AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN USING ENGLISH PUNCTUATION MARK AT THE EIGHTH SEMESTER OF STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

A THESIS
Submitted To The English Studies Program Of S1 Tarbiyah Department Of State Institute For Islamic Studies Of Palopo In Partial fulfillment of requirement for S.Pd degree in English teaching

Composed by,
NURHAIDAH
13.16.3.0142

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
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Under The Supervision:
1. Dr. H.Dahlan M.Hum
2. Amalia Yahya, S.E., M.Hum

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
2018
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2. All parts of this thesis are my own work, except the quotations which are shown the source. Any mistake in it is my responsibility.

Hence, this pronouncement was made as appropriate. When I do not write this letter, I will accept sanctions for such actions.

Palopo, 27 October 2017

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All praise to Allah, Lord of the world, who gives the researcher guidance and strength, so she could finish this ‘thesis’. Peace and blessing be upon the prophet Muhammad SAW, his families, his companion and his followers.

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The researcher expects that this thesis will give some contributions for the improvement of the English teaching and learning and for the readers.

Palopo, 27 October 2017

The Researcher

Nurhaidah
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER PAGE</td>
<td>i</td>
</tr>
<tr>
<td>TITLE PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>CONSULTANT APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>PRONUNCEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td><strong>CHAPTER I INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Statement</td>
<td>3</td>
</tr>
<tr>
<td>C. Objective of the Research</td>
<td>3</td>
</tr>
<tr>
<td>D. Significance of the Research</td>
<td>4</td>
</tr>
<tr>
<td>E. The Definition of the Term</td>
<td>4</td>
</tr>
<tr>
<td>F. The Scope of the Research</td>
<td>5</td>
</tr>
<tr>
<td><strong>CHAPTER II REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>A. Previous Study</td>
<td>6</td>
</tr>
<tr>
<td>B. The concept of English Punctuation Mark</td>
<td></td>
</tr>
<tr>
<td>1. Definition of English Punctuation mark</td>
<td>7</td>
</tr>
<tr>
<td>2. Kinds of English Punctuation Mark</td>
<td>9</td>
</tr>
<tr>
<td>3. Function of English Punctuation Mark</td>
<td>10</td>
</tr>
<tr>
<td>C. The Concept of Error Analysis</td>
<td></td>
</tr>
<tr>
<td>1. Definition of Error Analysis</td>
<td>21</td>
</tr>
<tr>
<td>2. The Difference between Error and Mistake</td>
<td>22</td>
</tr>
<tr>
<td>3. Type of Error</td>
<td>23</td>
</tr>
<tr>
<td>4. Cause of Error</td>
<td>24</td>
</tr>
<tr>
<td>D. The concept of difficulty</td>
<td></td>
</tr>
<tr>
<td>1. Definition of Difficulty</td>
<td>24</td>
</tr>
<tr>
<td>2. Cause of learning difficulty</td>
<td>25</td>
</tr>
<tr>
<td>E. Conceptual Framework</td>
<td>28</td>
</tr>
<tr>
<td><strong>CHAPTER III RESEARCH METHOD</strong></td>
<td></td>
</tr>
<tr>
<td>A. Method of the Research</td>
<td>30</td>
</tr>
<tr>
<td>B. Location and Time</td>
<td>30</td>
</tr>
<tr>
<td>C. Subject of the Researcher</td>
<td>30</td>
</tr>
<tr>
<td>D. Instrument of the Research</td>
<td>31</td>
</tr>
<tr>
<td>E. The Procedure of Collecting Data</td>
<td>31</td>
</tr>
<tr>
<td>F. Technique of Data Analysis</td>
<td>31</td>
</tr>
<tr>
<td><strong>CHAPTER IV FINDING AND DISCUSSION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Finding</td>
<td>33</td>
</tr>
<tr>
<td>B. Discussion</td>
<td>58</td>
</tr>
</tbody>
</table>
CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion ....................................................... 63
B. Suggestion ....................................................... 64

BIBLIOGRAPHY

APPENDIX
LIST OF TABLE

Table 3.1: Table for identifying the error...................................................... 32
Table 3.2: Table for classifying the error...................................................... 32
Table 4.1: Frequency all of punctuation usage in English text...................... 32
Table 4.2: Various kinds of errors................................................................. 33
Table 4.3: Error in using capital letter........................................................... 53
Table 4.4: Error in using full stop................................................................. 53
Table 4.5: Error in using comma................................................................. 54
Table 4.6: Error in using question mark....................................................... 55
Table 4.7: Error in using quotation mark...................................................... 55
Table 4.8: Error in using exclamation mark.................................................. 56
Table 4.9: Error in using apostrophe............................................................. 56
Table 4.10: Percentage of Error................................................................. 57
ABSTRACT


Key words: English Punctuation Mark, Students’ Difficulties.

This thesis deals with An Analysis of Students’ Difficulties in Using English Punctuation Mark at the Eighth Semester of IAIN Palopo. The problem statements of this thesis are: what are the dominant errors made by the students in using English punctuation mark? And what are the kinds of difficulties faced by the students in using English punctuation mark? The objective of the thesis are: to find out the dominant errors made by the students in applying English Punctuation Mark and the kinds of difficulties faced by the students in applying English Punctuation Mark.

In this thesis, the researcher applied descriptive qualitative method. The subject of this thesis is class D which consists of 15 students. Instrument of this thesis is written test. Narrative text without punctuation mark is the kind of text that has been used in the test. The test was given to find out both of the dominant errors and the kinds of students’ difficulties in using punctuation mark.

The result shows that the total errors made by the students were 552 errors where the dominant error is the use of comma which consists of 172 errors or 31.16 %. In addition, the difficulties faced by the students in using English punctuation marks: confused of using punctuation when students did not understand what the sentence means, confused about the use of comma in the case of appositive and adverbial time, students unknown of using comma in direct quotation, difficult in placing comma when the series in form of complete sentence, difficult in distinguishing the quote and common sentence, lack of understanding about the use of punctuation mark in question tag, lack of knowledge about the usage of capital letter in the first word in direct quotation, confused in using apostrophe in the case of possessive, carelessness in using capital letter that can be caused by omission of using the full stops, or vice versa. The teachers should more pay attention about the use of punctuation mark, especially comma as the dominant errors in this case.
CHAPTER I

INTRODUCTION

A. Background

There are four integrated skills in English that support each other. The four skills are writing, reading, listening, and speaking skill. Writing becomes an important subject that must be taught to students because of in writing, students can express their feelings, ideas, thoughts and opinions. There are some components that must be there in writing and one of them is the punctuation mark.

According to Arlo Bates, no one can write well who does not punctuate well because punctuation is as an integral and as an important a part of what is written as are the word.\(^1\) The function of punctuation mark is showing the reader when sentences start and finish. Another function is as spacing and make the meaning of the sentence is clear without ambiguity of the meaning in understanding the English text. For example, “woman without her man, is nothing” and “woman: without her, man is nothing”. Both of these examples are same, but they have different meaning. As do in the sentences, “I want to sleep, Mom” and “I want to sleep Mom”. It assumes that the correct punctuation is essential in clear and effective writing especially in academic writing. Punctuation is the mark or signs in written or printed matter in order to clarify the meaning and separate structural units.\(^2\)

\(^1\) Carbone, Better Writing, (New York : Thomson South Western, 2012), P. 89
Talking about the difficulty, it means that talking about the error. Someone can know the student’s difficulty when someone does the error analysis. From there, someone can also find out the students’ ability about something. By doing the error analysis, the teacher can concentrate on the materials in which most students made an error, the teacher can evaluate herself whether she succeeds in teaching or not and also can improve the technique in teaching by preparing systematic materials. Error is the condition of having incorrect or false knowledge.  

Many students commonly make an error or mistake in using English punctuation mark in their writing. Whereas, a good paragraph or writing is also supported by the correct of punctuation’s laying. Sometimes, most of students underestimate about the importance of the English punctuation mark. They still lack of knowledge about it. This condition needs an analysis. Analysis is the study of something by examining its part. It will be needed and useful by students and teachers for evaluating themselves.

The problem that can be mentioned at the eighth semester of IAIN Palopo in the case of using punctuation mark is the error in placing punctuation itself. The students are still incorrect in applying punctuation. Based on the pre-survey, the researcher found the misunderstanding in the meaning of the sentence from the students’ worksheet. It is caused by the incorrect of punctuation’s laying. Hence, the role of the teacher is very needed to improve students’ ability in using English punctuation mark.

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3 www.yourdictionary.com/error, Accessed on May 17th 2016, 8.45 pm
punctuation mark for producing the good writing. In this research, the first step that the researcher can do is doing an error analysis of students in using English punctuation mark. From the step, the researcher will analyze the students’ error including difficulties faced by the students in using English punctuation.

Based on the description, the researcher is interested in conducting a research which is entitled of An Analysis of Students’ Difficulties in Using English Punctuation Mark at the Eighth Semester of IAIN Palopo.

B. Problem Statement

Based on the explanation, the problem statement is formulated as follows:

1. What are the dominant errors made by students in using English punctuation mark?
2. What are the kinds of difficulties faced by the students in using English punctuation mark?

C. Objective of the Research

Relevant to the research questions, objective of the research is formulated as follows:

1. To analyze the dominant error made by students in using English punctuation mark.
2. To analyze the kinds of difficulties faced by the students in using English punctuation mark.
D. Significance of the Research

The result of this research is expected to be useful for:

1. The student: give awareness to the students to develop their knowledge about punctuation, especially for the students in the English department.

2. The teacher: give information about the students’ difficulties of English punctuation and to be more creative in teaching it to avoid students’ lack of knowledge.

3. This thesis can be used as a model in the preparation of scientific papers, especially in using of punctuation mark correctly. In addition, this thesis can help the students in understanding how to use punctuation mark correctly in the text, especially in narrative text, and can be as a consideration for the teaching staff to present this material by using an appropriate methods and media. For instance, asking for the students to be more practice to write something.

E. Scope of Problem

The scope of this research is limited to analyze the dominant error and the kinds of students’ difficulties in using English punctuation mark through written test. Also, in this study, the researcher limits the research into seven kinds of punctuation. The seven punctuations are capital letter, period, comma, question mark, quotation mark, apostrophe and exclamation mark. The punctuation is restricted because they are punctuation mark which is commonly used.
F. Definition of the Terms

According to the title of this research, the researcher gives the definition of the key words from the title, as follows:

1. An analysis is a process to analyze, separate and examine.⁵

2. English punctuation mark is as an integral and as important a part of what is written as are the words.⁶

3. Difficult is the thing or situation that causes the problem.⁷

Based on the definition, the researcher concludes that an analysis is an examination and evaluation of the elements of something for discussion. In addition, English punctuation marks are as signs in writing for readers, which is used to separate sentences and make the meaning of sentences be clear, while, difficulty is the state or condition of being difficult.

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⁵ Oxford, Op.Cit
⁶ Carbone, Op.Cit
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher found some previous studies which are closely related to this research, those researchers:

1. Sunaryati, (2014), *Error Analysis in Writing Narrative Paragraph at the Fourth Semester Students of English Study Program Tarbiyah Department (IAIN) Palopo*. The result of the data analysis showed that the researcher found that the students produced an error in writing a narrative paragraph in the selection (56.6 %) and the addition (7.8 %). Based on the questionnaire, the factors cause the students produce error are: lack of understanding about structure and grammar, lack of vocabulary and idea to write, lack of understanding about component of writing, the students are careless and not focus when they are writing.\(^8\)

   This research has similarity to such a study that is both analyze the student’s error however they are different because this study will focus to error students dominant in using punctuation mark. Talking about the method which is used in the research, for the Sunaryati’s research applied quantitative research, while, this study will apply the qualitative descriptive method.

2. Ardillah, (2014), *Teaching Writing through Scaffolding Technique at The Fifth Semester Students Of English Study Program Tarbiyah Department*
(STAIN) Palopo. The conclusion of this research is the scaffolding technique can be effectively applied by focusing some step, namely intentionally step, appropriateness step, structure step, collaboration step and internalization step. The other conclusion is scaffolding does not mean the teacher helps from beginning until finishing the material and expropriating the students’ assignments, but the teacher here just gives the students some guidance so that the students’ thought is more guided and it will make students find a new concept to write by themselves. It will make the students feel satisfied about their result.  

There are some differences between Ardillah’s research and this research. Ardillah’s research wants to improve the students’ ability in writing. But for this study will focus in one of the important component in writing itself, namely punctuation marks. Ardillah’s research has relation with this research that is focusing in writing skill. But, for the Ardillah’s study researched in general component in writing, different from this research which will focus in specific component in writing. Besides, Ardillah’s research applied the different method that is classroom action research. While for this research, researcher will apply the descriptive qualitative method.

B. The Concept of English Punctuation Mark 

a. Definition of English Punctuation Mark 

According to Arlo Bates punctuation as an integral and as important a part of what is written as are the words.  

9 Ardillah, Teaching Writing Through Scaffolding Technique at the Fifth Semester Students of English Study Program Tarbiyah Department STAIN Palopo (thesis STAIN Palopo, 2014)  

10 Carbone, Op.Cit
punctuation is the notation in the sheet music of our words, telling us where to rest, or when to raise our voices; it acknowledges that the meaning of our discourse, as of any symphonic composition, lies not in the units but in the pauses, the pacing, and the phrasing.\textsuperscript{11} Whereas, punctuation mark, according to Merriam Webster’s unabridged dictionary, is the mark or signs in written or printed matter in order to clarify the meaning and separate structural units. Another descriptions, is the practice, action, or system of inserting points or other small marks into texts, in order to aid interpretation; division of text into sentences, clauses by means of such marks.\textsuperscript{12} According to the Oxford, punctuation is (practice or putting) marks such as full stops and commas in a piece of writing.\textsuperscript{13} Punctuation errors occur with the omission or misuse of one of the punctuation marks, the function of punctuation marks is to separate words and phrases within a sentence according to their meanings.\textsuperscript{14}

Based on the definition, the researcher concludes that definition of English punctuation marks as the signs in writing for making the sentence’s meaning be clear for the readers. In addition, English punctuation mark is the important unit in writing who has relation with intonation of sentence.

\textsuperscript{11} Ceil Cleveland, \textit{Better Punctuation in 30 Minutes a Day}, (New York: Routledge, 1998), p.110

\textsuperscript{12} https://en.wikipedia.org/wiki/Punctuation#cite_note-2, Accessed on May 19\textsuperscript{th} 2016 at 6.21 am

\textsuperscript{13} Oxford, Op. Cit., p. 356

\textsuperscript{14} Jo, McCuen, R & Anthony, Winkler, C. "From IDEA To ESSAY A Rhetoric, Reader, and Handbook"9rd edision. America. 2000, P.159
b. Kinds of English Punctuation Mark

There are several kinds of English punctuation mark. According to Rick Taubold, only twelve punctuation marks are common in fiction writing: period, question mark, exclamation mark, comma, semicolon, apostrophe, hyphen, colon, quotation mark, dash, ellipsis, parentheses. Besides, according to Stephen Bahley, English punctuation mark only nine. They are capitals, apostrophes, semicolon, colon, quotation mark/inverted comma, hyphen, exclamation mark, question mark, and brackets. Another opinion is from Jeremy Harmer. He states that English punctuation mark such as question mark, exclamation mark, period/full stop, comma, colon, semicolon, hyphen, inverted comma, quotation mark, brackets, dash, apostrophe, and capital letter are important in writing. Different from M. Solahuddin, he states that English punctuation mark, there are fifteen. They are capital letter, ellipsis/triple dots, bold print, italic, and underline, comma, period, question mark, exclamation mark, semicolon, colon, dash, brackets, apostrophe, quotation mark, and hyphen. Some of these opinions have similarity about the kinds of English punctuation mark. But, some of them just mention the punctuation mark often used in writing.

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18 M. Solahuddin, Tutorial Writing Bahasa Inggris, (Jogjakarta: Berlian, 2009), P. 131-159
c. The Functions of English Punctuation Mark

According to Stephen Bahley, the function of English punctuation marks, as follows:

1. Capital letter

   It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases:

   a) The first word in a sentence

      Example: In the beginning... 

   b) Names of organizations

      Example: Sheffield Hallam University

   c) Days and months

      Example: Friday, 21st of July

   d) Nationality words

      Example: France and the French

   e) Names of people/places

      Example: Dr Martin Turner from Edinburgh

   f) Titles (capital main word only)

      Example: The Use of Literacy

2. Semicolons (;)

   They are used to show the link between two connected phrases, when a comma would be too weak and a full stop too strong.

   Example: Twenty people were interviewed for the first study; thirty-three for the second.
Semicolons are also used to divide up items in a list when they have a complex structure:

Among the presents received by the president were three oil paintings of him, all flattering; a pair of green parrots, which were very noisy; a solid gold medal; and three of four suits of clothes.

NB: Semicolons are quite rare in most types of writing.

3. Colons (:

   a) To introduce explanations

      Example: The meeting was postponed: the Dean was ill.

   b) To start a list

      Example: Two factors were discussed: culture and social.

   c) To introduce a quotation

      Example: As Orwell said: ‘all art is propaganda’.

4. Apostrophes (’)

These are one of the most misused features of English punctuation. They are used in situations:

   a) To show contractions (NB: contractions are not common in academic writing)

      Example: it’s late. They’ve gone

   b) With possessives

      Example: The professor’s secretary (singular)

      Students’ marks (plural)
5. quotation marks/inverted commas (" "/ ‘ ‘)
   a. Single quotation marks are used to emphasis a word, to give quotations from other writers and to show direct speech.
   
   Example:
   1. The word ‘quiz’ was first used in the nineteenth century.
   2. Goodwin’s (1997) analysis of habits … indicates that, in general, ‘it will be more difficult to reverse a trend than to accentuate it’.
   3. ‘Can anyone find the answer?’ asked lecturer.
   b. Double quotation mark is used to show quotations inside quotations (nested quotations)
   
   Example:
   As James remarked: ‘Martin’s concept of “internal space” requires close analysis.
   c. Quotation marks are used for the names of articles and chapters, but book or journal titles use italics.
   
   Example:

6. Hyphen

   Hyphens are used with certain words and structures:
   
   Example: well-engineered/co-operative3-years-old

7. Exclamation mark and question mark

   Example: ‘well!’ he shouted, ‘Who will believe it?’
8. Brackets

Brackets are used to contain information of lesser importance.

Example: There were only thirty-one marriages (out of 13,839) in which ‘baker’ were listed. 19

According to Jeremy Harmer, the function of English punctuation mark, as follows:

1. Question mark

Quotation mark is signal that a question is asked. Example:

What is your name?

2. Exclamation mark is signal surprise, amazement, or strong emotion. Example:

That fantastic!

3. Full stop

Mark boundaries between two thoughts/ideas. Example:

He stopped. She stopped too.

4. Comma

Separates clauses and marks a ‘breathing space’ between ideas. Example:

He called her name again, and again, and again.

5. Colon

Colon is a signal that something like a list, extra information, or a name is on the way. Example:

There are many kinds of guitar: acoustic, electric, Spanish, and bass guitar.

6. **Semi-colon** indicates that the main thrust of a sentence continues, but is temporarily halted. Example:

That the way I see it; it will go on

7. **Hyphen**

It is used in:

a) Two word adjectives where the second part ends with *-ed* or *-ing*.

Example: the blue-eyed girl, well-educated, good-looking.

b) Two word adjectives which describe a connection ‘between’ the two elements.

Example: the Paris-Dacca rally, Anglo-Argentinean relation

c) Multi word adjectives

Example: an out-of-work actor, a pay-per-view channel

d) Nouns, verbs and adjectives (sometimes) to separate prefixes from word roots.

Example: a TV co-production, her ex-husband

e) In certain words that conventionally have a hyphen

Example: she is map-reading.

8. **Quotation mark** (" " ) and **Inverted comma** (‘ ’)

Enclose quotations of direct speech. Other pronunciation marks that are the part of the direct speech come before the close of the inverted commas. Some people use double inverted commas (") and some single (‘). Having the two allows writers to use quotes within a quote.
Example: ‘He said “watch out!” and I jumped back, which probably saved my life,’ Dugie said

9. Brackets ()

Enclose extra information that is not absolutely necessary and which may seem outside the main thrust of the sentence.

Example: The Cambridge Folk Festival (held in the grounds of Cherry Hinton Hall) is one of the most enjoyable dates in the Cambridge calendar.

10. Dash

Dash separates an idea from the rest of the sentence, in a similar way to bracket. Example: Dashes are used- instead of brackets, sometimes- to separate an idea from the main part of a sentence.

11. Apostrophe

Indicates possession – note its use after s and x, where s is not often used.

Example: Hester’s cat, David’s dog, Charles’ friends, Alex’s hat

12. Capital letter is used for:

a. Proper names

Example: Jack, Jessy

b. The first person pronoun

Example: I agree

c. The beginning of sentence

Example:

It is winter. The snow is falling suddenly.
d. Important roles

Example: The President arrives at six.  

According to M. Solahuddin, the function of English punctuation mark, as follows:

1. Capital letter are used for:
   a. The first word in a sentence. Example:
      Children always appreciate small gifts of money.
   b. The fist word in a direct speech. Example:
      He asked me, “Where do you live?”
   c. Interjection. Example:
      O!
      Wow!
      No!
   d. The first person pronoun. Example:
      You and I will get scholarship.
   e. Proper name. Example: Peter, William.
   f. Name of place, country, and city. Example:
      California, Paris, Jakarta
   g. Name of mountain, river, and lake. Example:
      The Rocky Mountains, Zambezi River, Lake Lucerne
   h. Name of island. Example: The Virgin Island

---

i. Abbreviation. Example: MC (Master of Ceremony), SBY (Susilo Bambang Yudhoyono)

2. Ellipsis (…) is used for showing if some parts of sentence is removed. Example: The cause of morality disorder … will be examined more thoroughly.

3. Bold print, Italic, and underline are used for:
   a. As an emphasis on two opposite. Example:

   **This book is mine, not yours.**
   
   *This book is mine, not yours.*
   
   This book is *mine*, not *yours*.

   b. Italic is used for title of movie, book, and magazine. Example:

   Have you ever read Laskar Pelangi?
   
   You have to read The Merchants of Venice by Shakespeare.

4. Full stop is used for:
   a. In the end sentence or statement. Example:

   You needn’t go away early.
   
   Yes, I did.

   b. After abbreviation. Example: Mr. Mrs. Dr.

5. Comma is used for:
   a. Connect two items on:

   1). Independent clause which use the conjunction word such as or, but, yet, so, and for. Example: I will go, but you will not.

   2). Two dependent clause which is too long. Example:
We had been looking forward to our holiday all year, but unfortunately it rained every day.

b. To separate three or more items in the list of item. Example: Peter, Thomas, Richard, and Jhon are from Australia.

c. After introductory element, such as:

1). Transitional word, example:
First, the tap must be turned off.

2). Proper noun, example:
Tom, please come here!

3). Prepositional phrase, example:
In front of her ex-husband, she kisses Andrew.

4). To write the direct sentence, especially before or after verb such as asked, said, told and so on. Example:
Her mother said, “don’t be home late, dear!”

5). Be used in question tags, example:
Denpasar is east of here, isn’t it?

6. Question mark is used in the following cases:

a. In the end of question sentence in the form of direct question.

Example:
Are you a doctor?

b. In the end of question tags, example:
They came to her house last night, didn’t they?
7. Exclamation mark (!) is signal surprise, amazement, or strong emotion.

Example:

That’s great!

8. Semicolon (;) is used for:

   a. Separating independent clause.

      1). Independent clause without conjunction, example:

      The work in the office was quite simple; she had merely to answer the phone and do a little typing.

      2). Independent clause with punctuation. Example:

      The bookkeeper had checked all her figures very carefully the night before; however, when the accountant came, he found several mistakes in her records.

   b. Separating some items, example:

      The capitals of North American countries are: Canada, Ottawa; Costa Rica, San Jose; Cuba, Havana.

9. Colon (:)

   a. Showing the conclusion of negotiation or thought. Example:

      The list showed these words to be identified: good, bad; white, black; to go, to stay.

   b. Used in writing dialogue, example:

      Peter: Do you think that?

      Ann: Well, I think so.

10. Dash (-)
a. Replacement semicolon between the independent clauses. Example:
   He claimed that he was too ill to attend the meeting—the truth is, he
didn’t want to go.

b. Replacement comma before apposition. Example:
   There are three students from Bandung-Dadang, Cecep, and Asep.

11. Parentheses ( )
   a. Separating the extra information. Example:
      Mount Merapi (more than 2,500 m) is one of the most an active
      volcano in the world.
   b. Flanking number or letter detailing the sequence information.
      Example:
      The error can be stated as due to: (1) incorrect data used, (2)
careless application of it, (3) unrealistic conclusion drawn.

12. Bracket ([ ]) is used for flanking letter or word as a correction in addition to
    the sentences written by others. Example:
    Jogja in [these] years was so crowded.

13. Apostrophe (’)
   a. Showing possession, example:
      The cat’s tail
      The bird’s ayes
   b. As contraction, example:
      Won’t = will not
      I’m = I am
14. Quotation mark “…”

a. Used in direct sentence. Example:

“No,” I answered confidently.

b. Flanking the title of book, article, poetry, and so forth.

I am reading “Harry Potter and The Chamber of Secret.”

Marah Rusli’s “Siti Nurbaya.”

15. Hyphen (-)

a. In writing a combination of two or more words that functions as a word. Example:

Mother-in-law

A well-known author

b. Connecting a combination of numbers 21 to 99 are written by using the word. Example:

Seventy-two

Forty-seven

C. The Concept of Error Analysis

a. Definition of Error Analysis

Brown states that error analysis is an effort to observe, analyze and classify the errors the learners made to reveal something of system operating with the learner and Masruddin concludes that error analysis is the study on systematic error that students commit in acquiring language into the target language. In

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addition, Douglas states that error analysis involves collecting errors, studying them, classifying them in various ways and suggesting possible causes.\(^{24}\) From the two definitions, researcher gives the other definition about error analysis that is an activity to observe, analyze, classify and describe the students’ error which is not appropriate to the rules of the target language and doing evaluation as a prevention of error’s repetition.

b. The Difference between Error and Mistake

Learning is a process and where the learner sometimes will make some mistakes. But it can be an important aspect of learning to develop their skills. The terms are like mistake and error are often used interchangeably. However, there is a clear difference between the two of them. Norrish states that error as a systematic deviation when a learner has not learnt something and consistently gets it wrong, while the mistake as inconsistent deviation.\(^{25}\) If the learner is inclined and able to correct a fault in his output, it is assumed that the form he selected was not the one intended, and we will say that the fault is a mistake, but if the learner is unable or in any ways disinclined to make the correction, it assumes that the form the learner used was the one intended and that is an error.\(^{26}\)

Based on the explanation, the researcher gives a conclusion about the difference of error and mistake. The difference of them is when the student has


studied something, but learners are still wrong, it is a mistake. While error, is a fault produced by students when learner have not studied before.

c. Type of error

The errors were classified based on surfaced strategy taxonomy those include four categories of error according to Dulay, Burt, and Krashen, those are:

1. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: *There is picture on the wall.* This sentence leaves out an article “a” that must be added before the word “picture”.

2. Addition

Addition is the error of adding some unnecessary or incorrect element in an utterance, for example: *The books is here.* There is suffix “-s” added after the word “book”. Hence, it indicates addition error.

3. Misformation

Misformation is the error of using one grammatical form in place of another grammatical form. For instance: *I see her yesterday.* This sentence contains misformation in using irregular verb which marked by the using the wrong form “see” to replace “saw”.

4. Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: *she will come evening tomorrow.* This sentence has the error in order. The correct sentence is “she will come tomorrow evening”. 27

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27 Carl James, Op.Cit, P. 106
d. Cause of error

Norrish classifies the cause of error into three types, they are:

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if the student loses interest. Perhaps the materials and style of presentation do not suit for them.

2. First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formulation. When someone tries to learn new habits the old one will disrupt the new one. It will because of error is called first language interference.

3. Translation

Translation is one the causes of error. This happens because the students translate his first language sentence or idiom expression into the target language word by word. This is probably the most common cause of error. Some of students realize that translation is difficult and one of the challenges for them in studying English.

D. The concept of difficulty

a. Definition of difficulty

The difficulty is problem, thing or situation that causes the problem. The other definition of a difficulty refers to something that hinders you or causes you

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to have to face challenges, or the state or condition of being challenged or having a hard time.\textsuperscript{30}

From the two definitions, the researcher concludes that definition of difficulty is something not easy to be done. Many students may not be aware that they need diagnose to find out the cause of their difficulties in understanding something. Identification of learning difficulties is necessary in order to provide adjustments that are reasonable for that student.

b. Cause of the learning difficulty

Hamalik states that there are many factors that cause the learning difficulty, they are:

1. Intern Factors

An intern factor is the factor from the learner themselves. It really influences the progress of the learner. It is sometimes not realized by the learner or they realize, but they just underestimate and they never try to lose it.

a. The learners do not have the learning objective

Most of students go to school only for having friends or having present from their parent. Unclear and unrealistic objectives can be a hindrance to the progress of learning. The students will not get progress, but failure and disappointment.

\textsuperscript{30} http://www.yourdictionary.com/difficulty, accessed on May 26\textsuperscript{th} 2016 at 6.55 am
b. Lack of interest

Interest determines success or fails the activities. Having the big interest will motivate the learners in following the course. Lack of interest causes the lack of attention and effort in learning.

c. Unhealthy body and spirit

Upset emotional and unwell feeling can disturb learning process.

d. Capability in learning

Having the capability in learning does not mean that the learner should go to all time, but have to understand about the lesson and it will stimulate them to add knowledge. For understanding and get the lesson need attention and concentration, write an important thing from the lesson and ask questions to the other.

e. Language habits

Everybody has the different habits. Sometimes someone likes studying at night and sometimes studying during the day. The students have to try to have a good habit which is efficient in learning.

f. Lack of the language mastery

Many people are diligent in speaking, but they cannot explain or understand the lesson easily. Lacking of language mastery is one of the factors that make learners lack of reading and it causes them be difficult to add their insights.

2. School environment factor

The obstacle in learning progress is not only coming from the learner, but also can come from the school itself, they are:
a. They way in giving lessons

The way which is used by the teacher in teaching influence the learner’s studying. We cannot deny that some of the teachers use unsuitable method in teaching without paying attention to whether the learners understand or not.

b. Lacking of reading materials

Sometimes students complain about the homework from their teacher, which is demanded them to read. It does not mean that they cannot do it and also they do not want to read. It can be caused by nothing the reading material.

c. Lacking of learning tools

Preparing the tools of learning is also the responsibility of the school. Lacking of learning tools can influence the improvement of students.

d. Learning material is not suitable with the learners’ ability

The arranging of learning material which is not suitable for the learners’ ability will disturb their learning. It means that, understanding level is not suitable with the materials.  

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E. Conceptual Framework

In English, writing is one of the skills that must be mastered by the students. The quality of what is written not just on the content, the language, and the writer’s handwriting, but also on their use of punctuation. In the other side, writing including how to make a good paragraph which is easy to understand and there is no ambiguity in the meaning of the sentence. Ambiguity can be influenced by the laying of punctuation. Therefore, the writer should be carefully in placing of punctuation in a sentence, because the case of ambiguity is sometimes happen.

Punctuation errors occur with the omission or misuse of one of the punctuation marks, the function of punctuation marks is to separate words and phrases within a sentence according to their meanings.

The problem arising in students at the eighth semester of IAIN Palopo is the students still incorrect in applying English punctuation mark in writing. Through preliminary data, the researcher found that a lot of students still confused of using punctuation in their writing work. It can be concluded that it could lead to the problem of the use of punctuation. Most of students still underestimate the important of placing punctuation. The English students have to be able to write well by caring the structure, sentence, and punctuation itself. Then to solve the problem, the researcher will identify the difficulty by doing an analysis. It is needed to know the students’ error in using punctuation through written test.

Dulay, Burt, and Krashen state that there are some categories of error that are omission, addition, misformation, and misordering. By knowing the error,

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33 Jo, McCuen, R & Anthony, Winkler, C. Op.Cit
the researcher can know the difficulties faced by them to evaluate their ability in writing and their comprehension in using punctuation mark. This explanation can be seen in the following diagram:

**Writing:**
The quality what is written not just on the content, the language, and the writer’s handwriting but also on their use of punctuation.

![Diagram]

Punctuation errors occur with the omission or misuse of one of the punctuation marks, the function of punctuation marks is to separate words and phrases within a sentence according to their meanings.

![Diagram]

**Categories of error:**
Omission, addition, misformation, and misordering

![Diagram]

Finding difficulties in placing punctuation mark in writing

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34 Carl James, Op.Cit, P. 106
CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research applied descriptive qualitative method. It aimed for describing the errors of student and the difficulties faced by them in using English punctuation mark.

B. Location and Time of Research

This thesis was conducted in the campus of IAIN Palopo on 16th June 2017.

C. Subject of Research

In this research, the researcher took class D as the subject. The researcher decided to take this class because of the problem about English punctuation mark was found in the class D. The students used punctuation mark in their task incorrectly, some of punctuation mark that should be there was nothing. In addition, some of them directly said that they did not understand about punctuation deeply.

D. Instrument of the Research

In collecting the data, the researcher used the written test. The test of this research was narrative text without English punctuation mark. The goal of this test was to analyze the dominant error made by students and their difficulties in using English punctuation mark.
E. Procedure of Collecting Data

There were some steps that the researcher did in collecting the data for this research, as follows:

1. The researcher gave the test that was narrative text without English punctuation mark.
2. The researcher explained the instruction of the test.
3. The researcher submitted the students’ worksheet.
4. The researcher analyzed the student’s error in using punctuation and identified the students’ difficulties.

F. Technique for Data Analysis

The data from the test was used to find out the dominant error and the students’ difficulties and it was analyzed qualitatively. To quantify all of the errors, the researcher used the following formula;

\[ P = \frac{F}{N} \times 100\% \]

Where:

- \( P \) = Percentage (kind of errors)
- \( F \) = Frequency (numbers of error)
- \( N \) = Total number of errors\(^{35}\)

\(^{35}\) Suharsimi Arikunto, “Prosedur Penelitian” (Jakarta:PT Rineka Cipta,Cet XI), p. 41
Table 1: Table for identifying the error

<table>
<thead>
<tr>
<th>Code</th>
<th>Error analysis</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incorrect</td>
<td>Correct</td>
</tr>
<tr>
<td>R1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Table for classifying the error

<table>
<thead>
<tr>
<th>No</th>
<th>Kinds of error</th>
<th>Total number of error made by students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Comma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Question mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apostrophe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Quotation mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Capital letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Exclamation mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. FINDING

After analyzing the result of students’ work, the researcher found many errors in using punctuation mark in English text. There were seven kinds of English punctuation mark in the text, such as capital letter, full stop, comma, quotation mark, question mark, exclamation mark and apostrophe. The total of punctuation in the text can be seen on the table below:

Table 1: Frequency all of punctuation usage in English text

<table>
<thead>
<tr>
<th>No</th>
<th>Punctuation mark</th>
<th>Frequency</th>
<th>Total</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Capital letter</td>
<td>5</td>
<td>30</td>
<td>Pronoun I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td></td>
<td>The first word in sentence</td>
</tr>
<tr>
<td>2.</td>
<td>Full stop (.)</td>
<td>21</td>
<td>21</td>
<td>Terminal period</td>
</tr>
<tr>
<td>3.</td>
<td>Comma (,)</td>
<td>3</td>
<td>17</td>
<td>In a series</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>Appositive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>In direct quotation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>Before conjunction <em>but</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>Adverbial time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>After <em>suddenly</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>Stressing sentence</td>
</tr>
<tr>
<td>4.</td>
<td>Quotation mark (““)</td>
<td>8</td>
<td>8</td>
<td>Direct speech</td>
</tr>
<tr>
<td>5.</td>
<td>Question mark (?)</td>
<td>2</td>
<td></td>
<td>Question sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>Question tag</td>
</tr>
<tr>
<td>6.</td>
<td>Exclamation mark (!)</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Apostrophe (’)</td>
<td>3</td>
<td>5</td>
<td>Possessive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>Contraction</td>
</tr>
</tbody>
</table>
Referring to the numerous sums of errors, the researcher presented the various kinds of errors as below;

Table 2: Various kinds of errors

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Wrong sentence</th>
<th>Correct sentence</th>
<th>Kinds of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>Once upon the time there was a beautiful princess, who had a golden ball,</td>
<td>Once upon the time, there was a beautiful princess who had a golden ball.</td>
<td>Student did not put comma and used the incorrect punctuation that is comma.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then a frog jumped out of the pond and asked “why are you crying beautiful princess”?</td>
<td>Then a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?”</td>
<td>Student did not put comma, quotation mark, and capital letter. Also, used quotation and question mark wrongly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The princess said to “him about the golden ball.</td>
<td>The princess said to him about the golden ball.</td>
<td>Student put unnecessary mark that was quotation mark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ugly frog said “I can help you to get the golden ball back. But, what will I get from you I can give</td>
<td>The ugly frog said, “I can help you to get the golden ball back, but what will I get from you?” “I can</td>
<td>Student did not put comma, question, and quotation mark, and put</td>
</tr>
</tbody>
</table>
| you everything? The frog dived into the pond and gave it back to the princess! She was very happy, the frog reminded about the princess promise so you remember right that you, have promised to me? I want to eat from your plate live in your palace sleep with you in the same bed. said the frog. The princess actually give you everything.” The frog dived into the pond and gave it back to the princess. She was very happy. The frog reminded about the princess’ promise. So you remember, right? That you have promised to me.” “I want to eat from your plate, live in your palace, sleep with you in the same bed,” said the frog. The princess actually question mark wrongly. Student put unnecessary mark that is exclamation mark. Student used the wrong punctuation that is comma, did not use apostrophe, and full stop. Also, used unnecessary question mark in affirmation sentence and quotation mark in the end of quotation. Student did not put punctuation marks that were quotation mark, comma, and full stop. Student did not
didn’t agree with his idea, but she should accept that.

Next morning the princess found the frog waiting for her in front of the house. I can go in this palace, can’t I? You promised to me.

She told all what happened yesterday to her father, the king. The king said promise is a promise. You must keep your word. Let the frog come into this palace.

The frog went to the

didn’t agree with his idea, but she should accept that.

Next morning, the princess found the frog waiting for her in front of the house. “I can go in this palace, can’t I? You promised to me.”

She told all what happened yesterday to her father, the king. The king said, “Promise is a promise. You must keep your word. Let the frog come into this place!”

The frog went to the

put apostrophe in contraction, and full stop in the end of sentence. Student did not put comma, capital letter after quotation mark, and used the wrong punctuation that is comma. In addition, Student did not put punctuation that should be there in question tag.

Student did not put the right punctuations that were comma, capital letter, exclamation mark, quotation mark, and full stop. Student did not
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>R2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Once upon the time,</td>
<td>Once upon the time,</td>
</tr>
<tr>
<td></td>
<td>there was a beautiful princess who had a golden ball, she played with in the garden.</td>
<td>there was a beautiful princess who had a golden ball. She played with in the garden.</td>
</tr>
<tr>
<td></td>
<td>She just sit on the bench and cried then a frog jumped out of the pond and asked “why are you crying beautiful princess”</td>
<td>She just sit on the bench and cried. Then a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?”</td>
</tr>
<tr>
<td></td>
<td>The frog reminded about the princess promise. So you remember right that you have promised to me?</td>
<td>The frog reminded about the princess’ promise. “So you remember, right? That you have promised to me.”</td>
</tr>
<tr>
<td></td>
<td>I want to eat from your plate live in</td>
<td>“I want to eat from your plate, live in</td>
</tr>
</tbody>
</table>

Student did not use the right punctuations that are comma, full stop, and capital letter.
your palace, sleep with you in the same bed. said the frog

Next morning, the princess found the frog waiting for her in front of the house. I can go in this palace cant I? you promised to me

The frog went to the dining room and ate with princess plate same as human. At night the frog came into the princess bedroom.

3. R3 once upon a time there was a beautiful princess who had a golden ball.

She played with it in the garden, suddenly the ball fell into the pond. she didn't know what to do.

Student did not use capital letter correctly.

Student did not use the right punctuation that is full stop and did not put apostrophe.
Then a frog jumped out of the pond and asked “why are you crying beautiful princess?”
“I can help you to get the ball back. But, what will I get from you?”

The frog dived into the pond and gave it back to the princess, she was very happy.
I want to eat from your plate live in your palace sleep with you in the same bed. said the frog.

The king said, promise is promise you must keep your word. Let the frog came into this palace.

Next morning the princess found the frog waiting for her in front of the house.

<p>| Student did not use comma and capital letter. |
| Student used comma and full stop incorrectly. |
| Student use the wrong punctuation that is comma. |
| Student did not put comma, quotation mark, put full stop wrongly. |
| Student did not put quotation mark and exclamation mark. |
| Student did put quotation mark, comma, and question mark. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can go in this palace cant I you promised to me?”</strong></td>
<td><strong>“I can go in this palace, can’t I? You promised to me.”</strong></td>
<td><strong>Beside, put question mark in wrong place.</strong></td>
</tr>
<tr>
<td>The frog went to dining room and ate with princess plate same as human. At night the frog came into princess bedroom</td>
<td>The frog went to dining room and ate with princess’ plate same as human. At night, the frog came into princess’ bedroom.</td>
<td>Student did not put apostrophe and comma.</td>
</tr>
<tr>
<td><strong>She didnt know what to do.</strong></td>
<td><strong>She didn’t know what to do.</strong></td>
<td>Student did not put apostrophe in contraction.</td>
</tr>
<tr>
<td>Then a frog jumped out of the pond and asked, “why are you crying beautiful princess?&quot;</td>
<td>Then a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?”</td>
<td>Student did not put comma and capital letter correctly, omission of quotation mark</td>
</tr>
<tr>
<td>the princess actually didn’t agree with his idea but she should accept that.</td>
<td>The princess actually didn’t agree with his idea, but she should accept that.</td>
<td>Student did not use right capital letter and comma is missing.</td>
</tr>
<tr>
<td>Next morning the princess found the frog waiting for her in front of the house. “I can go in this</td>
<td>Next morning, the princess found the frog waiting for her in front of the house. “I can go in this</td>
<td>Student did not used comma, apostrophe, and question mark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>palace cant I you promised to me.”</td>
<td>The king said, “promise is promise! You must keep your word. Let the frog came into this palace!”</td>
<td>The king said, “Promise is promise. You must keep your word. Let the frog came into this palace!”</td>
</tr>
<tr>
<td>The frog went to dining room and ate with princess plate same as human at night the frog came into princess bedroom.</td>
<td>The frog went to dining room and ate with princess’ plate same as human. At night, the frog came into princess’ bedroom.</td>
<td>Student did not put apostrophe, full stop, and comma.</td>
</tr>
<tr>
<td>5. R5 Once upon the time there was a beautiful princess who had a golden ball she played with it in the garden. Then a frog jumped out of the pond and asked why are you crying beautiful princess.</td>
<td>Once upon the time, there was a beautiful princess who had a golden ball. She played with it in the garden. Then a frog jump out of the pond and asked, “Why are you crying, beautiful princess?”</td>
<td>Student did not put comma and full stop.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can give you everything you want promised. The princess …</td>
<td>“I can give you everything you want,” Promised the princess.</td>
<td>Student did not put quotation mark and comma. Also, used the wrong punctuation that is full stop.</td>
</tr>
<tr>
<td>———</td>
<td>———</td>
<td>———</td>
</tr>
<tr>
<td>The princess actually didn’t agree with his idea, But she should accept that</td>
<td>The princess actually didn’t agree with his idea, but she should accept that.</td>
<td>Student used capital letter wrongly and did not put full stop in the end of sentence.</td>
</tr>
<tr>
<td>So she told what happened yesterday to her father the king. The king said promise is promise you must keep your word. Let the frog came into this palace.</td>
<td>So she told what happened yesterday to her father, the king. The king said, “Promise is promise. You must keep your word. Let the frog came into this palace!”</td>
<td>Student did not put comma, full stop, quotation mark, and exclamation mark.</td>
</tr>
<tr>
<td>The frog went to dining room and ate with princess plate. Same as human at night the frog came into princess bedroom.</td>
<td>The frog went to dining room and ate with princess’ plate same as human. At night, the frog came into princess’ bedroom.</td>
<td>Student did not put full stop, comma and apostrophe. Also, used the wrong punctuation that is full stop.</td>
</tr>
</tbody>
</table>
| 6. | R6 | The frog reminded about the princess promise. | The frog reminded about the princess’ promise. | Student did not put apostrophe.  
“Why are you crying beautiful princess?” | “Why are you crying, beautiful princess?” | Student did not use comma. |
| R7 | Once upon the time there was a beautiful princess, who had a golden ball | The frog went to dining room and ate with princess plate same as human. At night, the frog came into the princess bedroom. | The frog went to dining room and ate with princess’ plate same as human. At night, the frog came into the princess’ bedroom. | Student did not put apostrophe in possessive.  
Suddenly the ball fell into pond she didn’t know what to do. | Student did not use comma, full stop, and using comma wrongly.  
Then a frog jumped out of the pond and asked why are you crying beautiful princess? | Student did not use comma, apostrophe, and full stop.  
Suddenly, the ball fell into pond. She didn’t know what to do. | Student did not put comma, and quotation mark.  
Then a frog jumped out of the pond and asked, “Why are you crying beautiful princess?” |
So you remember right that, you have promised to me.

Next morning the princess found the frog waiting for her in front of the house. I can go in this palace cant I? You promise to me.

The frog went to dining room and ate with princess’ plate same as human. At night, the frog came into the princess bedroom.

Then a frog jumped out of the pond and asked “why are you crying beautiful princess?”

The ugly frog said I can help you to get the golden ball back.

Student did not put comma, quotation mark, and used comma incorrectly.

Next morning, the princess found the frog waiting for her in front of the house. “I can go in this palace, can’t I? You promised to me.”

The frog went to dining room and ate with princess’ plate same as human. At night, the frog came into the princess’ bedroom.

Then a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?”

The ugly frog said, “I can help you to get the golden ball back, capital letter.
| 8. R8 | But, what will I get from you?  
So you remember right that you have promised to me  
yes I want to eat from your plate live in your palace sleep with you in the same bed  
next morning the princess found the frog waiting for her in front of the house,  
I can go in this palace cant I you promise to me  
She told all what happen yesterday to her father the king  
the king said promise is a promise you must keep your word.  
Let the frog came into this palace | but what will I get from you?”  
“So you remember, right? That you have promised to me.”  
“Yes.” “I want to eat from your plate, live in your palace, sleep with you in the same bed,”  
Next morning, the princess found the frog waiting for her in front of the house.  
“I can go in this palace, can’t I? You promised to me.”  
She told all what happen yesterday to her father, the king.  
The king said, “Promise is a promise. You must keep your word. Let the frog came into this palace!” | question mark, quotation mark.  
Student did not put quotation, question, and full stop.  
Student did not put comma, full stop, question mark mark, and quotation mark in direct quotation.  
Student did not put quotation mark, full stop, capital letter, and comma to separate some items.  
The student did not used comma, quotation mark, capital letter, fullstop and exclamation mark in the end of senten. |
<p>|   | R9 | Once upon a time, there was a beautiful princess who had a golden ball. then a frog jumped out of the pond and asked “why are you crying beautiful princess.” The princess actually didn’t agree with his idea, but she should accept that. I can go in this palace cant I you promised to me. So she told what happened yesterday to her father the king. The king said promise is promise you must keep your word. Let the frog came into this | Once upon a time, there was a beautiful princess who had a golden ball. Then a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?” The princess actually didn’t agree with his idea, but she should accept that. “I can go in this palace, can’t I? You promised to me.” So she told what happened yesterday to her father, the king. The king said, “Promise is promise. You must keep your word. Let the frog came into this | Student used the wrong punctuation that is full stop. Student did not use capital letter, comma, and quotation mark to enclose a direct speech. Student did not put apostrophe and error in using full stop. Student did not use quotation mark, apostrophe, and question mark. Student did not use capital letter, quotation mark, comma, and exclamation mark. |
|---|---|---|---|
| 9 |   |   |   |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td><strong>R10</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Once upon a time, there was a beautiful princess who had a golden ball.</strong></td>
<td><strong>Once upon a time, there was a beautiful princess who had a golden ball.</strong></td>
</tr>
<tr>
<td></td>
<td>then a frog jumped out of the pond and asked “why are you crying beautiful princess?”</td>
<td>Then a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?”</td>
</tr>
<tr>
<td></td>
<td>The frog reminded about the princess promise. So you remember right that you have promised to me.</td>
<td>The frog reminded about the princess’ promise. “So you remember, right? That you have promised to me.”</td>
</tr>
<tr>
<td></td>
<td>I want to eat from your plate live in your palace sleep with you in the same bed. Said the frog.</td>
<td>“I want to eat from your plate, live in your palace, sleep with you in the same bed,” said the frog.</td>
</tr>
<tr>
<td></td>
<td>The princess actually didn’t agree with his</td>
<td>The princess actually didn’t agree with his</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student did not put comma.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student did not put comma, quotation mark in the end of speech and question mark in question sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student did not put apostrophe, comma, quotation mark, and question mark in question tag.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student did not put quotation mark and comma to show a list.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student did not put apostrophe</td>
</tr>
</tbody>
</table>
Next morning the princess found the frog waiting for her in front of the house. I can go in this palace cant I you promised to me

The frog went to dining room and ate with princess plate same as human. At night the frog came into princess bedroom.

Student did not put comma, quotation mark, apostrophe, full stop, and question mark in question tag.

Student did not put apostrophe in possessive, and comma was missing.

Student did not put comma and did not use capital letter in the first word of direct quotation.

Student did not put comma before quotation mark and question mark.
<table>
<thead>
<tr>
<th></th>
<th>The frog reminded about the princess promise. So you remember right that you have promised to me.”</th>
<th>The frog reminded about the princess’ promise. “So you remember, right? That you have promised to me.”</th>
<th>Student did not put apostrophe, quotation mark, and comma.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the princess actually didn’t agree with his idea but she should accept. That</td>
<td>The princess actually didn’t agree with his idea, but she should accept that.</td>
<td>Student did not use apostrophe and wrong in using full stop.</td>
</tr>
<tr>
<td></td>
<td>“I can go in this palace cant I?</td>
<td>“I can go in this palace, can’t I?”</td>
<td>Student did not put comma, apostrophe, and quotation mark.</td>
</tr>
<tr>
<td></td>
<td>She told all what happened yesterday to her father the king.</td>
<td>She told all what happened yesterday to her father, the king.</td>
<td>Student did not apply comma in appositive sentence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Once upon the time, there was a beautiful princess who had a golden ball, … a frog jumped out of the pond and asked. “why are you crying beautiful</th>
<th>Once upon the time, there was a beautiful princess who had a golden ball. … a frog jumped out of the pond and asked, “Why are you crying, beautiful</th>
<th>Student used full stop and comma wrongly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>R12</td>
<td>Student did not use capital letter and comma, used incorrect</td>
<td></td>
</tr>
</tbody>
</table>
princess?
The princess said to him, about the golden ball.

The frog went to dining room and ate with the princess plate same as human.
At night the frog came into the princess bedroom.

---

R13

... a frog jumped out of the pond and asked “why are you crying beautiful princess?
Next morning the princess found the frog waiting for her in front of the house. I can go in this palace cant I you promised to me.

---

R14

then a frog jumped out of the pond and asked “why are you crying beautiful

---

fullstop.
Student used unnecessary punctuation that was comma.
Student did not put apostrophe and comma.
Student did not use apostrophe and comma.
princess?
The frog reminded about the princess promise. So you remember right that you have promised to me?
The princess actually didn’t agree with his idea. But, she should accept that.
so she told what happened yesterday to her father the king. The king said promise is promise you must keep your word. Let the frog came into this palace.
princess?”
The frog reminded about the princess promise. “So you remember, right? That you have promised to me.”
The princess actually didn’t agree with his idea, but she should accept that.
So she told what happened yesterday to her father, the king. The king said, “Promise is promise. You must keep your word. Let the frog came into this palace!”
mark in the end of direct speech. Student did not put quotation mark, comma, and used question mark wrongly.
Student did not use apostrophe and comma before conjunction.
Student did not put comma before direct speech and to show appositive, did not use capital letter, full stop, exclamation mark, and quotation mark.
| 15 | R15 | The princess actually didn't agree with his idea but, she should accept that. ... “I can help you to get the golden ball back but, what will I get from you? yes I want to eat from your plate live in your palace sleep with you in the same bed said the frog. The frog went to dining room and ate with the princess plate same as human. At night the frog came into the princess bedroom. | The princess actually didn’t agree with his idea, but she should accept that. ... “I can help you to get the golden ball back, but what will I get from you?” “Yes.” “I want to eat from your plate, live in your palace, sleep with you in the same bed,” said the frog. The frog went to dining room and ate with the princess’ plate same as human. At night, the frog came into the princess’ bedroom. | Student used unnecessary punctuation that is comma after but. Student misuse comma and quotation mark is missing. Student did not put quotation mark and comma to separate items. Student did not put comma and apostrophe. |
The following are explanations of each error in using punctuation:

1. Capital letter

Table 3: Error in using capital letter

<table>
<thead>
<tr>
<th>No</th>
<th>Error in</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>112</td>
</tr>
<tr>
<td>2.</td>
<td>Misuse/used unnecessary</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>112</td>
</tr>
</tbody>
</table>

The capital letter is used in the first word in a sentence and pronoun I. in this research, the researcher found 112 errors made by 15 students without misuse.

2. Full stop

Table 4: Error in using full stop

<table>
<thead>
<tr>
<th>No</th>
<th>Error in</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>84</td>
</tr>
<tr>
<td>2.</td>
<td>Misuse/used unnecessary</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>106</td>
</tr>
</tbody>
</table>

The full stop is used in the end of a sentence. After analyzing the students’ work, the researcher found 106 errors in using full stop which consisted of 84 errors of omission and 22 misuses. The students often forget to end the sentence with a period.
Commas are used to separate parts of a sentence. They tell readers to pause between words or groups of words, and they help clarify the meanings of sentences. In this research, the writer found 172 errors made by students. The omission of the comma for direct quotation has been the items most frequently tabulated. Omission in adverbial time was the next in frequency. Frequency for misuse was 23 errors.
4. Question mark

Table 6: Error in using the question mark

<table>
<thead>
<tr>
<th>No</th>
<th>Error in</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Misuse/used unnecessarily</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

The question mark is used after direct question and at the end of question tag. After the researcher analyzed the punctuation error in the text, the researcher found that all students made errors in using quotation mark in which occurred 30 times with 5 misuses. The error can be seen in the sentence “I can go in this palace, can’t I? You promised to me.” Mostly students did not put the question mark at the end of question tag.

5. Quotation mark

Table 7: Error in using the quotation mark

<table>
<thead>
<tr>
<th>No</th>
<th>Error in</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Misuse/used unnecessarily</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>
The quotation mark is used to show when someone being quoted directly. In this research, the researcher found 60 errors in omission of using quotation mark without misuse.

6. Exclamation mark

Table 8: Error in using the exclamation mark

<table>
<thead>
<tr>
<th>No</th>
<th>Error in</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Misuse/used unnecessarily</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

The exclamation mark is not often used in academic writing. It is usually most appropriate after real exclamations or short commands. The omissions of exclamation mark occurred 13 times.

7. Apostrophe

Table 9: Error in using apostrophe

<table>
<thead>
<tr>
<th>No</th>
<th>Error in</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>54</td>
</tr>
<tr>
<td>2.</td>
<td>Misuse/used unnecessarily</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

The apostrophe is used in 2 cases. They are showing contraction and possessive. In this research, the researcher found that mostly students make errors
in using apostrophes. The total of errors made by the students was 54 without misuse.

The following are percentage of error in applying punctuation mark:

Table 10: Percentage of Error

<table>
<thead>
<tr>
<th>No</th>
<th>Kinds of error</th>
<th>Total number of errors made by students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Capital letter</td>
<td>112</td>
<td>20.29 %</td>
</tr>
<tr>
<td>2.</td>
<td>Full stop</td>
<td>106</td>
<td>19.20 %</td>
</tr>
<tr>
<td>3.</td>
<td>Comma</td>
<td>172</td>
<td>31.16 %</td>
</tr>
<tr>
<td>4.</td>
<td>Question mark</td>
<td>35</td>
<td>6.34 %</td>
</tr>
<tr>
<td>5.</td>
<td>Quotation mark</td>
<td>60</td>
<td>10.87 %</td>
</tr>
<tr>
<td>6.</td>
<td>Exclamation mark</td>
<td>13</td>
<td>2.36 %</td>
</tr>
<tr>
<td>7.</td>
<td>Apostrophe</td>
<td>54</td>
<td>9.78 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>552</td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

The previous table showed the percentages of all numbers of errors made by students. The average number of punctuation errors for each category is the capital letter, 112 errors (20.29 %); full stop, 106 errors (19.20 %); comma, 172 errors (31.16 %); question mark, 35 errors (6.34 %); quotation mark, 60 errors (10.87 %); exclamation mark, 13 errors (2.36 %); apostrophe, 54 errors (9.78 %).

Here, there were 552 various kinds of errors made by the students where the most dominant error was applying comma which occurred 172 times.
B. DISCUSSION

Based on the finding and classification of punctuation, the researcher found that there is a similarity between Jeremy’s theory and what have researched. Jeremy, in his book “How to Teach Writing” states that comma was the highest frequently occur in many people’s writing. Due to its classification of the comma, the writer usually did not pay attention in using comma. This theory is similar to what the researcher found in student’s work.

Based on the table of frequency, the researcher found the first objective of this research. The result shows that the most dominant error made by the students in the English Department at the eighth semester of IAIN Palopo was comma which the errors occurred 172 times. It means that students get the difficulty in applying comma. In the text entitled “Frog Prince” most of students made errors of the sentence: Then a frog jumped out of the pond and asked “Why are you crying beautiful princess?” and the correct sentence is Then, a frog jumped out of the pond and asked, “Why are you crying, beautiful princess?”

The usage of comma in a direct quotation only occurs four times. Unfortunately, almost all of students used it wrongly. Students confused where should put comma in direct quotation. If direct speech comes after the information who is speaking, comma should be put before the quotation mark to introduce the piece of speech, but if the direct speech comes before the introductory clause, the

comma should be put before the quotation mark. It is one of the difficulties faced by students in using commas.

The usage of comma in adverbial time only three times, but students, mostly did not put it correctly. It was the matter of omission. There were 26 errors made by students. For example, in the sentence: *At night the frog came to the princess’ bedroom*, Students did not apply comma to be right sentence: *At night, the frog came to the princess’ bedroom.*

The error in using comma in the sentences before conjunction *but* occurred 20 times. It was a matter of omission. The fact shows that mostly student did not put the comma before the conjunction *but*. It indicates that students still lack of knowledge about the rules of usage punctuation mark, especially comma.

The omission in using comma to separate items was the next rank after omission in using commas. It occurred 18 times also. Students are difficult in placing comma when the series in the form of complete sentences. In the test, students did not put the comma in the sentence “*I want to eat from your plate live in your palace sleep with you in the same bed*” said the frog. The right sentence is “*I want to eat from your plate, live in your palace, sleep with you in the same bed,*” said the frog.

The omission in using comma to show stressing sentence occurred 18 times made by students. Most of students did not put comma in the sentence “*So you remember, right? That you promised to me.*”
The next rank in error of using comma was omission after *suddenly* which occurred 6 times. It indicates that students are having the difficulties in placing punctuation mark that is comma. In the sentence “*suddenly, the frog jumped out to the pond…*” comma should be put in the front of word *suddenly*.

It seems that students also lack of understanding in using comma in appositive. It is a word or a group of words that identify or rename a noun in a sentence. In the text, errors in appositive occurred 20 times. For example, “*She was really upset and angry, so she told all what happen yesterday to her father the king.*” Most of students did not put comma in “… to her father, the king.”

The frequency of misuse or unnecessary comma was 23 times. Some students put unnecessary punctuation mark. It was a matter of addition. For example, “*The princess actually, didn’t agree with his idea…*”

Capital letter, frequency of omission in using capital letter was 112 times. The researcher found the students’ difficulties of using capital letters in the first word in direct quotation. After quotation mark, the first word should be started by capital letter. In this research only one student who understands that rules.

The omission of using full stops in the text was 106 times. It is high enough. Using full stop related to the usage of capital letters. Many students did not put a full stop and it caused omission of capital letter. Here, the students are difficult to use full stop when the students did not understand what the sentences mean.
Quotation mark, the frequency of using quotation mark was 60 times. It was the matter of omission. At the case the king said, "Promise is a promise. You must keep your word. Let the frog come into this palace!" the students did not put the mark and few of them used it in the front of quote, but in the end was nothing. This case shows that students get the difficulty in applying quotation because they cannot differentiate between the quote and common sentence.

The omission of using the apostrophe made by the students occurred 54 times. Almost all of the students did not put the apostrophe in the text. Based on the previous data, frequency of using apostrophe was 5 times that were 2 times for contraction and 3 times for possession. Most of omission made by students in the case of possession, such as: princess’ promise, princess’ bedroom and princess’ plate. It indicated that students still lack of understanding about possessive.

The error in using question mark was the next of frequency. It was a matter of omission which consisted of 35 errors. There were students who did error in using question mark. In the case of direct quotation which consists of question sentence, students put the question mark after quotation mark. Example of error made by the student: A frog jumped out of the pond and asked, “Why are you crying, beautiful princess”?

The last frequency was error of using exclamation mark. The table shows that omission of exclamation mark was 8 times and used unnecessary was 5 times. In the text, usage of exclamation mark only one time, but only 4 students who used it correctly. In the other side, there were students used unnecessary of exclamation mark in the sentence, for example: “I can go in this palace, can’t I?”
You promise to me!” The mark should not be there. In the sentence, full stop was needed. The difficulty of students is confused in making sure the sentence which consists of strong emotion, surprise and exclamatory sentence.

Based on the result of the research, it can be concluded that mostly errors of punctuation namely omission of the marks, as it occurred in the use of comma, capital letter, full stop, quotation mark, apostrophe, question mark and exclamation mark. In addition, the finding seems that the students’ error classified into two categories, they are omission and addition. It correlated to the theory of Dulay, Burt, and Karshen that classified the error into four categories (Omission, Addition, Misforming and Misordering).

Dealing with the difficulties, there are some factors as the causes of students’ difficulties, such as lack of interest and motivation in understanding the rules of punctuation, students were in a hurry for doing the test, careless, lack of language mastery, and the number of rules for using punctuation that should be understood, especially the use of comma. Some of the factors are relevant with the theory of Oemar Hamalik about the cause of learning difficulty (intern and school environment factors).
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

After conducting this research, doing the analysis, and presenting the results, the researcher concludes that there are punctuation errors in English text made by the students. Generally, the use of punctuation mark in writing is very important because it can help the reader to more easily understand what you want to say.

Based on the finding of the analysis, it showed that the students made a total 552 errors. The most dominant error made by the students of the English department at the eighth semester was errors in using comma which occurred 172 times or 31.16%. The fact shows that error through omission occurs very frequently. However, there were also errors of misuse as punctuation was seldom used at all.

After the researcher analyzed the error made by students, it was found the difficulties faced by the students in using English punctuation marks, they are:

1. Confused about using punctuation when students did not understand what the sentence means.
2. Confused about the use of the comma in the case of appositive and adverbial time.
4. Students are difficult in placing comma when the series in the form of complete sentences.

5. Some students get the difficulty in distinguishing the quote and the common sentence in the narrative text.

6. Confused in making sure about the sentence which consists of strong emotion, surprises and exclamatory sentence.

7. The student lacks of understanding about the use of punctuation mark in the question tag.

8. Lack of knowledge about the usage of capital letter in the first word in the direct quotation.

9. Confused in using an apostrophe in the case of possessive.

10. Carelessness in using the capital letter in the sentence that can be caused by the omission of using the full stops, or vice versa.

B. SUGGESTION

Considering the conclusion, the researcher would like to propose some suggestions and hopefully will be useful for the lecturer, students and the next researcher.

1. For the lecturer, according to the findings, it can be said that the students still have some difficulties in placing punctuation mark. Therefore, the lecturer should more pay attention about the students’ comprehension because the competence of writing includes the mechanics. The correction and the evaluation are very needed to avoid the student lack of understanding about the rules of punctuation mark.
2. For the student, the students have to understand about the use of punctuation, especially in using comma because of the comma is the dominant error made by the students in the text. The students should more pay attention and apply the material in all of writing subject especially in academic writing.

3. For the next researcher, analyzing the error of punctuation in English text is interesting, so that analyzing error of the usage of punctuation in the different context must be interesting also. For instance, analyzing the punctuation mark in student’s essay.
BIBLIOGRAPHY


[http://www.oxforddictionaries.com/words/punctuation](http://www.oxforddictionaries.com/words/punctuation), Accessed on April 29th 2016, 8:28 pm


