

CHAPTER 1

INTRODUCTION

This chapter discusses some points including background of the research, research problems, objective of the research, significance of the research, scopes and limitation of the research, and definition of the key terms.

A. Background of The Research

People in the world communicate in two ways, in oral or spoken and written communication. Oral or spoken communication is an activity of communicating ideas, thought, and feeling by organ of speech, while English as written communication is the activity of communicating ideas, thought and feeling by writing, and the purpose of this communication is giving and getting information to each other. Writing is a communication competence between the writer and the readers. Here, the writer has to express her/his ideas with a good writing to reach a goal of writing. The goal of writing here is having a clear and effective written communication between the writer and the readers. To write well or to get a good writing, the writer has to anticipate the reactions of the reader.

Writing is one of the English skills which have been the English teaching objectives in the University especially for English Department Program. By writing, the students can express their idea, thought, feeling, and giving the information to the others. Therefore, the students are expected to have a writing competence. In IAIN Tulungagung, writing is one of the main subjects for the English Department students. It is considered as a prior skill to be mastered by the

students. Naturally, the students got the Writing materials since the first until the fourth semester. In the first semester, the students got a “Writing-1” lesson. Here, the students might be able to make a good sentence. In the second semester, the students are taught “Writing 2” by the lecturer. They learned about how to make a good paragraph, and tried to know the kinds of the paragraph, such as Narrative, Descriptive and Recount. In the third semester, “Writing-3” is taught to the students, and it is about writing “Essay”. After completing this course, hopefully the students have a good competence in the writing skills, especially in “Essays Writing”.

Essay itself is a group of paragraphs about a specific subject. However, the subject here is too complex to be developed in a few sentences. An essay typically contains of five paragraphs, but many other types of essays are longer or shorter, it is depending on the purpose. Generally, the third semester’s student in IAIN Tulungagung learns the essays which contains of five paragraphs.

However, some people or students thought that writing in English is not an easy job. In writing, the writer always concerns how to use the grammatical and structure correctly, what the topic will be written, creating the ideas to get a good writing, limited vocabulary, and etc. Those are the factors why the people or the students might feel difficult when they write something. Actually, there are many problems faced by the students when they write an essays writing. They have to build an idea to create five paragraphs which is concerned in a specific topic. Of course many errors might appear in their written work, such as their organization, content of the writing, grammar, vocabulary rich, and teaching mechanics. In this

research the researcher concerned in the teaching mechanic especially in the using of “punctuation marks”.

Punctuation marks itself is a part of teaching mechanic. Sometimes, punctuation has seen as a little thing, but actually it has a big effect which influences a written work quality. According to Hansen, et al. (1998:109) stated as follows:

Learning to use punctuation correctly will help you to communicate effectively with your reader. When speaking, you use gestures, eye movement, and voice intonation to tell the reaction to convey your ideas, but when writing, you must rely on punctuation to tell the reader when to slow down, stop, or emphasize. Correct punctuation increases your reader’s understanding of, and interest in your writing.

So, it means that punctuation marks have an important role in writing in order to make the reader understand about what we write. When we write, the thing that helps us to express our idea is the punctuation marks. Punctuation marks help our writing will be clearer and understandable.

The researcher here found that the using of punctuation marks gives a big rule in the learners’ writing, because a good punctuation is essential in clear and effective writing. It was correlated to Jeremy’s theory (2004:49) which states that using punctuation correctly is one of the important skills in writing. According to Bram (1995:92) states “Using correct punctuation is indispensable to careful writing. Misused punctuation, for instance, a **question mark (?)** instead of a **full stop (.)** at the end of a sentence may convey the different message, namely a question, not a statement.” See at the following sentence:

- a. Elisabeth has two boyfriends? (question, surprised)
- b. Elisabeth has two boyfriends. (statement)

The examples above have a different meaning. The first example shows a question sentence by putting a question mark (?) in the end of the sentence. It means that the sentence emphasize a question. The second example is a statement. Contrary with the first sentence, it ends with a period (.). It means that the sentence is an utterance or statement that is true a complete thought from the writer. It proves that a punctuation mark has a semantic meaning to your writing.

From the opinions above, surely using right punctuation marks is necessary to be done in writing. Using correct punctuation can determine the quality of your writing. Correct punctuation marks makes your writing work more clear, and expresses your real ideas by knowing when to slow down, stop, or emphasize. But in contrast, when you don't put the punctuation marks correctly, the reader will have a difficulty to understand your writing. The example of error in using punctuation mark is misinformation of comma. One of the function of the comma is to separate two items in a sentence. If the sentence contains of two independent clauses and join with a coordinating conjunction, we should put a comma before the coordinating conjunction. But, if the sentence consists of two Independent clauses without any conjunction, we should not to put a comma between them in a sentence. Look at the example below,

I got up late this morning, I didn't have a time for breakfast.

The sentence above includes in misinformation errors, because the use of comma incorrectly. Actually, there are two independent clauses on the sentence.

We all knew that an independent clause can stand alone to be a complete sentence. It can't join with the other independent clauses in a sentence, except there was a coordinate conjunction. Meanwhile, in the sentence above, there is no coordinate conjunction at all. So, it can't be joined in a sentence. In this case, this misinformation of comma in grammatically also called as "*comma splice*". To correct the sentence, we can add a period to end each complete sentence, or we can add a coordinate conjunction by putting a comma before. We can correct the sentence, as below,

I got up late this morning. I didn't have a time for breakfast. Or,

I got up late this morning, so I didn't have a time for breakfast

From the two examples above, it shows that punctuation marks also give a big effect to our writing semantically and grammatically. The first example emphasizes the effect of punctuation marks in semantically, and the second sentence is an effect in grammatically. In this study, the researcher focuses of the using of the punctuation marks in those two of functions. The researcher analyzes the errors based on the surface strategy taxonomy by Dulay, et al, such as omission, addition, misordering, and misinformation.

Based on the explanation above, it's needed to use right punctuation in our writing. People sometimes think that punctuation marks are little thing, but actually it has a big effect to our writing. If we do an error in our writing, for example misinformation of comma, it will give a confusing to your reader to it means that you couldn't reach the goal of your writing to make your writer understand with what you have written. Using correct punctuation marks also

needed to be done in essay writing, because essay writing consists of many paragraphs and need a detailed correction. So, the researcher here tries to write the thesis under the title “*Errors Made by The Third Semester Students at IAIN Tulungagung in Using Punctuation Marks in Writing Essay*”. This thesis has the purposes to find some errors made by students of using punctuation in writing essays, and analyze the dominant errors made by the third semester students at IAIN Tulungagung.

B. Statement of the Research Problems

According to the background of the study which has been discussed earlier, the primary problems that the writer wants to investigate in this study are:

1. What are the errors made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay?
2. What are the dominant errors made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay?

C. Objectives of the Research

Consciously, the writer studies the problem in order to reach some purpose determined. From the statement of problems above, the writer has some goals as the follows:

1. To know what are the errors made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay
2. To know the dominant errors made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay

D. Significance of the research

Referring to the research problems, the result of this study hopefully can give a useful contribution for the:

1. English Students

The research findings are expected to support the students' writing skill by realizing their errors of using punctuation marks when they make essays writing. The students can learn from their errors and know how to correct it. It is expected that this research is able to stimulate and make a better understanding in writing essays to result a good writing.

2. English Lecturer

As a feed back to the English Lecturer that this research can give the information the process and the result of the writing essays among the students in the third semester. At least, the lecturers know the students' problem in writing essays, especially in using the punctuation marks.

3. The institution of State Islamic Institution of Tulungagung (IAIN)

This research is as the feed back to the institution for improving the system of education and facilities about what the lecturer and the students' need, especially the lecturer and the students of English education program.

4. The writer

The result of the study expected to help the writer enrich her understanding about English skill especially in writing skill. The writer also can discover the errors made by the students of using punctuation. It can be an experience to the writer in conducting a research.

E. Scope and Limitation of the Research

The scope in this study is the language used as communication in the written form reflected from the students' competence in essays writing. In addition, essay writing here includes on chronological order, logical order, caused-effect and comparison contrast. However, because the writer doesn't have enough time to check them all this study will only use on comparison contrast essay type, and in this research would like to focus on the errors made by students of using punctuation mark, and the dominant errors which is the student made in using punctuation marks in writing essay.

F. Definition of Key Terms

Definitions of the key terms are necessary to be given in order to avoid misunderstanding as the follows:

1. Error: a mistake

In this case, an error is mistake made by the students in using punctuation in writing essays

2. Error analysis: analyze the learner's error

In this case, the researcher analyzes the errors made by the students in using punctuation in writing essays.

3. Essay writing: a group of paragraphs about one topic which has three main parts, the introductory paragraph, the body paragraph, and the concluding paragraph.

4. Punctuation marks: several marks in English that has functions to help the reader when to stop, slow down, and emphasize.

G. Organization of the Study

This thesis consists of five chapters, as the follow:

The opening chapter or Chapter I is an introduction. It consists of seven subdivisions, such as: background of the study, statement of the problems, purpose of the study, definition of the key terms, and organization of the study.

The second chapter or Chapter II is Review of Related Literature. It is concerned with the following aspects, such as: the nature of error analysis, the step of error analysis, the using of punctuation marks, the errors in using punctuation mark, the theories of essay writing, and the review of preview related studies.

The following chapter is Chapter III about Research Methodology. This chapter consists of research design, population, sample and sampling, data collection method and instruments, and data analysis.

The next chapter is Chapter IV about Research Finding. It consists of the presents result and discussion. It includes the description of the research on data analysis.

The last chapter is Chapter Five. It presents conclusion and suggestion. This chapter presents the conclusion of the study and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the nature of error analysis, the step of error analysis, the role of punctuation marks, the using of punctuation marks, the errors in using punctuation mark, the theories of essay writing, and the review of preview related studies.

A. The Nature of Error Analysis

In learning process, human may have mistakes and errors, such as in writing skills. Brown (2000:217) states that learning language is like the other learning. It can't be separated from making errors because they actually have significance for both teacher and students. According to Dulay (1982: 139) errors are those parts of conversation or composition that deviate from some selected norm of mature language performance. It can be said that every language have the norm of language performance. When the learners break that norm, it can be said that they make an error.

Error can be analyzed, as Lado (1974:166) says that the fact that learners do make errors that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, let to surge of study of learners errors, called error analysis. So, error analysis is the process of observing, analyzing, and classifying the learner's errors. Errors that are made by the students in learning language should be analyzed by the language teacher. Brown (2000: 218) states that while errors indeed a system at work,

the classroom language teacher will be preoccupied in noticing errors that the correct utterances in the second language go unnoticed. He also states that reducing the errors happened in language learning can increase language proficiency, as the main goal of learning the second language. Thus, error analysis can be defined the process of identifying the errors made by the students in learning language to improve the student's ability or proficiency of second language learners.

B. The Steps in Error Analysis

According to Brown (2000:220) there are some steps analyzing the errors: Identifying, Classifying, and Tabulating the errors .

1. Identifying errors

The researcher need to identify the errors of the sample collected. We can identify what errors which the learners made. Here, the researcher identifies what errors which the student made in using punctuation marks.

2. Classifying Errors

After the errors have been identified, the next step is classifying them into their types. According to Dulay (1982:146), there are some types of errors based on the surface taxonomy strategy.

Based on the surface taxonomy strategy, the classification of errors emphasize of the ways the structure changed. Accordingly, they are omission, addition, misinformation, and miss-ordering error types. As the explanation below:

1. Omission

This type of error is characterized by the absence of item that actually needed in well-formed sentence. So in this type, an item or more that should appear in a well-formed sentence is absence or missed.

2. Addition

Addition errors are the errors that are characterized by the presence of item that must not appear in a well-formed utterance/sentence. In this type, we can conclude that addition is the contrary from omission. In this type, the students put an item or more that should not be put in well-form utterance/sentence.

3. Misformation

Misformation errors are the errors that are characterized by the use of wrong form in morpheme or the structure. While in omission errors the item is not supplied at all, in misinformation the learners supply something, although it is incorrect.

4. Misordering

Misordering errors are characterized by the incorrect placement of morpheme or a group of morpheme in a utterance or structure.

From the explanation above, we can summarize that the types of errors based on surface taxonomy strategy include omission (the

absence of an item that must appear), addition (the presence of an item that must not appear), misinformation (the use of the wrong form of the morpheme or structure), and misordering (the incorrect placement of a morpheme or group of morphemes).

In this research, the researcher concerns the types of errors that can be classified based on the surface taxonomy strategy.

3. Tabulating Errors

Beside the two procedures above, this research counted the frequency of occurrence of the error on the English complex sentences made by the students. It is needed to figure out the frequency of the errors previously identified and classified. The errors can be tabulated, and the number of errors is presented in the form of percentage.

C. The Role of Punctuation Marks

Naturally, Based on Kirkman (2006:187), punctuation marks has two roles. The first is grammatical, and the other is rhetorical or also can be called as semantical.

1. Grammatical : They show where the boundaries are meant to be between segments of larger statements, and how segments of text are meant to relate to each other. So, it means that punctuation mark has a function in grammatically, because it is a part of the sentence's construction. It supports the sentence based on the punctuation's rule to avoid wrong sentences, such as comma splice (the placement of comma to separate two

independent clauses), sentence fragments (incomplete thoughts and ended by a period), and fused sentences or also can be called as run-on sentences (a sentence that consist of several ideas without putting punctuation marks at all).

2. Semantical: They show the meaning of the sentence based on the placement of punctuation marks. Different used punctuation marks will create different meaning. The purpose of using punctuation marks here is to make the sentence clear and build the reader's understanding, so it needs to emphasize the semantical function of punctuation marks. Look at the following example.

Sentence 1: As mentioned, first student can graduate perfectly.

Sentence 2: As mentioned first, student can graduate perfectly.

Those two sentences have same typically words, but it has different meaning caused by the placing of comma. The first sentence emphasize to the first student which graduated perfectly, while in the second sentence emphasize to the first mentioned that state the students can graduate perfectly.

D. The Uses of Punctuation Marks

Punctuation marks are little things, but they are essentials in writing as the nails to a carpenter. The meaning of punctuation here is to clarify the meaning of a sentence, and it is necessary for having an effective communication. "Learning to use punctuation correctly will help you communicate effectively with your reader" (Hansen:1998;109). It means that

if we use a correct punctuation, it will create the reader's understanding and interest in our writing. When we speak, we can use hand gestures, eye movement, and voice intonation to convey our ideas, but when writing, we must rely on punctuation to tell the reader when to slow down, stop, or emphasize. So, we can conclude that punctuation is a little thing but it brings a big impact to our writing. According to Bram (1995:92), states that using correct punctuation is indispensable to careful writing. It means that punctuation is necessary indeed to make our writing right and clear. Here, the researcher focuses in to ten kinds of punctuation, there are; *Comma (,)*, *full stop or period (.)*, *question marks (?)*, *exclamation mark (!)*, *quotation marks (" ")*, *semi colon (;)*, *colon (:)*, *hyphen (-)*, *apostrophe (')*, and *stroke (/)*. These punctuation marks have chosen, because they were often used by the students in writing.

1. *Comma (,)*

According to Olson (2000:50), using comma to set off introductory words, phrases, and clauses from the main part of a sentence. It means that the keys for using the right comma started by understanding the placing of comma in the words, phrases, and the clauses as the main parts of a sentence.

a. *Words*

1. We can put the comma to separate a series of items from the same category, such as the nouns. For the example :

We are looking forward to buying *shirts, trousers, and skirts*.

From the example above, comma put after *shirts, trousers and skirts*. It means that *shirts, trousers and skirts* are in the same category as the *nouns*. So, we can put the comma after the noun as the example above.

2. We can put the comma after the word as the transitional expression in a sentence. Look at the example:

Surprised, I backed into a table.

From the example above, a comma put after the word *surprised*. It shows a transitional expression, where the subject did a change after expressing his surprisingly by stating *I backed into a table*.

b. Phrases

1. A comma can put after a phrase in a sentence. See at the example below:

Hoping for the best, we checked our findings.

For the example above, there is a comma after the phrase *hoping for the best*. As we know that the phrase is a group of words that express the concept, and it is used as a unit within a sentence. From the example above the phrase is categorized as a verb phrase, and we can put the comma after it.

2. We can put the comma to separate a series of items from the same category, such as the phrases in a sentence. For the example:

To live, to die, to win, and to lose seem to be inevitable for every human being.

For the example above, a comma put between a series of phrases *to live, to die, to win, and to lose*. It deals with the theory above that state a comma put to separate a series item in a same category, and here is the verb phrase.

c. Clauses

According to Hansen, et al. (1998:109), there are the punctuation rules for joining in the clauses.

1. *IC, (coordinating conjunction) IC*

According to Hansen (1998:110), two independent clauses can be joined by a coordinating conjunction (or a connective). This is only time you can put a comma, between two independent clauses:

IC, (coordinating conjunction) IC.

and so nor or

but yet for

example:

I have studied English for six years, yet I cannot speak English very well.

$$IC \quad (,) \quad CO \quad IC$$

From the example above, a comma put between two independent clause, before the coordinate conjunction “*yet*”.

2. DC, IC

According to Bram (1995:95) the comma is used after a subordinate or dependent clause that precedes a super ordinate or independent clause.

DC, IC

Look for the example:

Working hours on each lesson, a teacher prepares for the class.

DC

(,)

IC

The examples above deals with the theory, that a comma put after the dependent clause, then joining with the independent clause.

3. *DC(begins with the conjunctive adverb), IC*

According to Hansen (1998:141) we are going to emphasize the punctuation (comma), between the dependent clause (DC) which begins with the subordinating conjunction, and the independent clause (IC).

DC (begins with the subordinating conjunction), IC.

Common Subordinating Conjunctions:

After	Since
Although	Though
As	Unless
Because	Until
Before	When
If	Where
Once	While

Look at the example below:

When I am crossing the street, I am very careful.

DC (begins with conjunctive) (,)

IC

The example above shows that a comma put after a dependent clause (begins with a conjunctive adverb), and the conjunctive adverb is *when*. a conjunctive adverb can help a dependent clause to join with an independent clause, with a comma addition.

A comma also can be added to non-defining phrases or clause or a comment clause to a sentence. Look at the example above:

Dr. Soepomo, who used to be the English Department Chairman of Sanata Dharma University, teaches at Brunei University now.

Or this one:

Their Uncle, a farmer, plants onions in Riau.

A comma also can separate items in dates and addresses. According to Olson (2000:59), when year is specified in a date including the month and year, surround it with commas. If only the month or the season is listed, commas are no need:

Jody came to Fargo on June 1, 1997, right after she graduated from high school.

From the example above, the data contains of date, month, and year. So, we can separate them with put the commas. But, the contrary happens with the example below:

Jody came to Fargo in June 1997 after graduating from high school.

The example above just shows the month and the year, so we don't need a comma between them. It is not significant time.

In writing an address, if the name of a state is included to further identify a city, set it with commas.

Gail has lived in Peoria, Illonia, since last year.

The example above includes a further identify a city, so we can put the commas between them.

Gail has lived in Peoria since last year.

From the example above, there is no a comma. It happens because there doesn't a further identify city include, so it doesn't need a comma.

The other functions of comma explained by Bram (1995: 95) that a comma also used to introduce adverbs of frequency, place, and time at the beginning of a sentence. Look at the following examples:

- b. *Sometimes*, the students just waste their time gossiping.
- c. *In the kitchen*, there are three stoves and two kettles.
- d. *On December the twenty-ninth 1989*, he celebrated his twenty-fifth birthday.

A comma also is normally required to separate a transitional expression in a sentence, as in:

- a. *By the way*, what do you think about his girlfriend?
- b. *Actually*, it is your mistake.
- c. *Well*, she is an attractive and understanding.

2. Full stop or period (.)

Bram (1995:93) showed the using of full stop or period (.) in the two functions:

- e. This marks the end of a positive or negative statement, the end of a complete thought, as in:

Their little son is learning to walk.

Or this one,

Poison can kill.

Those two sentences above are given a period (.) in the end of the sentences, because those sentences were the complete thoughts.

A period also can be used at the end of sentence that asks an indirect question, such as:

Hayden wanted to know how we know what to do.

A statement above is an indirect question, so it doesn't need to put a question mark, but you can put a period to end the sentence. If in the direct question, the statement will be "How did you know what to do?".

- b. It is often used to mark the end of initials or abbreviations; sometimes it is optional, as in:

a. p.m. and a.m. (also P.M. and A.M.)

b. R.I.P

c. Mr. and Mrs.

3. *Exclamation marks*

The exclamation mark is useful to show strong emphasis, as in:

- a. Mind your step!
- b. How delicious the soup is!

- c. Go to hell!

4. Quotation marks (“ ”)

According to Olson (2000:76), Quotation marks pose a problem for many writers, but a few simple rules can make them easy to use. Look at the rules:

- a. Using quotation marks in direct quotations.

We thought he said, “Turn right at the corner.”

The sentence above is a direct question. When we write a direct question, we can use a quotation mark to quote the statement to our writing.

- b. Using quotation marks in dialogue

In using quotation marks in the dialogue, we need to know about the term ***quotation*** and ***tag***. The words quoted are called *quotations*, and the words explaining who said quotations are called *tags*. Look at the example:

“I’m really hungry. I want something to eat,” **said Harry.**

Nina answered, *“I’m hungry, but I don’t have any cash. Do you have some?”*

From the example above, the bold utterances are namely **tags**. If the *tag* follows a *quotation*, and the quotation is a sentence normally ending with a period, use a coma instead. The period comes at the end of the tag. But, any differences when the tags are a question or exclamation point. Look at the example:

“I’m really tired of driving. Do you want to find a hotel?” **asked Aaron.**

“I’m really tired of driving. Let’s find a hotel!” **exclaimed Aaron.**

If the quotation is a sentence normally ending with a question mark or an exclamation point, insert the question mark or exclamation point.

Place a period after the tag, but don’t use the comma.

- c. Using quotation marks to set off the nicknames and words uses slang.

Look at the examples below:

*Kristy was dubbed “**speed demon**” by her teammates.*

From the statement above, speed demon are given a quotation mark. It shows that the word speed demon is slang. Slang itself is the utterance which is used in a certain community, and just them who understand what the meaning of it.

- d. Using quotation marks to set off titles of certain items, such as :

- Name of a short story or chapter of a book
- Name of TV program
- Title of poem
- Headline of an article or a report
- Title of song

5. *Question marks (?)*

According to Bram (1995:93) as its name suggest, this function mainly to signal that a message or an utterance is in a direct question form.

Look at the following example:

What do you think about the term 'love at the first sight'?

Is pink your favorite color?

From the both examples above, they called as the direct utterances or statements. We can put a question mark (?) in the end of a sentence to emphasize that the utterances above are a direct question form.

Another function of question mark, although rarely, it can also be used to be doubt, to show something we are unsure about, as in:

In December 1980 (?), John Lehnnon was dead.

From the statement above, the writer seems unsure with the information contained. He is doubt with the time when John Lennon was dead, so he put a question mark in the bracket (?) to show his doubtful. This rule is rarely to be used, but this can be as the addition information if we found the same issue like the example above.

6. *Semi colon (;)*

Firstly, a semicolon can be the bridge of the sentences which convey closely connected, as in:

I admire Metallica very much; I like all of their songs.

Don't be impolite; talk to her patiently!

From the examples above, both of them have closely connected. The first example explains that the writer likes Metallica very much, so he states *I admire Metallica very much*, and then he put a semicolon as the bridge with the sentence *I like all of their song*. The two utterances have closely connection, so the writer can put a semicolon after the first utterance. While

in the second example, the same thing occurs. *Don't be impolite and talk to her politely* have closely connection. So, the writer can put the semicolon between them.

Secondly, the semicolon can replace a comma if the comma is already used in a list of items. Look at the following examples.

Swans can fly, swim, and dive; ducks can also swim and dive though they cannot fly as well as swans do; but chickens are good at none of these three skills.

There are three semicolons in the sentence above. The sentence explains about the list of skill of swans, duck, and chickens. Because the comma is already used in a list in items before, in the *Swans can fly, swim, and dive*, it will be confusing if we put a comma again after that utterance, so we can put a semicolon to bridge of the following utterances.

7. Colon (:)

According to Bram (1995:98), we use the colon to introduce a long list or a series of things. The colon is often preceded by the phrase in the following, as follows, or as in, to mention some examples. Here are the examples of using the colon.

*The members of Metallica are **as follows**: Lars Ulrich (drums), Jason Newstead (bass), Kirk Hammet (lead guitar), and James Hetfield (vocal and rhythm).*

From the example above a colon put to explain a series of things, they are the members of Metallica. The sign is the phrase **as follows**. A colon

put after the phrase *as follow*, and then explains a series of the member of Metallica.

Although rarely, the colon may function to join closely related sentences. It can be substituted by a semicolon or a period. Look of the following example:

Dian is fast reader: she reads 300 words per minute.

The sentence above is separated by a colon. It's not a wrong thing, because a colon can substitute a period or a semicolon. Although it's rarely to be used, but it's an important thing to be knew. After knowing the theory, we can't blame someone's written work if he/she does the same issue like the example above.

8. **Hyphen (-)**

The function of hyphen is to connect words in order to create or form new words or new phrases. Olson (2000:92), explained that there are some rules of the using the hyphens, as follows:

- a. Use a hyphen to join two words working together as one. For the example,

*Mark is a **singer-dancer**.*

*Pete Rose was a **player-coach** for the Cincinnati Reds.*

The words in the bold are connected by hyphens. Actually, they consist of two words. The first sentence, singer and dancer are two words which can be connected by a hyphen. It shows that mark is a

singer, and also a dancer. It can be simplified to the single word by putting a hyphen. The same thing occurs in the second sentence.

- b. Use a hyphen to join more than two words in to a single word. Look at the example,

*Lulu's **nine-year-old** sister enjoys reading a comic.*

The bold word is namely a single word. Actually, it is from three words, but it can be a single word by putting hyphen between them. It looks simpler.

- c. Use a hyphen to join prefixes such as self, ex, all, great, post, pro, and former.

*Lee Iacocca is a **self-made**.*

*Bobby saw his **ex-wife** leaving the drug store.*

*Senior citizens remember the **post-war** years with great fondness.*

The bold words are connected by hyphens. It deals with the theory above that the prefix *self*, *ex*, and *post* are connected by hyphens.

- d. Use a hyphen to join a capital letter to a word.

*The carpenter used a **T-square**.*

*My brother wears a **T-shirt**.*

*Turn right at the first road after **S-curve**.*

The bold words above are begun by a capital letter. We can put a hyphen after the capital letter, like *T-square*, *T-shirt*, and *S-curve*.

9. Apostrophe (')

According to Hansen, et al. (1998:283), apostrophe can be used to mark the possession. There are three major rules in using the apostrophe to form the possessives.

- a. Rule one: Singular nouns form the possessive by adding an apostrophe and a **S**. For the example,

***Maurice's** business is selling thousands of eggs each week.*

***A person's** diet should have some eggs in it.*

The nouns Maurice and A person is all singular. In the first sentence, the noun is Maurice, and the second sentence, it is A person. When the noun is singular, we can add an 's to show the possession.

- b. Rule two: Plural nouns ending in **S** form the possessive by adding an apostrophe only. As the follows:

*The **enemies'** tactics were quickly observed.*

*We respect **those teachers'** opinion on grades.*

The words in bold type are all plural. In the first sentence, it is enemies', and the second sentence it is those teachers'. The word those preceding the noun tell us it is plural. When the noun is plural, and ends in s, add only an apostrophe to show the possession. We don't need to add 's as in the rule one.

- c. Rule three: plural nouns not ending in **S** form the possessive by adding an apostrophe and an **S**. Look at the following examples:

***The men's** soccer team plays on Tuesday evening.*

*Members of the **women's** softball league practice on the same evening.*

In these sentences, the words in the bold type are plural. Each of these plural forms doesn't end in an *s*. In the first sentence, it is the team of the *men*, and the second sentence, it is the league of the *women*. When a noun is plural and doesn't end in *s*, create the possessive by adding 's to the word.

According to Olson (2000:90) another function of apostrophe marks is using them to show the omission. Look at the following examples:

*Backy **doesn't** work today.*

*The doctor **couldn't** give me a prescription.*

***Who's** on the first?*

The words in the bold type show the omission in using of apostrophes. In the first sentence, it is *doesn't*. Doesn't from the word *does not*, and then has an omission by adding an apostrophe. In the second sentence, it is *couldn't* from the word *could not*. And the third sentence, it is *who's* from the word *who is*. It all has the omission caused of the adding of apostrophe.

10. Stroke (/)

According to Bram (1995:102) stroke (/) may be used to show alternatives; it is often replaced by the word or. Look at the following:

*To begin a formal letter, we may write Dear **Sir/Madam** if we do not know who the receiver is.*

*The lecturer wrote in his grammar book that the verb depend can be followed by the preposition **upon/on**.*

The words in the bold type show the alternatives or an option. In the first sentence, we are able to choose one of the options Sir and Madam to begin a formal letter. In the second sentence, we are able to choose the preposition upon and on to follow the verb depend. When we write an option or the alternative word, we can use the stroke mark (/) as the examples above.

E. The Errors in Using Punctuation

There are some errors which the learners made in order to use the right punctuation marks in their writing work. Firstly, the explanation is about the omission because the omission is often made by the learners. The omission itself is the absence of an item well-formed sentence. Here are the explanations about:

1. The Omission of Comma

There are many errors of comma usage found in the learners' writing. Most errors are omission of a comma before conjunction in compound sentences.

Look at the following example:

Eta wanted to order Italian food and Jenna wanted Japanese.

The sentence above is categorized as the error sentence. In this sentence, there are two independent clauses joined by a conjunction. The first Independent clause is *Eta wanted to order Italian food*, and the second one is *Jenna wanted Japanese*. The conjunction above is *and*. If we see at the theory above, if there are two independent clauses joined with a coordination

conjunction, we should put a comma before the conjunction. Look at the correct example below:

Eta wanted to order Italian food, and Jenna wanted Japanese.

IC

(,)

IC

The sentence above is a correct one, because a comma put before the conjunction to separate the two independent clauses which joined with a conjunction, *and*.

2. The Omission of Period.

Period generally put in the end of the sentence in a complete thought.

Omission of period means the absence of a period that must appear in a sentence, as the example below:

We have not found out a solution

The absence of the period in the sentence above is categorized as an error. The sentence above is a complete thought that must be ending with a period (.). We can see the correct sentence in the sentence below.

We have not found out a solution.

The second example of omission of period can be seen as below:

My mother still cooks in the kitchen her healthy is weak today.

The sentence above called as '**fused sentence**'. There is no punctuation mark at all, although it consists of two complete sentences. The two independent clauses can be joined in a sentence without any conjunction. It should be ended by a period, as the correction:

My mother still cooks in the kitchen. Her healthy is weak today.

3. Omission of Question Mark

The question mark generally uses in the direct question. When the sentence started by a question word (what, who, when, where, why, how), the learners must put a question mark in the end of the sentence. The error one describe in the following example:

Who is the boy.

The absence of a question mark is called the omission of question mark. The sentence started by a question word, *who*. It should put a question mark in the end of the sentence. We can correct the sentence, as follow:

Who is the boy?

4. Omission of Apostrophe

Based on the theory above, the apostrophe mark uses to show the possessive of singular or plural words. When in a sentence contains a possession, we use an apostrophe. Here, the learners are able to understand whether the noun is plural or singular. Look at the following examples:

The boy bicycle has lost in the garden.

The sentence above actually shows a possession, and it means the bicycle of the boy. It should put an apostrophe to emphasize the possession. Here, the noun is the boy, and it's singular. If the noun is singular, we can add

's (apostrophe and s) in the end of noun. So, it must be as the follow:

*The **boy's** bicycle has lost in the garden.*

The next example is the omission of apostrophe in the plural noun, look at the example below:

Many students winter coats were hung across the back of the classroom.

The sentence above is also an example an error caused by omission of the apostrophe mark. The noun above is students, and it's plural. From the sentence above, the phrase *many students winter coats* means the winter coats of many students. If the noun is plural, the possession showed by adding the apostrophe (') in the end of the sentence. We can repair the sentence as the follow:

*Many **students'** winter coats were hung across the back of the classroom.*

5. Omission of Quotation Mark

From the theory above, generally the quotation mark uses to set off a direct thought or utterance within a sentence or paragraph. If there is no quotation mark in a direct utterance of a sentence, we can state it as an error caused by the omission of quotation mark. We can observe the following example:

Tita said, I'm really thirsty, but there is no water here.

The sentence above is a direct sentence. As the theory above, *Tita said* is a tag, and *I'm really thirsty, but there is no water* is a quotation. In a direct sentence, we must put a quotation mark in the quotation thought. The correct one as the sentence below:

Tita said, "I'm really thirsty, but there is no water here".

Tag

Quotation

Secondly, in using the punctuation mark the learners often made the addition error. The addition error itself is the presence of an item that must not appear. So, it means that the explanation below will explain the addition of punctuation marks that must not appear in a sentence.

1. Addition of Comma

The addition of comma occurs when the comma presences in a sentence, but it must not appear. Observe the following example:

I am very careful, when I am crossing a busy street.

In the sentence above, a comma is unnecessary to be added. The sentence above contains with a Independent Clause (*I am very careful*), and a Dependent Clause begins with subordinating conjunction (*when I am crossing a busy street*). We can see in the theory of using a comma above that a comma can put when an Independent clause follows a Dependent Clause begins with a subordinating conjunction. In the example above, a Dependent Clause follows an Independent clause, so it doesn't need a comma between them. The correct sentence is,

I am very careful when I am crossing a busy street. **(without comma)**

IC DC begins with a subordinating conj.

2. Addition of Period (.)

An addition of period means the presence of a period mark that must not appear in a sentence. We can look at the following example:

A snake can kill. Because it has a poison.

The sentence above is an error in addition of period. A period after the independent clause *a snake can kill* is unnecessary, because it followed by an independent clause begins with a subordinating conjunction *because it has a poison*. It must be a sentence in a complete thought, and the period put in the end of the sentence. We can replace the period with the comma, and the correct one is,

A snake can kill, because it has a poison.

IC IC begins with because (.)

3. The addition of Question mark.

When the sentence starts with a question word (who, what, when, where, why and how), we should put a question mark in the end of sentence. The structure of a question sentence is the question word, then followed by *to be* or *verb*, and ends in a question mark (?). Contrary with the question sentence, the statement which started with a question word, to be is placed in the end of the sentence. Besides, a statement always ends in period mark (.). That's the differences between the statement and the question sentence. The addition of question mark described in the following example:

How delicious the food it is?

The sentence above is an error caused by an addition of a question mark. From the structure above, the sentence is a statement, not a question sentence. It's just a sentence which begins with a question word. It supposes with to be put in the end of the sentence. So, it can

be concluded that the sentence is a statement, not a question form. If the sentence is a statement, it doesn't need a question mark in the end of a sentence. We can just put a period (.), or an exclamation mark (!) in the end of the sentence.

4. The addition of Apostrophe

Addition of apostrophe means the presence of apostrophe in a sentence. The theory above explains the using of apostrophe in the singular and also plural sentence. We can see the errors in addition of apostrophe below:

The doctors's prescription was needed to the patients.

The addition of apostrophe above caused by the plural noun, and the adding of 's (*apostrophe and s*). From the theory above, when the plural noun end in s, we don't need to put 's (*apostrophe and s*) in the end. A plural noun which ends in s just need an *apostrophe (')* to emphasize the possession. We can correct the sentence above, as follow:

The doctors' prescription was needed to the patients.

5. The addition of Colon

The addition colon here means that the presence of colon mark (:) in the sentence, that must not appear. The addition of colon can be seen in the following:

I planted many flowers in my garden, there are: roses, jasmines, tulip, and sunflowers.

The sentence above is categorized as an error caused by an addition of colon. The function of the colon above is to separate a list of things. The function deals with the theory, but the phrases *there are* above doesn't suit to join with a colon. According to Bram (1995:99), a colon can join with the phrases *in the following*, *as follows*, or *as in*. so, the colon mark in the sentence above should not appear.

Thirdly, the learners also often made the misinformation errors in using punctuation marks. Here, the learners use the wrong from in morpheme or the structure. The learners supply the punctuation marks in their sentences, although it is incorrect.

1. Misformation of Comma (,)

Misformation of comma occurs when the students put the comma in the sentence, but it is not appropriate to apply in a sentence. Look at the following examples:

I live in the town, there must be an enjoying place.

My cat is cute, it can eat many carrots in a day.

Those sentences above are the examples of misformation of comma. The uses of comma incorrectly to separate two independent clauses in a sentence also can be called as '*comma splice*'. A comma generally can put to separate two sentences, if there is a coordinating conjunction, such as: and, so, yet, but, nor, or, and for. In the two sentences, there are two independent clauses in each sentence. The first sentence, the first independent clause is *I live in the town*, and

then followed by *there must be an enjoying place*. The second sentence, *My cat is cute* is the first independent clause, then followed by *it can eat many carrots in a day*. In the two sentences, putting a comma is not appropriate because there is no coordinating conjunction there. It will be better if the learners replace it with a period, so the sentences become clearer. Here are the corrections:

I live in the town. There must be an enjoying place.

My cat is cute. It can eat many carrots in a day.

2. Misformation of period (.)

This error occurs when the use of period is unnecessary in the sentence. Look at the following example:

The new bridge is useful for the people. Especially for the people on the town.

The sentence above is an example of misformation of period (.). the sentence consists of an independent clause which is *The new bridge is useful for the people*, and a dependent clause *Especially for the people on the town*. Actually the dependent clause can't stand alone to be a sentence. The period itself uses if the sentence is in a complete thought. So, the period above is unnecessary. We can correct this by putting a coma, as in:

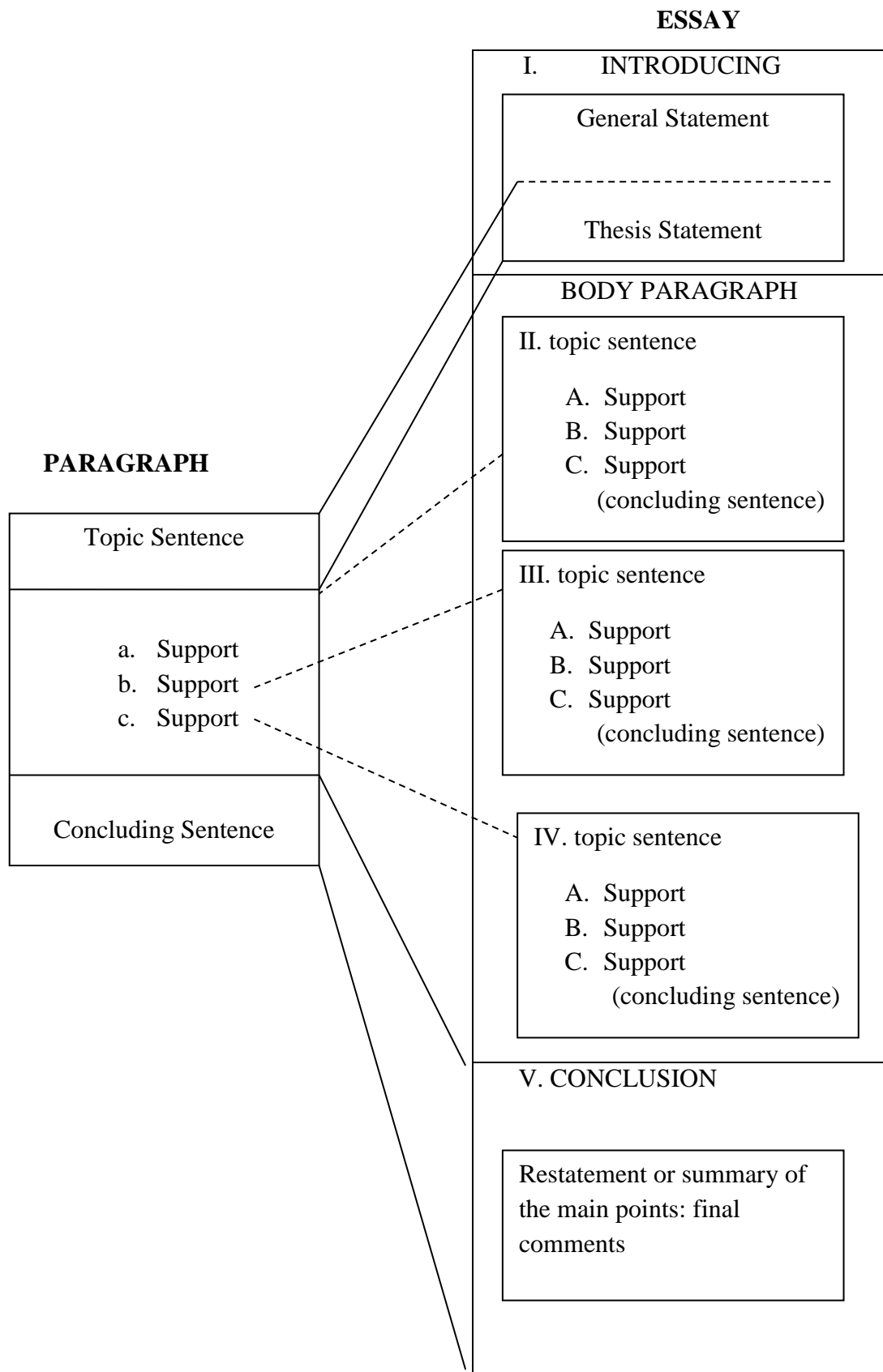
The new bridge is useful for the people, especially for the people on the town.

F. Theories of Essay Writing

Essay is a group of paragraphs that develops one central idea. An essay is a group of paragraphs based on a topic which has three main parts, there are introduction, body paragraph, and conclusion.

1. Part of Essay Writing

Writing an essay is no more difficult than writing a paragraph. Essay is just longer because consists of five or more paragraphs. According to Allice (1983) the part of Essay writing can be seen on the chart below:



From the chart above, has been clearly visible that essay is just longer than paragraph, with the structure; Introduction, Body Paragraph, and Conclusion. The explanation of each structure discusses, as in:

a. Introduction.

An introduction usually consists of a paragraph, but it's possible to write an introduction in two or more paragraph. It introduces the topic to be discussed and the central idea (the thesis statement) of the essay. The introduction has two parts, as in:

1. General statements

It gives the reader background information about the topic of essay.

2. The thesis statement

It introduces the main idea of the essay. It states the specific topic and lists the major sub topics that will be discussed in the body of organization in the chronological order or order of importance.

f. Developmental paragraph

Developmental paragraph also can be called as the body of paragraph. These paragraphs develop the various aspects of the topic and the central idea. It can be said that development paragraph is a heart of the essay, and it has the function to explain, illustrate, discuss, or prove the thesis statement. The main points about the developmental of paragraphs can be seen as the follow:

1. Each developmental paragraph discusses one aspect of the main topic.
2. The controlling idea in the development paragraphs should put in each idea in the thesis statement.
3. The development paragraphs should have a coherence and unity.

g. Conclusion

This paragraph concludes the thought developed in the essay. It is the closing word. Here, the learners are able to close their essay by writing their conclusion words. It can be their opinion or the summary of the essay they had written.

Moreover, according to Langan (1986:7), the good example of the standard short essay you will write in college English, it is a composition of slightly over five hundred words that consist of one paragraph introduction a three paragraph body introduction. It means that a standard short essay should contain of five hundreds words in a paragraph of introduction and three paragraph of body introduction.

2. *Types of Essay writing*

In choosing what essays type is appropriate to use, students need to fully understand the difference between each type. There are many kinds of essay writings. According to Alice (1983:91), there are four kinds of essay. Look at the following explanations:

- a. Chronological Order is ordered by the time; it is used in almost all academics field to describe historical events as well as to write

biographies and autobiographies. This also can be used to write a scientific writing. The emphasize thing in this type is the time order. We can write many things by basing on the process, such as the process of making cake, the process of the Independence Day of Indonesia, and etc.

- b. Cause and Effect allows us to explain one point as the reason of something or one point as the result or the consequence of another. We can explain the reason of something to answer why question, and the effect to answer what question. It often attracts the reader attention.
- c. Comparison and Contrast in writing essays, we can compare or contrast anything, such as period in the history, characters, kinds of equipment or the qualifications of two things.
- d. Organizing by Logical Division in writing essays, we can organize the information by our logical division. The only rule is that your dividing and subdividing system must be consistent. We can start by selecting the topics and list them into many classes and subclass. Then, we can choose a topic and arrange all of the information into an outline. Then, develop the outline into a good essay.

G. Review of Previous Related Studies

In writing this thesis, the researcher read many studies that relate with this research. The researcher found some references from the previous studies. These references also can be used by the researcher to know how to conduct an error analysis in using punctuation marks.

Firstly, the researcher read about the thesis of Setiawan, a learner of State Polytechnic of Surabaya. This thesis was made in 2011, under the title “The Analysis of Punctuation Errors in the Free Writing of the Sixth Semester Students of English Department of State Polytechnic of Surabaya”. In his thesis, Setiawan concerns in the errors of punctuation mark, and the use of punctuation marks in free-writing. Setiawan observes in 11 punctuation marks which were used in free-writing; there are comma, period, apostrophe, quotation, slash, colon, semicolon, question marks, parentheses, hyphen, and ellipsis mark. The data taken from the random sampling technique, and choose 20 students from the sixth semester students. Here, the researcher finds some differences between the researcher’s study and Setiawan’s study. The first difference is the type of writing to be analyzed. If Setiawan chose the free-writing, here the researcher analyzed the essay writing. The second difference is the type of punctuation used. Setiawan chose 11 kinds of punctuation marks (comma, period, apostrophe, quotation, slash, colon, semicolon, question marks, parentheses, hyphen, and ellipsis mark) that used in the free-writing, while the researcher chose seven punctuation marks (comma, full stop or period, question marks, exclamation mark, semi colon, colon, and apostrophe) to be analyzed in the essay writing. The last difference is Setiawan used random sampling technique to collect the data, but here the researcher chose a purposive sampling technique to get a suitable sample which can provide the relevant information about the topic.

The next preview study that related to this research is an article from Nurhayati (2013), under the title “Error Analysis of Using Punctuation in English Text”. This study conducted in the six semester students of English Department Program. Nurhayati stated that there are two problems of her study; how the students’ errors of using punctuation in English text are, and what cause of error in using punctuation. In conduct her research, she used quantitative method. Punctuation marks that are presented in her research are comma, full stop/period, hyphen, apostrophe, question mark, and exclamation mark. As the preview statements, the researcher also finds some differences with Nurhayanti's study. Firstly, Nurhayanti’s research was conducted in a quantitative method, differ from the researcher’s study that used a descriptive with quantitative data research that will be explained in the next chapter. Secondly, Nurhayanti only analyzed the six kinds of punctuation marks; differ from the researcher that analyzed seven kinds of punctuation marks as the explanation above. The last difference is the problem statement. If Nurhayanti’s study state how the students’ errors of using punctuation in English text are, and what cause of error in using punctuation, the researcher here states the problem what the punctuation errors in writing essay are, and what the dominant errors. The last, the result of Nurhayati’s study showed that the errors made by students in using punctuation marks were classified into addition and omission. While in this research, the errors will be classified into three types; there are omission, addition, and misinformation which will be explained in the chapter four.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, population, sampling and sample, data collecting method, research instrument, data collecting procedures and data analysis.

A. Research Design

The research design applied in this research is descriptive quantitative method. Ary (1985:32) explains that descriptive research studies are designed to obtain information concerning the status of phenomena. Descriptive research is not generally directed toward hypothesis testing, the aim is to describe what exist with respect to variables or condition in a situation. In descriptive study, there is no control or treatments as in experimental study.

The researcher determines that the design is descriptive quantitative method because it describes the data that is taken from the sample, and the results of the data were tabulated in the form of percentage. This research investigates analysis and categories errors in the use of punctuation marks in writing essays made by the third semester students at IAIN Tulungagung. There is no treatment given to the students. This research only describes what the errors are and the dominant error in using punctuation marks in writing essay made by the third semester students in IAIN Tulungagung based on the surface strategy taxonomy proposed by Dulay et al. (1982)

B. Population, Sampling, and Sample

1. Population

A population consists of an entire set of object, observation, or scores that have something in common. It is the entire group the researcher interested, which he or she wishes to describe or draw the conclusion about. On the other hand, Arikunto (2006:13) states that “Population is the entire research subject”. According to the explanation above, in this study the researcher would take the population all of the third semester students of English Department Program of IAIN Tulungagung, which consisted of five classes.

2. Sampling and sample.

Sampling is the process of obtaining a sample. “The concept of the sampling is taking a portion of the population, making observation of this smaller group, and then generalizing the findings to the large population”. (Ary, (2006:139). In this study, purposive sampling was chosen as the technique of choosing sample. Here, the researcher chose all of the students in A class, because this class known as class in a good writing work. The researcher knew this class in a good writing work by comparing the writing work of A class with the other classes. The recommendation of the lecturer also supported the researcher to choose this class. The researcher would investigate whether the students in good writing skill also concerned in the use punctuation marks or not.

Sample is a group of units selected from large group (population) to represent it, because population is too large to study in its entry. As the researcher chose a purposive sampling in A class, so the sample consisted of 27 essay writing works with the topic Type of Off-Campus Housing.

C. Data Collecting Method

The data collecting method and instrument are needed to obtain the data in the research. The aim of data collecting in conducting scientific research is to get the materials needed. The materials must relate to each other and to the problem to be solved.

The method that is used to collect the data is documentation. The data itself is the 27 writing works of A class with the topic Type of Off-Campus Housing. By analyzing the data, the researcher wants to know the types of errors, and what the dominant errors made by the students in using punctuation marks in writing essay

D. Research Instrument

Research Instrument is a tool or facility that is used by the researcher to collect the data in order the research can be easily collected and get netter, complete, and systematic result. In this research, the instrument used is documentation. Arikunto (2006:149) stated that *“For several methods, the name of the instrument is also same with the method itself”*. This documentation used to get information about the types of errors, and what the dominant errors of using punctuation marks in writing essay made by the third

semester students at IAIN Tulungagung are. The data are taken from the students' document. The students' document here was their essay written work.

E. Data Collecting Procedures

In conducting research, we should not ignore the procedures of collecting data. That are the steps used to collect until interpret the data. In analyzing the data, one thing that we should not be forgotten is applying procedures how the data will be collected until interpreted. There are some procedures in collecting data until interpreting the data in this research. Firstly, the researcher asked the permission to English Lecturer that taught the third semester at IAIN Tulungagung. Here, the researcher asked the data which is students' essays writing work to be analyzed. Having the permission, the researcher copied those data. After that, the researcher analyzed the students' essay writing works one by one. The researcher focused on the use of punctuation mark. In analyzing the data, the researcher determined what types of errors that occurred in the data. Then, the researcher calculated them, and knew what the dominant errors that occurred.

F. Data Analysis

Data analysis in this study refers to a systematical process to search and arrange the data sources and other materials that have been collected to enable the researcher to come up with finding. There were some steps in applying the error analysis to analyze the data. The following steps are based

on the procedures proposed by Brown (2000:220). The steps meant are explained below:

1. Identification of Errors

The researcher need to identify the errors of the sample collected. Here, the researcher identified what errors which the student made in using punctuation marks.

2. Classification of Error

After the errors have been identified, the next step is classifying them into their types. The classification of error was done based on surface strategy taxonomy proposed by Dulay et.al (1982:154) which is classified into omission, addition, misinformation, and misordering.

3. Tabulating the Errors

It is needed to figure out the frequency of the errors previously identified and classified. The errors are then counted and tabulated, and the number of errors is presented in form of percentage. The procedure is expected to show the students' problem in making any error of using punctuation marks in writing essays. To find the percentage of frequency in each type of errors, the formula used is as follows:

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

Note:

P : symbol of percentage

f : number of type of errors

N : the total number of errors

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the result of data analysis which the procedures has been reported in the previous chapter. This chapter is going to be divided in to two parts, the description of research findings and discussion.

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

A. Research Findings

The findings consist of the description of data that coves identification, classification, and tabulation of errors occurred in students' essay writing product.

a) Identification of Error

This research used the documentation as the data collecting method. The documentation here was the third semester students' essay written work. Those essays generally consisted of five paragraphs. The type of essay was determined by the lecturer. They made a comparison and contrast between two issues, under the title "Type-Off Campus Housing". The data gotten was 27 essays written work with the various ideas and content. The researcher here concerned to analyze the errors in using punctuation marks. The researcher analyzed and identified the data to find the errors in using punctuation marks in writing essay. Here, the researcher found some kinds of punctuation marks made by the students,

such as: comma, period, colon, apostrophe, exclamation mark, question mark, and semicolon.

The researcher analyzes two functions of punctuation marks, grammatical and semantical. The researcher found 219 errors made by the students in using the punctuation marks in the function of grammatically, and 48 errors in the function of semantically. The errors occurred in various kinds of punctuation marks. There were seven kinds of punctuation marks as the researcher mentioned above that occurred in the students' essay writing works.

b) Classification of error

After the errors have been identified, researcher classified based on their type. In this research, the errors made by the students in using punctuation marks in writing essays were classified based on the surface strategy taxonomy propose by Dulay et al (1982). Based on the theory, the errors were classified in to four types; omission, addition, misinformation, and misordering. This research followed that theory, and found the errors in from the data including of omission, addition, and misinformation. There was no misordering error, because the researcher didn't find it when analyzing the data. The researcher divided the classification in two functions, grammatically and semantically.

1. Grammatically

In the function of grammatically, there were 219 errors in the seven kinds of punctuation marks made by the students. Those errors were classified into three types: omission, addition, and misformation.

a Omission

Errors of omission were indicated by the absence of the item that actually needed in well-formed sentence. So in this type, an item or more that should appear in a well-formed sentence is absence or missed. The explanation bellowed described the errors of omission occurred in using punctuation marks. There were three types of punctuation marks which were classified into errors of omission.

a) Comma

Omission of comma means the absences of comma that must be appear in a sentence. These errors made the sentence become unclear. Based on the data collected by the researcher, the researcher found the omission error in using comma, as follow:

- 1) The students who live there also can be more independent responsible and active in the large community.

The sentence above showed a series of items in the noun category; independent, responsible, and active.

According to Bram (1995:92), a comma should put to separate a series of items from the same category in a sentence. So, we can revise the sentence, as follow:

The students who live there also can be more independent, responsible, and active in the large community.

- 2) Boarding house also prepares some facilities but it depends in owner of boarding house.

The sentence above naturally consisted of two Independent clauses. That are 'boarding house also prepares some facilities' and 'it depends in owner of boarding house'.

According to Hansen, et al. (1998:109), the two independent clauses can be joined in a sentence if there is a coordinating conjunction. The coordinating conjunction of the sentence is 'but'. The rule applied in writing is a comma should put in a coordinating conjunction. Se, we can revise as:

Boarding house also prepares some facilities, but it depends in owner of boarding house.

- 3) If you break the rules you will get punishment from the dormitory manager.

The sentence above consisted of dependent clause followed by the independent clause. The dependent clause is 'If you break the rules', and the independent clause is 'you will get punishment from the dormitory manager'

According Bram (1995:93), a comma is used after a subordinate or dependent clause that precedes a superordinate or independent clause. The revised sentence, as follow:

If you break the rules, you will get punishment from the dormitory manager.

- 4) In this place you also have any activity related to religion.

In that sentence, adverb of place put in the beginning of a sentence. According to Bram (1995:95), stated that we need a comma as well to introduce adverbs of frequency, place, and time at the beginning of a sentence. So, the revised sentence as below:

In this place, you also have any activity related to religion.

b) Period

Omission of period means that a complete thought of a sentence ended without a period. The absence of period in the end of sentence made the sentence unclear because it will crush with the following sentence. Based on the data collected by the researcher, there were some examples of omission the period, as follow:

1. Campus has been provided the dormitory usually, dormitory provided by the Islamic state collage.
2. Beside that, you will get many vocabulary every day you can get Arabic and English vocabulary.
3. Usually, the student must pray together, reading Yasin, and reading Al-Qur'an after praying maghrib in cleaning schedule ,

there is an activity which cleaning every room which do by member of room every day.

The three examples above generally consisted of two sentences. Each sentence was a complete thought which followed by the following sentence that is complete thought too. Then, the student here didn't putting any punctuation mark at all. Those sentences grammatically called as '*fused sentence*'. Here, a period was needed to put in each end sentence for avoiding the wrong structure in a sentence. Here are the revised sentences:

1. *Campus has been provided the dormitory. Usually, dormitory provided by the Islamic state collage.*
2. *Beside that, you will get many vocabularies every day. You can get Arabic and English vocabulary.*
3. *Usually, the student must pray together, reading Yasin, and reading Al-Qur'an after praying maghrib. In cleaning schedule, there is an activity which cleaning every room.*

c) Colon

A colon used to introduce a long list or a series of things. The colon is often preceded by the phrase in the following, **as follows**, **as in**, or **as like**, to mention three or more examples. Omission of colon means that the absence of colon in a sentence which shows a series of things which introduced by the mentioned phrase above, as in:

‘Living in dormitory has many rules that must be obeyed by some students who live there, as like they can’t go over than 9 p.m., they may not wear pencil pants, and they may not invite a boyfriend there.’

The sentence above determined by a phrase **as like** that introduced a long series of things. Based on the theory, there should put a colon after the phrase as like. We can revise the sentence, as below:

*‘Living in dormitory has many rules that must be obeyed by some students who live there, **as like:** they can’t go over than 9p.m., they may not wear pencil pants, and they may not invite a boyfriend there.’*

b Addition

Errors of addition means that the errors that are characterized by the presence of item that must not appear in a well-formed sentence. Contrary with the omission, here the students put the punctuation mark that should not put in a sentence. From the data analyzed by the researcher, there were six kinds of punctuation marks that occurred in errors of addition.

a) Comma

The addition of comma means that the presence of comma in the sentence that must not appear. From the data gotten, there are some examples, as in:

- 1) When, we will go out from boarding house, we will do it up to us.

The sentence above consisted of a dependent clause begins with adverb of time 'When, we will go out from boarding house', and then followed by an independent clause 'we will do it up to us'. It's true function of comma done by the student when he/she put a comma before the independent clause, but it's no needed to put a comma after the word 'when'. The word 'when' is a unit of dependent clause, so it's no needed to separate it with the following words in that clause. The revised sentence is not putting a comma after 'when', as in:

When we will go out from boarding house, we will do it up to us.

- 2) Although, dormitory and boarding house have some different, but they also have same in other program.

In that sentence, there are two commas. A comma put before the coordinating conjunction 'but', and the other put after the word 'although' in the beginning of the sentence. The comma after the word 'but' is true, because it separates two clauses. However, the comma after the word 'although' includes in error of addition. It can be said error of addition because 'although' in the beginning sentence is a unit with the other words of dependent clause 'Although dormitory and boarding house have some different'. It didn't need to be separated by a comma. We can revise it, as follow:

Although dormitory and boarding house have some different, but they also have same in other program.

b) Colon

The addition of colon means that the presence of colon that must not appear in a sentence. The example is as below:

‘For the dormitory, usually there are some rules in it, **like:** the dweller (university students) has to do the activities which have planned.’

In the sentence above, there was a colon after the word ‘like’. From the theory, a colon can be put in a sentence if the sentence introduced a long series of items. In that sentence, the colon put belong to error of addition because after the colon put, there was no series of items that mentioned. There was just a sentence that explained about an activity. So, the colon should not appear in that sentence, as in:

*‘For the dormitory, usually there are some rules in it, **like** the dweller (university students) has to do the activities which have planned.’*

c). Period

The addition of period is the presence of a period in a sentence. The sentence is not a complete thought, but it is ended by a period suddenly. The example of the addition of period based on the data analyzed can be showed, as in:

‘Usually, boarding house that located in campus area collaborates with campus committee to receive the students of campus. To live in their house.’

The long sentence above seemed unclear because that sentence separated by a period. That was ‘to live in their house’ after a period that couldn’t stand alone. It was also a unit of the previous clause before. So, the period was not needed there, as in:

‘Usually, boarding house that located in campus area collaborates with campus committee to receive the students of campus to live in their house.’

d). Exclamation Mark

The addition of exclamation mark happens when the presence of an exclamation mark is not needed in a sentence. The data gotten from the students’ writing work is,

‘You must say yes! because Stain Tulungagung facilitate you with a dormitory, named Ma’had al Jamia’ah’.

The addition of exclamation mark on that sentence happened because that was a series of sentence. The used of exclamation mark was not needed because it was still in a sentence. The word ‘because’ also was not in capitalized. So, the revised one, as in:

‘You must say yes because Stain Tulungagung facilitates you with a dormitory, named Ma’had al Jamia’ah’.

e). Question Mark

The addition of question mark occurred when the appearance of question mark in a well-formed sentence that must not appeared. Based on the data gotten, the researcher found the example of the addition of question mark, as in:

Why??? Because in there have some activities that can support the students added the vocabularies.

Basically, the used of question word was true, but the used of question mark belonged to the errors of addition. In writing a formal or scientific writing work, it has not permitted to use the double, triple or more same punctuation marks in the sentence or words, like the question mark after the word 'why' above. It's permitted if the format of writing in the form of informal, such as: letter, messages to friend, and novel. So, one question mark would be enough, as in:

Why? Because in there have some activities that can support the students added the vocabularies.

f) Apostrophe

The addition of apostrophe usually happened to the students when the students didn't know the function of the adding of apostrophe itself. We can see the example, as below:

In boarding house, they must obey the owner's.

The sentence above seemed unclear in the word "owner's". The word 'owner' itself had been showed a possession without the adding

of apostrophe. So, the adding of apostrophe above was not needed.

We can revise the sentence, as in:

In boarding house, they must obey the owners. Or

In boarding house, they must obey the owner.

c Misformation

As explained in the previous chapter, misformation errors are the errors that are characterized by the use wrong form in morpheme or structure. Here, the learners put the punctuation marks in the sentence, although it is incorrect. Based on the data analyzed by the researcher, there were three kinds of punctuation marks that occurred to the errors of misformation.

a) Comma

Misformation of comma occurred when the used of comma was not appropriate in a sentence. The comma should not put, and can be revised with the right one. The examples of misformation of comma from the data gotten are, as below:

1. They need many hours to arrive at home, moreover is not good, It's so difficult guys.

The used of comma after the word 'good' above belong to misformation, because the comma was not appropriate in the sentence. Actually, that consisted of two sentences. The first was "They need many hours to arrive at home, moreover is not good", and the second sentence was "It's so difficult guys". The first and

second sentences were complete thoughts, so it didn't need to put a comma separating the both sentence. The appropriate one was putting a period after the first sentence, as in:

*They need many hours to arrive at home, moreover is not good.
It's so difficult guys.*

2. The first is dormitory, some campus have built dormitory for their students.

There was a comma after the first sentence 'The first is dormitory'. Actually, those first and second sentences were independent clauses, and it could stand alone. It could melt to be a compound sentence if there was a coordinating conjunction, but there was no conjunction there. So, those sentences should be separated by a period, not a comma. The revised one, as follow:

The first is dormitory. Some campus have built dormitory for their students.

Those examples of misformation of comma grammatically also can be called as '*comma splice*'.

b) Period

The example of the wrong used a period in a sentence can be used as follow:

‘The campus is usually far from their house, because the place is in the town. Especially in Islamic State College of Tulungagung’.

The sentence above included to the misformation of period. A period put after the independent clause ‘The campus is usually far from their house, because the place is in the town’. The next was the dependent clause ‘Especially in Islamic State College of Tulungagung’. We all knew that the dependent clause can’t stand alone, so it usually joined with the independent clause. So, the dependent clause should join to a sentence with the independent clause by putting a comma, not period. We can revise it, as follow:

‘The campus is usually far from their house, because the place is in the town, especially in Islamic State College of Tulungagung’.

c) Semicolon

Misformation of semicolon happened when the misused of semicolon in morpheme or structure. From the data gotten by the researcher, there was an example of misformation of semicolon, as below,

‘Based on the necessary of students living around campus, I can classify the type of off-campus housing in top two categories: can living in dormitory; can living in boarding house’.

The used of semicolon above categorized in misformation of semicolon. The function of semicolon naturally was to be the

bridges between two sentences which convey ‘closely connected’. From the sentence above, it was not between two sentences, but between two phrases. Besides, the function of semicolon is to replace the comma or colon that already used in list of items. In the sentence above, there was a colon already. So, it didn’t necessary to put a semicolon. We can revised it, as

‘Based on the necessary of students living around campus, I can classify the type of off-campus housing in top two categories: can living in dormitory, can living in boarding house’. Or,

‘Based on the necessary of students living around campus, I can classify the type of off-campus housing in top two categories: can living in dormitory and can living in boarding house’.

2. Semantically

In semantically function, the errors made by the students in using punctuation marks was analyzed by emphasizing the semantic aspect. Different used of punctuation marks create the different meaning. The errors were classified into three types of errors: omission, addition, and misformation.

a Omission

In semantic function, omission of punctuation marks means that the absence of punctuation marks in a sentence creates a different meaning. In this function, omission of errors was occurred in the two kinds of punctuation marks: comma and period

1. Comma (,)

The absence of comma in the sentences made by the students has an effect in semantic function. Look at the example below:

Example 1:

Error Sentence:

Next you must on time when you pay rent for the owner of boarding house.

Semantically:

‘Next you’ in the error sentence above means the person next to you, not the thing that mentioned after the word ‘next’ that explained a periodically between the sentences.

Correct Sentence:

Next, you must on time when you pay rent for the owner of boarding house.

Semantically:

In the correct sentence, next means the step in a series of things among the sentences.

The second example also showed a different meaning between the error sentence and the correct sentence in using a comma, especially in omission error.

Example 2:**Error Sentence:**

In the dormitory, all of students' activities were scheduled. *Because of that* well-organized life can be gotten in the dormitory.

Semantically:

Omission of comma in the error sentence above showed a role of 'because' in expressing a reason. Actually, the placement of 'because' above was in the group of sentences. In the error sentence, there is no comma after the word 'because' to emphasize a reason from the sentence 'In the dormitory, all of students' activities were scheduled'. There is no boundary between the word 'that' and 'well-organized'. So, the meaning seemed melting in '*because of that well-organized*'.

Correct Sentence:

In the dormitory, all of students' activities were scheduled. *Because of that,* well-organized life can be gotten in the dormitory.

Semantically:

The put of comma after the phrase '*because of that*' created a clear meaning phrase that expressed a reason from the previous sentence. There is a boundary between the word '*that*' and '*well-organized*'. So, it wouldn't create a confusing meaning to the reader.

2. Period (.)

Omission the period means that the absence of a period in the well-formed sentence, and here it has a semantic function. The example below showed how the different meaning between error sentence and the correct sentence.

Error Sentence:

In the boarding house, the students can cook by themselves if the students want to pay more, boarding house also serves them the food and necessity.

Semantically:

The sentence “In the boarding house, students can cook by themselves if the students want to pay more” means that the students can cook by themselves if they want to pay more. It was not deal with the next sentence ‘boarding house also serves them food and necessity’. Logically, the students should pay more if they got something. However in that sentence, the contrary happened. The students should pay more, then they can cook.

Correct sentence:

In the boarding house, the students can cook by themselves. *If the students want to pay more*, boarding house also serves them the food and necessity.

Semantically:

In the correct sentence, it put a period after the sentence ‘In the boarding house, the students can cook by themselves’. It had a clear meaning that in boarding house, the students can cook by themselves. In the next sentence, it emphasized that if the students want to pay more, boarding house also serves them food and necessity.

b Addition

In addition errors, the presence of punctuation marks had an effect in semantically function. In this addition error, there were three kinds of punctuation marks: comma, period, and apostrophe.

1. Comma (,)

The presence of comma that should not appear in a sentence often made a different meaning to the sentence itself. look at the example below,

Error Sentence:

When, we will go out from boarding house, we will do it up to us.

Semantically:

The adding of comma after the word ‘when’ means that it appeared a question within the sentence. The distance separated by a comma to the next words in a clause made a different meaning. It seemed ask ‘when we will go out from the boarding house?’. Actually, that was not the real meant of the sentence. We could differ with the correct sentence.

Correct Sentence:

When we will go out from boarding house, we will do it up to us.

Semantically:

Deleting a comma after the word 'when' has made a clear meaning within the sentence. The word 'when' melted in a dependent clause became '*When* we will go out from boarding house'. It was totally a statement, not a question.

2. Period (.)

The presence of period that should not appear in a well-formed sentence often created a different meaning.

Error Sentence:

If we know about the type of campus housing, we can imagine. How many activities there.

Semantically:

The adding of period after the clause 'we can imagine' has made a confusing meaning. The used of period was to express the complete thought feeling. In the sentence above, the clause 'we can imagine' ended by a period, then what can we imagine? It had not clear meaning. Then, in the next sentence, there was a statement 'How many activities there'. If we correlated with the previous sentence, it had a close relation. The meaning was the thing that we can imagine was how many activities there. So, the adding of period made the sentence became a confusing sentence.

Correct Sentence:

If we know about the type of campus housing, we can imagine how many activities there.

Semantically:

Replacing the period above made the sentence becoming clearer. It means that the thing that we can imagine was how many activities there. It was a unit of clause and had a close related with the clause before 'If we know about the type of campus housing'.

3. Apostrophe (')

An apostrophe usually emphasized a possession of something. Here in addition of apostrophe, it meant that the adding of apostrophe was not needed in the sentence, and it could create a different meaning from the correct sentence.

Error Sentence:

The *owner's* as like the second parents who have guaranteed their safety.

Semantically:

Owner actually had a mean as the person who had a possession right for something. In the sentence above, the adding of apostrophe in the word "owner's" created a meaning the owner of owner. So, it meant the owner of owner as like the second parents to the students.

Correct Sentence:

The *owners* as like the second parents who have guaranteed their safety.

Semantically:

Deleting the apostrophe above created a clearer meaning. It meant that the owner of boarding house especially as like the second parents to the students.

c Misformation

Misformation of punctuation marks meant that the use of wrong punctuation marks in a well-formed sentence. This misformation errors often made a semantically function. In this misformation errors, there were two kinds of punctuation marks in misformation errors in the use of semantically function: comma and period.

1. Comma (,)

Error Sentence:

You just need to choose one of the off-campus housing, dormitory gives us more knowledge, religion, education, and course.

Semantically:

On the misformation above, a comma put after the sentence '*You just need to choose one of the off-campus housing*', then followed by a sentence 'dormitory gives us more knowledge, religion, education, and course'. A series of commas above seemed explaining about a series of things. But, it was not in a same

category. Unclear meaning when a comma put after the first sentence. It emphasized about a need to choose one of the campus housing. It was not ended yet, then explained about dormitory. The comma after the first sentence should replace by a period to express that the sentence in a complete thought, and then explained about 'dormitory' in next sentence.

Correct Sentence:

You just need to choose one of the off-campus housing dormitory gives us more knowledge, religion, education, and course.

Semantically:

By replacing a comma with a period, the meaning was clearer. The first sentence was a complete thought that explain about a need to choose one of the off-campus housing, and then continued with the next sentence by explaining about dormitory as one of off-campus housing that the students need to choose.

2. Period (.)

Misformation a period means that the wrong use of period in a well-formed sentence. In this part, the misformation of period gave the different meaning in the semantically function.

Error Sentence:

After they do the test and know the announcement that allow to study in university. Of course the new students will move from their house to the place that near the university.

Semantically:

There were two sentences that separated by a period in the errors sentence above. Actually, the first sentence was a dependent clause that explained about after the student and doing a test, and then it was ended by a period. Of course it created a question that appeared about what after? Then, in the second sentence, it explained about the activity after the students doing a test. So, this unclear meaning was caused by a wrong used a period. Replacing it with a comma was needed to make the meaning clear.

Correct Sentence:

After they do the test and know the announcement that allow to study in university, of course the new students will move from their house to the place that near the university

Semantically:

Replacing a period with a comma made a clearer meaning, because in the first clause explained about after the students doing a test, then continued with the next clause by explaining the activity after having the test.

d) Tabulation of error

From the data gotten by the researcher, the errors made by the third semester students in using punctuation marks in writing essay classified into three types, there are: omission, addition, and

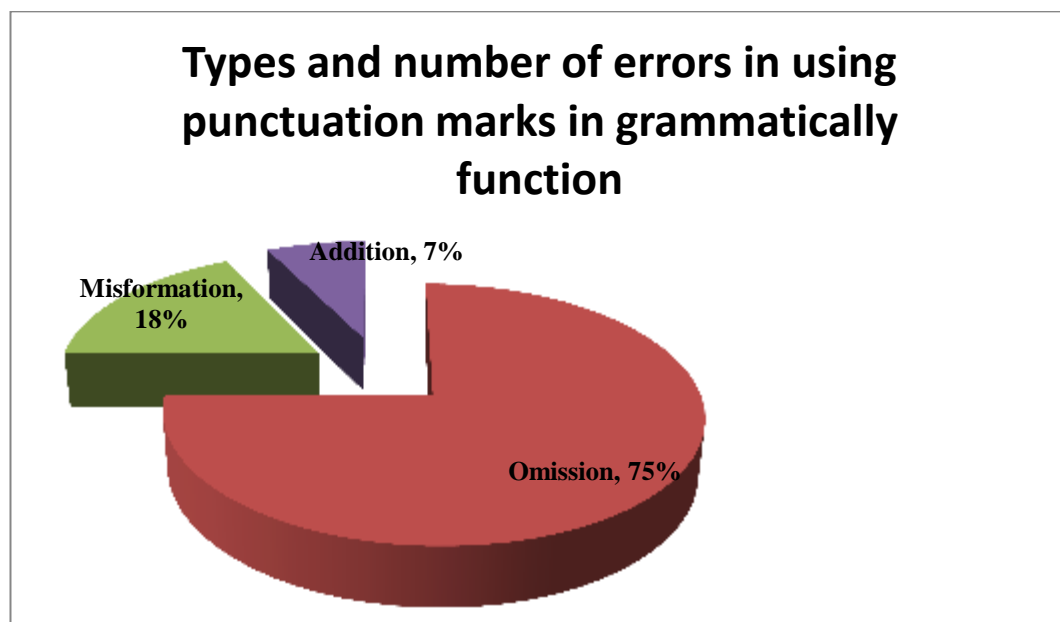
misformation. Firstly, the researcher explained about the errors in using punctuation marks in the using of grammatically function, and the second in the using of semantically function.

1. Errors in Using Punctuation Marks in Grammatically Function

In grammatically function, there were 219 errors with the highest occurrence frequency was on error of omission that made up 75%. Then, it followed by misformation on 18%, and the last frequency showed a very contrast numbers with the others with 7%.

The data is presented on the pie diagram below:

Figure 4.1. Types and number of errors made by the third semester students in using punctuation marks in grammatically function



Three types of errors were found by the researcher in using punctuation marks in writing essay. In this part, those errors in using punctuation marks

were counted based on each type of errors. The occurrence frequency of each error in using punctuation marks was also counted here.

Table 4.2. Frequency and Percentage of Omission Error

No.	Types of Omission Error	Frequency	Percentage
1.	Comma (,)	143	87,2%
2.	Period (.)	20	12,2%
3.	Colon (:)	1	0,6%
TOTAL		164	100%

Table 4.2. above explains any points of errors which had caused error of omission. The table shows that the third semester students at IAIN Tulungagung made 164 errors of omission in using punctuation marks. The kinds of punctuation marks occurred were comma, period, and colon. The students made omission of comma 143 times. It was the highest number in error of omission. The second frequency was the using of period in 20 times. The last frequency was the using of colon. It was the fewer errors in omission. The students made omission of colon only 1 time.

Table 4.3. Frequency and Percentage of Addition Errors

No.	Types of Addition Error	Frequency	Percentage
1.	Comma	6	37,5%
2.	Period	3	18,75%
3.	Apostrophe	2	12,5%
4.	Question Mark	2	12,5%
5.	Exclamation Mark	2	12,5%
6.	Colon	1	6,25%
TOTAL		16	100%

Table 4.3. shows some points of addition errors in using punctuation marks in writing essay. The table describes that the third semester students at IAIN Tulungagung made 16 errors of addition. There were six kinds of punctuation marks that included in addition errors. The addition errors were contributed most by addition of comma which was made 6 times by students. Then, it followed by addition period in 3 times. The third until fifth addition of errors had a same frequency and percentage; they were apostrophe, question mark, and exclamation marks. The last addition error was the using of colon that only made by students in 1 time.

Table 4.4. Frequency and Percentage of Misformation Errors

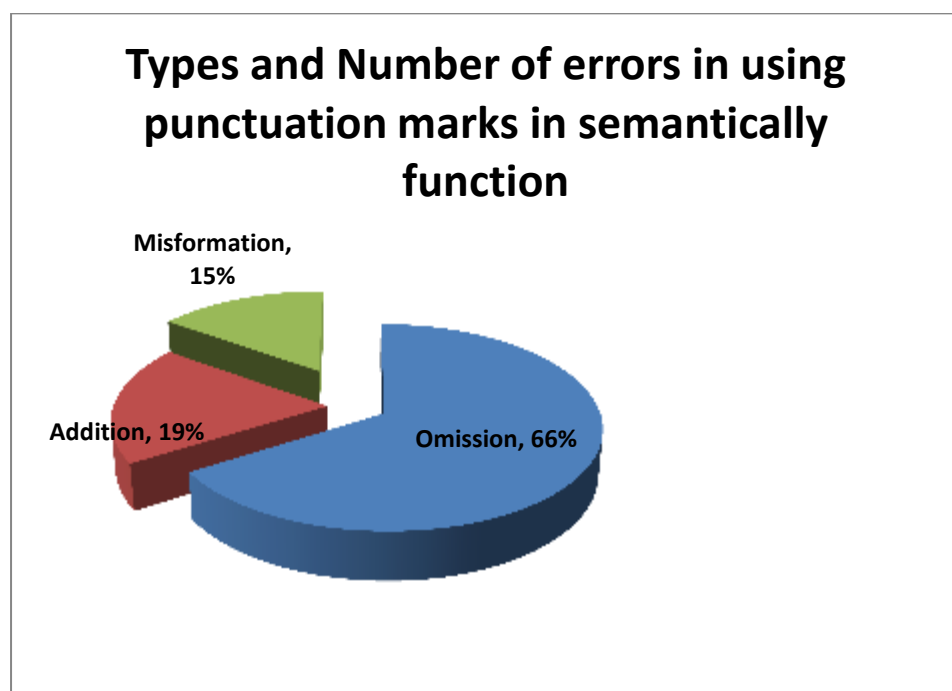
No.	Types of Misinformation Error	Frequency	Percentage
1.	Comma	24	61,5%
2.	Period	14	35,9%
3.	Semicolon	1	2,6%
TOTAL		39	100%

Table 4.4. explains about some points of misformation errors in using punctuation marks in writing essay. There were three kinds of punctuation marks which included in misformation errors. The highest misformation errors happened in comma which is made by 13 students in 24 times. The second highest error was period in 14 times. The last misformation error shown in the used of colon which was only one time.

2. *Errors in Using Punctuation Marks in Semantically Function*

In semantically function, errors made by the third semester students in using punctuation marks in writing essay were found in 48 errors which made by 10 students. The dominant errors showed in error of omission with 66%. The highest frequency found in error of omission, then followed by error of addition in 19%. The last frequency showed in misinformation error with 15%. The data was presented on the pie diagram below.

Figure 4.1.2 Types and number of errors made by the third semester students in using punctuation marks in semantically function



Three types of errors were found by the researcher in using punctuation marks in semantically function. In this part, those errors in

using punctuation marks in semantically function were counted based on each type of errors. The occurrence frequency of each errors in using punctuation marks was also counted here.

Table 4.2.1. Frequency and Percentage of Omission Errors in Semantically Function

No.	Types of Omission Error	Frequency	Percentage
1.	Comma (,)	20	62,5 %
2.	Period (.)	12	37,5%
TOTAL		32	100%

Table 4.2 .1 above explains any points of errors which had caused error of omission. The table showed that the students made 32 errors of two kinds of punctuation marks. The first highest frequency was omission of comma in 62,5%. It gave the semantically effect to the sentence when the students made omission of error.

Table 4.3.1. Frequency and Percentage of Addition Errors in Semantically Function

No.	Types of Addition Error	Frequency	Percentage
1.	Period (.)	4	44%
2.	Comma (,)	3	33%
3.	Apostrophe (')	2	23%
TOTAL		9	100%

Those three kinds of punctuation marks in the table 4.3.1. above included in addition of errors in semantically function. There were only 9 errors in low frequency. The highest frequency was addition of period in 44%. The second highest frequency was addition of comma in 33%. The last frequency was

addition of apostrophe in 23%. All of those addition errors gave a semantic effect to the students' writing.

Table 4.4.1. Frequency and Percentage of Misformation Errors in Semantically Function

No.	Types of Misformation Error	Frequency	Percentage
1.	Comma (,)	4	57%
2.	Period (.)	3	43%
TOTAL		7	100%

Table 4.4.1. above explains about some points of misformation errors in using punctuation marks in semantically function. There were two kinds of punctuation marks with low frequency. The first highest frequency was misformation of comma in 57%. All of those misformation errors gave a semantic effect to the students' writing.

B. Discussion

This subchapter presents the result of the data that is related to the theory used in this study. The findings of this study are matched with theory as presented in chapter II.

1. Types of Errors in Using Punctuation Marks in Writing Essay

The errors made by the third semester students in using punctuation marks in writing essay are divided into three types. Those three types were analyzed into two functions, grammatically and semantically. The errors are omission, addition, and misformation. Omission is the error that is characterized by the absence of the item

that actually needed in a well-sentence. This meant that in writing, the student omit the punctuation mark that actually needed in a well-formed sentence. The second type is addition. This error is characterized by the presence of the item that must not appear in the sentence. In this research, addition error happened when the presence of punctuation mark was not appropriate in a well-formed sentence. The last error type is misformation. This type is characterized by the use wrong form in morpheme or sentence. Here, the students put the kind of punctuation marks in their essay, but that was not appropriate one.

Based on the data gotten by the researcher, there were any possibilities caused of errors made by the third semester students at IAIN Tulungagung. The first, basically the function of punctuation marks in English and Bahasa Indonesia are mostly same. Here, the students might not understand about the function of punctuation marks in their first language. So, it could influence their writing work in English, especially in the used of punctuation marks. Secondly, Nurhayanti (2013) stated “The causes of errors in using punctuation marks are the students confused about the use of punctuation correctly, and forget the punctuation material due to it covered in writing one only”. In this research, those possibilities also might happen. The students sometimes felt confuse in using punctuation marks, because the lack of understanding of it. It could happen because the punctuation material was rarely taught in writing lesson class. The students also

might forget about the using of punctuation marks. Sometimes, the students thought that punctuation mark is a little thing that doesn't much important in writing. They just concern in their content and structure, and ignore the punctuation marks.

2. The Frequencies of Errors in Using Punctuation Marks in Writing Essay

Based on the data that has been analyzed by the researcher, there were two functions that the researcher analyzed, grammatically and semantically. Firstly, in grammatically function, the highest frequency of errors happened in omission of the using of punctuation marks. Here, the students omit the punctuation marks that were actually needed in a well sentence. Almost of the students did omission of comma in their writing works. So, the dominant error made by the third semester in using punctuation marks in writing essay was omission of comma. Actually, comma is needed to make their sentence clear and suitable with the rules. A comma put to emphasize the sentence which must be separated based on their classification and rule, as mentioned in the chapter II based on the several theories. For the example, a comma should put to separate a series of thing in the same category. From the data gotten by the researcher, there was an example of a sentence that included in omission of comma, as in the sentence, 'The students who live there also can be more *independent responsible and active* in the

large community.’ From that sentence, that was a series of thing in the same category, in adjective category. There were independent, responsible, active. Those three adjective should be separated by the commas as the rule mentioned in Bram (1995:92). The students omitted the commas by not putting anything between the adjectives. The second highest of omission was period. Here, the students didn’t put the period in their complete thought sentence. The period itself signed of the end of the sentence.

The second highest frequency of errors in using punctuation marks in writing essay that are made by the third semester students at IAIN Tulungagung was misformation errors. Misformation errors happened when the students used the wrong form in the morpheme and structure. Here, the students used the punctuation marks, but that was not the appropriate one. The students often put a comma that actually in the end of the sentence. They arranged the sentences by separating with a comma, although it should be ended by a period. From the data, there was an example of misformation, like ‘*The first is dormitory, some campus have built dormitory for their students*’. Actually, that were two sentences that be forced into a sentence by putting a comma. Here, as the rule of comma, the sentences can be separated by the comma if they are in the same category, or there is a coordinating conjunction in separating the sentences. According to Hansen (1998:109), the two independent clauses can be joined if there is a coordinating conjunction,

and a comma should put to separate them before the conjunction. On the sentence above, they were not a coordinating conjunction there, so that there was not a compound sentence that must be separated by a comma. A comma at the sentence above should be replaced by a period, like '*The first is dormitory. Some campus have built dormitory for their students*'. Those misformation of comma in grammatically also can be called as "*comma splice*". It was also done to the other punctuation marks that categorized in misformation error. That was the example that the students didn't allow the rule of using punctuation well.

The last type of errors made by the students in using punctuation marks in writing essay was addition error. Addition errors are the errors that are characterized of item that must not appear in a morpheme or sentence. Here, the students put the punctuation marks that should not appear in a sentence. In the data gotten by the researcher, the students often add the period in a sentence that was not appropriate. That was an example of the sentence '*If we know about the type of campus housing as dormitory and boarding house with their activities, we can imagine. How many activities there.*' A period that was between two clauses, the dependent clause (*If we know about the type of campus housing as dormitory and boarding house with their activities*), and the independent clause (*we can imagine how many activities there*). Here, the adding of period in the independent clause was not allowed (*we can*

imagine. How many activities there). That was a unit of a clause that must not be separated by a period. We can revise the sentence, like

“If we know about the type of campus housing as dormitory and boarding house with their activities, we can imagine how many activities there.”

Secondly, in semantically function, the students made many errors that were classified into three kinds of errors: omission, addition, and misformation. The dominant error was omission of comma in 66% of all errors. Actually, omission of punctuation marks, such as comma created a different meaning with the correct one. For the example in the sentence ‘*Next* you must on time when you pay rent for the owner of boarding house’. Actually, that sentence classified in omission of comma. A comma should put after the word ‘*Next*’ to show the periodically of the series of things or activities. However in the error sentence, there was no comma after ‘*next*’, and it created a different meaning. The word ‘*next*’ melted with the word ‘*you*’. It was not a boundary there. So, it seemed that ‘*next you*’ means the person next to you, not a periodically of a series of things or activities. Therefore, omission of comma absolutely created a different meaning to the writing. In the error sentence, the word ‘*next*’ means that the person next to you. The correct sentence ‘*Next*, you must on time when you pay rent for the owner of boarding house’ put a comma after the word

‘next’ with a pause intonation to emphasize the periodicity of a series of items or activities.

The second highest frequency was addition of errors. In addition errors, the students often added the punctuation marks that could change the meaning of the students’ writing work itself. For the example was in the addition of apostrophe. An apostrophe naturally used to emphasize the possession of something. In the error sentence ‘The *owner’s* as like the second parents who have guaranteed their safety’, there was an addition of apostrophe in the word ‘*owner’s*’.

Of course it was a confusing meaning because ‘owner’ itself had a mean as the person who had a possession right of something. So, if the word said ‘*owner’s*’, it meant that the person who had a possession right of the owner itself. It didn’t deal with the correct sentence that stated ‘The *owners* as like the second parents who have guaranteed their safety’. In the correct sentence, the owners means that the person who had a possession right of boarding house that became the second parents to the students. In the correct sentence, the meaning was clearer than the addition error sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to present the conclusion of the study that has been discussed in the previous chapter. In this chapter, the researcher also wants to give the suggestion for English teacher, the students, and also for other researcher.

A. Conclusion

The result of this study has been presented in the previous chapter. Furthermore, the conclusion of this study is presented as below:

1. The type of errors made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay are divided into three types that had been analyzed based on Dulay, et al. They are omission, addition, and misinformation. Omission of error is an error that is characterized by the absence of item that actually needed in a well-formed sentence. It means that the students here made the errors by omitting the punctuation marks that must be appeared in a well-formed sentence. The second error is addition. This error is characterized by the presence of item that must not appear in a sentence. Here, the students add the punctuation mark that is actually not needed in a sentence. The last type is misinformation. Error of misinformation happened when the students use the wrong form in morpheme or structure. While in omission errors the item is not supplied at all, in misinformation the learners supply

something, although it is incorrect. The students put the punctuation mark in their sentence, but it doesn't the appropriate one.

2. The first highest frequency of error made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay is omission. Omission of errors was the highest frequency in both of the functions, grammatically and semantically. The researcher calculated 75% for omission in grammatically function, and 66% for omission in semantically function. Here, the omission of comma is the first highest occurred in both of two functions, grammatically and semantically. It meant that the dominant error made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay was omission of comma. The students omit the comma that must appear in the sentence by not allowing any rules of the using of comma. Omission the comma also gave a different meaning to the sentence. It gave a semantic effect within the error sentence and the correct sentence. The second highest frequency of error in using punctuation marks in grammatically function is misformation. The calculation of error of misformation is 18%. Here, the students made misinformation error in three kinds of punctuation marks. There are comma, period, and semicolon. While in semantically function, the second highest frequency was addition of errors. The calculation of addition error was 19%. Addition of period was the highest frequency. The students add a period that should not appear in a sentence, and it made a different meaning to the sentence itself. The last frequency of

errors in using punctuation marks in grammatically function is addition. It happened in 7% of all errors. However, the kinds of punctuation marks that included in addition of error are the highest number. There are six kinds of punctuation marks, although it is in the low frequency. While in semantically function, the last frequency was misformation. It calculated 15%.

B. Suggestion

1. For English Teacher

In teaching writing, actually there are many aspects that must be taught by the teacher. One of them is about the using of punctuation marks. As the result of this research, the highest frequency of errors made by the third semester students at IAIN Tulungagung in using punctuation marks in writing essay is omission. The students often omit the punctuation marks that must be appeared in their writing work. To avoid the errors, the teacher can teach about punctuation marks before the students starting to write. Here, the teacher can take a portion to teach about the kinds of punctuation marks and the function. The teacher also emphasizes the importance of the uses of punctuation marks, so the student doesn't think that punctuation mark is a little thing in their writing. In scoring the students writing, the teacher also hopefully be more detail in correcting the students' punctuation used. These efforts can

be done by the teacher to avoid the errors made by students in using punctuation marks.

2. For Students

In writing, the students need to know the importance of the use of punctuation marks. Many students do ‘comma splice’ and ‘fused sentence’. They do not know the function of comma in a ‘comma splice’, and they do not put a punctuation mark at all in their ‘fused sentence’. Many students also made many errors that can change the meaning of the sentence itself. Firstly, the researcher suggests that the students can learn from their error. They can know what their errors, and they can learn from those errors. Secondly, lack of understand is the big factor that influence those errors. After finishing this research, hopefully the students can learn more about the kinds of punctuation marks and the function of them. They would not ignore the punctuation marks in their writing, because the use of punctuation mark can determine the quality of their writing work.

3. For Other Researcher

The other related researcher is suggested to use a better method to collect the data of their research. He/she should present the findings better and more systematically, so that it can be understood well, and have more benefit to the reader. Furthermore, the other researcher is also suggested to not only concern in the using of punctuation marks in writing essay in his/her research, but also he/she should add the other aspect of writing essay that can be analyzed.