK Swasta Panca Dharma Swasta Padangsidimpuan.

<sup>2</sup>Data were taken from Daftar Urut dan Kepengkatan Guru (DUK) tenaga edukasi dan pegawai SMK Swasta Panca Dharma Swasta Padangsidimpuan.

There are the total of grade X students of SMK Swasta Panca Dharma Padangsidipuan base on 3 departments :

**Table: IV**  
**The Grade X Students of SMK Swasta**  
**Panca Dharma Padangsidipuan**

No.	Class	Total Student
1.	XAK A	30
2.	X AK B	30
3.	X AK C	30
4.	X ADM D	30
5.	X ADM E	32
6.	X TKJ F	30
<b>Total</b>		<b>182<sup>3</sup></b>

## **B. Result of The Research**

### **1. Description Of The Analysis of the Students' punctuation Error in writing Descriptive Text At Grade X SMK Swasta Panca Dharma Padangsidipuan**

Based on the result of the test given to the participants, there are 30 students that writing descriptive text. From students' writing descriptive text, there are errors in punctuation. The description of the The Analysis of the Students' punctuation Error in writing Descriptive Text At Grade X SMK Swasta Panca Dharma Padangsidipuan

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<sup>3</sup>Data were taken from Data Peserta Didik SMK Swasta Panca Dharma Padangsidipuan.



**Table V**  
**Punctuation Error**

No	Initial Name	Punctuation				Types of Errors			
		Capital Letter	Full-stop	Comma	Semi Colon	Omission	Addition	Mis in Formation	Misordering
1	<b>AS</b>	✓	✓			1	2		
2	<b>ASD</b>		✓				1	1	
3	<b>ASN</b>				✓	1			
4	<b>AH</b>		✓	✓		1	1		
5	<b>AR</b>		✓				1	2	
6	<b>AD</b>	✓			✓		2		
7	<b>ARH</b>	✓	✓	✓			3		
8	<b>DH</b>	✓				1		2	
9	<b>FN</b>				✓	1	1	1	1
10	<b>IR</b>		✓			1		1	
11	<b>IH</b>		✓				2		
12	<b>JE</b>		✓				2		
13	<b>IW</b>			✓			2	1	
14	<b>KH</b>			✓		1	2	1	
15	<b>MM</b>		✓				2	1	
16	<b>MA</b>			✓		1			
17	<b>MN</b>	✓				1		1	
18	<b>NY</b>			✓		1		1	
19	<b>OS</b>		✓			1	1		
20	<b>RD</b>		✓			2	1		
21	<b>RT</b>	✓					1		
22	<b>RL</b>		✓			1	2		
23	<b>RN</b>		✓				1		
24	<b>RA</b>		✓			1	1		
25	<b>SB</b>		✓			2	2		
26	<b>TL</b>		✓				2		
27	<b>WR</b>		✓				1		
28	<b>WF</b>			✓			1		
29	<b>YK</b>		✓			1			
30	<b>YF</b>	✓	✓				2		1
Total						16	34	12	2

So, from that table it can be concluded that :

1. Omission 16 errors. The students' sentences almost omission of be and words it must be full-stop, but they put comma.
2. Addition 34 errors; students add the unnecessary words on their writing it must be put comma, but they put full-stop.
3. Misformation 12 errors; The students ignored the form for the subject. When they want make capital latter based to the subject they did not know what the punctuation will be used.
4. Misordering 2 errors.

So, from that table it can be concluded that the student's error are 64 in punctuation divided into four types. The students ignored the pattern of writing punctuation. Most of them misordering write the position of punctuation.

From the data of the punctuation errors above, it can be concluded that the highest error of student's is addition type with 34 errors and the lowest is misordering error with 2 errors. They ignored the place to put of punctuation.

**Table VI**  
**The Percentage of the Errors**

<b>No</b>	<b>Types of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Omission	16	25 %
2	Addition	34	53.125%
3	Misformation	12	18.75%
4	Misordering	2	3.125%
<b>Total</b>		<b>64</b>	<b>100%</b>

Thus, from the table above it can be taken that the highest error is misformation type with 16 cases (25%), then, error in omission type with 34 cases (53.125 %), next error in misordering with 12 cases (18.75 %), and the last error in addition with 2 cases (3.125 %).

## **2. Grade VIII Students' Difficulties that Faced by Students in Using Punctuation in Writing Descriptive Text At Grade X SMK Swasta Panca Dharma Padangsidimpun**

One of the aims in this research was to know the students' difficulty in using punctuation in writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidipuan. The instrument that used to found those difficulties is interview. Researcher made an interview for students and English teacher of SMK Panca Dharma Padangsidimpun. Based on the result of interview to students and English teacher, there was students' error analyzes using punctuation in writing descriptive text.

a. Difficulties in using punctuation

1) Capital letter

In using punctuation in writing punctuation the students must be able to use where put the punctuation especially in capital letter that correct. Ahmad Subandi said that the students felt difficult in using capital letter in writing descriptive text.<sup>4</sup> They felt confusing when they were been asked to use capital letter in writing descriptive text. In doing the test some of them made wrong answer. Next, Dandi Hermawan said that he got difficulties put punctuation (capital letter) because he did not understand how to put that.<sup>5</sup>

2) Full-stop

After interview Firman said, he got difficulties to put punctuation (full-stop) in writing well, especially in writing descriptive text because some time he put mistake in put punctuation unnecessary word on his writing it must be put full-stop, but he put comma.<sup>6</sup> Yoni Fahri said, he also got difficulties to put full-stop in writing well, same with Firman.<sup>7</sup>

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<sup>4</sup>Ahmad Subandi. Students of SMK Swasta Panca Dharma Padangsidimpuan. *Interview in SMK Swasta Panca Dharma Padangsidimpuan*. 11 Mei 2014.

<sup>5</sup>Dendi Hermawan. Students of SMK Swasta Panca Dharma Padangsidimpuan. *Interview in SMK Swasta Panca Dharma Padangsidimpuan*. 11 Mei 2014.

<sup>6</sup>Firman. Students of SMK Swasta Panca Dharma Padangsidimpuan. *Interview in SMK Swasta Panca Dharma Padangsidimpuan*. 11 Mei 2014.

<sup>7</sup>Yoni Fahri. Students of SMK Swasta Panca Dharma Padangsidimpuan. *Interview in SMK Swasta Panca Dharma Padangsidimpuan*. 11 Mei 2014.

### 3) Comma

Marno said, he got difficulties to differentiate to put punctuation (comma) in writing, especially in writing descriptive text.<sup>8</sup> Sandria Budi said, he got difficulties to put comma in writing, especially in writing descriptive text because he seldom to repeat his lesson so that he often to forget how to put punctuation and in writing.<sup>9</sup>

### 4) Colon

After doing the interview some of them are confuse how to put the colon. Aminah said that, she don't know how to put colon.

## **3. The efforts of the English Teacher in Overcoming Difficulties of students using punctuation in writing descriptive text.**

Based on the interview to Mrs. Lysmayuni as one of the English teacher in SMK Swasta Panca Dharma Padangsidimpuan, she said that, the effort to solving the difficulties of students in using Punctuation was:

- a. The English teacher often repeated the lesson and gives more examples that related to student sex periences. English teacher invited the students one by one write their example in the blackboard.

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<sup>8</sup>Marno. Students of SMK Swasta Panca Dharma Padangsidimpuan. *Interview* in SMK Swasta Panca Dharma Padangsidimpuan. 11 Mei 2014.

<sup>9</sup>Sandria Budi. Students of SMK Swasta Panca Dharma Padangsidimpuan. *Interview* in SMK Swasta Panca Dharma Padangsidimpuan. 11 Mei 2014.

- b. Before the English teacher gave the new lesson, first the English teacher gave chance or time students to something left or not clear about the lesson.
- c. The English teacher invited the students to learn by heart about punctuation
- d. The English teacher gave task for students.
- e. The aids of the English teacher in teaching Punctuation.
- f. The media of the English teachers in teaching punctuation.

Mrs. Lysmayuni Said that, the English teacher use English for senior High School and SMK Swasta Panca Dharma for students in learning English at SMK Panca Dharma Padangsidimpuan, but it was depended to themselves to use the other books as the secondary book in learning English. For example, English book to support the learning English, the teacher used their place or their environment as the near media to make them understood or can received the lesson easy.<sup>10</sup> The method and strategies that used by the English teacher in teaching Punctuation in writing descriptive text.

The method of English teacher in teaching punctuation in writing descriptive text at SMK Swasta Panca Dharma Padangsidimpuan were explained the lesson and then they gave some examples to make them

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<sup>10</sup>Lysmayuni. The English teacher in SMK Swasta Panca Dharma, *Personal Interview*. 11 Mei 2014

understood. Based on the researcher's interview when they were learning English, the condition or situation of the class was quiet, they studied seriously and patient to comprehend the material, even though they felled hard or difficult. After the students understood the material, the teacher asked the students made other examples about their lesson and the presented it in front of the class or wrote on the white board or collaged their task and the teacher would check it. If the students still far from the understood, the teacher would ask what they felled hard or difficult and always motivated the students to be better.<sup>11</sup>

### **C. Discussion**

Based on the result of test given (see appendic 3), it is found that most students made errors using punctuation in writing descripticve text. Based on the total errors (64 errors) for writing test that the students made, the highest percentage of errors is addition type (53.125 %) and the lowest percentage of errors is misordering type (3,75%). In this case, substitution error might be caused by the students' confusion in using punctuation in writing descriptive text and they did not understand how to put the correct punctuation in writing descriptive text. Besides that, forget fullness happened to some of the students. When the researcher gave tests to the students, some of the students told to the researcher if they forgot the difference of punctuation. Other errors are encouraged by teaching. It means that the faulty rules had given by

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<sup>11</sup>*Ibid.*

the teacher. Teaching sometimes gives students rules which are far from adequate and when students follow the teacher. The students make error similar to those caused by overgeneralization of their own rules. It is necessary to review what Hubbard Obviously, he identifies three causes that may cause an error to occur, they are “Mother tongue interference, over generalization, and misleading teaching or method. Mother-tongue interference means that the learner imposes his/ her first language system on the new language she/he is learning. The last, a misleading teaching materials or method happen if a learner receives and rotary memorize an inappropriate presentation of a structure or a word from either a teacher or a textbook. Error and over generalization made the students substitute capital latter, full-stop, comma and colon.

From the total number of student (30), 30 students made errors in misinformation type. They made the same error using punctuation of comma and full stop. The students substituted full stop for comma. Here the students made errors because of the rule of the target language itself. The students felt more difficult than use punctuation in writing descriptive text in indonesia language because of the english language is still thinks not very important to master. While, among is used to say something or somebody is surrounded by more than two things or persons. Most students substituted punctuation full stop by comma. This happened because the students did not know the usage of each punctuation. They only knew that punctuation full stop and



comma had the same meanings. They did not know that *on* is used to sign a very long rest and used in the end of sentence, *resume* and *initial* to indicate the surface of something or street. While *Full stop* is used. Furthermore, the researcher also found the lowest error made by the students is *misordering* and *addition*. For *misordering*, these errors may be caused by their lack of knowledge about the grammar especially about the usage of the punctuation itself. *Addition* error might be caused by the students who learn English tend to transfer their habit of the L1 to language that is learnt. Meanwhile, the class teacher told to the writer that the student did not ask their teacher although they got difficulties which their teacher's explanation. They preferred to discuss it with their friends to ask their teacher. Because of that, the writer assumes that the students made more mistakes because their friends also did not know.

In learning punctuation there were some student's difficulties: they got confused of differentiating punctuation. The students had poor vocabulary so they have asked punctuation because they didn't know meaning of sentence, it is supported by Muhibbin Syah that learning difficulties can be caused by two factor, they were: the first internal factor (factors from the students itself) involves; Physiology factors such as health; and physiological factors such as IQ (internal quotation). The second, internal factors (students outside factors) involves; social factor such as the relationship with the students

parents; and non social factor such as the tool of learning and learning condition.

To anticipate the learning difficulties, the efforts were the English teacher often repeat the lesson especially in determining using punctuation in writing descriptive text, then the English teachers asked the students to know the vocabularies in learning punctuation and then English teacher kicked the students in learning randomly. The other, the English teacher always motivated the students in learning process. It is done by teacher to guide the slow learner. In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remedial.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After getting the result of the research, the writer gives the conclusions as follows:

1. Based on the result of the test given to participants, it can be seen that the highest error is addition type with 34 cases (53.125%), then, error in omission type with 16 cases (25 %), next error in misinformation with 12 cases (18.75%), and the last error in misordering with 2 cases (3.125%).
2. The students' got difficulties in using punctuation and difficulties in vocabulary.
3. The English teachers did some efforts to overcome the students' difficulties in punctuation error of writing descriptive text. The effort were: The English teacher often repeats the lesson and gives more examples that related to students' experiences. English teacher invited the students one by one write their example in the blackboard. Before the English teacher gave the new lesson, first the English teacher gave chance or time students to something left or not clear about the lesson. The English teacher invited the students to learn by heart about punctuation. The English teacher gave task for students.

## **B. Suggestions**

Based on the conclusion and the implications of the research that have mentioned previously, the writer would like to give some suggestions to people who gets benefits from this research.

1. The writer on this occasion hopes that other researcher will conduct a research related to the topic of this study, especially to find out other students' error in writing descriptive text.
2. To the students of SMK Swasta Panca Dharma should do practice in writing text, especially descriptive text.
3. To the teacher especially English teachers of SMK Swasta Panca Dharma are hoped to develop the students' grammar in writing text, especially descriptive text
4. To the headmaster of SMK Swasta Panca Dharma should active to look his students' ability.
5. The most dominant type error of students' in using punctuation in writing descriptive text is addition type with 34 errors (53.125 %), the errors that the students did not use the punctuation form of capital latter, full-stop, comma and colon in writing descriptive text. They are also ignore the punctuation and they do not know what the form of punctuation when they use some of punctuation in their writing descriptive text.

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