AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN

A THESIS

Submitted to State College for Islamic Studies (STAIN) Padangsidimpuan As a Partial Fulfillment of Requerement For Degree of Islamic Educational Scholar (S.Pd.I) in English Program

Written by:

DIAN ERDIANI
Reg. No. 08 340 0049

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013

AN ANALYSIS ON THE STUDENTS' ERROR
IN PLACING PUNCTUATION IN TEXT
AT GRADE VIII SMP N 8 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies (STAIN) Padangsidimpuanin Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

Written by:

DIAN ERDIANI
Reg. No: 08 340 0049

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2 0 1 3

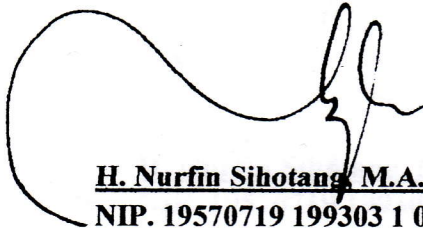# AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies (STAIN) Padangsidimpuanin Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program
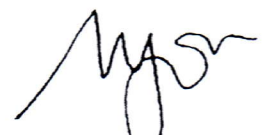
Written by:

DIAN ERDIANI
Reg. No: 08 340 0049

ADVISOR I

H. Nurfin Sihotang, M.A. Ph.D
NIP. 19570719 199303 1 001

ADVISOR II

Yusni Sinaga, S.Pd, M.Hum
NIP.19700715 200501 2 010

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2 0 1 3

Hal   : Skripsi
      A.n Dian Erdiani

Padangsidimpuan, 13 Juni 2013
Kepada Yth:
Bapak Ketua STAIN Padangsidimpuan
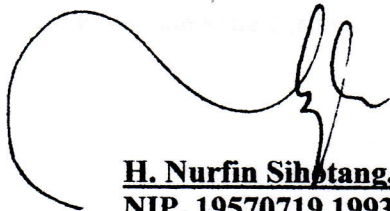Di-
Padangsidimpuan

Assalamu 'alaikum Wr.Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Dian Erdiani yang berjudul *"An Analysis on the Students' Error in Placing Punctuation in Text at Grade VIII SMP N 8 Padangsidimpuan"*, maka kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah STAIN Padangsidimpuan.

Untuk itu, dalam waktu tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

PEMBIMBING I

H. Nurfin Sihotang, M.A.,Ph.D
NIP. 19570719 199303 1 001

PEMBIMBING II

Yusni Sinaga, S.Pd.,M.Hum
NIP.19700715 200501 2 010

SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Dengan nama Allah Yang Maha Pengasih lagi Maha Penyayang, Saya yang bertanda tangan di bawah ini:

Nama   : DIAN ERDIANI

NIM   : 08340 0049

Jurusan   : TARBIYAH/TBI-2

Program Study : Tadris Bahasa Inggris (TBI)

Judul Skripsi   : **AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN.**

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan Kode Etik Mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang Kode Etik Mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan yang berlaku.

Padangsidimpuan, 20 Juni 2013

Penyusun,

METERAI TEMPEL
PAJAK MEMBANGUN BANGSA
TGL   20
2B112ABF731339888
ENAM RIBU RUPIAH
6000 DJP

DIAN ERDIANI
Nim. 08 340 0049

DECLARATION OF SELF THESIS COMPLETION

In the name of Allah, Most Gracious, Most Merciful. I myself stated that:

Name   : DIAN ERDIANI

Registration Number   : 08340 0049

Department/ Study Program   : TARBIYAH/TBI-2

The Title of Thesis   : **AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN**

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 STAIN 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 STAIN 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.
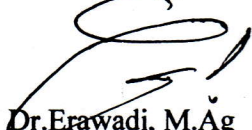
Padangsidimpuan, 20 Juni 2013
Researcher

DIAN ERDIANI
Reg. No. 08 340 0049

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : DIAN ERDIANI
Reg. No   : 08 340 0049
Thesis   : **AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN**

Chief,

Dr.Erawadi, M.Ag
NIP. 19720326 199803 1 002

Secretary,

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Members,

Dr.Erawadi, M.Ag
NIP. 19720326 199803 1 002

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Magdalena, M.Ag
NIP. 19740319 200003 2 001

H. Nurfin Sihotang, M.A.,Ph.D
NIP. 19570719 199303 1 001

Proposed:
 Place   : STAIN Padangsidimpuan
 Date   : June, 20st 2013
 Time   : 14.00 P.M until finish
 Result/Mark : 71,37 (B)
 Predicate : Very Good

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat: Jl. H.T Rizal Nurdin Km. 4,5 SihitangT elp. 0634-22080 Faks. 24022 Padangsidimpuan 22733

PENGESAHAN

Judul Skripsi : AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN

Ditulis Oleh : DIAN ERDIANI

NIM : 08 340 0049

Telah dapat diterima untuk memenuhi salah satu tugas

Dan syarat-syarat dalam memperoleh gelar

Sarjana Pendidikan Islam (S. Pd.I)

Padangsidimpuan, 20 Juni 2013
Ketua

Dr. H. IBRAHIM SIREGAR, MCL.
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thanks to Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the darkness to the brightness era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

1. Special thanks are due to Mr. H. Nurfin Sihotang M.A.Ph.D, as first advisor and Yusni Sinaga, S.Pd., M.Hum., as second advisors who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.

2. Special thanks are due to DR. H. Ibrahim Siregar, MCL, as a Leader of STAIN Padangsidimpuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Section, lecturers and all for the civitas academic of STAIN Padangsidimpuan who had helped in studying and writing this thesis.

3. Thanks are due to H. M. Saleh Matondang, S. Ag as the Principle of SMP Negeri 8 Padangsidimpuan who had helped to complete this research as well as his students for the helping has given to researcher.

4. My beloved parent, Pandapotan and Amna who has given researcher support in moral and material during and after finishing academic year 2012-2013 in STAIN Padangsidimpuan.

5. Thanks are due to all of my friends who had helped the researcher in writing this thesis.

Last but least, researcher just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidimpuan.

Padangsidimpuan, 14 June 2013

Researcher

DIAN ERDIANI
Reg.No: 08 340 0049

ABSTRACT

Name/ Reg.No : Dian Erdiani/08 340 0049
Department/ Study Program :Tarbiyah/ TBI-2
The Title : **AN ANLYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN**
 Year :2012/2013

This research is about analysis of the students' error in placing punctuation in text. This research is purposed to know error types are made by SMP students in placing punctuation based on Surface Strategy taxonomy, to know the common errors made by the students in placing punctuation and to know the efforts of English Teacher in overcoming the difficulties in SMP N 8 Padangsidimpuan.

The kind of this research is qualitative research by using descriptive method. The instruments of collecting data are observation,test and interview. The source of data is the grade VIII students, the English teacher, and Headmaster of SMP Negeri 8 Padangsidimpuan.

Based on the result of test given, it is found that most students made errors in placing punctuation in text. Based on the total errors ((290 eroors) for writing test that the students made, the highest percentage of errors belong to substitution type (42,1%) and the lowest percentage of errors is misordering type (2,3%).

CURRICULUM VITAE

Name   : Dian Erdiani

Registration Number : 08 340 0049

Place/Date of Birth   : Aek Libung, 23th March 1990

Sex   : Famale

Address   : Aek Libung, Kec. Sayur Matinggi

Fatehrs' name   : Pandapotan

Mother's name   : Amna

Educational Background

Primary School   : at SDN 146936 Aek Libung (2002)

Junior High School   : at SMP N 2 Sayur Matinggi (2005)

Senior High School   : at MAN 2 Model Padangsidimpuan (2008)

Institute   : at Educational English Department of Tarbiyah Faculty at STAIN

Padangsidimpuan (2013)

Apendix 1

Lenkapilah parargraph di bawah ini dengan menggunakan tanda baca yang baik dan benar !

The Smartest Animal

Once there was a farmer from Laos (1) Every morning and every evening (2)he ploughed his field with his buffalo (3)

One day (4) a tiger saw the farmer and his buffalo working in the field (5) The tiger was very surprised to see a big animal listening to a small animal (6) The tiger wanted to know more about the big animal and the small animal.

After the man went home (7) the tiger spoke to the buffalo (8) (9) you are so big and strong (10)Why do you do everything the man tells you (11) (12) The buffalo answered; "oh, the man is very intelligent (13) (14)

The tiger asked (15) (16)can you tell me how intelligent he is?". "No, I can't tell you (17) (18)said the buffalo; "but you can ask him (19) (20)

So the next day the tiger asked to the man; "Can I see your intelligence?". But the man answered; "it at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.

Appendix 2

THE LIST INTERVIEW

A. Interview to the English Teacher

1. What is the primer books that used by the teacher in teaching writing and punctuation?
2. How about the students result and learning writing paragraph using punctuation?
3. What are the student's difficulties in learning writing paragraph using punctuation?
4. How the English teachers solve the problem?
5. What are the media used by the teacher in teaching writing and teaching punctuation?
6. What is in the indicator that used by the teacher to determine the students ability in learning writing paragraph using punctuation?

B. Interview to the students

1. Do you like study English?
2. Do you ever in study of writing paragraph or punctuation?
3. Do you like in study writing paragraph?
4. Do you like in study punctuation?
5. Do you know kinds of punctuation?
6. What is your strategy that use in writing paragraph?
7. What is your strategy that use in studying punctuation?
8. What are you problems in learning writing paragraph?
9. What are you problems in learning punctuation?
10. What is solution if you get the problems in learning writing paragraph and punctuation?

Answer the Question of Interview

A. Answer from the teacher

1. English for junior high school
2. Still low, the still not understand
3. They still confused to put the punctuation in writing paragraph and not comprehending
4. Give the remedial test and try to give a new method
5. Book and dictionary

B. Answer from the students

1. Yes I do
2. Yes I do
3. Not really
4. Not really
5. Little like full stop, comma
6. Write in Indonesian first then I change to English
7. Memorize it
8. Less of vocabulary
9. Not memorize all of punctuation
10. More study hard and practice

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is an instrument of communication. People can communicate one each other by using language. It brings ideas, opinions, thoughts, and feelings. People can express themselves with body language, literal language and oral language. It means that language plays a very important role in human being reletionship. By using language people around the world can communicate and express themselves. It means that language can not only be seperated from the social life and also has the levels of used by a community within a country.

English as international language should be mastered by all people over the world. Without English someone will be old fashioned becuse they cannot communicate with people around the world, cannot use the technological media, and they will be lack of information in science world because many scientific books are printed in English. Due to English is very imfortant, Indonesian goverment creats English educational curriculum in which English is one local subject at Elementry school and as compulsory subject at junior and senior high school. The final purpose of the English educational curriculum at every level of school is expect that students can use English orally and in writen form.

Writing is one of language skills to support those that necessary to be mastered, the students must be tough to master the vocabulary and the

1

grammar, can not be used well without master them. The students are expected to be able to express their thought in written form systematically.

Writing paragraph is the foundation of all essay writing, in other form like expository, persuasive, narrative, creative. The four elements essential to write a good paragraph are: unity, order, coherence and completeness.

One of the main goals of teaching English in junior high school is to improve communication skill in oral and written paragraph. Writing is a method of representing language in visual form. Writing system use sets of symbols to represent the sound of speech, and may also have symbols for such things as punctuation and numerals.

Writing Paragraph have 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 is knowing when to change rhythm or the stress of their speaking. Defending on the style of writing and the language used, punctuation may tend towards one of these purposes more than the other. Common units of punctuation in english and many other language include the comma, period, apostrophe, quotation mark, excalamination mark, bracket, dash, hyphen, ellipsis, colon, and semicolon. Each of these units indicates a different thing and some may have multiple meaning depending on context.

Furthemore, most of students do not master punctuation that used to write paragraph. In SMP Negeri 8 have found that, most of the students have low ability in understanding using punctuation in writing paragraph. The students do not comprehend about punctuation and how to use it. Moreover

they cannot understand how to write the good paragraph. The problem can be found in eight grade students in SMP Negeri 8 Padangsidimpuan. It is proved based on their result test that showed there are many students have low score and based on the data of the student punctuation mastery that taken from the teacher.

So based on the problem above, the researcher wants to do a research about AN ANALYSIS ON THE STUDENTS' ERROR IN PLACING PUNCTUATION IN TEXT AT GRADE VIII SMP N 8 PADANGSIDIMPUAN.

B. The Identification of the Problem

In writing, the students must know about paragraph. Paragraph is a basic unit of organization in writing in which a groups of related sentences develop one main idea.

Writing paragraph is consider to be the most difficult in writing, there are many factors which can influence the students' abilty in writing paragraph such as : motivation, ideas, facilities evaluation, teacher's performance, student's interest,and unknown about using punctuation.

C. The Focus of the Problem

Based on the identification of the problem above, there are many problems includes in writing as do not understand what they write, do not know how to use punctuation.The punctuation is full stop, comma, semi colon, colon, exclamination, intergaion mark, dash, hypen, apostrope, inverted comma,

parantheses, oblique. But because of the limitation of the time, fund, and knowledge, so the research focus the problem of this research on the error analysis of placingpunctuation in text at SMPN 8 Padangsidimpuan.

D. Formulation of the Problem

From the above explanation, the research formulated the problems on the below question :

1. Whaterrors arefound by the students in placing punctuation by text at grade VIII SMP N 8 Padangsidimpuan?

2. What errors are the efforts done by the English teachersto over come the error found by students in placing punctuation by text at grade VIII SMP N 8 Padangsidimpuan ?

3. What errors are the efforts done by the studens to over come the error found by students in placingpunctuation by text at grade VIII SMP N 8 Padangsidimpuan ?

E. Aims of the Research

The purpose of this research are as follows:

1. To knowthe errors found by the students in placing punctuation by text at grade VIII SMP N 8 Padangsidimpuan

2. To know the efforts done by the English teachersto over come the error found by students in placing punctuation by text at grade VIII SMP N 8 Padangsidimpuan.

3. To know the efforts done by the students to over come the error found by students in placing punctuation by text at grade VIII SMP N 8 Padangsidimpuan.

F. Significances of the Research

The significances of this research as follows:

1. As an input for the headmaster in guiding the English teacher.

2. As an input for the English teacher in teaching and learning process especially in learning writing paragraph by using punctuation.

3. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in laerning writing paragraph by using punctuation.

4. To fullfil the requirement to reach the first strata degree in English section in education department on State College for Islamic Studies Padangsidimpuan.

G. Defenition of Key Terms

The following terms are provided in order to avoid misconception and misunderstanding of the case presented in this study.

1. Analysis

The study of something by examining its part and reletionship or the statement of the result of this.

2. 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.

3. Punctuation

Punctuation is aset symbols used in writing to help indicate something about the structure of sentence, or to assist reader is knowing when to change rhythm or the stress of their speaking.

4. Placing

Placing is the process of making plans for something and put inparticular position.

Placing is identified or classify as being of a specified type or as holding a specified position in a sequence or hierarchy.

5. Text

Text is a sequence of paragraphs that represents an extended unit of speech.

Based on the above the meaning, the writer simplifies that the meaning on the title: analysis error placing punctuation in text is to analyzed the errors from a text that make of the students to know how the put in particular position in punctuation such as to analyze the punctuation about the structure of sentence.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Review

In conducting the research, some theories are needed to explain clearly some concept or terms applied in this research. The terms are below:

1. Error Analysis

a. 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.[1] 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.[2]

An error is noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner.[3] Mistakes are imperfectness of utterances which refer to the language performance. Meanwhile, error is a mistake, especially one that causes problems or affects the result.[4]

---

[1]Carder in Carl James. *Error in Language Learning and Use*, (New York: Longman, 1998), p.79

[2]Rod Ellis. *Understanding Second Language Acquisition*, (Hong Kong: Oxford University Press, 1985), p.22

[3]H. Douglas Brown. *Principles of Language Learning and Teaching*,(San Francisco State University: Pearson Longman, 2007), p. 258

[4]A.s Hornsby. *Loc. cit*

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.

b. Types of Error

There are four kinds of error taxonomy, but two of these, the Comparative taxonomy and the Communicative Effect taxonomy, veal the error causes and errors gravitas respectively. For the moment we are concerned only with descriptive taxonomies. They suggest there are two kinds of descriptive taxonomy of the sort we are concerned with: [5]

1. 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.

---

[5]Carl James.*Op.cit.* p*. 104*

2. 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.[6] For Example: My house is Padangsidimpuan. The preposition in is omitted. The correct sentence must be "my house is in Padangsidimpuan.

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.[7]For example: The university is near behind the mosque. This sentence is wrong, because the preposition near or behind is added.

---

[6]H.Guntur   TarigandanDjogotarigan.*PengajaranAnalisisKesalahanBerbahasa*,(Bandung: Angkasa, 1988), p.149
[7]*Ibid*, p. 151

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.[8] 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 when producing written or spoken utterances in the TL.[9] For example: Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

3. Comparative Taxonomy

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

---

[8]Carl James. *Op.cit*,p. 108
[9]H. Guntur Tarigan, *Op.cit*, p. 157

4. 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.

2.Punctuation

Punctuation is imfortant part of write a paragraph so we must know what is paragraph and the part of paragraph.

a. Defenition of Punctuation

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 writer want to discussed about punctuation. According to Zainil punctuation is an imfortant aid to understand sentence. It can be a guide or marker for the location of sentence core parts.[10]Punctuation must also separate the core of parts the sentence fromother 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 imfortant from understanding the clarity, coincidentally, correctness, and change the

---

[10]Zainil, *Reading Theorie*. (Padang: Universitas Negeru Padang, 2003), p.92

sentence.[11] 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 seperate every part from sentence.

Mine while, oxford state that puntuation is the action or system of punctuating.[12] So based on the obove defenition, the researcher concludes that Punctuation is in imfortant aid to understanding the sentence and to guide and to marker the sentence or paragraph to make the students underntanding about the sentence,paragraph and text.

Some of punctuation that usually used as :

1. Full stop (tanda titik .)

2. Comma (tanda koma ,)

3. Semi colon (tanda titik dua ;)

4. Colon (tanda titik dua :)

5. Excalmation mark/note of exclamation (tanda seru !)

6. Intergogation mark/note of intergogation/quatation mark (tanda tanya ?)

7. Dash (tanda pisah __)

8. Hypen (tanda hubung -)

9. Apostrope (apostrop/ tanda penyingkat ')

10.Inverted commas (tanda komma terbalik) atau quotation mark (tanda petik "....")

---

[11]Hotben D. Linggs, *Advenced English Grammar for Toefl Preparation,*(Jakarta: Puspa Swara,2006), p.314

[12]Honrby, *Oxford the Third Edition.*

11. Parentheses (tanda kurung( ))

12. Oblique atau virgule (tanda garis miring).

b.The Function of Punctuation Using in Paragraph.

There are the function of punctuation using in paragraph such ass:

1. Full stop (.)

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. We have a tea every afternoon.

2. Comma (,)

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

Ex. To may surprise, most of the people attending the party were over thirty years.

3. Semicolon

The use of semicolon is similiar to the use of comma. Its seperates two closely related ideas. Using the semicolon is not difficult, it the very strong punctuation.

Ex. Alice is going to Harvard; she isn't going to M.I.T.

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, flour, butter, salt, nad milk.

5. Excalmation mark/note of exclamation (tanda seru !)

Excalmation used in the end of exclamtion sentence and to express the feeling and strong emotion. It also can be used after short command.

Ex. Long lives the queen!

Shut up!

6. Intergogation mark/note of intergogation/quatation mark (tanda tanya ?)

Interrogation is used after direct question or used in the end of the question and replace the full stop. It can be used after the request sentence and polite sentence.

Ex. Where do you live?

Would you mind tell me your name?

7. Dash (__)

The dash is a most commonly used to separate unessential or parenthetical elements from the core parts of sentence. This usage

also have readers in separating core parts from supporting information.

Ex. Atleast three sport, basketball,football, and tennis-a continually gaining television fans.

8. Hypen (-)

The hypen is a less weighty than a dash and resides within and between words, the hypen connect ideas.

Ex. Daughter- in-law

Jack-of-all-trades

9. Apostrophe (')

An apostrophe is the sign of something missing; when you see an apostrophe, some of apostrophe, some part of word has been omitted.

Ex. Dresses of boy: boys' dresses

Of everybody: everybody's

10. Inverted commas

Inverted commas used to complement the quotation or words that saying someone with direct sentence. Also used in title of book, drama, and etc.

Ex. " i wont speak to him, " Nita said.

Have you read Thackeray's " vanity fair"

11. Parentheses (( ))

Parentheses set words, pharases, ideas asides: they cradle them. They often suggest the conspiratorial message, whispered behind the cupped hand. And also used in explain the true meaning from abbreviation, term or words.

Ex. The entire family (exept one daughter) lives in jakarta.

He is very infortant member of the UN (United Nation)

12. Obligue or Virgule (/)

Obligue used to show the abbreviation, and used in explain two or more sentence.

3. The Nature of Writing Ability

Language skills are divided into two skills; receptive and productive skills which are intended to be achieved by students. According to David Nunan language generated by the students (in speech or writing) is referred to as productive. Language directed at the students (in reading and listening) is called receptive.[13]

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentence patterns, vocabulary, or

---

[13]David Nunan.*Practical English Language Teaching,*(New York: McGran Hill,2003), p.48

diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive ability.

Writing is a skill must be having of the students. According to Edelstein stated 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 4:

Meaning: "Who has taught (the writing) by the pen".

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 furthermore we can look at Suroh Al- Baqoroh verse 282 states:

Meaning: "O you who believe! When you contract a dept for a fixed period, write it down. Let a scribe write it down in justice between you. Let not the scribe refuses to write as Allah has taught him, so let him write".[14]

Ability in writing begins with simple copying and ends free self-expression. As student progress in their development of the writing, they will require guidance from the teacher.Writing is the ability to put pen and paper to express ideas through symbols. This way representation on the paper will have meaning and content that could be communicated to other people by the writer.[15]

There are so many definitions of writing, 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.[16] And according to Bridge states that "writing is the stage in which the writer produces a rough draft of the paper"

Writing is regarded as a continuous, coordinated performance and a process of immense perceptual, linguistic, and cognitive complexity. It is an extremely complex cognitively in which the writer is required demonstrate control of a number of variable simultaneously.

On the other hand, Fajri also concludes that: writing is a description of language, which is understandable by someone using symbols. In other words

---

[14]Muhammad Muhsin Khan, *Interpretation of The Meaningof The Noble Qur'an in English Language*, (Al-Madinah Al-Munawarah:Islamic University,1993), p. 75

[15]Sakiah,*An Analysis on the Students Ability IN Writing Narrative based on Pictures*,(Thesis: UMTS Padangsidimpuan,2005), p.3

[16]Harry A. Greene and friends, *Developing Language Skills in the Elementary School,*(Boston:London Sydney), p.284

writing can be defined as a tool of language describe to someone about messages by using visual writer symbol.[17] According to A.S Hornby, writing is written works of author or person's handwriting.[18]

In addition according to David Nunan : Writing is both a physical and a mental act. At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer. 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. The writer images, organizes, drafts edits, reads, and rereads.

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.[19]

Further, writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience.[20] Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.[21]

---

[17]Fajri,*An Analysis of the Students Ability in Writing the Argumentative Essay*,(Thesis: UMTS Padangsidimpuan, 2006), p.6

[18]A.S.Hornby, *Oxford Learner's Pocket Dictionary,* (New York: University Press, 2000), p.502

[19]David Nunan, *Language Teaching Methodology; A Textbook For Teachers,* (Sydney: Macquarie University, 2000), p. 91

[20]Mary Louise Holly and friends, *Action Research for Teachers,*(New Jersey: Columbus, Ohio, 2005), p. 235

[21]J. Michael O. Malley and Friends, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company,1996), p.136

So, based explanation above, the writer concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

a. The characteristics writing ability

Some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point.

1. Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to with draw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to given them confidence in their work.

2. Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3. Distance

The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4. Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5. Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6. Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7. Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL

students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.[22]

8. Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.[23]

b. The process of writing

In order be to easier to understand the writing ability, it is important to know process of writing. Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a student's background of experiences enlarge, the needs for expression change. As a student the ability to give expression grows-providing the skills necessary for such expression.

---

[22]H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall,1994), p.325-326

[23]Zainil and Rusdi, *Language Teaching Seminar (Compiler),*(Padang: UniversitasNegeri Padang,2006), p.1

The term process writing has been bandied about for quite a while in ESL classroom. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. Thus process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.[24] Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

---

[24]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA:Cambridge University Press, 2002), p. 316
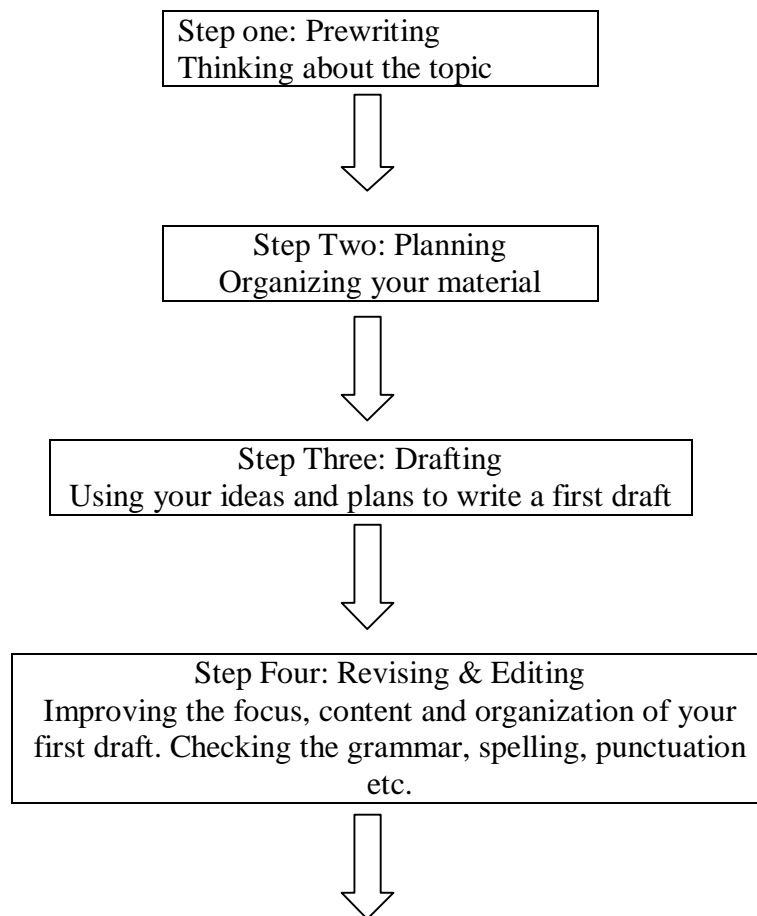
a. Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Kangguru stated the following activities provide the learning experiences for students as this stage.[25]

   1. Group brainstorming

   2. Clustering

   3. Rapid free writing

   4. WH-Questions

b. Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft

c. Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.

d. Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

---

[25]www.kangguru.edu Kang Guru in the classroom: Teachers Guide SMA Package,p. 20

e. Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages

f. Evaluating. In evaluating student writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing). The criteria for evaluation should be made known to students in advance.

```
┌─────────────────────────────┐
│ Step one: Prewriting        │
│ Thinking about the topic    │
└─────────────────────────────┘
              ⇓
┌─────────────────────────────┐
│ Step Two: Planning          │
│ Organizing your material    │
└─────────────────────────────┘
              ⇓
┌──────────────────────────────────────────┐
│ Step Three: Drafting                     │
│ Using your ideas and plans to write a first draft │
└──────────────────────────────────────────┘
              ⇓
┌──────────────────────────────────────────────┐
│ Step Four: Revising & Editing                │
│ Improving the focus, content and organization of your │
│ first draft. Checking the grammar, spelling, punctuation │
│                    etc.                      │
└──────────────────────────────────────────────┘
              ⇓
```

Step Five: Writing the Final Draft

Figure 1.The chart of writing process[26]

To make a good writing there are the writing process, according to Penny Ur the writing process has three stages:

Stages 1: writing

Stages 2: reflection

Reflecting on the writing process

        a) Preparation

        b) Process

        c) Product

Stages 3: conclusion[27]

While the writing process according to Mary Louise Holly and friends states that writing process related to research

        1) Free-writing
        2) Proposal writing
        3) Writing down
        4) Writing up
        5) Writing about[28]

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

---

[26]*Ibid*, p.21

[27]Penny Ur, *A Course in Language Teaching* (USA:Cambridge University Press, 1991), p. 167-168

[28]Mary Louise Holly and friends, *Action Research for Teachers: Traveling the Yellow Brick Road,* (NewJersey: Columbus, Ohio, 2005), p. 238

a. Focus on the process of writing that leads to the final written product;

b. Help student writers to understand their own composing process;

c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

d. Give students time to write and rewrite;

e. Place central importance on the process of revision;

f. Let students discover what they want to say as they write;

g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;

h. Encourage feedback both from the instructor and peers;

i. Include individual conferences between teacher and student during the process of composition;

While process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the process approach confines student largely to narrative forms and that this represents a serious limitation on their ability. Martin argues that forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to explore and challenge social reality, and that learners who are denied the opportunity of developing factual writing skills are also denied the tools which would help them to challenge their social reality.

David Nunan said that the unfettered writing process approach has been just as artificial as the traditional high school research paper. Writing without structure accomplishes as little as writing a mock structure, students need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think trough their ideas, to revise them, and to write for real audiences and real purposes.[29]

From the above explanation writer concludes that the process of writing must be have a good role, they are planning (pre-writing), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting,   and conclusion.

4.Paragraph

In writing paragraph we must be know about the defenition of paragraph and structur of paragraph.

1. What is a paragraph

A paragraph is a set of related sentence that express or develoved a topic. A paragraph is usually part of an extended of piece of writing, although in some situation you may need only one paragraph to fullfil your purpose in narration or description, a new paragraph usually signals a shift in

---

[29]David Nunan, *Language Teaching Methodology: A Text Book For Teachers*,(Malaysia: Longman,2000), p. 87

time, scene,or speake.[30] In exposition or argument, a new paragraph adds imformation or announces another point supporting your thesis.

Paragraph serve several of purposes for you and your readers. You can see them to devide your subject into managable units of imformation: by grouping ideas into paragraph, you shows the reletionship of ideas to one another and their significances to your overall purpose. You can also use paragraph to control emphasis: by placing a paragraph in a particular position, you demonstrate the relative imfortances of an idea in your essay. Finally, you can use paragraph to establish rhythm: by interuppting a series of a long paragraph with a short paragraph, or creating a series of brief paragraph, you fix and vary cadence in your writing.

According to Alice Oshima and Hogue, Paragraph is a basic unit of organization in witing in which a group of related sentences develoved one main idea.[31]A paragraph can be a short as one sentences or as long sentences. The number of sentences is unimfortant; however, the paragraph should be long enough to develoved the main idea clearly.

A pargraph may also be one part of a longer piece of writing such as chapter of a book or an essay. You will first learn how to write a good paragraphs, than you will learn how to combine and expand paragraph to build essays.

---

[30]Joseph F. Trimmer, *Writing with a Purpose* (Boston : Houghton Mifflin Compony, 1995), p. 159

[31]Alice Oshima and Ann Hogue, *Writing Academic English Third Edition* (Addison-Wesley Publishing Company: USA,1983), p. 16

Reader use your paragraph to graps key points nad follow your reasoning. Extended uninterrupted passages taxa their attention. They expect and needto see the regularly, space identations that signals in new paragraph. This visual cue tell them that they have completed one topic and are about to take up onother.because the new paragraph promises new imformation, they refocus that attentionto see how this changesalters or advences your essay.

In addition, Jhon Langan said that Paragraph is series of a sentences about one main idea, and the rest of the paragraph provides specific details to support and develoved that point.[32] The pretending paragraph. Like many effective paragraph, start by stating a main idea, or point is general idea that contains that opinion. In this case, the point is starting coolege at twent-nine was not easy.

2.Paragraph Stucture

There are three stucture of paragraph

In writing a paragraph there are important major structure's part using such as:

a) Topic sentences

b) Supporting sentences

c) Concluding sentences.[33]

---

[32]Jhon Langan,*Sentence Skill Form A Seventh Edition,* (North America,2001), p. 11
[33]*Ibid,* p. 17

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentence of the model states both the topic and controlling ideas.Supporting sentences developed the topic sentences. That is the explain the topic sentence by giving reasons, example, facts, statistics and quotation. The concluding sentence signals the end of the paragraph and levels the reader with important points to remember.

3. The requriments of topical paragraph

An efective topical paragraph must meet four topical requirements.[34] First, it must discussn one topic only- that is, it statements and ilustration mus display the unityof subject matter, often express the topic sentence. Unity mean that you only discuss one main idea in a paragraph. The main idea in stated in the topic sentence, and then each in every supporting sentence develops that idea. If, for example, you announce yor topic sentence that you are going to discuss two imfortant characteristics, discuss only those. Do not discuss any other ideas, such as the price of gold and mining. Second, it must say all that your readers need to know the topic; it must be complete enough to do what is intended to do. Third, the sentences within the paragraph must exhibit and order that your readers can recognize and follow. Fourth, the

---

[34]*Ibid*, p. 161

sentences within the paragraph must display coherence, allowing readers to move easily from one sentence to the next without felling that there are gaps in the sequencesof your ideas.

Unity mean that you only discuss one main idea in a paragraph. The main idea in stated in the topic sentence, and then each in every supporting sentence develops that idea. If, for example, you announce yor topic sentence that you are going to discuss two imfortant characteristics, discuss only those. Do not discuss any other ideas, such as the price of gold and mining.

Coherence that mean that your paragraph is easy to read and understand because (1) your supporting sentences are in some kindof logical order and (2) your ideas are conected by the use appropriate transition signals. For example, in the paragraph about gold, there are two supporting ideas: gold is beautiful, and gold are useful.each of these supporting ideas in this discussed, one afte4r the other, and exxample is given for each one. This is kind of logical order. Furthemore, the relationship between the ideas is clearly shown byusing appropriate transition words and phrases such as *a first of all,for example, another imfortant characteristic, and in conclusion.*

B. Review of Related Findings

Related to this research, some researches had been done as below: Gustina entitled "Error Analysis on the Student's in using Prepositions at The Grade X Students at MAS AL-Junaidiyah Kampung Lama in 2008/2009 Academic year."

In her study, she found that the studens at MAS AL-Junaidiyah Kampung Lama had face a lot of difficulties and to make errors in the English construction.

Next, Sakiah with title "An Analysison the Students' Ability in Writing Narrative based on Pictures". The kind of research is qualitative research. And the last script is Anni Khoiriah the title is "Error Analysis in Writing Descriptive text at SMK Negeri 1 Sipirok". And she found error in writing descriptive text at SMK Negeri 1 Sipirok.

If the researchers mentioned above research about students' error analysis using preposition, in writing narrative based on pictures, and descrptive. Separatedly, here the writer combined Error analysis in using punctuation in writing paragraph of place by second year students of SMP N 8 Padangsidimpuan.

CHAPTER III
RESEARCH METHODOLOGY

A. The Location and Time of the Research

1. Place of the Research

   The research conducted at Grade VIII SMP Negeri 8 Padangsidimpuan in academic in 2012/2013 Academic Year, which the complete address is on Jln. Tengku Rizal Nurdin Km 8. Pijorkoling 22733 Padangsidimpuan.

2. Time of the Research

   The researcher has done from October 2013 to May 2013, and the data has taken after the research letter comes up from the Academic Office of STAIN Padangsidimpuan.

B. Research Design

This research uses the qualitative research. Gay and Airasian stated that: "qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information."[1]

According to Gay and Peter Airasian, "descriptive research is a descriptivestudy determines anddescribes the way things are. It may also

---

[1] L.R. Gay & Peter Airasian.*Educational Research: Companies for Analysis and Application,* (USA: Prentice Hall, Incorporate, 2000), p.9

compare subgroups such as males and females or experienced and experienced teachers view issues and topic."[2]

This method is used to describe, an analysis it is used to describe an analysis of students' error in using punctuation at the second year students of SMP Negeri 8 Padangsidimpuan.

C. Sources of Data

The source of data this research consist of two sources, it was the source of primary data and the source of secondary data.

1. Primary sources of the data Grade VIII Students' at SMP Negeri8Padangsidimpuan, I taken one of class at grade VIII in SMP Negeri8 Padangsidimpuan.The total one class of grade VIII SMP Negeri8 Padangsidimpuan was 32 students.

2. Secondary sources of data, has been collected by teacher and headmaster.

D. Instrument of Collecting Data

The instrument of coolecting data wiil be used in this research are :

Jhon W. Creswell said that there are some steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.[3]

---

[2]*Ibid*, p. 275

[3]Jhon W. Creswell, *Research Design*, *Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications. Inc, 2002), p. 185

To get an accurate data, researcher collected data by doing those activities:

a. Test

Test is a series of question, problem, or physical responses designed to determine knowledge, intelligence, or ability.[4] In this research, resercher give test about how to placepunctuation in text and order to get information about the students' difficulties in analysis punctuation in text. This test would fill the blank of the use punctuation in text. In writing tes the students use five punctuation: full stop, comma, intergotation mark, semi colon, inverted comma. And the total is 20. The test is given to students of SMP Negeri 8 Padangsidimpuan. Test every item that correct will be given 5 values. So, if all the questions can be answerd correctly the value is 100.

Table 1 : Indicators of the test

No	Indicators	Sub Indicators	Item	Number item	Score
1.	Punctuation	• Full stop (.)	7	1,3,5,6,10,14,20	5
		• Comma (,)	4	2,4,7,18	5
		• Intergogation mark (?)	1	11	5
		• Semi colon (;)	2	8,15	5
		• Inverted comma ("...")	6	9,12,13,16,17,19	5
	Total		20	20	100

---

[4]*Ibid*, p. 36

b. Observation

Ronny Hanitijo Soemitro Said on Metode Penelitian; Dalam Teoridan Praktek by Joko Subagyo observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later:[5] Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. So this observation used to know the situation in SMP Negeri 8 Padangsidimpuan included location, facilities and subject of research as supporting to know the students' analysis in placing puctuation intext.

c. Interview

Interview is data collecting activity by using dialogue.[6] While Gay and Peter Airasian in his book, which the title *Education Research Competencies for Analysis and Application* that interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[7] In this research, the researcher interviewed directly to the Headmaster to know about condition of school, and to English teacher to know about the students' analysis in placing punctuation in text and how the learning strategies that used in teaching that subject, the researcher also interviewed with the students about their analysis in placing punctuation.

[5]Joko Subagyo, *Metode Penelitian dalam Teori dan Praktek* (Jakarta: PT. Rineka Cipta, 2004), p. 63.

[6]Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Andi, 2004), p. 218

[7]Gay and PeterAirasian, *Education Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 219

So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview has given for grade VIII students in SMP Negeri 8 Padangsidimpuan, the questions was appropriate with the list of interview. It is also had done to the headmaster and the English teacher of SMP Negeri 8 Padangsidimpuan. Interview is for getting the data about the difficulties that usually faced by the grade VIII SMP Negeri 8 students' analysis in placing punctuation and the efforts is done by English teacher to increase the students' analysis in using punctuation at the grade VIII SMPNegeri 8 Padangsidimpuan. Interview also has done to get information from the headmaster and the English teacher about situation in SMP Negeri 8 Padansidimpuan to complete the researcher information about the school.

E. 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:[8]

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.

---

[8]*Ibid*, p. 225

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.

F. Techniques of the Data Analysis

The writer took the steps of the data analysis as follows:

1. Collecting the data based on the completion test's result of the students' works.

2. Checking the students' work, the writer judge whether the students make error or not.

3. Checking the students' errors by themselves.

4. Identifying the students' errors works by marking their errors. They are: omission, addition, missformation and misordering.

5. Counting the total number of errors make by the students.

6. Count the percentage of errors for each type, the writer uses this formula:

$$E\% = \frac{Total\ Errors}{Total\ Sentence} \times 100\%$$

7. After counting the percentage of errors for each type, the writer will put the result in the table of frequency. Based on the students' work, the most frequent errors would be determined as the result of the students' errors, in this table below:

Table 2: Result of the students' error

No	Student code	Student Errors In Placing Punctuation in Text				Total error	Total word	%
		Omission	Misformation	Addition	Misordering			

CHAPTER IV

RESULT OF THE RESEARCH

A. General Finding

As a general result of this thesis, research would describe the location and the setting of research. SMP Negeri 8 Padangsidimpuan is one of the junior high school in Padangsidimpuan at Jln. Tengku Rizal Nurdin Km 8 . Pijorkoling 22733 Padangsidimpuan. This school is built in 1977.

The location is not too far from main street and easy to be reached. The existence of school location is released from pollution and comfortable place with flower garden in front of the classroom. Almost class has a flower garden in front of their class. It has trees that make the process of teaching and learning gratified.

SMP Negeri 8 Padangsidimpuan is also has good infrastructures; those are many infrastructures that can be found in SMP Negeri 8 Padangsidimpuan. SMP Negeri 8 Padangsidimpuan already has 18 classes to conduct the process of teaching and learning.Each class consists of 32 students. There are 54 teachers in this school and there are three English teachers in this school. The English subject had three periods in a week.

The research participants were the students of class VIII 2 . It consists of 32 students. There were 25 female and 7 male. This class was chosen because the writer found the problems of using punctuation in this class.

B. Result of The Research

In this research, the writer gave one types of test to the students. They are writing paragraph test. In analysing the paragraph, the writer asked the students to make the correct punctuation for each paragraph. The total paragraph that write are 4 and it is consist for 5 punctuation. After doing her research, the writer found the students still made a lot of errors in using punctuiaton in writing paragraph . From the result of the writing test score there are four types of errors found in the data, they are addition, misformation, omission and misordering. The data of the four error types are presented in table

Tabel 3.The student's error for writing test

Errors type	Total Students' error	Total Error	Total Words	%
• Addition	13	22	635	12.02
• Omission	21	65		35.52
• .Misformation	33	93		50.82
• .Misordering	2	3		1.64
Total	69	183	635	100

In table 1, the types and frequency of using preposition of place on their sentence writing described, to see the students' errors, the writer put the total errors in horizontal and vertical lines. The total error was computed through the total error made by all students multiplied by a hundred percent and divided by total errors made by all students in their sentence writing.

After analyzing the data of writing test, it is found that most students made errors in using punctuation in writing paragraph. Based on the total errors

(183 errors) for writing test that the students made, the percentage of errors for misformation type is 50.82 %, addition type is 12.02%, omission type 35.52 % and the lowest percentage of errors 1.64% is misordering type. In short, a misformation type holds the most errors. It means that the students were still confused in using punctuation in writing paragraph. Misperceptions in using punctuation in writing paragraph made the students thought that the 4 paragraph with use 5 punctuation in every paragraph which the writer gave the same meaning with their thinking, so it will not influence the ability of students.

Tabel 4.The student's error for completion test

Errors type	Total Students' error	Total Error	Total Words	%
1. Addition	16	17	618	3.97
2. Omission	18	46		10.75
3. Misformation	40	365		85.28
4. Misordering	0	0		0
Total	**74**	**428**	**618**	**100**

Based on the completion test, the students made 85.28 % errors belonging to misformation type, 3.97 % addition type, 10.75% omission type and no student made misordering errors.

To know the accuracy of students errors in using punctuation in writing paragraph could saw in appendix 3 and appendix 4. The students' errors can be seen in horizontal was computed through the total error made by each student multiplied by a hundred percent and divided by total words (punctuation) made by each student in his or her sentence writing. While the total errors in vertical

is computed through summing up all errors in each type multiplied by a hundred percent and divided by total errors made by all students.

Based on the result of the data analysis in appendix 3, the most frequent errors made by students are misformation type (50.82%). While the least frequent errors are misordering type (1.64). Based on the table for writing test in appendix 3, the lowest percentage of error is 5.88% (made by seven students) and the highest percentage is 84.61% (made by one student). The average of total errors is 30.29%. It means that every student made 30.29 errors in his sentence writing. His average is counted by dividing the total errors made by all students (183) with the total number of students and for the completion test, the lowest percentage of errors is 33.33% (made by one student) and the highest percentage is 94.11% (made by four students). The average of error for the completion test is 67.1%.

Moreover, for the sentence completion test in appendix 4, the writer found 428 total errors made by all students, 85.28% of those total errors belong to misformation type, 10.75% are omission type and the least frequent errors are addition (3.97%). The lowest percentage of error is 33.33% (made by one student) and the highest percentage is 94.11% (made by four students).

1. Error types using punctuation in writing paragraph found from the Data

Based on the data, the writer found out that errors were still made by the students. Here, the writer classified the students' errors into four

based on surface strategy taxonomy. They are omission, addition, misformation and misordering. The following data are presented as the examples of types of error that the students made using punctuation in writing paragraph.

a. Errors Belong to omission

The percentage of omission error is the 35.52% for writing test and 10.75% for sentence completion test. It happened because the students omitted punctuation in writing paragraph. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. While in this research, the students omitted punctuation in their sentences. For instances are:

1. The tiger spoke to the buffalo you are so big and strong

2. The tiger asked can you tell me how intelligent he is

Based on the examples above that the students did not know what the punctuation should used. It made the students felt afraid to take risk in making mistakes, so the students liked to miss an item that must appear in a sentence. Based on the examples of the first and second sentences, the students omitted semi colon and inverted comma after word then. It should be *The tiger spoke to the buffalo; you are so big and strong* and *The tiger asked;" can you tell me how intelligent he is*?"

It happened because the students lacked of sufficient precision about the using punctuation and the vocabularies required in making paragraph.

b. Error Belong To Misformation

Based on the result of the students error in ppunctuation, it can be seen that the highest error is misformation, 50.82 % for writing test and 85.28% for sentence complication test. The students error for this case is that the students misformation in using punctuation having the same meaning but different in usage. It happened because the students were still confused the usage of punctuation. The following examples of the students' errors in substitution are:

1. One day. a tiger saw the farmer and his buffalo working in the field

2. I can't tell you said the. buffalo

Error about punctuation in writing paragraph made the students misformation *comma*, *inverted commas*, Those sentences should be: *One day a, tiger saw the farmer and his buffalo working in the field*and*I can't tell you", said the buffalo.*

c. Error Belong to Addition

Unlike the omission error, in addition the students added more than one punctuation. The percentage of addition error is 12.02% for writing test and 3.97% for complication test. It happened because the students who learn English tend to transfer their habit of the language that is learnt. It might be caused the comfused to put the rigth punctuation in the paragraph. For example are:

1. But you, can ask him.

2. Once, there was a farmer from Laos.

Based of the first and the second sentence,the would students is *But you can ask him".*and *Once there was a farmer from Laos.* This is because the students sometimes not really think about how to use the right punctuation.

d. Error Belong to Misordering

In this item, the students made paragraph incorrectly in grammar. It happened because the lack of knowledge about the sentence pattern. It is caused the lack of vocabulary and still comfused to use the punctuation, so most of the students got difficulties in choosing and in using the right grammar and having limited vocabularies, so the meaning of the sentences were comfusing. The following examples represent the misordering:

1. Why do you do everything the man tells you The buffalo?" answered

2. Every morning and every evening he ploughed, his field with his buffalo

For those sentences above, the students were wrong in using the subject, to be and the punctuation. For the first sentence, the students used some after pet mine a object. Some usually use before a noun but in that sentence number 1 the stuedent use some after noun. Instead of saying it is my pet some, so the students should be use some pets.

Besides that, they not put punctuation after like, actually must put *colon.* Actually some is used after object, so the sentence should be: *Why do you do everything the man tells you?" The buffalo answered.*and *Every morning and every evening, he ploughed his field with his buffalo.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the result anddiscussion in the previous chapter, the writer concludes that the second year at eight garde of SMP N 8 Padangsidimpuan make errors placing punctuation in text.

2. The students' errors in using punctuation are classified into four, they are: addition, omission, misformation, misordering. The result of the writing test showed that most students made errors in misformation (74.55%), addition (11.24%), omission (10,05%), and misordering (4.14%), and for the result of the sentence compilation test showed that most the students made errors in misformation (86.39%), omission (8.22%) and addition (5.37%).

3. The errors which are made by the students are caused by their mother tongue interference, analogy and over generalization, lack of the students knowledge about punctuation.

B. Suggestions

Based on the conclusion of the research, the writer proposes some suggestions as follow:

1. The teacher should explain as clear as possible about punctuation not only meaning and the example but also the usage. The students' will not misunderstand with writing paragraph in english and Indonesia. For

example: the teacher should give the students more practice about punctuation and the students must discuss it with their friend in group that consist of 2 or 3 students, so they can learn each other.

2. The teacher should pay attention to the students' errors in order to prevent or to minimize those errors. The teacher must check students' sentences one by one and help them to correct it.

3. The teacher should know the classification and the cause of students' errors so, she/he would know what and how to correct the students' errors.

4. The teacher should find the appropriate technique in teaching punctuation in writing paragraph in order to make the students comprehend it easily.

5. The teacher should give remedial teaching to the students who still get trouble in learning the punctuation . It means the teacher should prepare the module based on the studens' errors and then ask them to do it at home.

6. And for the students, if the students do not understand, the students must ask to their teacher. Do not be afraid to the teacher because the teacher will not know whether the students understand or not.

REFERENCES

A.S.Hornby, *Oxford Learner's Pocket Dictionary,*New York: University Press, 2000.Corder inCarl James.Error in Language Learning and Use, New York: Longman. 1998.

Alice Oshima and Ann Hogue, *Writing Academic English Third Edition* , Addison-Wesley Publishing Company: USA, 1983.

David,Nunan, *Language Teaching Methodology: A text book for teachers,*Malaysia: Longman,2000.

David,Nunan.Practical English Language Teaching,New York: Mc Gran

Fajri,an Analysis of the Students Ability in Writing the Argumentative Essay,(Unpublished Script),UMTS Padangsidimpuan, 2006.

Gay and Airasian. P. *Educational research* : *Competencies for analysis and application,* USA: Prentice Hall, 2000.

Gustina, Error Analysis on the Students in Using Prepositions at the Grade X Students at Mas Al-JunaidiyahKampung Lama, 2008-2009 (Unpublished Script) UMTS, Padangsidimpuan, 2009.

H. Douglas, Brown.Principles of Language Learning and Teaching,San Francisco State University: Pearson Longman. 2007.

Harry A. Greene and friends, *Developing Language Skills in the Elementary School,*Boston, London,Sydney.

Hill,2003.David Nunan, Language Teaching Methodology; A textbook for teachers,Sydney: Macquarie University, 2000.

Hotben, D. Linggs, Advenced English Grammar for Toefl Preparation, Jakarta: Puspa Swara,2006.

J. Michael O. Malley and Friends, *Authentic Assessment for English Language Learners*, USA: Addison-Wesley Publishing Company, 1996.

JackC. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, USA:Cambridge University Press,2002.

Jhon Langan, Sentence Skill Form A Seventh Edition*,* North America,2001.

Joseph F. Trimmer, *Writing with a Purpose Boston*: Houghton Mifflin Compony, 1995.

Khoiriah, Anni. Error Analysis in Writing Descriptive Text at SMK N 1 Sipirok, (Unpublished Script) STAIN Padangsidimpuan, 2012.

Mary Louise Holly and friends, *Action Research for Teachers: Traveling the Yellow Brick Road,* New Jersey:Columbus, Ohio, 2005.

Mary, Louise Holly and friends, *Action Research for Teachers,*New Jersey: Columbus, Ohio, 2005.

Moleong. L. J. Metode Penelitian Kuallitatif, Bandung : Remaja Rosda Karya, 2009.

Muhammad Muhsin Khan, *Interpretation of The meaning of The Noble Qur'an in English Language*, (Al-Madinah Al-Munawarah:Islamic University,1999.

Mulyasa, *Menjadi Guru Professional,* Bandung: RemajaRosdaKarya, 2008.

Nasir. M. Metode Penelitian,Jakarta: Ghalia Indonesia, 1988.

Penny Ur,a Course in Language Teaching, USA:Cambridge University Press, 1991.

SakiyahAn Analysis on The Student's Ability in Writing Narrative Base on Pictures,(Unpublished Script) UMTS Padangsidimpuan,2005.

RodEllis.*Understanding Second Language Acquisition*, Hong Kong: Oxford University Rusdi, *Language Teaching Seminar* (Compiler),Padang: UniversitasNegeri Padang,2006.

Tarigan H. GunturdanDjogotarigan*Pengajaran Analysis kesalahanberbahasa*, Bandung: Angkasa. 1988.

W. Creswell John, *Research* Design Qualitative, Quantitative and Mixed Methods

YatimRiyanto, *ParadigmaBaruPembelajara,* Jakarta: Pradana Media Group, 2009

www.kangguru.edu, Kang Guru in the classroom: Teachers Guide SMA Package,Zainil

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 1: The List of Test

Appendix 2: The List of Interview

Appendix 3: Result of Writing Test

Appendix 4: The Student's Error for Writing Test

Appendix 5: The List of Observation