**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter explain the result of data analysis that the procedures has been reported in the previous chapter. This chapter is going to be divided into two parts. The first is description of data and the second is discussion.

The description of data covers identification of error, classification of error, and tabulation of error, while discussion is related to findings gotten from the result of data.

1. **Research Findings**

The findings consist of description of data that covers identification and classification of errors appear in student’s writing product. After the data have been collected from the sample of the research, the data is going to be described. In describing the data, it involved analyzing of the data. The first is identification of error, then the second is classification of error.

1. **Identification of Error**

One of the methods of collecting data in this study is through document analysis. Previously, the researcher borrowed the students’ writing test to the lecture who taught in writing class of fourth semester in IAIN Tulungagung especially in TBI 4C. The data will be analyzed based on the mechanic of writing, which they use. The errors that will be the focuse in mechanics of writing are consist of capitalization, punctuation, and spelling.

In this case, the results of the students’ writing are not same. The teacher asked to student to write essay. These essay consist of three / 3 paragraphs. It is the standard of building the essay. There is no minimum of using the words. Some students had written essay as commanded by lecture; but some others wrote less than other students. Perhaps, they had not finished essay yet. Moreover, there some students only constructed the writing test by few sentences. From the 27 students who did the test, there were 22 students who wrote to achieve the standard of building essay, and 2 student who had not finished yet to write the essay, and 3 students who wrote only by few sentences. However, the students’ work, either have achieved the standard of essay or less than them, the mechanics of writing errors appeared will be identified.

After the data had been identified, the errors happened in students’ writing product are tabulated as below:

1. **Table of students’ errors frequency**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/A | Omission | Addition | Misformation | Misordering | Total |
| Cap | 40 | 430 | 4 | - | 474 |
| Pun | 219 | 37 | 112 | 6 | 374 |
| Spell | - | - | 5 | - | 5 |
| Total | 259 | 467 | 121 | 6 | 853 |
| % | 30.363% | 55.803% | 14.185% | 0.703% | 100% |

S = Subject research

A = Analysis

Cap = Capitalization

Pun = Punctuation

Spell = Spelling

% = Percentage

1. **Classification of Error**

After the error had been identified, they were going to be classified into their types. In this study, the focus of error that would be classified was the mechanics of writing error in students’ writing. To classify the errors happened in students’ writing product, the researcher used surface taxonomy strategy as stated by Dulay, they included error of omission, error of addition, error of misformation, and error of misordering.

1. The use of capitalization

In writing essay, capitalization becomes one of mechanics of writing that should be gotten attention by writer. Capitalization is very possible for students or writers to involve error. Based the data collected, the errors appeared that are related to the use of capitalization is too many, achieving words. After the researcher checks the students’ writing, he found related to the use of capitalization. The example of the errors taken from the data; and its classification is as below:

1. Error of omission.

As the definition that capitalization is a capital letter that acts as signal to reader. It means that the capital always appear as the beginning of the sentence. It is used as a signal for reader, where the capital is as beginning of the sentence. If they are lost, the reader will be confused where the sentence starts or what the word that needs to be emphasized is.

In this case, if the writer wants to write essay, they must write the title. Because of the title, it must be capital letter in each words. Based on the data collected by the researcher, the researcher found the error of omitting capital as follow:

1. Wife is Superhero in the family
2. A wife have duty to work

After revised:

1. Wife Is Superhero in the Family
2. A Wife Has Duty to Work

The students might forget to add capital in the title of their writing. According to the rules of capitalization, the title must be capitalized in the first word and all of important words in the title of writing.

In the other examples, the student also omitted the capital after full stop. It was happened when they constructed the sentence. These are the examples of students’ writing, who students omit the capital:

1. . . . . . . . . globalization era. because the parents think is women better stay at home . . . . . . . .
2. . . . . . . . . in education. any parents prohibit their daughters going to high school or until university, . . . . . . . .

After revised:

1. . . . . . . . . globalization era. Because the parents think is women better staying at home . . . . . . .
2. . . . . . . . . in education. Any parents prohibit their daughter go to high school or until university, . . . . . . . .

The students should capitalize the letter after full stop. It is the signal for the reader that capitalization is the beginning of the sentence.

* + 1. **Table of omission capital**

|  |  |
| --- | --- |
| Omission capital of title. | 8 |
| Omission capital after full stop or the beginning of sentence or misformation punctuation | 31 |

Perhaps, the most people think that capitalization after full stop is not the problem in writing process; but if we want to be good writer, we have to keeps the rules.

1. Error of addition.

Based on the data collected, the researcher is surprised that there are many words in which capital is added that actually not needed to form well-formed. False addition of capital will make the words are loss of good writing . For the example:

1. In my opinion, A wife who works wIll be able to stand alone than a wife who doesn’t work.
2. . . . . . . . . , the woman must be stay in the house. Because, the woman only manage all of in the house.

After revised:

1. In my opinion, a wife who works will be able to stand alone than a wife doesn’t work.
2. . . . . . . . . , the woman must stay in the house; because the woman only manages all of in the house.

In example of number one, there are two problems. After comma, we do not need to capital the letter. Moreover, the researcher also found that the few learners always used capital in the letter of “*I*”, no matter in the beginning of word or between of letter.

* + 1. **Table of addition capital**

|  |  |
| --- | --- |
| Addition capital. | 364 |
| Capital caused by misformation/ addition punctuation. | 66 |

That previous example is a little part of errors that made by students. If the students capitalized a letter “*I*” after the full stop, it is correct. Nevertheless, if they always capitalized the letter “*I*” in every word, it is unusual. It will decrease the well word. To identify the capital of letter “*I*”, it is very easy; but it will find difficulties if identifying the other letter.

In the example of number two, the students are confused to distinguish dependent clause and independent clause. In addition, they use period to separate them. In fact, the students can put comma or semicolon to separate it. Therefore, they did not add the capital which made their writing error.

1. Error of misformation

Fortunately, the students only made few errors in the misformation of capitalization. These are examples of misformation of capitalization in title of writing:

1. Woman In Work Place
2. Career Woman In Modern Era

After revised:

* + - * 1. Woman in Work Place
        2. Career Woman in Modern Era

Below are the examples of misformation capital which include in the sentence made by students:

1. . . . . . . . . , it is Good Idea
2. In this Globalitation Era

After revised:

1. . . . . . . . . , it is good idea
2. In this globalization era
   * 1. **Table of misformation capital**

|  |  |
| --- | --- |
| Misformation capital in title | 2 |
| Misformation capital in sentence | 2 |

Probably, the student wants to give stressed in those words; so the reader thinks that there is a special meaning in those words. However, the student’s will is to give signal to reader; but in this case, it is not correct. It does not include in general rules of capitalization.

* + - 1. The use of punctuation

It will present the verb form of punctuation is *to punctuate* as defined: to separate into sentence, clause, etc., by periods, commas, colons, etc.; to emphasize in some significant manner; to interrupt at intervals. It means that punctuation is a symbol which have function to separate or to emphasize the word that punctuated. In constructing essay will seem systematically if there are punctuations that relate the sentence with the other sentence. Punctuations are useful for the reader when the reader must pause or stop to read the essay.

There are many punctuations that researcher has mentioned before; unless, as a language learner, the students are possible to make error in his/ her learning. He or she may make error in using punctuations when he or she wrote the essay. In this study, the researcher found that the student made error in some punctuations. Based on the data collected, the errors will classify bellow:

1. Error of omission

The student omitted the punctuation that must appear in their sentence construction. For the example of using comma:

1. In my opinion every woman have ability especially in . . . . . . .
2. She must be good example for her child, she must take care her child and she must manage house etc.
3. If a wife only manage her house, her child, her husband she will feel bored.

After revised:

1. In my opinion, every woman has ability especially in . . . . . . . .
2. She must be good example for her child, she must take care her child, and she must manage house, etc.
3. If a wife only manages her house, her child, her husband, she will feel bored.

In the example of number one, a phrase that appears before sentence is needed comma. It is used to separate phrase and dependent clause that precede the main clause of the sentence. In this case, the sentence “In my opinion” is included in dependent sentence, which needs more information. Dependent clause cannot be self-supporting. There is no meaningful sentence.

The example of number two, the students omitted the comma before “etc”. Believing that some argue that the comma should not be used before “etc” in a list; unless, the use of comma often avoids ambiguity. In that example, the sentence “she must manage house etc” will be different meaning of sentence with “she must manage house, etc”. The comma before “etc” points out that there is another doing that can do by her other than managing; but omitting comma before “etc” points out there is another managing other than house. Looking for the type of sentence, the writer wanted to present that woman can do something other than managing the house. Moreover, the use of comma before “and” is needed to avoid ambiguity.

The example of number three, the student also omitted comma. In fact, comma needs to add to distinguish between independent clause and dependent clause.

In the other hand, the student also made errors in the use of other punctuations. The example of the errors taken from the data; and its classification is as below:

1. because the situation from the husband its not wrong when a wife have to work
2. Some people may argue that a wife should work because she can help the husband in financial but the wife have to manage a family
3. Some people may argue a woman or a wife cannot be able balance with their job and households.
4. When a wife have to work who should manage a family
5. A carrer wife has more friend more in the other wife usual.
6. Buy the daily necessary, kitchen, school and etc.

After revised:

1. Because the situation from the husband, it’s not wrong when a wife has to work.
2. Some people may argue that a wife should work; because she can help the husband in financial; but the wife has to manage a family.
3. Some people may argue, “A woman or a wife cannot be able balance with their job and households”.
4. When a wife has to work, who should manage a family?
5. A career wife has more friends – more in the other wife usual.
6. Buying the daily necessaries: kitchen, school, and etc.
   * 1. **Table of omission punctuation**

|  |  |
| --- | --- |
| Full stop (.) | 23 |
| Comma (,) | 114 |
| Semicolon (;) | 65 |
| Question mark (?) | 2 |
| Quotation mark (“ ”) | 4 |
| Apostrophe (’) | 9 |
| Dash (-) | 1 |
| Colon (:) | 1 |

Five examples above represent the errors made by students. There are omission of apostrophe, omission period, omission semicolon, omission of quotation mark, omission of question mark, and omission of dash. In this case, the students always omitted the semicolon. Likely, the student did not know what this punctuation (;) is and how this punctuation used is.

1. Error of addition

In this addition of punctuation, the students just added comma and full stop in errors they made. Below are the examples of errors the students made in addition of punctuation:

1. Sometimes the wife afraid, if after married they should not allowed to work by their husband.
2. Almost all of wife in the world, especially in Indonesia, wife from city or village is a career woman.
3. Besides, the husband has a duty to work to enough the necessity. But, many husband cannot enough all the necessity.

After revised:

1. Sometimes the wife is afraid if after married they should not be allowed to work by their husband.
2. Almost people in the world especially in Indonesia, wife from city or village is career woman.
3. Besides, the husband has a duty to work to enough necessity; but many husbands cannot enough all the necessity.

The example of number one is the type of conditional sentence. That example does not need addition comma; because the word “if” occurs after sentence. Actually, the conditional sentence is almost same with clause sentence, which there are dependent and independent sentence.

The example of number two, the students always added the comma before the word “especially”. The researcher thinks that it should be omitted, because that sentence has been clear by taking word “especially”. In addition, the addition of comma should be avoided.

In the example of number three, the students also added the comma after conjunction like *but*. Actually, it is the type of compound sentence. In this case, the misformation of punctuation or type of sentence is also related in using of other punctuations, which we will be discussed after.

* + 1. **Table of addition punctuation**

|  |  |
| --- | --- |
| Full stop (.) | 6 |
| Comma (,) | 30 |
| Colon (:) | 1 |

1. Error of misformation

In the misformation error, the students often made misusing of punctuation like full stop, comma; and few error in using colon. Misformation is defined as errors are characterized by the use of the wrong form of the structure. Below are the examples of students’ writing error of misformation:

1. The wife not just cooking in the kitchen, not just clean of the house, the wife can work for help the husband for look of money for increase economic in her family.
2. First, career woman can be increase economy in family. Because career woman want to help to increase the income of the husband.
3. A carrier wife has negative effect. For example: a carrier wife loss many time.

After revised:

1. The wife not just cooking in the kitchen, not just cleaning of the house; the wife can work for helping the husband for looking of money for increasing economy in her family.
2. First, career woman can be increase economy in family; because career woman want to help to increase the income of the husband.
3. A carrier wife has negative effect; for example, a carrier wife loss many time.
   * 1. **Table of misformation punctuation**

|  |  |
| --- | --- |
| Full stop | 64 |
| Comma | 45 |
| Colon | 3 |

The example of number one, the student used comma to separate between two sentences. In this case, of course, there is a conjunction between them. The use of semicolon indicates that there is hidden conjunction, because it is not joined. In addition, the use of comma is not strong to separate those sentences.

The example of number two, the student used full stop to separate the sentences. If we look carefully, that is the type of compound sentence. In this problem, the writer is appropriate if she or he uses the semicolon, because the information is closely related.

The example of number three, the student used colon to indicate the example in her sentence. In fact, the use of colon should be followed by a list. Those sentences, the student should change the full period to be semicolon and add the comma after the word “for example”. Those sentences are closely related; and that example is the explanatory expression, so it would be better to use semicolon and comma.

1. Error of misordering

If compared by the other examples, the students only made few errors in misordering. Misordering is defined as errors are characterized by the incorrect placement of group in an utterance. Below are the examples of misordering of punctuation:

1. . . . . . . . . their economy in a family. If she can manage her time
2. If the woman working she can manage their time, when she works and when she gathering with their family.
3. So, by working woman can manage their life . . . . . . . .
4. A wife works? Why not.

After revised:

1. . . . . . . . . their economy in a family if she can manage her time.
2. If the woman works, she can manage their time when she works and when she gathers with their family.
3. So by working, woman can manage their life . . . . . . . .
4. A wife works. Why not?
   * 1. **Table of misordering punctuation**

|  |  |
| --- | --- |
| Full stop | 1 |
| Comma | 4 |
| Question mark | 1 |

The students made misordering of punctuations in comma and question mark. As explanation before, comma usually is used to separate compound sentence or clause sentence. In the other hand, the last example will be appropriate if the question mark is taken after the WH questions.

* + - 1. The application of spelling

As we know that writing essay needs to correct spelling to make the reader understand it clearly. In this case, in applying the rule of spelling, many students are still confused. They still many difficulties. As the effect, the will produce the errors. In this research, error of applying spelling that are made by students in writing essay. The student just made error in misformation. Based on the data collected, the researcher found the error of misformation in spelling. For examples as bellow:

1. Women who has children not has much time to spend the time with her childrens.
2. The duty of wife manage childrens in home
3. In modern era, many wifes who have a job.
4. .. . . . . . . . a wife who work is forbiden, . . . . . . . .
5. Because everyday needs are increasely.
   * 1. **Table of misformation spelling**

|  |  |
| --- | --- |
| Plural noun | 3 |
| Past form | 1 |
| Adverb | 1 |

In the example of number one to three, the student use –*s* to sign plural. In fact, the word of “children” has performed plural. In addition, the student does use –*s* to sign plural. Similar in the word “wife” basically has irregular noun. The student cannot use *–s* or -*es* to perform plural in irregular noun. In the other hand, the example of number four, the student had lack of knowledge in irregular verb. The last example, the student should add *–ing* firstly in verb form of “increase” and then add *–ly*.

1. **Discussion**

In this discussion, the researcher will present what he have found in the data collected. The researcher found that the students made many errors in their writing product. After identifying and classifying the errors are made by student, this discussion has the purpose in answering the research problems that the researcher stated in chapter 1:

1. The error aspects of mechanics of writing

The researcher found that the students made error such as omission, addition, misformation and misordering. Omission is defined as characterized by the absence of an item that must appear in well formed utterance. The students leave the items, which must be put in a sentence construction. Addition is an opponent of omission which addition is defined as characterized by the presence of on item, which must not appear in a well-formed utterance. It means that the student often add an item in a sentence construction which the item should not present. Then, the student is also using misformation in sentence construction. Misformation is defined as errors are characterized by the use of the wrong form of the structure. In the end, the student also made error in misordering. Misordering is defined as errors are characterized by the incorrect placement of group in an utterance. In addition, the student made errors based on characterized by Dulay.

1. The frequency of mechanics of writing error

As the researcher have found in data of mechanics of writing, we have been in the section of what the frequency of error made by student is. After tabulating and classifying those errors, the researcher found that there were many errors. The first frequency error made by students is addition, the second is omission, the third is misformation, and the fourth is misordering.

Based on the data which had been tabulated, the highest frequency error made by student is addition. Addition is defined as characterized by the presence of on item which must not appear in a well-formed utterance. In this case, the student made error in capitalization. The students added the capital letter which it should not be capitalized. As we know that capital letter is always used in the beginning of sentence; or we capitalize after the full stop, and the word that had been listed (*see appendix 1*). The student was not carefully doing the writing test. In the other hand, the researcher is very surprised if the learner of university made a mistake in something that they often ignored it. They often capitalized the letter “*I*”. The capitalization will decrease the good writing because there are many letters which capitalized disordered.

E.g. In my opinion A wIfe not just cooking In the kItchen, . . . . . . . The wIfe can work for help the husband for look of money for Increase EconomIc In her family*.*

By showing that example, we can identify the addition of capital “*A*” which should be not be capitalized. Moreover, the capitalization always appears in the letter “*I*” that make the writing is too bad. Beside of capitalization, the students also made error of addition of punctuation.

The students always added the comma before the word “especially”. The researcher thinks that it should be omitted, because that sentence has been clear by taking word “especially”. In addition, the addition of comma should be avoided.

E.g. Almost all of wife in the world, especially in Indonesia, wife from city or village is a career woman.

E.g. Besides, the husband has a duty to work to enough the necessity. But, many husband cannot enough all the necessity.

The students also added the comma after conjunction like *but* and other conjunction. We do not need punctuation after conjunction like *but*. In the other hand, the type of sentence influences the place for punctuation which we need punctuating or we do not add punctuation. Actually, it is the type of compound sentence which has correlation in the sentence before. As a result, we have to change the full stop to be semicolon or comma, and omit the comma after conjunction.

The next errors made by students, which take second place is omission. Omission is defined as characterized by the absence of an item that must appear in well-formed utterance. As we know that the title of writing must be written in capital. In this case, the students forgot to capitalize the title; but the capitalization is just for all of important items in the title. In the other hand, the student also omitted capital after full stop; unless, the capital in the writing is also influenced by punctuation. If the writer made an error in punctuation, it will cause an error in capitalization too. Besides, the student also made error in omission of punctuation.

As we know that punctuation is used to separate the sentence. in this case, the most punctuation that is omitted is comma and semicolon. Comma and semicolon are almost same. They are used to separate sentence that has relation. However, comma is not yet strong to separate long sentence. In addition, the writer must use semicolon.

The third errors made by students are misformation. The highest misformation is in punctuation. The students often used comma to separate sentence. In this case, they often constructed sentences with conjunction “and”, then they used different auxiliary which needs semicolon to separate them. It still correct if we will use comma; unless, comma is not strong yet to separate between two sentence with conjunction “and”. In the other word, comma is used to separate same class of words. Similarly, comma is used to separate sentences which the sentences are closely related; or the sentence really needs information by the other sentence. However, if every sentence can be independent, we must use semicolon to separate them like the explanation before. Beside comma, the student also used full stop to separate between sentences; but it is not correct if the sentences is closely related. This also makes the error addition of capitalization. In misformation of colon, it should be used to inform by a list, not an expression.

In the misformation capital, perhaps the students want to give stress in that word, so the reader thinks that there is a special meaning in those words. However, the student’s will is to give signal to reader; but in this case, it is not correct. It does not include in general rules of capitalization. While, in the misformation of spelling, the students have been able to apply; but they have difficulties when they spell the irregular verb or noun.

The last error made by students is about misordering of punctuation. The researcher found that the student disorder question mark and full stop in one of part the title of writing.

E.g. A wife works? Why not.

The student applies misordering punctuation like the example above. In fact, the question mark is used to WH question; or the sentence that indicate a question. In contrast, the students also applied misordering of comma. If we look in the discussion before, the students might not know where she or he must order the punctuation appropriately.

1. Additional information

In the other hand, as we know that the learner must commit the error in teaching and learning process. If there is an error, there must be source that caused error. In the chapter II, it has explained that the source of error is divided in the interlingual and intralingual. We will discuss the students’ errors related in interlingual and intralingual as follows:

1. Intrelingual error

Intrelingual error is error caused by the interference of the first language to the second language. It is happened when the language learner is processing in learning second language, because the learner is unfamiliar with the new structure in the second language. It causes the learner constructs the structure of second language based on his/her first language. He or she just changes the translation without comprehension of structure. For example, in Indonesia and English spelling which have differences. It can make the language learner is confused when she or he has to spell. However, by comprehension learning, the learner can understand how to spell in English by following the rule.

As the researcher analyzed the test document of students’ writing product, the researcher did not found the interference of mother tongue to the target language in mechanics of writing especially in spelling. They just interfere in the grammar structure; for example, in constructing the sentence by using tenses; or in constructing complex sentence. The student wrote “era globalization”, which it should be written “globalization era”. It is the evidence, which the researcher have found that there is interference of mother tongue to target language. The student has difficulty in constructing noun phrase. In Indonesia, the modifier is following noun; but the modifier is coming before noun in English.

In the final conclusion, there is no interference of first to second language especially in mechanics of writing; unless, there is interference first to second language in grammatical structure or complex sentence.

1. Intralingual error

Besides the interference of the mother tongue caused error, there is other source caused error. That is intralingual error which is defined as the error that is happened because of the features of the target language itself. As we know that the pattern of target language itself is usually inconsistent in spelling. It makes the learner confused how to write properly; or the learner is lack of knowledge about the target language. It is caused error often appears in the student language product. Bellow, from the example taken in the data, the researcher found the error caused intralingual that are grouped into four problems:

1. Overgeneralization

It means that the learner like to simplify the formation or the rules of target language. The learners seem to simplify the use of such rules and apply again in the other uses. Based on the researcher decides in spelling decision, the students have applied in all of decision well except in plural noun. Just for example, the learners may be asked to -s/es in spelling plural form. They may write “womans” to indicate the plural form “woman” or “childs” to indicate plural form “child”. Those words are considered false. It means that not all plural forms can be added -s/es. It depends on regular or irregular word form. The students generalize that all of plural form rules must use -s/es.

The students often have habitual misspelling to the use of plural form. It can be said that the students get error in misspelling of plural form; because they are overgeneralization in applying the rules. The students create the deviant of the structure based on his/her experience of the other structures in target language.

Based on the data collected, the researcher found the student made error categorized in overgeneralization. The students wrote “childrens” to indicate plural form “child” which it should be spelled “children”. Again, the student wrote “wifes” to indicate plural form “wife” which it should be spelled “wives”. As a result, the student generalizes –s/es in irregular form. She or he may be difficult to memorize irregular form. As that reason, the teacher must always suggest to the students to open dictionary while they are writing; and the student must remember that not all of plural noun should be added -s/es.

In the conclusion, the students generalize the rules that they get in spelling irregular form especially plural noun. The error should not appear in students’ writing product if they checked the spelling by using dictionary; and they do not over generalize the irregular form.

1. Ignorance of rules restriction

It means that the language learner has lack of knowledge in analogy. They cannot distinguish what they have written when are in context. In the other word, the learner is like to ignore the rules. It is almost same with overgeneralization; but the differences are overgeneralization in which the learner simplifies each rules of target language; while in ignorance of rules restriction, the learner has false analogy in applying rules in target language.

In this case, the researcher found error in the data collected; the student ignores the rule the rules of capitalization. However, the capitalization is not included in target language; but the capitalization is included in the rules of good writing. The students really ignore the rules of capitalization. Based on the percentage, error in capitalization is in the highest place. They always capitalize the word “*I*” everywhere, which the researcher can be found. Although they have same size with the other letter, they are still categorized in the error.

The students have understood exactly that the capital letter is in the beginning of sentence or after full stop; unless, they ignore those rules and apply everywhere they write essay. Besides, they may be lack of knowledge of rules what they should be capitalized about in the context of writing.

In addition, the teacher must really explain what the student should be capitalized about; so the error is not happened in student writing. Moreover, to minimize that error, the student must learn by his/her self to read much book so that they know about capitalization.

1. Incomplete application of rules

On applying the rules, the language learner uses incomplete pattern to construct the utterances or sentences. Perhaps, the learners forget the required rules or they may have lack of knowledge of the rules that cause the students cannot produce the appropriate sentence in their language application.

Based on the data collected, the researcher found few students did not complete the end of sentence with full stop. As we know that if there is no full stop / period, it means that the sentence is continuing. In fact, full stop or period is used to signal the reader where the sentence begins. If there is no period, the reader will consider that the sentence is continuing. In the other hand, the students also had incomplete application of rules; for example, the students had comprehension that capitalization is in the beginning of sentence or after period only.

Remembering that the benefit of punctuation is to make sentence can be understood clearly. When the system is breakdown, it will be a chaos. That is an analogy to explain that if we forget to put period, the reader will think that the sentence is continuing and the reader will be difficult to identify what the main idea of that sentence. Besides, remembering that the students should read more to understand what the word should be capitalized so that the error can be minimized.

1. False concepts hypnotized

It is intended that the error can be caused of faulty comprehension of distinction in the target language. The students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of pattern that was rotely memorized in a drill but improperly contextualized. In this case, the students may have experience in reading textbook that has different application of the punctuation. The writers of the textbook may over punctuate their writing. Probably, it is depended on the author’s style. Besides, in the teaching and learning of writing, the teacher ignores appropriately in using punctuation. The teacher just focuses in the grammar structure and relation between each sentence when the students construct the paragraph or essay. It does not mean to justify the students’ error is caused by the misleading of the teacher; but the teacher does not push away the benefit of punctuating sentence.

For an example taken from the data, the students may punctuate comma after the conjunction like *but, so,* and *because.* Those conjunctions may have relation with the previous sentence. The teacher may not explain the differences between comma and semicolon. In addition, the students just used comma to separate all of kind sentence.