



**AN ANALYSIS ON THE STUDENTS' ERRORS
IN PLACING PUNCTUATION IN NARRATIVE
TEXT AT GRADE VIII SMP NEGERI 5
PANYABUNGAN**

A THESIS

*Submitted to State University for Islamic Studies of Syekh Ali Hasan
Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written by:

SAFRIYALDI RAHADI HASIBUAN

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**



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Term : Munaqosyah
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Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Safriyaldi Rahadi Hasibuan**, entitled "An Anlysis on The Students Errors in Placing Punctuation in Narrative Text at Grade VIII SMP Negeri 5 Panyabungan". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

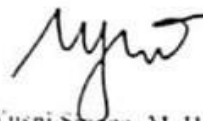
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ABSTRACT

This research is focused on students' errors in placing punctuation in narrative text at grade VIII SMP Negeri 5 Panyabungan. One of the problems which were still faced by the students in English was about students' lack in usage of punctuation in narrative text. The students still felt difficult to used punctuation because most of them did not understand well about punctuation, lack of vocabulary, and lack of attention about the importance of punctuation.

There are 3 formulations of the problems and corresponding with the purposes of this research. It is to find out the kinds of errors, the most common errors and then the factors that cause the students often made errors in placing punctuation on the narrative text at grade VIII SMP Negeri 5 Panyabungan.

The research method in this research is qualitative descriptive. Subject of this research is grade VIII-1 of SMP Negeri 5 Panyabungan which consist 10 students as a sample. The researcher gave a test, and the test has 20 punctuations. The researcher analyzed the data by checking errors, identifying errors, read and determining errors, giving percentage, and giving interpretation.

The research findings showed that the most common errors which most students made are quotation mark 31.01%, full stop 30.23%, comma 17.83%, question mark 6.98%, and semi colon 13.95%. Quotation mark and full stop have the biggest errors on the students' writing. Based on the classification of students' errors, the most common errors made by students were misinformation and omission with the percentage of misinformation 55.81% and omission 44.19%. It caused of three factors, namely careless, first language interference, and translation.

Keywords: Analysis, Grammatical Errors, Punctuation, Narrative Text.

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ABSTRAK

Penelitian ini berfokus pada kesalahan siswa dalam menempatkan tanda baca dalam teks naratif di kelas VIII SMP Negeri 5 Panyabungan. Salah satu masalah yang masih dihadapi oleh siswa dalam bahasa Inggris adalah tentang kurangnya penggunaan tanda baca dalam teks naratif oleh siswa. Para siswa masih merasa sulit untuk menggunakan tanda baca karena kebanyakan dari mereka tidak memahami dengan baik tentang tanda baca, kurangnya kosakata, dan kurangnya perhatian tentang pentingnya tanda baca.

Ada 3 rumusan masalah dan sesuai dengan tujuan penelitian ini. Yaitu untuk mengetahui jenis-jenis kesalahan, menemukan kesalahan yang paling umum dan untuk mengetahui faktor-faktor penyebab siswa sering melakukan kesalahan dalam menempatkan tanda baca pada teks naratif di kelas VIII SMP Negeri 5 Panyabungan.

Metode di dalam penelitian adalah deskriptif kualitatif. Subjek penelitian ini adalah kelas VIII-1 SMP Negeri 5 Panyabungan yang terdiri dari 10 siswa sebagai sampel. Peneliti memberikan tes, dan tes memiliki 20 tanda baca. Peneliti menganalisis data dengan memeriksa kesalahan, mengidentifikasi kesalahan, membaca dan menentukan kesalahan, memberikan persentase, dan memberikan interpretasi.

Hasil penelitian menunjukkan bahwa kesalahan paling umum yang paling banyak dilakukan siswa adalah tanda kutip 31,01%, full stop 30,23%, koma 17,83%, tanda tanya 6,98%, dan semi titik dua 13,95%. Tanda kutip dan titik memiliki kesalahan terbesar pada tulisan siswa. Berdasarkan klasifikasi kesalahan siswa, kesalahan yang paling umum dilakukan oleh siswa adalah misinformasi dan kelalaian dengan persentase misinformasi 55,81% dan kelalaian 44,19%. Hal ini disebabkan oleh tiga faktor, yaitu ceroboh, gangguan bahasa pertama, dan terjemahan.

Kata kunci: Analisis, Kesalahan Tata Bahasa, Tanda Baca, Teks Narasi.

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Padangsidempuan, 2 December 2022
Researcher

Safriyaldi Rahadi Hasibuan
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CHAPTER I

INTRODUCTION

A. The Background of the Research

Texts are spoken or written works of art produced for a specific audience and venue. It only occurs in published letters between correspondents and spoken compositions that are jointly generated by two or more people. While written texts are more carefully designed, grammatically accurate, and have defined layouts and shapes by the author alone. Text is made up of all language-based structures and is a meaningful, logical, and linked structure.¹ So, texts are very important as complete as possible in order to make the meaning of texts misunderstanding.

Certain types of text include recount, narrative, exposition, descriptive and argumentation. The researcher only analyzed narrative texts out of all the types of texts mentioned above because that is what was learned according to the school curriculum. A narrative is type of text which is imaginative and includes imaginary stories, fairy tales that happened in the past are described in stages from time to time.

There are many aspects required in text, such as grammar, vocabulary and punctuation. One of the most important aspects is the use of punctuation. In order to clarify meaning, punctuation is employed in texts as a standard

¹ Siti Masitha Isnaini, "An Analysis on Text Types of Reading Texts in National Examination" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014), 2, <http://etheses.uin-malang.ac.id/8365/1/09320089.pdf>.

indication and mark to group words into sentences, clauses, and phrases. A punctuation error could make the reader confused. The researcher examines the words and punctuation in text. When there is poor punctuation, the same words can have many, conflicting interpretations. The proper use of punctuation is governed by clear standards that are simple to understand and put into practice.

The importance of punctuation marks are an aid to understand a piece of written English text as it is read and a means of avoiding ambiguity in expressing meaning of communicating precisely to the reader what is meant by the words selected and put into sequence. Punctuation mark is a symbol that helps the readers in expressing meaning of sentence.²

Punctuation is used by people to convey meaning to others. It is not an accessory. Leaving it out is a necessary component of composition. It implies that a correctly written English sentence basically includes the necessary punctuation. In other words, improper punctuation might make it harder for readers to comprehend what is being said. The aforementioned justification makes it clear how crucial punctuation is.

The learners at SMP Negeri 5 Panyabungan's Eight Grade as evidenced by their syllabus, students who have completed seventh grade have studied punctuation. In reality, though several students at SMP Negeri 5 Panyabungan's Eight Grade still struggling with punctuation. They struggled to properly use punctuation in text. For example, some students frequently misuse the comma and full stop. Actually, it's utilized differently in several texts.

² Ika Nuriyanti and Fitrah Yuliawati, "The Study of the Students' Ability to Use Punctuation in Writing Skill," *WACANA DIDAKTIKA* 5, no. 02 (December 30, 2017): p.119, <http://journal.uim.ac.id/index.php/wacanadidaktika/article/view/64>.

In an activity or something that is done especially in using punctuation, there must be errors because it is natural for students as humans to make mistakes. The truth that students make errors shows us that the teacher needs to have plans and take action to stop this from happening again. Error analysis is one of the tactics that help keep students from making errors. The teacher uses error analysis to try to find, explain, and describe the errors that the students made during the test. It can assist teachers in reducing the learning errors made by students. Knowing that errors will inevitably occur during the learning process, teachers must be aware of their students' errors. By analyzing the students' errors, they are able to prevent their students from repeating the same errors.

Based on the private interview conducted by interviewing the eighth-grade English teacher at SMP Negeri 5 Panyabungan concerning students' proficiency with English, particularly with their ability in using punctuation, She explained that the students still lacked proficiency with punctuation. The students' comprehension of punctuation was lacking. The students paid less attention in employing punctuation in their writing because they had a poor understanding of how to do so. Additionally, the students lack practice using punctuation.³

In light of the preceding explanation, researcher concluded that the usefulness of conducting an error analysis is very important. Through error

³ English Teacher, *an Interview*, SMP NEGERI 5 PANYABUNGAN, on november 5th, 2021

analysis, it is possible to pinpoint the most regular error made by understudies and at the very least, to pinpoint their causes. so that the instructor can instruct using the right manner. The understudies are then expected to keep away from similar error from here on out.

As a result, the researcher is interested in investigating the title “an anlysis on the students errors in placing punctuation in narrative text at grade VIII SMP Negeri 5 Panyabungan”.

B. The Focus of the Problem

For junior high school, a number of punctuation elements must be mastered, including: full stop, capital letter, comma, colon, semicolon, question mark, dash, apostrophe, quotation mark, and exclamation point are all punctuation marks. The researcher focused on narrative text in this study and the usage of full stop, comma, question mark, semi colon and quotation mark because it is in accordance with the school curriculum.

C. Definition of Terminologies

The author provides the following definition to prevent confusion regarding some terms utilized in this study:

1. Definition of Analysis

Analysis is described as a thorough investigation of something to learn more about it or as a rigorous inspection of a substance to determine its constituent parts.

2. Definition of Students' Errors

Student is a person who is studying at school or college such as primary school, junior high school, senior high school and university.⁴

According to Huda, error is a lack of knowledge and mistakes is the students poses knowledge of the correct form and it is just slipping up.⁵ If students have inaccurate or incomplete knowledge, they will make error.

It can be concluded that students who are in the position of having wrong or misleading knowledge are those who are studying at a school, a college, and others.

3. Definition of Punctuation

Punctuation is the system of symbols into a piece of writing. It is can be used to separate sentences and parts of sentences.⁶ Punctuation has a crucial role in sentence comprehension. For the placement of phrase core elements, it might serve as a reference or a marker. Additionally, punctuation can be used to distinguish the main ideas of a statement from its other words and phrases.

⁴ Nur Sa'adah, "The Students Error in Writing Descriptive Text at Grade VIII-3 SMP Negeri 4 Panyabungan" (IAIN Padangsidimpuan, n.d.), p.7, <http://etd.iain-padangsidimpuan.ac.id/4371/1/073400029.pdf>.

⁵ Nurul Huda, "The Analysis of Students' Errors in Using Punctuation Mark in Writing Descriptive Paragraph of the Second Grade at SMP Negeri 1 Bangkinang Kota," *Endocrine* (UIN SUSKA RIAU, 2020), p.7, [https://repository.uin-suska.ac.id/25718/2/NURUL HUDA.pdf](https://repository.uin-suska.ac.id/25718/2/NURUL%20HUDA.pdf).

⁶ Sopiah Siregar, "The Correlation Between Punctuations Mastery Towards Writing Descriptive Paragraph at Grade XI SMK Negeri 1 Sipirok" (STAIN Padangsidimpuan, 2012), p.5-6, <http://etd.iain-padangsidimpuan.ac.id/4371/1/073400029.pdf>.

D. The Formulation of the Problem

In light of the problem's background and focus, the researcher has developed the following research issues:

1. What are the kinds of errors made by the students in using punctuations on the narrative text at grade VIII SMP Negeri 5 Panyabungan?
2. What are the most common errors made by the students in using punctuations on the narrative text at grade VIII SMP Negeri 5 Panyabungan?
3. What are the factors that cause the students often do errors in using punctuations on the narrative text at grade VIII SMP Negeri 5 Panyabungan?

E. The Objectives of the Research

The objectives are as follows:

1. To find out the kinds of errors in using punctuations on the narrative text at grade VIII SMP Negeri 5 Panyabungan.
2. To find the most common errors in using punctuations on the narrative text at grade VIII SMP Negeri 5 Panyabungan.
3. To determine the causes of the students' frequent do errors in using punctuations on the narrative text at grade VIII SMP Negeri 5 Panyabungan.

F. The Significances of the Research

This study is anticipated to be useful for:

1. For the researcher's own advantage, particularly in terms of learning how to do research.

2. to keep the learning process going at the eighth grade SMP Negeri 5 Panyabungan, students and English teachers.
3. To provide information that is both useful and encouraging, particularly to people who are interested in the field of teaching and learning a foreign language, particularly English.
4. To make teachers better at teaching English by preparing the material after analyzing the error made by students.
5. To improve narrative text punctuation and motivate students.
6. To provide practical and theoretical data for the development of language teaching theories in general.

G. The Outline of Thesis

Five chapters make up the systematic approach of this study. Numerous subchapters with the following information are included in each chapter:

Chapter 1, it consists of the introduction of the research, the focus of the problems, the formulation of the problems, the purpose of the research, the significances of the research, the key terms' definitions, and the thesis outline.

Chapter 2, it consists of the theoretical description that explains punctuation (definition of punctuation and types of punctuation), errors (description of errors, types of errors, and factor of errors), narrative text (definition of narrative text, generic structures, grammatical features, and example of narrative text), and review-related findings.

Chapter 3, it consists of the time and location of the research, the research methodology (qualitative research employing the descriptive method), the

source of data, the method of data collection, the instrument of data, the method of data analysis, and the method of verifying trustworthiness are all included in Chapter 3.

Chapter 4, it consists of the general and specific findings and presented that contains the results. These are the types of errors, the most common error, and the reasons why students make errors when punctuating narrative text. The conclusion of the study regarding the analysis data. This chapter describes the data and discusses the research's findings. Chapter five, it consists of the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

In order to provide a clear explanation of certain concepts or terms used in the research, theories are required. These are the terms:

1. Concept of Errors

These are some concept or the essential of errors:

a. Definition of Error

Error is a condition or situation where something is wrong, inappropriate or deviates from things that are correct. According to Carl James, “errors are the result of some failure of some performance.”¹ Furthermore, because they are instances of non-compliance with a noun rule, erroneous sentences are easily rectified by the speaker himself. According to Brown, “an error is a noticeable deviation from the adult grammar of native speaker reflecting the inter language competence of the learner”.² It demonstrates the learner's competence and demonstrates that an error can be observed.

An error is a persistent deviance from the established pattern of the language of the goal. While error analysis can be interpreted as the study of errors made by the second of foreign language learners to

¹ Carl James, *Errors in Language Learning and Use* (New York: Routledge, 2013), p.79.

² Sandra McKay and H. Douglas Brown, *Principles of Language Learning and Teaching*, ed. Allen Ascher, *TESOL Quarterly*, 4th ed. (New York: Longman, 2000). P.217

predict the errors or the difficulties in learning foreign language.³ The challenge with error analysis is figuring out what qualifies as an error or mistake, or how to tell when something isn't merely a careless typing mistake. To do it, it is essential to differentiate between mistake and error. Error portrays irregular execution disappointments that happen on the grounds that, in a particular case, the student can't achieve what a student comprehends, while mistake reflect holes in a student's information that emerge on the grounds that the student doesn't have any idea what is right. In this particular instance, a student's errors can be attributed to a lack of awareness of their linguistic ignorance.

The researcher arrived at a decision. An actual deviation from the systematic grammar of the accepted target language system brought on by a lack of language knowledge is an error, according to the definition above.

b. Description of Error

Dulay, Burt, and Krashen identify four categories of errors to describe:⁴

1) Error based on linguistic category taxonomy

These linguistics category taxonomies classify errors according to either or both the language component and

³ Bertaria Sohnata Hutauruk, "Errors of Punctuation Transfer in English Compositions by English Learners Academic Year (2013) English Department in FKIP UHN Pematangsiantar," *Applied Microbiology and Biotechnology* 85, no. 1 (2016): 2071–79, <https://journal.ubm.ac.id/index.php/english-language-culture/article/view/269/259>. Accessed on November 17th 2021. p.4

⁴ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982). p.146-163

the particular linguistic the error effects. Phonology, or pronunciation, syntax, and morphology are all components of language. Discourse (style), semantics, lexicon (meaning and vocabulary), and the noun phrase, the preposition, the adverbs, the auxiliary, and the adjective are all constituents, as are the elements that make up each language component.

2) Error based on surface strategy taxonomy

Surface strategy taxonomy highlights four classifications for error as follows:

- a) Omission errors are recognized by absence of an item that must appear in a well-formed utterance.
- b) Addition errors are opposite of omission errors. They are characterized by the presence of an item, which must not appear in a well-formed utterance.
- c) Misinformation errors are signed by the wrong form of the morphemes or structure selected by students.
- d) Misordering is a wrong placement of morpheme or a group of morphemes in an utterance

3) Error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain other types of constructions.

4) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on listener or reader. Errors are viewed and addressed in accordance with the communicative effects taxonomy from the perspective of their impact on the listener or reader.

The focus is on the distinction between faults ostensibly causing miscommunication and which does not lead to miscommunication.⁵ This taxonomy divides error into global and local errors. Global errors are those that compromise a statement's overall coherence to the point where they actually hinder communication. Local errors are errors that only affect one part of a sentence and typically don't severely hinder communication.

⁵ H.Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 1988). p.164

c. Factor of Errors

There are three factors that cause errors in a sentence:⁶

1) Careless

The error that results from students' lack of motivation or interest is carelessness. Students may be less motivated to learn as a result of the teacher giving inappropriate or inappropriate material to them, or as a result of the teacher's teaching style.

2) First Language Interference

First Language Interference is an error made by the student's mother tongue while they are speaking a foreign language.

3) Translation

Translation is The error made by students when they mistakenly translate a sentence, phrase, or idiomatic expression from their native tongue into the language they are learning.

It can be concluded that errors happened in common caused of 3 factors, namely careless that make students lack of motivation, first language interpretation that concerned the student's mother tongue and translation that make students in understanding the text.

2. Concept of Punctuation

These are some concept or the essential of punctuation:

a. Definition of punctuation

Punctuation marks are signs used in writing to organize text and clarify its meaning so that it is easy to read and understand.

Punctuation is a method of writing that uses specific traditional marks to categorize sentences inside paragraphs. According to Zainil in

⁶ Rifa Suci Wulandari and Ratri Harida, "Grammatical Error Analysis in Essay Writing" 13, no. 1 (2021): 75, <https://doi.org/10.30998/deiksis.v13i1.5356>.

Aisyah thesis “Punctuations is important part in writing sentence or paragraph so we must know what is paragraph and the part of paragraph”.⁷ Punctuation has a crucial role in sentence comprehension. For the placement of phrase core elements, it might serve as a reference or a marker. Additionally, punctuation can be used to distinguish the main ideas of a statement from its other words and phrases.

Barnwell argues that punctuation can be defined as all those marks and signs used in writing: the hyphen, apostrophe, period, and other punctuation marks. In accordance with Barnwell, Shaw gives a definition about “punctuation as a system by which, through the use of certain marks, one makes the meaning of written communication clear and, if possible, unmistakable”.⁸ Clarity is the main reason for using punctuation in writing.

Punctuations also are defined as the marks or signs used in writing to separate sentences or phrases.⁹ In various contexts, the purpose of punctuation marks is to clearly convey the message. Likewise, to support the thesis and connect the text. Consequently, the writer and the reader run the risk of misinterpreting the intended meaning and

⁷ Desmi Aisyah, “Student’s Ability in Using Punctuation in Descriptive Text at Grade VIII of MTsN 4 MANDAILING NATAL” (IAIN Padangsidimpuan, 2021), <http://etd.iain-padangsidimpuan.ac.id/6634/1/1420300024.pdf>. P.14

⁸ Mukhammad Isnaeni and Frans Asisi Datang, “Error Analysis of Using Punctuation in Narrative Text” 4, no. 1 (n.d.): 48–55, <https://journal.unilak.ac.id/index.php/ELT-Lectura/article/download/6292/2774>. p.50

⁹ Fatma Suliman, Manal Ben- Ahmeida, and Salma Mahalla, “Importance of Punctuation Marks for Writing and Reading Comprehension Skills” (Misurata University, 2019). p.31

becoming overwhelmed when punctuation is absent or used improperly.

According to the previous statement, researcher came to conclusion that punctuation marks are signs that are an important part in writing sentences or paragraphs that help understand sentences in the form of signs or marks used in writing to divide paragraphs or sentences that can serve as guidelines or markers for the location of the main part of the sentence, separate them. The fundamental piece of the judgement from different statement and expressions in the judgement with the goal that the message can be passed on and seen plainly.

b. Types of Punctuation

Correct punctuation is essential for clear and effective writing. The following list contains some of the most critical punctuation rules.

1) Capital Letter

Capitalization is an essential punctuation mark for writing.

That was said by Carlos Islam and Dorothy E. Zemach; always capitalize:

- 1) The first word of every sentence.
- 2) Days of the week (Tuesday) and month of the year (April).
- 3) The first letter (only) of the names of people and places (Bangkok, Ayaka Seo).
- 4) The main words of a title, but not articles (a, an, the) or preposition (words like to, of, for) or conjunction (and,

but), unless they are the first word in the title: the three I do in the morning.¹⁰

The study so came to the conclusion that the capital letter is a very significant punctuation mark that is used to show the letter at the beginning of a sentence, name of person, place, day, and month.

2) Full Stop (.)

Here are some general guidelines for writing with different period types:¹¹

- 1) The period is used to end a declarative or imperative sentence:
Declarative: I plan to get home around suppertime.
Imperative: Please don't do it.
- 2) Also use a period to end a sentence that is declarative in nature but that contains the elements of a question:
I would appreciate it if you could assist me today.
(Question: Do you have time to assist me right now?)
- 3) A period is used in abbreviations:
Dr. Jones Ms. Smith Mr. Brown
etc. Inc. Ltd.
A.M. P.M. U.S.A.
- 4) An additional period is not required to finish a sentence if it ends with an abbreviation:
At 8 p.m., the train will arrive.

It can be concluded that periods are a type of punctuation used to indicate long pauses and are placed after initials and abbreviations at the end of sentences.

¹⁰ Dorothy Zemach and Carlos Islam, *Paragraph Writing: From Sentence to Paragraph* (Oxford: Macmillan, 2004). p.88

¹¹ Ed Swick, *English Verbs and Essentials of Grammar for ESL Learners*, 1st ed. (New York: Mc Graw Hill, 2009). p.127

3) Comma (,)

To prevent misunderstandings, word groups consisting of three or more words should be separated by commas.

Example: My \$10 million domain is to be parted among my significant other, girl, child, and nephew.

Omitting the comma after son would indicate that the son and nephew would have to split one-third of the estate.¹²

It can be concluded that comma is a type of punctuation that use to separate words of three or more to avoid misunderstanding of a text.

4) Question mark (?)

The question mark is a terminal punctuation mark that turns a sentence into a query. It may also be used to indicate uncertainty, tentativeness or incredulity.¹³ The purpose of question mark is to terminate a direct question.¹⁴

Example: Who are you?

Were there any messages for me?

How does this electric cat brush work?

How many crates of mangoes did you eat last night?

¹² Jane Straus, *The Blue Book of Grammar and Punctuation*, *Choice Reviews Online*, vol. 38, 2000. P.54

¹³ Anne Stilman, *Grammatically Correct* (New York: Writer's Digest Books, 1997), 114.

¹⁴ Thomas S. Kane, "The Essential Guide to Writing" (New York: Berkley, 2005). p.384

5) Colon (:)

According to Lauchman, the common rules in using period types in writing are:¹⁵

- a) Use a colon between two sentences when the second sentence answers the question raised by the first.
Example: The quarrel is questionable: Faith is more important than actual observation for it.
- b) Use a colon before a final clause, phrase, or word that explains, amplifies, or summarizes the preceding expression.
Example: Integrity, hard work, and honesty: These are the most important things to us.
- c) When you use a colon to introduce a list, make sure to write a complete thought first.
Example: She visited four nations: Spain, Portugal, France, and Italy
- d) Use a colon to introduce a vertical list when the list consists of sentence fragments.
Example:
Revision: Please let me know the following to help us plan the event:
 - a) Your readiness to attend
 - b) Your desire to speak, participate on a panel, or present a poster at the event
 - c) Any subjects or topics you might want to recommend.
- e) Use a colon to express direct ratio.
Example: 5:6 odds

It can be concluded that conclusion that a colon is a type of punctuation that is used to make a summary announcement, introduce a list, express ratio, or follow a salutation line. This conclusion is based on the explanation that was provided earlier.

¹⁵ Richard Lauchman, *Punctuation at Work* (New York: AMACON, 2010), p.95-97.

6) Semi Colon (;)

The use of semicolon is similar to the comma, its separates two closely related ideas.¹⁶

Example: Rani will be attending school; She won't be going back home.

In addition, when a conjunction is not used, a semicolon should be used to separate components of a compound sentence.

Example: I finish my homework; Rick enjoys himself.

It can be concluded that semi colon is a type of punctuation that use to separates two closely related ideas that conjunction mustn't be used.

7) Dash (_)

The dash is commonly used to separate unessential or parenthetical elements from the core parts of sentence.¹⁷ Also, this custom requires the learner to distinguish between important information and supporting details.

Example: At the very least, tennis-a continually, basketball, and football are becoming increasingly popular on television.

It can be concluded that dash is a type of punctuation that use to separate some elements from the core parts or supporting information of sentence.

¹⁶ Aisyah, "Student's Ability in Using Punctuation in Descriptive Text at Grade VIII of MTsN 4 MANDAILING NATAL," p.19.

¹⁷ Aisyah, p.20.

8) Hyphen (-)

The hyphen is a less weighty than a dash and resides within and between words, the hyphen connects ideas.¹⁸

Example: Mother-in-law

Jack-of-all-trades.

On the simple words. Hyphen is a type of punctuation that use to combine several adjectives, compound nouns etc.

9) Apostrophe (')

The apostrophe indicates possession and has a place in expressions of time and monetary value.¹⁹

a) To show Possession

Example: my daughter's pen

b) In Contraction

Example:

That's (that is, apostrophe replaces i)

I'm (I am, apostrophe substitutes for a)

She's (she is or she has, apostrophe substitutes for i or ha)

c) In Expressions of Time and Value

Example:

an hour's work (the work of an hour)

two weeks' wages (the wages of two weeks)

ten dollars' worth (ten dollars in value)

a week's notice (notice of one week)

a day's pay (the cost of a single day)

The study's conclusion, based on the preceding explanation, is that an apostrophe is a type of punctuation that use to show possession, state contraction, time and value.

¹⁸ Aisyah, p.20.

¹⁹ Geraldine Woods, *Simplified and Applied* (New York: Wiley Publishing, 2005), p.169-

10) Quotation Marks (“)

Quotation marks used in conjunction with a quote or words that say something directly about someone. Quotation marks used for brief direct quotations, for dialogue and for certain titles.²⁰ Used in plays, books, and other media.

Example: “I want to go to prayer” Nurul said

In conclusion, quotation mark is type of punctuation that use to set off a direct of someone saying and certain titles.

11) Brackets (())

The common rules in using period types in writing are:²¹

- a) To enclose a word or words that can be left out and still leave a meaningful sentence, brackets (also known as parentheses) are used.
Example: The map below depicts the estimated 4,009 hectares of wooded land.
- b) Brackets are also used to show alternatives or option
Example: Three to six pints (1.7 to 3.4 liters) of milk should be produced daily by a goat.
- c) when the structure of the sentence as a whole demands punctuation after a bracketed section, the punctuation is given outside the brackets.
Example: I haven't yet spoken to John (I mean John Maple, my boss), but I have a meeting with him on Friday.

In conclusion, brackets is one of the types of punctuation that have function to enclose word as alternative or option in a sentence.

As can be seen from the preceding explanation, there are numerous types of punctuation. Because it is in line with the school

²⁰ Siregar, “The Correlation Between Punctuations Mastery Towards Writing Descriptive Paragraph at Grade XI SMK Negeri 1 Sipirok,” p.18.

²¹ Penny Hands, *Collins Easy Learning Grammar and Punctuation* (New York: Harpercollinss UK, 2009), p.307.

curriculum, the narrative text was the focus of the study and the use of full stops, commas, question marks, semicolon, and quotation marks.

3. Concept of Text

These are some concept or the essential of text:

a. Definition of Text

The unit of meaning that is text which is coherent and appropriate for its context. It means that text is a cohesive unit which has the meaning in the context.²² It can be said, text is an arrangement of words or unit of meaning in context.

Text also defined as a meaningful linguistic unit in a context.²³ A phoneme, morpheme, word, sentence, or discourse is a unit of language. A linguistic text is distinctive. There may be some textual similarities among various languages, as well as some textual discrepancies. It implies that the text has a distinct and meaningful language.

The text is a linguistic unit that makes sense, flows together, and fits the situation, it can be inferred from the explanation. Text also has linguistic meaning and might take the shape of words, phrases, or discourse.

²² Nela Sari, "An Analysis of Students' Reading Comprehension Ability on Narrative Text Based on The Four Levels Comprehension Skills at The Tenth Grade of SMAN 2 Punduh Pidada in The Academic Year of 2020/2021" (Raden Intan State Islamic University Lampung, 2021), p.15, [http://repository.radenintan.ac.id/17091/1/PUSAT BAB 1 DAN 2.pdf](http://repository.radenintan.ac.id/17091/1/PUSAT%20BAB%201%20DAN%202.pdf).

²³ Sari, p.15.

It can be concluded that text is the unit of a meaningful that makes sense, flows together, and fits the situation in the context.

b. Types of Text

English texts can be described as report, explanation, analytical exposition, hortatory exposition, process, debate, reviews, anecdotes, spoofs, or news items. Other types of text include news item and news item. Genre is the term for these variations:²⁴

1) Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. Orientation, complication, resolution, and reorientation are the common narrative text structures.

2) Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The nonexclusive designs of describe are direction, occasion (s), reorientation.

3) Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The fundamental building blocks of a descriptive text are identification and description.

²⁴ Sari, p.16-17.

4) Report

Report text is a text to presents information about something, as it is. Description and general classification are the generic structures.

5) Procedure

Procedure text is a text to help readers how to do or make something completely. The general structures are Goal/Aim, Materials/Equipment, Step or Method.

The researcher came to the conclusion that English texts have many types, namely narrative, recount, descriptive, report and procedure text that have those function each other.

4. Concept of Narrative text

These are some concept or the essential of narrative text:

a. Definition of Narrative Text

Narrative text is a type of text that is imaginative and contains imaginary stories, fairy tales that happened in the past are described in stages from time to time and have moral values to entertain readers. A narrative is any type of recounting, frequently in words, of an event. According to Purba “Narrative text is a kind of text that exactly to tell the activities or events in the past that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson

to the readers”.²⁵ According to Indriati, “narrative is a piece of text that tells a story and has purposes to entertain or inform the reader or listener”.²⁶ Further, Lubis stated, “Narrative as a description of events, especially in a novel or story, the act or process of feeling a story”.²⁷ A narrative text tells a creative tale to amuse readers (narrative writing is an original story that aims to treat people). In addition Eliyawati stated “A narrative text is an imaginative story to entertain people (narrative writing is an original story that aims to treat people)”.²⁸ Narrative is a text cantering a few explicit members that have a few primary elements making unique in relation to different types.

The researcher concludes, based on the preceding discussion, that a narrative text is one that describes past events, problematic experiences, and their resolution to entertain the reader or listener and oftentimes in order to impart a moral lesson Narrative texts can also instruct or amuse the reader or listener.

²⁵ Rodearta Purba, “Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique” 9, no. 1 (2018): 4, <https://www.google.com/search?q=what+is+narrative+text+pdf&oq=what+is+narrative+text+pdf&aqs=edge..69i57j69i64.12423j0j1&sourceid=chrome&ie=UTF-8>. p.29

²⁶ Titin Indriati, “Improving Writing Skills on Narrrative Text for Grade VIII E Students of SMPN 6 Magelang Through Collaborative Writing Technique in the Academic Year of 2014/2015” (Universitas Negeri Jakarta, 2015). p.21

²⁷ Rayendriani Fahmei Lubis, “Writing Narrative Text,” *English Education* 02, no. 01 (2014): 61–76, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>. p.68

²⁸ Eliyawati, “Improving Students’ Ability to Write Narrative Texts Using Pictures” 4, no. 2 (2020): 139–50, <http://journal.umpo.ac.id/index.php/al-asasiyya/article/download/2421/1424>. p.142

b. Generic Structures

Text in a narrative has the following structures:²⁹

- 1) Orientation
Orientation establish the time, place, setting, and opening cash. It sets a distance between the narrator and the narrative.
- 2) Complication
Complication is the action or set of actions following this earlier event or action. It becomes the core of a proper narrative.
- 3) Resolution
The resolution is the part where the problem is resolved, it consist of the final events of the story and it answers the question “how did it end?”. These part call “the narrative”, because they are made up of propositions that are linked to one another in a precise chronological order. Their position cannot be exchanged without affecting the semantic interpretation of the text.
- 4) Coda
Coda is signalling the end. The “coda” is a formal conclusion that signals the end of the story, and return the storyteller and the public to the present.

The researcher concludes text have many structures, namely orientation that introduce the time and place, complication that tells the action or set of actions following this earlier event, resolution that tells how the event resolved, and the last coda that the last part of the event.

c. Grammatical Features

The language features of narrative text as follows:³⁰

- 1) Combining the verb that specifies the past continuous, perfect, or tense with a predicate.

²⁹ Emi Ermawati, *Narrative Structures of Short Stories* (Malang: UIN-Maliki Press, 2010), p.32-38

³⁰ Ermawati, p.39.

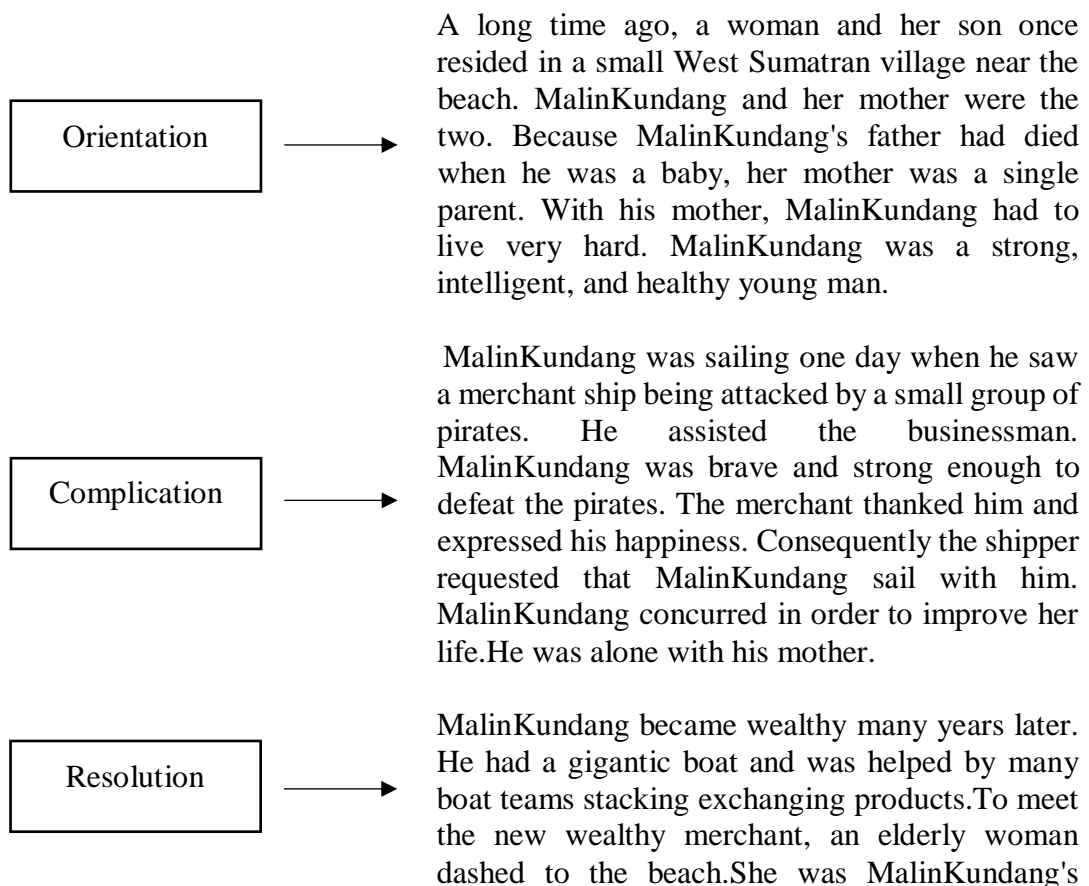
- 2) Using a verb that means something on the predicate, such as "ran out," "got," or "bent," to talk about what happens.
- 3) Using adjectives like "frightened," "quiet," "calm," "worried," "confused," "anxious," and "happy" to convey one's personal mood. The general use of the subjective pronoun "repent" in the text is the same as: My aunt was initially very scared, but she tried to keep her mouth shut.
- 4) Additional conjunctions include: My aunt was very scared at first, but she tried to keep her mouth shut.

It can be concluded that the grammatical features is really important in a narrative text that sign the characteristic narrative text itself.

d. Example of Narrative Text

Here is the example of narrative as follow:

The Myth of MalinKundang



mom. She let go of her sadness at being alone for such a long time by wanting to give him a hug. MalinKundang denied having met that elderly, desolate woman. She was told by MalinKundang, "Enough, old woman! I've never had a mother as filthy and ugly as you!" He then instructed his crews to sail. He would leave the elderly mother once more, but during that time she was distraught and irate.

Coda



Finally, enraged, she cursed MalinKundang, saying that if he didn't apologize, he would turn into a stone. He abruptly changed into a stone.³¹

The researcher came to the conclusion that there are generic structures occur in the text, namely orientation, complication and coda.

B. Review Related Findings

The next part explains a few research that relate to this topic.

Nasrudin³² did the first prior study. He employed case studies as the research design in this study and descriptive research as the methodology. He administered the examination and examined the mistakes the pupils made in order to collect the data. There are three classes in that school, and he selected 20 pupils from each class for this experiment and study. He employed cluster sampling to obtain the sample. The researcher discovered 292 errors, with misinformation errors accounting for 258 of them, or 16.66%, of all errors

³¹ Lubis, "Writing Narrative Text," p.70-72.

³² Hammam Nasrudin, "The Students' Error in Using Punctuation Marks in Narrative Writing" (Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2015), <https://www.google.com/url?sa=t&source=web&rct=j&url=https://repository.uinjkt.ac.id/dspace/bitstream/123456789/34731/2/HAMMAM%2520NASRUDIN-FITK.pdf&ved=2ahUKEwjyYSHh6j4AhXBW3wKHZrrAq4QFnoEAcQAQ&usg=AOvVaw3y3Nqka6TZQIH9qI9InZio>.

produced by students. Additionally, a lot of students continue to use punctuation incorrectly.

Rizki³³ carried out study. This research employed a qualitative approach. This study aims to identify the kinds of punctuation error that senior high school students in PGRI 1 Punggur Central Lampung's tenth grade make when writing narrative texts as well as the factors that contribute to these errors. According to the study's findings, the researcher discovered numerous instances of incorrect punctuation, including 19 instances of capital letters (A,B,C), 25 instances of periods (.), 23 instances of commas (,), 21 instances of apostrophes (,s), 25 instances of quotation marks ("..."), 22 instances of exclamation points (!) and 9 instances of question marks (?). The researcher concluded that periods and quote marks were the most common writing errors made by students. These occurrences occurred as a result of the students' difficulty with writing assignments, their ignorance of punctuation rules, and their ongoing confusion about which sort of punctuation to use.

Erdiani³⁴ carried out the study. This study used qualitative descriptive research as its methodology. The objective of this study is to distinguish the kinds of accentuation mistakes delivered by SMP understudies in view of the Surface strategy taxonomy, to recognize the continuous error made by understudies, and to recognize the endeavours made by the English teacher to

³³ Hera Rizki, "AN Error Analysis on the Use of Punctuation in Writing Narrative Text at the Tenth Graders of SMK PGRI 1 Punggur Central Lampung" (Institut Agama Islam Negeri Metro, 2018), <https://repository.metrouniv.ac.id/id/eprint/2329/>.

³⁴ Dian Erdiani, "An Analysis on The Students' Error in Placing Punctuation in Text at Grade VIII SMP N 8 PADANGSIDIMPUAN" (IAIN PADANGSIDIMPUAN, 2013), <http://etd.iain-padangsidimpuan.ac.id/4303/1/083400049.pdf>.

address the difficulties in SMP N 8 Padangsidempuan. The majority of students' written work contained misspelled punctuation, according to the study's findings. The students made a total of 290 errors on the writing test, with substitution errors accounting for 42,1% of the total and misordering errors accounting for 2,3% of the total.

Etinurwati³⁵ carried out study. This used a quantitative descriptive research methodology. The goal of this study is to describe how well students can use punctuation when writing descriptive paragraphs for SMPN 2 Pardasuka. No student was classified as exceptional, four students, or 11%, were deemed to be good, 21 students, or 57%, were deemed to be fair, twelve students, or 32%, were deemed to be low, and none of the students were deemed to have failed. With a total average score of 59.7 for their proficiency in punctuation during the first semester of eighth grade at SMPN 2 Pardasuka in the academic year 2016–2017. The students' proficiency was judged to be adequate. The fact that teachers and students can use this research to learn additional punctuation strategies that will improve their proficiency is a benefit.

Aisyah³⁶ carried out the study. This study used a quantitative descriptive research methodology. This study aims to describe eighth-grade students at MTsN 4 Mandailing Natal's proficiency with punctuation in descriptive texts. The researcher discovered that the results revealed no students who were

³⁵ Dwi Atma Etinurwati, "An Analysis of Students' Ability in Using Punctuation in Descriptive Paragraph Writing at The First Semester of The Eighth Grade of SMPN 2 PARDASUKA in The Academic Year of 2016/2017" (IAIN RADEN INTAN BANDAR LAMPUNG, 2016), <http://repository.radenintan.ac.id/313/1/THESIS.pdf>.

³⁶ Aisyah, "Student's Ability in Using Punctuation in Descriptive Text at Grade VIII of MTsN 4 MANDAILING NATAL."

classified as poor and failed, three students or 10% were classified as fair, Seven students, or 23.33 percent, received a rating of "good," and twenty students, or 66.67 percent, received a rating of "very high." In the 2020–2021 academic year, grade VIII students at MTsN 4 Mandailing Natal had an overall average score of 81.03. It was determined that the students' ability was classified as extremely high.

In conclusion, from the relevant researches above, there are several points that show dissimilarity with this study. The first part of the research focused on preventing misinformation and the students' erroneous use of punctuation marks in narrative text. The student's error in writing the text for the activity was discovered by the second most research. The quantitative descriptive method was used in some of the third research. The aim of both relevant studies and this one is to classify the types of writing errors that learners make most frequently.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

This study was carried out at SMP Negeri 5 Panyabungan. It is located at Jl. Bukit Barisan, Kayu Jati, Kec. Panyabungan, Kabupaten Mandailing Natal. Grade VIII at SMP Negeri 5 Panyabungan during the 2022–2023 academic year is the focus of this study. This study was conducted from November 2021 until November 2022.

B. The Method of the Research

The researcher employed qualitative research as a method for putting together this study. Using this technique, a situation or event might be described for the sole purpose of gathering data. Because of this, this method is utilized to identify students' errors in the forms and causes of punctuation in narrative writing. Additionally, it determines the percentage of each kinds of error made.

C. The Sources of Data

Primary and secondary sources make up the majority of data sources. Primary sources are those that are obtained as a result of data collection methods. Secondary sources are beneficial for starting a review, exploring a topic, and figuring out the variety of materials available. Handbooks, encyclopedias, and specific periodicals that summarize research are examples

of secondary sources. The researcher used the tale of the smartest animal as a secondary source for this study.

D. The Technique of Data Collection

Because gathering data is the major goal of the research, the data collection strategy is a crucial part of the process. Additionally, the researcher needs various instruments to collect the data. The instrument and quality of data collection will have an impact on the research's final product's quality. Participation in the environment, direct observation, in-depth interviews, and document reviews are the primary techniques used in qualitative research to obtain information. As a result, the research provides the following instruments for gathering data:

1. Test

A test is a set of questions, problems, or physical tasks that are used to determine a person's level of comprehension, intelligence, or skill. In order to learn more about students' error with narrative text punctuation, this study uses a short narrative text titled "The Smartest Animal" as a test of punctuation usage. The question of how to use punctuation in narrative text was answered in this test. The students use five punctuation marks on the test including a full stop, comma, question mark, semicolon, and quotation mark. Students in the VIII grade at SMP Negeri 5 Panyabungan take the test.

The data was gathered using the test for the research in finding the kinds of errors that the students made. The following table lists the errors that students made that were the most prevalent ones based on their work:

Table 1
Recapitulation of Errors Type

No	Errors Type	Frequency of Errors	Percentages of Errors
1	Addition		
2	Omission		
3	Misinformation		
4	Misordering		
Total			

The researcher also found out the most most common, and the factors that caused students used incorrect punctuation in the narrative text. The complete instrument is at appendix 1.

2. Interview

An interview is a conversation-based data collection activity. The researcher used interviews to learn more about the students' concerns with punctuation, the researcher used interviews to gather data during the data collection procedure. Interviews were held with both the teacher and the students as well as the researcher.

In this study, interviews were used by the researcher to examine the factors that caused the students do errors in using punctuation in using punctuation on the narrative text.

The interview was used to find the kinds, the most common, and the factors that contributed to the narrative text's punctuation errors by students. The complete instrument is at appendix 7 and 8.

E. The Technique of Data Analysis

The researcher used a test to get the data for this study. The test was used to examine the students' punctuation errors in narrative texts. The students are required to fill in the blank regarding text punctuation.

Therefore, the following are the methods for collecting data utilizing the test:

1. Discuss narrative, punctuation, and preparing for the second test.
2. Giving all students the narrative text test in accordance with the sample provided, and giving the test without any punctuation questions.
3. Determining the test's duration in two 30-minute sessions.
4. Giving students to ask questions that came up or were unclear while taking the test.
5. The researcher supervised the students as they took a test and asked them to complete it.
6. After the students had finished the test and submitted their answers, the researcher gathered them for analysis.

The following steps were taken by the researcher during the data analysis process:

1. Collecting the results of the students' final tests to collect the data.
2. Checking the students' errors.
3. Identify the error made by the students to do so. These are: omission, addition, misinformation, and misordering.
4. Read and determine the kinds and data on the number of errors made by students.
5. analyse and collect the data of errors for each type, the researcher uses analysis descriptive percentage formula:

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

P = Percentage

F = Frequency of errors made

N = Total errors of students made

6. After analyse and collect the data of errors for each types, the researcher Determine the most common of errors students made and put the result to the frequency table. The following table lists the errors that students made that were the most prevalent ones based on their work:
7. Determining the causes of the students' frequent punctuation errors in the narrative text.

F. The Techniques of Checking Trustworthiness

Trustworthiness it is necessary to check the reliability of the data in qualitative research because failing to do so would run counter to the notion

that such research is not scientific. The checking trustworthiness lessen data bias and increase the reliability of the information gathered. Researchers used a triangulation technique to assess the reliability of the data by comparing test results and interviews with students.

Triangulate confirm one another. A participant may respond in the same way to a personal question three times if the participant's interview and other participants' memories of the same event provide the same account of the same occurrence. As a result, the information collected from the data source can be validated anytime it is contrasted with information similar but from different sources.

CHAPTER IV

RESULT OF RESEARCH

In this section the scientist would be available the portrayal of information of, the consequence of the exploration and the understanding of the interpretation of SMP Negeri 5 Panyabungan.

A. General Findings

1. Description of Research Location

a. Brief History of Negeri 5 Panyabungan

SMP Negeri 5 Panyabungan is the one of the vocational school in Panyabungan which is found under the private foundation. It is located on Jl. Bukit Barisan, Kayu Jati, Kec. Panyabungan, Kabupaten Mandailing Natal.

b. The Condition of Teacher and Official Employes at SMP Negeri 5 Panyabungan

Condition of teacher and official employers in SMP Negeri 5 Panyabungan, the numbers of the teacher and official employers in SMP Negeri 5 Panyabungan in the academic year 2022/2023 that can be identified, as follows:

Table I
The Condition of Teacher and Official Employees in
SMP Negeri 5 Panyabungan

NO	Nama	Education	Occupation
1	Ma'al Yaumi, S.Pd	S1	Head Master
2	Minarni Siregar, S.Pd	S1	Subject Teachers
3	Nurhana, S.Pd	S1	Subject Teachers
4	Siti Asni, S.Pd	S1	Subject Teachers
5	Khusna, S.Pd	S1	Subject Teachers
6	Jerni Hartati, S.Pd	S1	Subject Teachers
7	Ida Ayu Maruti, S.Pd	S1	Subject Teachers
8	Irmatati, S.Pd	S1	Subject Teachers
9	Yusti Sahara, S.Pd	S1	Subject Teachers
10	Salamuddin, S.Pd	S1	Subject Teachers
11	Novida Evayanti, S.Pd	S1	Subject Teachers
12	Hotman Sitohang	D2	Subject Teachers
13	Nurgusti, S.Pd	S1	Subject Teachers
14	Arta Pandiangan	D2	Subject Teachers
15	Ali Makmur Rangkuti	D3	Subject Teachers

16	Anisah Sihombing	D3	Subject Teachers
17	Leli Khairani, S.Ag	S1	Subject Teachers
18	Sahraini, S.Ag	S1	Subject Teachers
19	Iketi aisyah, M.Pd	S2	Subject Teachers
20	Suryati Kesuma, S.Ag	S1	Subject Teachers
21	Aisyahatul Mardiyah Rkt	S1	Subject Teachers
22	Juniati Nasution, S.Pd	S1	Subject Teachers
23	Syarifah Sima, M.Pd	S2	Subject Teachers
24	Tiroanna, S.Pd	S1	Subject Teachers
25	Mhd.Zukhri Pulungan	S1	Subject Teachers
26	Sri Eika Daulay, S.Pd	S1	Subject Teachers
27	Nurlailan, S.Pd	S1	Subject Teachers
28	Rosneli lintang Sihombing, S.Pd	S1	Subject Teachers
29	Novita, S.Pd	S1	Subject Teachers
30	Saudah, S.Pd	S1	Subject Teachers
31	Sarlina Marpaung, S.Pd	S1	Subject Teachers
32	Sri Anny	D1	Subject Teachers
33	Siti Holiday	SMEAN	Peng. Umum
34	Iskandar Muda Lubis	D1	Peng. Umum

Source: Documentation of The State SMP Negeri 5 Panyabungan

c. The quantity students of SMP Negeri 5 Panyabungan

The quantity students of SMP Negeri 5 Panyabungan that can be identified, as follows:

Table II

The Students Quantity of SMP Negeri 5 Panyabungan in the Academic year 2022/2023

NO	Kelas	Laki-laki	perempuan	Jumlah
1	I	100 orang	74 orang	174
2	II	88 orang	72 orang	160
3	III	117 orang	93 orang	210
JUMLAH			544 ORANG	

Source: Documentation of SMP Negeri 5 Panyabungan

d. Facilities and Infrastructure of SMP Negeri 5 Panyabungan

SMK PGRI 1 Pungur has some building as follow:

Table III

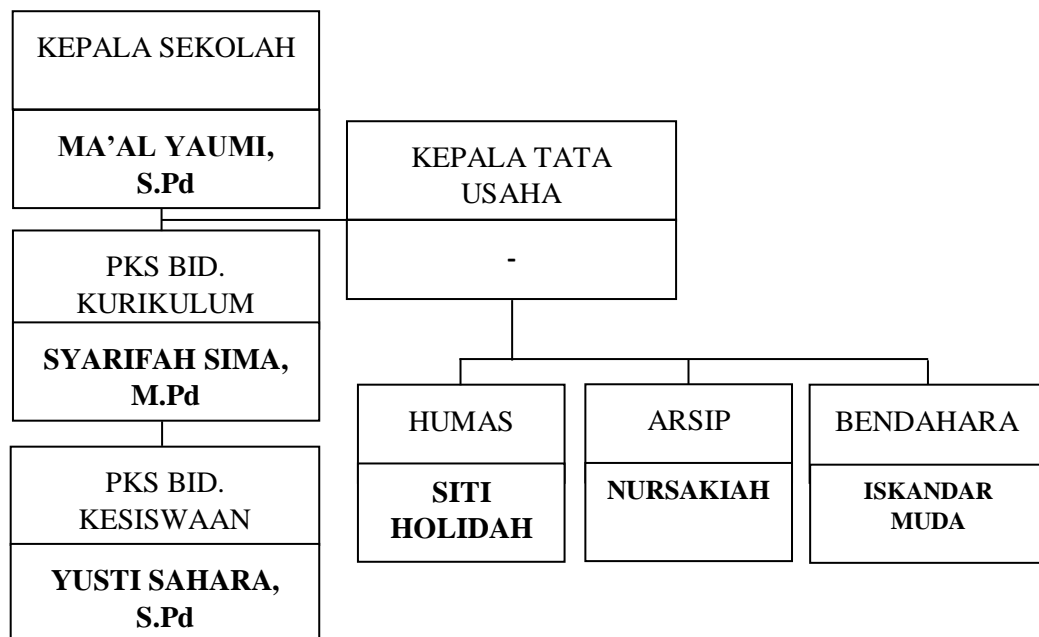
Facilities and Infrastructure in SMP Negeri 5 Panyabungan

NO	Facilities and Infrastructure	Sum
1	School Yard	1
2	Classroom	18
3	Headmaster Room	1
4	Teacher Room	1
5	Counselling Room	1
6	School Medical Room	1

7	Islamic Prayer Room	1
8	Computer Practice Room	1
9	Student's table	288
10	Student's Chair	574
11	White Board	20

e. The Organization Structure of SMP Negeri 5 Panyabungan

The Organization Structure of SMP Negeri 5 Panyabungan in the academic year of 2022/2023 can be shown in the following figure:



B. Specific Findings

The researcher has carried out the research in this chapter by employing a test as an instrument. The researcher then examined the data gathered from the students' responses after correcting their answers. Students in grade VIII at SMP Negeri 5 Panyabungan made a few errors when punctuating narrative texts during the 2021/22 school year, according to the researcher. The outcome was as follows:

1. Kinds of Errors in Using Punctuation on Narrative Text

a. Addition

Addition characterized by the presence of an item that must not appear. For example, "Ulan read, a book in library." From the sentence, it can be seen an understanding meaning caused an addition punctuation mark that must not appear, it's comma.

Out of 10 students, students did not make error punctuation in the addition section. It happened because the test was structured based on the students' ability in understanding English. Because of that students did not make error in adding several items to the test to make things simpler for students to work on the test. The researcher is aware of the learners' capacity in understanding and mastering English is still very lacking. that's why researchers only focus on placing punctuation marks.

b. Omission

Omission characterized by the absence of an item that must appear. For example, “Ulan likes read a book novel paper and watch a movie”. From the sentence, it can be seen an understanding meaning caused an omission punctuation mark that must appear, it’s comma.

The researcher found the data after correcting the student answer sheet. In the omission section, all ten students made grammatical and punctuation errors. In the narrative text test, the students failed to include punctuation. The complete findings are at appendix 2 and 4. Errors by omission are defined by the lack of a necessary component in a properly constructed sentence. The researcher noticed that some of the students' answers were punctuated incorrectly.¹ For more details, as follows:

1) Full stop

In the usage of full stop, AA, CM, ES, FH and NA was not used a period at the end of each sentence. The students omitted full stop at the end of a sentence in the answer sheet which should have put a full stop in the sentence:

“Oh, the man is very intelligent”

(Correct: “Oh, the man is very intelligent”.)

¹ Students, *Students Answer, SMP NEGERI 5 PANYABUNGAN*, on September 2nd, 2022

AD made errors in the punctuation test. AD omitted a period at the end of each sentence in the answer sheet which should have put a full stop in the sentence:

You are so big and strong

(Correct: You are so big and strong.)

RG and SA made errors in the punctuation test. RG omitted a period at the end of each sentence in the answer sheet which should have put a full stop in the sentence:

The tiger was very surprised to see a big animal listening to a small animal

(Correct: The tiger was very surprised to see a big animal listening to a small animal.)

PO made errors in the punctuation test. PO omitted a period at the end of each sentence in the answer sheet which should have put a full stop in the sentence:

“But you can ask him”

(Correct: “But you can ask him”.)

AS did not make errors in using full stop on the omission section. AS used full stop at the end of a sentence in the answer sheet correctly.

2) Comma

In the usage of comma, AS, AD, ES and FH made errors in the punctuation test. In the answer sheet, the students failed to separate words in a sequence with a comma of a sentence, when they should have:

After the man went home the tiger spoke to the buffalo.

(Correct: After the man went home, the tiger spoke to the buffalo.)

AA, CM, RG and PO the students failed to separate words in a sequence with a comma of a sentence in the answer sheet which should have put a comma in the sentence:

“No, I can’t tell you” said the buffalo

(Correct: “No, I can’t tell you”, said the buffalo)

SA and NA did not make errors in using comma on the omission section. SA used comma between words and word in a series of a sentence in the answer sheet correctly.

3) Question mark

Most of students did not use question mark in a direct question of a sentence in the answer sheet which should have put a question mark in the sentence:

Why do you do everything the man tells you

(Correct: “Why do you do everything the man tells you?”)

ES and FH did not make error in using question mark on the omission section. The students used question mark in a direct question of a sentence in the answer sheet correctly.

4) Semi Colon

In the usage of semi colon, AD, AA, and FH did not use semi colon in two closely related ideas of a sentence in the answer sheet which should have put a semi colon in the sentence:

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

(Correct: “The tiger spoke to the buffalo;” you are so big and strong.)

AS, CM, ES, NA, PO and SA did not made error in using semi colon on the omission section.

RG made errors in the punctuation test. RG did not use semi colon in two closely related ideas of a sentence in the answer sheet which should have put a semi colon. For example:

The tiger asked “can you tell me how intelligent he is?”.

(Correct: “The tiger asked; “can you tell me how intelligent he is?”.)

5) Quotation Mark

In the usage of quotation mark, AS, AD and FH did not use quotation mark that the actor says in a direct sentence in the answer sheet which should have put a quotation mark. The learners misspoke in the sentence:

“Why do you do everything the man tells you?”

(Correct: “Why do you do everything the man tells you?”)

AA and PO did not use quotation mark that the actor says in a direct sentence in the answer sheet which should have put a quotation mark. The students made error in the sentence:

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

(Correct: The tiger spoke to the buffalo; “you are so big and strong”.)

RG and SA did not use quotation mark that the actor says in a direct sentence in the answer sheet which should have put a quotation mark. The learners misspoke in the sentence:

The tiger asked; can you tell me how intelligent he is?”.

(Correct: The tiger asked; “can you tell me how intelligent he is?”.)

CM, ES, and NA did not use quotation mark that the actor says in a direct sentence in the answer sheet which should have put a quotation mark. The students made error in the sentence:

“Oh, the man is very intelligent

(Correct: “Oh, the man is very intelligent”)

The conclusion that can be drawn from the preceding explanation is that the students were unaware of the proper punctuation. The learner preferred to miss an item that had to seem in a sentence because they were afraid to take a risk by making an error. It happened

because the students didn't use punctuation correctly or use the vocabulary the narrative text required.

c. Misinformation

Misinformation characterized by the wrong structure selected of an item. For example, “Ulan read a book in library?”. From the sentence, it can be seen an understanding meaning caused an addition punctuation mark that must not appear, it's comma.

On the narrative text test, 55.81 percent of the students made errors when it came to punctuation, with misinformation being the most common error. In this instance, the students made error because they used punctuation that had the same meaning but was used differently. The complete findings are at appendix 2 and 4. It took place because the students were still having trouble understanding how to use punctuation. The researcher noticed that some of the students' answers were punctuated incorrectly. Here are some additional details:

1) Full Stop

In the usage of full stop, AS made errors in the punctuation test. AS incorrectly used put a period at the end of each sentence in the answer sheet. AS had put the wrong punctuation mark in the sentence which should have put a full stop in the sentence:

He ploughed his field with his buffalo?

(Correct: He ploughed his field with his buffalo.)

AD and SA also made errors in the punctuation test. AD incorrectly put a period at the end of each sentence in the answer sheet. The students had put the wrong punctuation mark which should have put a full stop in the sentence:

Once there was a farmer from Laos?

(Correct: Once there was a farmer from Laos.)

Moreover, AA and FH also made errors in the punctuation test. AA incorrectly put a period at the end of each sentence in the answer sheet. The students had put the wrong punctuation mark which should have put a full stop in the sentence:

The tiger was very surprised to see a big animal listening to a small animal,

(Correct: The tiger was very surprised to see a big animal listening to a small animal.)

ES, RG, and NA made errors in the punctuation test. ES incorrectly put a period at the end of each sentence in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a full stop in the sentence:

a tiger saw the farmer and his buffalo working in the field

(Correct: a tiger saw the farmer and his buffalo working in the field.)

PO made errors in the punctuation test. PO incorrectly put a period at the end of each sentence in the answer sheet. PO had put

the wrong punctuation mark in the sentence, PO used a comma at the end of the sentence which should have put a full stop. For example:

The man is very intelligent”,

(Correct: The man is very intelligent”.)

CM did not make errors in put a period at the end of each sentence in misinformation section. CM used full stop at the end of a sentence in the answer sheet correctly.

2) Comma

In the usage of comma, AD and FH also made errors in the punctuation test. AD and FH incorrectly used comma between words and word in a series in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a comma in the sentence:

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

(Correct: Every morning and every evening, he ploughed his field with his buffalo.)

AA, ES, RG and NA made errors in the punctuation test. The students incorrectly used comma between words and word in a series in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a comma in the sentence:

One day: a tiger saw the farmer and his buffalo working in the field.
 (Correct: One day, a tiger saw the farmer and his buffalo working
 in the field.)

SA made errors in the punctuation test. SA incorrectly used
 comma between words and word in a series in the answer sheet.
 SA had put the wrong punctuation mark in the sentence, SA used a
 full stop mark between words and word in a series of the sentence
 which should have put a comma. For example:

“No, I can’t tell you”. said the buffalo”.

(Correct: “No, I can’t tell you”, said the buffalo”.)

AS, CM and PO did not make errors in using comma on the
 misinformation section. CM used comma between words and word
 in a series of sentence correctly.

3) Question Mark

In the usage of question mark, FH made error in the
 punctuation test. FH incorrectly used question mark in a direct
 question in the answer sheet. FH had put the wrong punctuation
 mark in the sentence, FH used a comma in a direct question of the
 sentence which should have put a question mark. For example:

Why do you do everything the man tells you,

(Correct: Why do you do everything the man tells you?)

SA made error in the punctuation test. SA incorrectly used
 question mark in a direct question in the answer sheet. SA had put

the wrong punctuation mark in the sentence, SA used a comma in a direct question of the sentence which should have put a question mark. For example:

Why do you do everything the man tells you,

(Correct: Why do you do everything the man tells you?)

AS, AD, AA, CM, ES, RG, NA and PO did not make error in using question mark on the misinformation section.

4) Semi Colon

In the usage of semi colon, SA, CM, ES and NA made errors in the punctuation test. The students incorrectly used semi colon in two closely related ideas in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a semi colon in the sentence:

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

(Correct: The tiger spoke to the buffalo;” you are so big and strong.)

AD, AA, FH, PO and SA also made errors in the punctuation test. The students incorrectly used semi colon in two closely related ideas in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a semi colon in the sentence:

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

(Correct: The tiger asked;” can you tell me how intelligent he is?”.)

RG did not make errors in using semi colon on the misinformation section.

5) Quotation Mark

In the usage of quotation mark, AS made errors in the punctuation test. AS incorrectly used quotation mark that the actor says in a direct sentence in the answer sheet. AS had put the wrong punctuation mark in the sentence, AS used a comma in quotation mark that the actor says in a direct sentence which should have put a quotation mark. For example:

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

(Correct: The tiger spoke to the buffalo;" you are so big and strong.)

AD and ES also made errors in the punctuation test. AD and ES incorrectly used quotation mark that the actor says in a direct sentence in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a quotation mark in the sentence:

The tiger asked;? can you tell me how intelligent he is?".

(Correct: The tiger asked; "can you tell me how intelligent he is?".)

CM made errors in the punctuation test. CM incorrectly used quotation mark that the actor says in a direct sentence in the answer sheet. CM had put the wrong punctuation mark in the sentence, CM

used a comma in quotation mark that the actor says in a direct sentence which should have put a quotation mark. For example:

“No, I can’t tell you,

(Correct: “No, I can’t tell you”)

FH, NA and PO made errors in the punctuation test. The students incorrectly used quotation mark that the actor says in a direct sentence in the answer sheet. The students had put the wrong punctuation mark in the sentence which should have put a quotation mark in the sentence:

“but you can ask him,

(Correct: but you can ask him”.)

PO made errors in the punctuation test. PO incorrectly used quotation mark that the actor says in a direct sentence in the answer sheet. PO had put the wrong punctuation mark in the sentence, PO used a question mark in quotation mark that the actor says in a direct sentence which should have put a quotation mark in the sentence:

But you can ask him?.

(Correct: But you can ask him”.)

AA, RG and SA did not make errors in using quotation mark on the misinformation section.

d. Misordering

Misordering characterized by a wrong placement of an item. For example, “Ulan read a book in. library” From the sentence, it can be seen an understanding meaning caused misordering error punctuation mark caused wrong placement in the sentence, it’s full stop.

Similar to the addition error, in misordering section, students did not make error in placing punctuation on the narrative text test. It happened because the test was structured to analysed the students’ errors in the form of misinformation and omission.

2. The Most Common Errors Made by the Students in Using Punctuation on the Narrative Text

The accompanying table was the portrayal of the understudies' error in utilizing Full stop, comma, question mark, semi colon and quotation mark.

Table IV
The Recapitulation of Error Type

No	Error Types	Frequency of Errors	Percentages of Errors
1	Addition	0	0
2	Omission	57	44.19%
3	Misinformation	72	55.81%
4	Misordering	0	0
Total			100%

According to the information gathered by the researcher, students committed 72 errors (or 55.81 percent), omitted 57 errors (or 44.19 percent), added 0 errors (or 0%), and misordered 0 errors (or 0%).

The analyst found that the understudies made error in involving accentuation in story text test. The majority of students used quotation marks incorrectly. Some students used the full stop incorrectly. Additionally, some students did not use punctuation on the test because they used incorrect punctuation. Not all five of the five punctuation types used by the students on their narrative text test were among the five that the researcher emphasized. In light of the clarification over, the specialist found that the most widely recognized error examined were in the utilization of quotes and frequently happen in falsehood blunder.

3. The Factors Cause Students Do Errors in Using Punctuation on Narrative Text

Ten students were questioned by the researcher following their responses to the punctuation placement test. The researcher asked three questions about punctuation to determine what caused the students to make errors. Researcher classified the factors that students made errors into 3 forms, namely careless, first language interference and translation. For more detail as follows:

a. Careless

Carelessness was the most common factor in the students' errors.

It demonstrates that the students primarily committed careless errors.

Students' lack of motivation or interest was one factor that contributed to careless errors. It could be because the information the researcher provided to the students wasn't right. A few reactions are introduced as follows:

ES felt difficult to use punctuation on the narrative text. ES felt the question was not suit in her so that she didn't understand the sentence well.

NA felt difficult to use punctuation on the narrative text. NA felt the question was not interesting in her so that she didn't know the answer in several sentence.

AD was a little confused when use punctuation on the narrative text. AD felt the question was not suit in her so that she was less enthusiastic.

AA also was confused when use punctuation on the narrative text test. AA felt the question was not interesting so that AA lack understanding of the type of the punctuation on the narrative text and then made errors different in the use of punctuation.

Moreover, FH was a little confused when use punctuation on the narrative text. FH felt the question was not suit in her so that she was less enthusiastic and missed the items.

Same as the others, PO was confused when use punctuation on the narrative text. PO felt the question was not interesting so that she was less enthusiastic included the item incorrectly.

b. First Language Interference

Students made the fewest error due to interference with their first language. They were still influenced by their first language when it happened. Understanding the content of the punctuation test was a matter of first language interference.

RG gave statement that RG was lacking in vocabulary. RG was less in consideration because RG also need to know the meaning of the text. Because of that, RG sill lack of understanding and made errors different in the use of punctuation.

c. Translation

One of the factors that contributed to the students' errors was translation. To comprehend the text, the students translated each word one by one. This kind of error occurs when students attempt to comprehend the text in order to complete the test, but they lack comprehension. A few reactions are introduced as follows:

CM was lacking in vocabulary. CM was less in consideration because CM also need to know the meaning of the text. Because of that, CM made errors different in the use of punctuation.

SA also was lacking in vocabulary. SA was less in consideration because SA also need to know the meaning of the text. Because of that, SA felt afraid to take risk in making mistakes, so SA liked to miss an item that must appear.

Same as the others, AS was lacking in vocabulary. AS was less in consideration because AS also need to know the meaning of the text. Because of that, AS got difficulties in choosing and in using the right punctuation and having limited vocabularies.

After obtaining data from students' answers and classifying them, the researcher also obtained data from interviews with English teachers at SMP Negeri 5 Panyabungan. From the results of interviews with English teacher at SMP Negeri 5 Panyabungan, researcher found results from Mrs. Syarifah Sima, M.Pd as the English teacher.² the followings are the interview result.

The first question is “What are kinds of errors made by the students in using punctuation on narrative text?”. The teacher’s answer “students often do errors in full stop, comma, question mark and quotation mark”.

The second question is “What are the most common errors made by the students in using punctuation on narrative text?”. The teacher answer “the common errors that the student make are full stop and quotation mark”.

The third question is “What are the factors that cause the students often do errors in using punctuation on narrative text?” the teacher

² English Teacher, *an Interview*, SMP NEGERI 5 PANYABUNGAN, on September 2nd, 2022

answer “the students are do not understand well about the text, lack of vocabulary, and lack of practice in writing activity”.

The following are the three reasons why students make punctuation errors in their writing based on the findings of the aforementioned interview: carelessness, interference in the first language, and translation. Due to the 3 factors, the understudies felt troublesome in utilizing accentuation on story text, the understudies are absence of information, jargon the understudies actually befuddled to apply the sorts of accentuation.

C. Discussion of the Result

The researcher discusses the result of the research. Students made punctuation errors on the narrative text test. It could be reflected in their use of punctuation in their answer sheet, which were errors.

According to the collected data, the quotation mark was the most common punctuation error made by students on the narrative text test, with 40 errors, or 31.01 percent. Other punctuation errors included the full stop, 39 errors, or 30.23 percent; the comma, 23 errors, or 17.83 percent; the question mark, 9 errors, or 6.98 percent; and the semicolon, 18 errors, or 13.95 percent. As a result, it could be concluded that the majority of students used incorrect punctuation. Misinformation and omission were found to be the most common types of error, accounting for 55.71% and 44.19%, respectively.

There are four types of punctuational errors committed by students: addition, omission, misinformation, and misordering. Misinformation was the

most common type of error committed by students, accounting for 72 errors, or 55.81 percent.

Students made error because of three things: carelessness, interference from the first language, and translation. Based on the findings of the preceding data analysis, the researcher categorized the following reasons why students make punctuation errors on their answer sheets: Some students thought the content wasn't right for them. As a result, the students were unable to comprehend, frequently felt lost, and forgot to use the appropriate punctuation. Some students claimed that they lacked the vocabulary to translate the material into their own language, which made it difficult for them to comprehend the text's content.

It also discussed in some research that related to this research. the first is Nasruddin. The researcher discovered 292 errors, with misinformation errors accounting for 258 of them, or 16.66%, of all errors produced by students. Additionally, a lot of students continue to use punctuation incorrectly.

The second is Rizki. the researcher discovered numerous instances of incorrect punctuation, including 19 instances of capital letters (A,B,C), 25 instances of periods (.), 23 instances of commas (,), 21 instances of apostrophes (,s), 25 instances of quotation marks ("..."), 22 instances of exclamation points (!) and 9 instances of question marks (?). The researcher concluded that periods and quote marks were the most common writing errors made by students. These occurrences occurred as a result of the students'

difficulty with writing assignments, their ignorance of punctuation rules, and their ongoing confusion about which sort of punctuation to use.

The third is Erdiani. according to the study's findings. The students made a total of 290 errors on the writing test, with substitution errors accounting for 42,1% of the total and misordering errors accounting for 2,3% of the total.

The fourth is Etinurwati. according to the findings, no student was classified as exceptional, four students, or 11%, were deemed to be good, 21 students, or 57%, were deemed to be fair, twelve students, or 32%, were deemed to be low, and none of the students were deemed to have failed. With a total average score of 59.7 for their proficiency in punctuation during the first semester of eighth grade at SMPN 2 Pardasuka in the academic year 2016–2017. The students' proficiency was judged to be enough.

The fifth is Aisyah. The researcher discovered that the results revealed no students who were classified as poor and failed, three students or 10% were classified as fair, seven students, or 23.33 percent, received a rating of "good," and twenty students, or 66.67 percent, received a rating of "very high. “In the 2020–2021 academic year, grade VIII students at MTsN 4 Mandailing Natal had an overall average score of 81.03. it was determined that the students' ability was classified as extremely high.

Based on the explanation above, the researcher gets some similarities and differences with this research. The similarities are the researcher tried to analyzed the kind, the common errors students' made in using punctuation in

narrative text. The difference concerned about this research that focuses on the students' errors in finding the factors that cause the students do errors in using punctuation, not from the results calculation but only focuses on finding the source of the reason students make errors.

D. Checking the Data Trustworthiness

In checking the trustworthiness of the data, in comparing the information from the teacher and the students, the researcher employed triangulation. The data were the same as the results shown. Both the teacher and the students' knowledge was accurate. The information covered the students' use of applications, their online reading learning process, and the lecturer's efforts to help the students with their issues. As a result, the findings of this investigation are accurate.

E. Treat of the Research

During the course of conducting this study, the researcher came to the realization that there were numerous benefits. Beginning with the title and continuing through the method of data analysis, the researcher was aware that the thesis lacked quality.

Due to the students' activities, there were time bonuses while taking the test. In addition to that, the time allotted to the students was insufficient. Additionally, students did not take the exam seriously. Because some students continued to cheat on the test, the researcher observed the answer without paying attention and concluded that it was unreliable because it had not been completed independently by the students.

The researcher was afraid that this research poses, but the researcher believes with the researcher hard work this research may be entirely resolved. The researcher was aware that everything would wish to be investigated into, but obtaining outstanding research results was more challenging due to the researcher's threats and the assistance of the adviser and English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The following was the conclusion of the discussion after analyzing the data:

1. The punctuation marks full stop, comma, question mark, semicolon, and quotation mark were the ones that were used frequently. Consequently, 55.81 percent and 44.19% of errors were due to misinformation and omission, respectively.
2. Misinformation was the most common type of error committed by students, accounting for 72 errors, or 55.81 percent.
3. Students made mistakes because of 3 factors, namely careless, first language interference and translation.

B. Suggestions

Following the conclusion and the facts from the preceding chapter, the following suggestions are made:

1. For students
 - a. The students should pay close attention in English subject.
 - b. The he students need to be aware of the many types of punctuation.
 - c. The students need to know more about how punctuation works.
 - d. The students should be more motivated to engage in educational activities.

2. For Teacher

Since each strategy has advantages and risks, it is hoped that this thesis will help teachers choose the best approach. should enhance their abilities for lesson planning and exploration.

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APPENDICES

Appendix I

Test

Name :

Class :

Time : 2 x 30 Minutes

Complete the narrative text below by using the suitable punctuation!

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 II

The Key Answer

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

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

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?”. The buffalo answered; “oh, the man is very intelligent”.



The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”.

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.

Test

Name : Aisjah NST

Class :

Time : 2 x 30 minutes

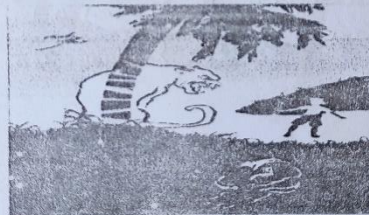
Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening, he ploughed his field with his buffalo.

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

After the man went home the tiger spoke to the buffalo, "you are so big and strong, why do you do everything the man tells you the buffalo



answered; "oh, the man is very intelligent,

The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him."

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."

Test

Name : ~~And~~ Andre

Class : VIII 1

Time : 2 x 30 minutes

Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos every morning and every evening he ploughed his field with his buffalo.

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

After the man went home the tiger spoke to the buffalo. "You are so big and strong why do you do everything the man tells you the buffalo



answered; "oh, the man is very intelligent,?"

The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him,"

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."

Test

Name : ahmad abdullah

Class : VIII I

Time : 2 x 30 minutes

Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos every morning and every evening he ploughed his field with his buffalo.

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

After the man went home the tiger spoke to the buffalo you are so big and strong why do you do everything the man tells you the buffalo



answered; "oh, the man is very intelligent

The tiger asked can you tell me how intelligent he is?". "No, I can't tell you said the buffalo; "but you can ask him ,

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.

Test

Name : Chelsea Milano Sembiring

Class : VIII - 1

Time : 2 x 30 minutes

Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening, he ploughed his field with his buffalo.

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

After the man went home, the tiger spoke to the buffalo, you are so big and strong, why do you do everything the man tells you the buffalo



answered; "oh, the man is very intelligent

The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him".

So the next day the tiger asked 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.

Test

Name : ENI SARIATI . SINACU

Class : 8'

Time : 2 x 30 minutes

Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening he ploughed his field with his buffalo.

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

After the man went home the tiger spoke to the buffalo, "You are so big and strong, why do you do everything the man tells you?" the buffalo



answered; "oh, the man is very intelligent

The tiger asked, "Can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him ??

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.

Test

Name : Fatimah

Class :

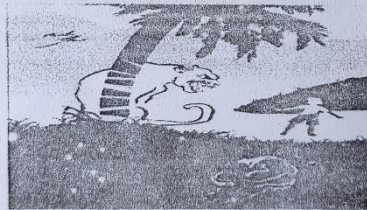
Time : 2 x 30 minutes

Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening he ploughed his field with his buffalo ?

One day, a tiger saw the farmer and his buffalo working in the field ?
The tiger was very surprised to see a big animal listening to a small animal ?
The tiger wanted to know more about the big animal, and the small animal.
After the man went home the tiger spoke to the buffalo "you are so big and strong why do you do everything the man tells you the buffalo ?



answered; "oh, the man is very intelligent"

The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him,"

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."

Test

Name : Rahayu Gustina

Class : VIII¹ (Pelajaran Sate)

Time : 2 x 30 minutes

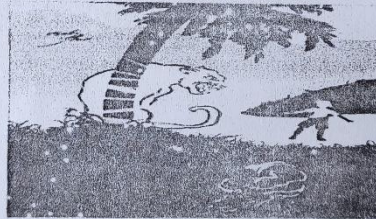
Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening, he ploughed his field with his buffalo.

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

After the man went home, the tiger spoke to the buffalo, "You are so big and strong, why do you do everything the man tells you?"



answered; "oh, the man is very intelligent",

The tiger asked, "can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo; "but you can ask him".

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."

Test

Name : NUR-Asqah

Class : VIII(8)

Time : 2 x 30 minutes

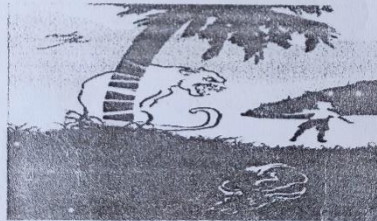
Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening, he ploughed his field with his buffalo.

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

After the man went home, the tiger spoke to the buffalo, "you are so big and strong, why do you do everything the man tells you?"



answered; "oh, the man is very intelligent

The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him".

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."

Test

Name : Palen tino

Class : VIII¹

Time : 2 x 30 minutes

Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening he ploughed his field with his buffalo.

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

After the man went home, the tiger spoke to the buffalo, "you are so big and strong why do you do everything the man tells you the buffalo



answered; "oh, the man is very intelligent,

The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you said the buffalo; "but you can ask him?"

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."

Test

Name : SELSA AIRIN

Class : VIII - 1

Time : 2 x 30 minutes

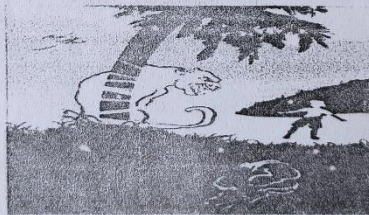
Complete the narrative text below by using the suitable punctuation!

The Smartest Animal

Once there was a farmer from Laos, every morning and every evening, he ploughed his field with his buffalo.

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

After the man went home, the tiger spoke to the buffalo, "you are so big and strong, why do you do everything the man tells you, the buffalo



answered; "oh, the man is very intelligent."

The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you," said the buffalo; "but you can ask him."

So the next day the tiger asked 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 III

**Students' Name and Initials Grade VIII of
SMP Negeri 5 Panyabungan**

No	Student's Name	Student's Initial
1	Aisyah	AS
2	Andre	AD
3	Ahmad Abdullah	AA
4	Chelsea Milano	CM
5	Eni Sariati	ES
6	Fatimah	FH
7	Rahayu Gustika	RG
8	Nur Aisyah	NA
9	Palentino	PO
10	Selsa Airin	SA

Appendix IV

Table Error in Using Punctuation in Narrative Text

No	ST Code	Full stop	Comma	Question mark	Semi colon	Quotation mark	Total error
1	AS	3	2	1	2	3	11
2	AD	6	4	1	2	3	16
3	AA	4	4	1	2	6	17
4	CM	1	1	1	1	3	7
5	ES	5	2	0	2	5	14
6	FH	5	3	1	2	4	15
7	RG	4	2	1	2	2	11
8	NA	4	2	1	2	5	14
9	PO	5	2	1	2	6	16
10	SA	2	1	1	1	3	8
Total		39	23	9	18	40	129

Appendix V

Frequency of Error in Placing Punctuation in Narrative Text

No	Punctuation item	Frequency error
1	Full stop	30.23%
2	Comma	17.83%
3	Question mark	6.98%
4	Semi colon	13.95%
5	Quotation mark	31.01%

Appendix VI

The Percentage of Error Type

No	Error Types	Frequency of Errors	Percentages of Errors
1	Addition	0	0
2	Omission	57	44.19%
3	Misinformation	72	55.81%
4	Misordering	0	0
Total			100%

Appendix VII

Interview for The English Teacher

1. What are kinds of errors made by the students in using punctuation on narrative text?
2. What are the most common errors made by the students in using punctuation on narrative text?
3. What are the factors that cause the students often do errors in using punctuation on narrative text?

Appendix VIII

Interview for The Students

1. Do you have difficulties in placing punctuation in narrative text?
2. What difficulties do you face when placing punctuation in the narrative text?
3. What factors makes you find it difficult in placing punctuation mark in narrative text?

Appendix IX

Documentation of The Research

A. The researcher giving the test to students



B. The researcher give the explanation about the test to students



C. Test Activity



D. Take Picture with Students



CURRICULUM VITAE



A. Identity

Name : Safriyaldi Rahadi Hasibuan
Reg. No. : 18 203 00117
Place/Birth : Manduamas/ June, 20th 1999
Sex : Male
Religion : Islam
Address : Siborna Bunut, Sosa, Padang Lawas.

B. Parents

Father's Name : Zufri Hasibuan S.Pd
Mother's Name : Sarianty Tumanggor S.Pd

C. Educational Background

1. Elementary School : SDN 101300 Pioner Siborna (2011)
2. Junior High School : SMP Negeri 5 Sosa Satu Atap (2014)
3. Senior High School : MAN Sibuhuan (2017)
4. Institute : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan (2022)