

A STUDY ON ERRORS IN USING PUNCTUATION MADE BY STUDENTS OF SMAN 2 TAPUNG IN WRITING NARRATIVE TEXT

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Abstract: This study discusses student's errors in using punctuation when writing narrative text and analyzes what possible causes of errors in writing punctuation in narrative text which made by the tenth year students of SMAN 2 Tapung. In this study, 30 students employed were taken as the sample of this research. These 30 students consists of 3 classes, there for classes X1, X2, and X3, each class is taken 10 students. This study used descriptive qualitative research. The descriptive qualitative data were collected from the tests by filling the correct punctuation marks in the narrative text that has been provided. The findings of this study indicate that students still do not understand the use of punctuation in writing narrative text. The punctuation marks used in this study are comma, period, capital letter, exclamation marks and question marks. There are many errors in the use of capital letter. However, in the use of question marks, students' abilities can be categorized as good. This phenomena happened because the students are lack of knowledge about punctuation, and the students still confused to apply the type of punctuation.

Key Words: Errors, Punctuation, Narrative Text

PENELITIAN TENTANG KESALAHAN DALAM MENGUNAKAN TANDA BACA YANG DIBUAT OLEH SISWA SMAN 2 TAPUNG DALAM MENULIS TEKS NARRATIF

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Abstrak: Penelitian ini membahas tentang kesalahan siswa dalam menggunakan tanda baca saat menulis teks naratif dan menganalisis kemungkinan penyebab kesalahan penulisan tanda baca dalam teks naratif yang dilakukan oleh siswa di kelas sepuluh SMAN 2 Tapung. Dalam penelitian ini diambil 30 siswa yang bekerja sebagai sampel penelitian ini. 30 siswa ini terdiri dari 3 kelas, yaitu kelas X1, X2 dan X3, masing-masing kelas diambil 10 siswa. Penelitian ini menggunakan penelitian kualitatif deskriptif. Data deskriptif kualitatif dikumpulkan dari tes dengan mengisi tanda baca yang benar dalam teks naratif yang telah disediakan. Temuan penelitian ini menunjukkan bahwa siswa masih belum memahami penggunaan tanda baca dalam menulis teks naratif. Tanda baca yang digunakan dalam penelitian ini adalah koma, titik, huruf kapital, tanda seru dan tanda tanya. Masih banyak kesalahan dalam penggunaan huruf kapital. Namun, dalam penggunaan tanda tanya kemampuan siswa dapat dikategorikan baik. Fenomena ini terjadi karena kurangnya pengetahuan siswa tentang tanda baca, dan siswa masih bingung untuk menerapkan jenis tanda baca.

Kata Kunci: Kesalahan, Tanda Baca, Teks Naratif

INTRODUCTION

English has become an international language, and many countries make it a second language. In Indonesia, it has become one of the lessons in school, as a foreign language students need to master four skills such as listening, speaking, reading, and writing. As a skill, writing offers students the opportunity to simultaneously catch on to many other vital facilities that can help them succeed in their academics.

Writing is one of the important aspects in language learning, such as completing written assignments and exams. By writing, the students could share information and ideas in written texts. Writing is also a means of learning, it can help them to understand and to note the knowledge. There are many aspects that are needed in writing. One of the aspects is the usage of punctuation marks. Punctuation marks are used in writing to separate words into sentences, clauses and phrases to clarify meaning.

In other words, punctuations seems to be such complicated aspects that most students still often make errors in writing. This also happens to students of SMAN 2 TAPUNG. Based on the assignment given by the teacher when students write essays, many of them have difficulty determining verbs and that can make erroneous sentences. For this reason I interested to doing a research about it. The purpose of this study is to analyze of errors in punctuation made by students in writing narrative text.

Based on the statement above, the using of punctuation is considered to be important in learning English. Therefore, it was important students to master it, the errors analysis is very important to find out what aspects of grammar are difficult for students, and with this error analysis can easily find out what errors have been made by students. In text, I deals with the words and the punctuation. Poor punctuation enables the same words to have different or unclear meanings. There are clear rules for the use of the punctuation marks.

RESEARCH METHODOLOGY

Some purposes in qualitative research are describing and reporting the creation of key concepts, theory generation and testing. Sugiyono summed up that descriptive qualitative research was natural. This meant the research was taken from natural description without manipulation the condition. The process of taken data aslo called as “taking of the data naturally” (Sugiyono, 2008:8).

The fundamental method used by descriptive qualitative research is direct the task and documentation. I used narrative text writing worksheet as an instrument to collect the data. I want to know the types of punctuation errors that are often found in narrative text using descriptive qualitative research. Beside, John W Creswell stated that qualitative research is fundamentalaly interpretive. It means that I made an interpretation of the data (Cresswell, 2003:181). Qualitative methods could help in having insight into problem or cases. I will conduct this research to determine the phenomenon of punctuation errors that students usually make in narrative text.

RESULT AND DISCUSSION

Tabel 1. Tabel Error In Using Punctuation In Narrative Text

No.	St Code	Comma	Period	Capital	Exclamation Mark	Question Mark	Total Error
1.	MT	5	8	8	2	2	25
2.	TP	5	11	12	3	2	33
3.	YS	4	9	3	1	3	21
4.	RW	4	11	7	3	2	27
5.	PD	12	11	5	2	2	32
6.	MM	5	11	8	2	2	28
7.	RBS	6	6	12	3	3	30
8.	RK	0	7	6	2	0	15
9.	SA	5	7	5	1	1	19
10.	NF	11	11	10	1	3	36
11.	SR	2	10	11	2	3	28
12.	AAJ	11	6	6	0	1	24
13.	YBS	4	3	10	0	2	19
14.	R	7	3	7	6	3	26
15.	EA	5	4	6	2	2	19
16.	MADS	3	3	8	2	0	16
17.	ODP	12	4	7	5	2	30
18.	MRH	7	6	7	5	1	26
19.	DNP	5	8	7	1	1	22
20.	FS	4	3	8	0	4	19
21.	AN	8	3	9	1	3	24
22.	MFI	1	5	11	6	0	23
23.	RD	12	8	4	2	1	27
24.	NZR	6	8	9	3	2	28
25.	MS	5	9	5	3	2	24
26.	DS	15	6	9	2	3	35
27.	DF	13	8	7	1	0	29
28.	IA	0	7	5	2	2	16
29.	NS	2	10	9	0	2	23
30.	RS	15	8	7	2	3	35
Total		194	214	228	65	57	758

The table above shows that most of the students made errors in comma 194, errors in period 214, errors in capital letter 228, errors in exclamation mark 65, errors in question mark 57. The total number of students' errors in that punctuation rules were 758 errors.

After classifying the items and analyzing the frequency of the errors in each item. I also presents a sequence of errors based on high frequency. The frequency of errors can be seen in the following table :

Table 2. Frequency Of Errors In Punctuation Writing Narrative Text

No	Punctuations Item	Frequency Errors	Total
1	Comma	194	26%
2	Period	214	28%
3	Capital	228	30%
4	Exclamation Mark	65	9%
5	Question Mark	57	8%
Total		758	100%

Chart 1. Frequency of errors in punctuation writing narrative text

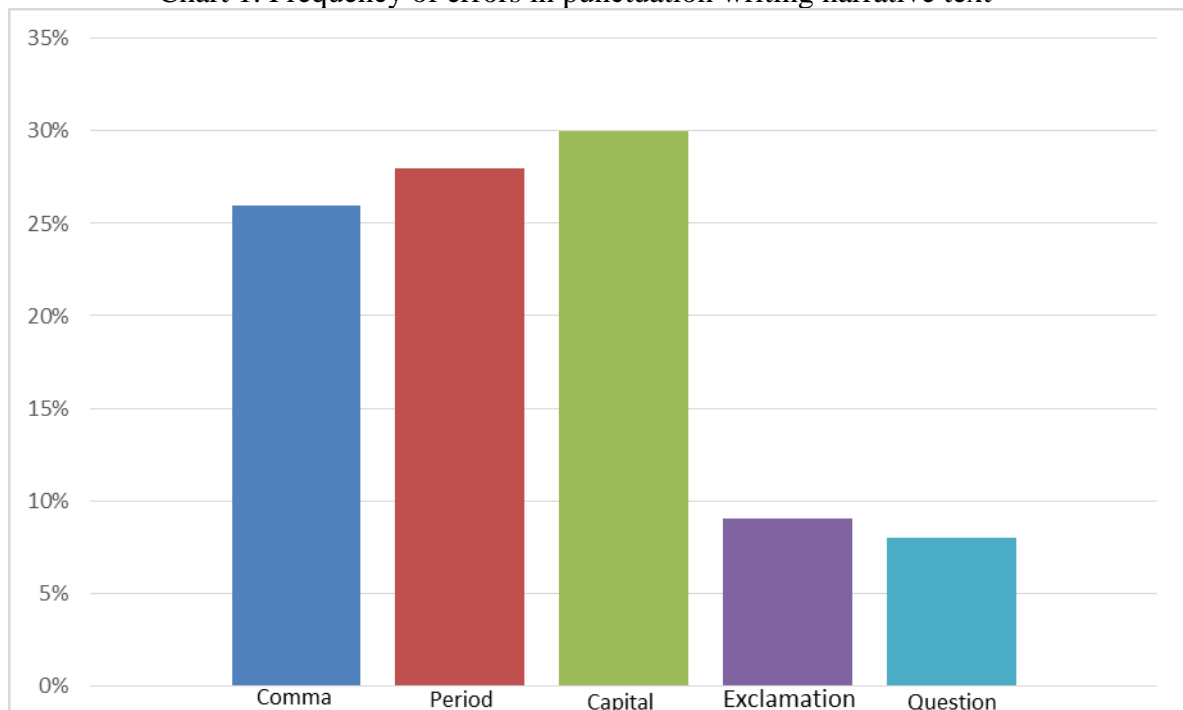


Table 3. Table Errors In Using Punctuation In Narrative Text

No.	St Code	Comma		Period		Capital		Exclamation Mark		Question Mark		Total Error	
1	MT	5	40	8	40	8	50	2	50	2	50	25	46.00
2	TP	5	40	11	10	12	30	3	0	2	50	33	26.00
3	YS	4	50	9	30	3	70	1	80	3	0	20	46.00
4	RW	4	50	11	10	7	50	3	0	2	50	27	32.00
5	PD	12	0	11	10	5	60	2	50	2	50	32	34.00
6	MM	5	40	11	10	8	50	2	50	2	50	28	40.00
7	RBS	6	30	6	50	12	30	3	0	3	0	30	22.00
8	RK	0	100	7	40	6	60	2	50	0	100	15	70.00
9	SA	5	40	7	40	5	50	1	80	1	80	19	58.00

10	NF	11	0	11	10	10	40	1	80	3	0	36	26.00
11	SR	2	80	10	20	11	30	2	50	3	0	28	36.00
12	AAJ	11	0	6	50	6	60	0	100	1	80	24	58.00
13	YBS	4	50	3	70	10	40	0	100	2	50	19	62.00
14	R	7	10	3	70	7	50	6	0	3	0	26	26.00
15	EA	5	40	4	60	6	60	2	50	2	50	19	52.00
16	MADS	3	70	3	70	8	50	2	50	0	100	16	68.00
17	ODP	12	0	4	60	7	50	5	0	2	50	30	32.00
18	MRH	7	10	6	50	7	50	5	0	1	80	26	38.00
19	DNP	5	40	8	30	7	50	1	80	1	80	22	56.00
20	FS	4	50	3	70	8	50	0	100	4	0	19	54.00
21	AN	8	0	3	70	9	40	1	80	3	0	24	38.00
22	MFI	1	90	5	50	11	30	6	0	0	100	23	54.00
23	RD	12	0	8	40	4	70	2	50	1	80	27	48.00
24	NZR	6	30	8	80	9	40	3	0	2	50	28	40.00
25	MS	5	40	9	30	5	60	3	0	2	50	24	36.00
26	DS	15	0	6	50	9	40	2	50	3	0	35	28.00
27	DF	13	0	8	40	7	50	1	80	0	100	29	54.00
28	IA	0	100	7	40	5	60	2	50	2	50	16	60.00
29	NS	2	80	10	20	9	40	0	100	2	50	23	58.00
30	RS	15	0	8	40	7	50	2	50	3	0	35	28.00
Total		194	1080	214	1260	228	1460	65	1430	57	1400	758	1326.00
Rata-Rata		6.4666667	36	7.1333333	42	7.6	48.6666667	2.1666667	47.6666667	1.9	46.6666667	25.2667	44.20

Tabel 4. Total Error

Score	Classification	Frequencies	Pcentage
80 < P < 100	Very High	0	0.00
65 < P < 79.99	High	2	6.67%
55 < P < 64.99	Average	6	20.00%
40 < P < 54.99	Low	9	30.00%
0 < P < 39.99	Very Low	13	43.33%
Total		30	100%

Table 4 indicates that there were 6 (20.00%) Average score, and 2 (6.67%) High Score. There are 13 (43.33%) students obtained Very Low score while none of them with Very High score, and 9 (30.00%) obtained Low score. Therefore, it can be concluded that the total errors made by students are shown in the Very Low, that means most of students still not good in using punctuation mark. Meanwhile, when explained one by one between comma, period, capital letter, exclamation mark and question mark, the most errors found in capital letter.

DISCUSSION

Based on the data analysis result above, the researcher considers that there are still many incorrect uses of errors punctuation in completing the narrative text that has been provided by the researcher. This can be concluded from the errors their made in using punctuation when completing the narrative text given by the researcher. To make it clearly in this research, the researcher presents a chart that presents the types of punctuation errors that are often used in student writing as follows :

From the diagram above, it is shown that the most frequent errors made by students when using punctuation marks when completing the narrative text given by the researcher occurred in comma with the total number of errors as 26%, errors occurred in period 28%, errors occurred in capital letter 30%, errors occurred in exclamation mark 9%, errors occurred in question mark 8%. Thus it can be concluded that most students made errors on punctuation when completing the narrative text given by the researcher.

To solve this problem, the students should study and know more about the mechanical aspects, especially in the use of punctuation mark. There are many resources that can be used as a reference in understanding the punctuation, and so this research does. By knowing the theory and types of punctuation, the students will get more attention to the correct use of punctuation marks in writing activities. Their writing can also be understandable by readers.

LIMITATIONS

In this research, the researcher conducted the research only at SMAN 2 Tapung. This research is focused on the errors of use the types of punctuation which there was in the students' writing result. It should be understood that this research is limited only to solving students' errors in using punctuation marks when completing the narrative text given by the researcher and the researcher is not responsible about another errors for other times and places.

CONCLUSION AND RECOMMENDATIONS

Conclusion

After identifying the data, the discussion was concluded as follows :

There are five types of punctuation errors that are still found in the narrative text that has been provided by the researcher, which was carried out by 30 students as a participants. This shows that this is the most common mistake students make when using punctuation in writing. The errors that repeatedly appear are commas, periods, capital letters, exclamation marks and question marks. Then, the number of punctuation errors in comma (,) 194 items, period (.) 214 items, capital letters (A,B,C) 228 items, exclamation mark (!) 65 items, question mark (?) 57 items. As a result, capital letter have the biggest errors on the students writing. Thus it could be concluded that most of the students made punctuation errors when completing the narrative text given by the researcher.

To solve this problem, the students should study and know more about the mechanical aspects, especially in the use of punctuation marks. There are many resources that can be used as a reference in understanding the punctuation, and so this

research does. By knowing the theory and types of punctuation, the students will get more attention to the correct use of punctuation marks in writing activities. Their writing can also be understandable by readers.

Recommendations

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended :

1. For student
 - a. The students must be focus especially in English writing subject.
 - b. The students must be understand the structure of writing in English.
 - c. The students must be understand more about the function of punctuation in writing.
 - d. The students should get more motivation in learning activity.
2. For teachers

It hopes that this thesis should be able to select the appropriate technique in teaching because each method has advantages and disadvantages. Should improve their skill and knowledge in managing and exploring the class.

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