

AN ERROR ANALYSIS ON THE USE OF PUNCTUATION MARKS IN STUDENTS' WRITING
(A Study at Second Semester Students of English Department of
Universitas Muhammadiyah Surakarta)



Submitted as a Partial Fulfilment of the Requirement for Getting Bachelor
Degree of Education in English Department

Written by:

FARIDA NUR LAILI

A320140200

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATIONAL FACULTY
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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Approved to be examined by

Consultant,


(Hepy Adityarini, Ph.D)

NIK. 846

ACCEPTANCE

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**Acceptance and Approved by Board Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on August 2th, 2018**

Team of Examiner:

1. **Hepy Adityarini, Ph.D**
(Chair Person)
2. **Koesoemo Ratih, Ph.D**
(Member I)
3. **Aryati Prasetyarini, M. Pd.**
(Member II)

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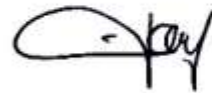
Prof. Dr. Harun Joko Pravitno, M. Hum

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan di dalamnya tidak terdapat karya yang pernah diajukan untuk memperoleh gelar kesarjanaan di suatu perguruan tinggi dan lembaga pendidikan lainnya. Pengetahuan yang diperoleh hasil penerbitan maupun yang belum/tidak diterbitkan sumbernya dijelaskan didalam tulisan pustaka.

Surakarta, 17 Juli 2018



Sri Purwaningsih

**AN ERROR ANALYSIS ON THE USE OF PUNCTUATION MARKS IN
STUDENTS' WRITING (A STUDY AT SECOND SEMESTER STUDENTS
OF ENGLISH DEPARTMENT OF
UNIVERSITAS MUHAMMADIYAH SURAKARTA)**

Abstrak

Penelitian ini menyelidiki bagaimana para siswa menggunakan 11 tanda baca dalam kalimat. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis tanda baca yang sering digunakan secara tidak konsisten dan untuk menggambarkan kesalahan yang sering dilakukan oleh mahasiswa semester dua dari jurusan Bahasa Inggris Universitas Muhammadiyah Surakarta. Instrumen dalam penelitian ini adalah tes esai dari 11 tanda baca yang mengandung 10 item. Subyek dalam penelitian ini adalah 100 mahasiswa semester dua Jurusan Bahasa Inggris Universitas Muhammadiyah Surakarta. Hasilnya menunjukkan bahwa jenis kesalahan yang paling dominan yang dilakukan oleh siswa adalah tanda seru, titik dan koma. Jenis kesalahan tertinggi adalah kelalaian.

Kata kunci: Tanda baca, Analisis kesalahan, Penulisan

Abstract

The study investigated how the students used 11 punctuation marks in sentences. The aim of the studies are to describe types of punctuation marks that are frequently used incorrectly and to describe the frequently errors made by the second semester students of English department of Universitas Muhammadiyah Surakarta. The instrument in the study was an essay test of 11 punctuation marks consisting 10 items. The subjects of the study were 100 students of the second semester of English Department of Universitas Muhammadiyah Surakarta. The result shows that the most dominant type of errors made by students are exclamation, period and comma. The highest kinds of error was omission.

Key words: Punctuation, Error analysis, Writing

1. INTRODUCTION

Communication is important for human life, because communication is simple of sending information from one place or human to another. Visualization is activity of communication by graphs or charts. Then, written communication is activity of communication by letter or e-mails. The purpose of this communication is thought of writing. Writing is a sequence of letters, words or symbols marked on paper and many more.

Based on the writing center UNC collage of art and sciences (2017) "good writing must include: reaction, recursive, both subject and object, decision making, progression and linier". From the theory, writing is very crucial for

students especially in collage. There are four English language skills which should be mastered by the students namely reading, speaking, reading, and writing. From all of those four skills, writing is one of language skills that should be learned by the students because most of activities in class involve writing. It is inevitable that writing can be challenging for students, starting from the stringing up words until they can make a paragraph that they think it is the best paragraph. Students should concern the three common mechanisms of the writing process. "The benefits of learning good grammar are many and varied, from ability to express spoken thoughts effectively to improve understanding of the written word and better writing skills." Mary & Charles, (2001)

The relation of grammar and punctuation happens by adverb, noun, verb and adjective. So, using proper punctuation marks is necessary as the basic skill in good writing. Punctuation is needed in order to avoid the reader become misunderstanding the topic of writing, purposes of the writer and sometimes become stuck on technicality. According to McCuen & Winkler (2000) punctuation errors occur with the omission or misuse of one of the punctuation marks. There are several types of punctuation likely slash, comma, apostrophe, period, exclamation point, colon, semicolon, question mark, dash and many more. In brief, punctuation has essential role in communicating the writer's idea. This study wants to describe how the students still use punctuation incorrectly in writing.

2. METHOD

This research is descriptive qualitative research. Denzin and Lincoln (1994) defined Qualitative Research as "multimethod in focus, involving an interpretive, naturalist approach to its subject matter." The purposes of this study are to describe type of punctuation marks that are frequently used incorrectly by the second semester students of English Department of UMS and to describe the frequently errors made by the second semester students of English department of UMS in using punctuation marks in writing essay. This study analyzed the students' errors in using punctuation marks. Based on the

categories proposed by Dulay and Burt (1982) for the type of error, this study will examine the problems that they face.

The setting of this study is Universitas Muhammadiyah Surakarta (UMS). This university located in Jalan A. Yani no 1, Pabelan, Kartasura, Surakarta post 57162. It was built in 1957. It has 164 majors. The accreditation of English Department is “B”. The total number of new students of UMS is 5.082 students. There are 23 lecturers who work at English department. There are 12 lecturers from S2 and 11 lecturers from S3. The facilities in English department of UMS are classrooms, 4

In collecting data, this study uses an essay test consisting 10 sentences with incorrect use of punctuation marks. The subjects of this study are the students who are required to rewrite the 10 sentences with proper punctuation marks. The results of the test were then categorized based on the errors that the students made. In this respect, the method of collecting the data in this study was document analysis since the researcher used the test results as the data to gain information regarding the errors made by the students. According Chris (2010), document analysis is a technique used to gather requirements during the requirements elicitation phase of students’ project.

There are some steps in analyzing the data; those are collecting data, identifying data, classifying data, quantifying error and drawing conclusion. This study inserted trustworthiness to strengthen the validity of data. According to Lincoln & Guba (1985), the steps are; credibility, transferability, dependability, and confirmability. Credibility is confidence in the truth of the findings (Johnson, 2006). Triangulation is to maintain the credibility of data. In this study, researcher re-observed the instrument from pilot test using different semester students at UMS and clarified the meaning of test to match the participants’ responses. The piloting and revising from the responses had been drawn to make sure that the test which had been acquired was true.

Transferability is showing whether the findings of the study have applicability in other contexts or not. In chapter 3, the study describes the context or the setting where the study was conducted. Dependability shows the

finding of the study and could be repeated. In chapter 3, the study describes about the research method including type, setting, subject and object of the study, data and source of data, method of collecting data, and steps in technique of data analysis

Comfirmability of the study explains about the data which had been collected. The results of collecting data of this study were presented to the readers by using table, explaining the correct and incorrect of punctuations, and using qualitative findings. So, the readers could follow the rationality of the conclusions from this study.

3. FINDINGS AND DISCUSSION

The data of this study were collected by using test. Test was conducted to get information about the incorrect use of punctuation marks and the kinds of error in the second semester students of English Department UMS. There are 10 test items which were tested. According to Vapinggo (2017) there are 11 important punctuation marks: period, comma, question mark, exclamation mark, apostrophe, quotation mark, colon, slash, brackets and semicolon. This study is adopted from vapinggo's theory on the types of punctuation mark.

No	Punctuation item	Percentage
1	Period	16%
2	Comma	15%
3	question mark	4%
4	Slash	6%
5	Strip	3%
6	Brackets	9%
7	Quotation Mark	3%
8	Apostrophe	1%

9	Exclamation	17%
10	Semicolon	13%
11	Colon	13%

Table 1 Recapitulation of incorrect use of punctuation mark

Generally the students made errors on 11 punctuations that were tested. The eleven punctuations that have the highest errors were the “period”, “comma” and “exclamation”. Meanwhile, the lowest errors occur on students is the use of “apostrophe”.

No	Kinds of error	Percentage
1	misinformation	25%
2	Omission	67%
3	Addition	5%

Table 2 Recapitulation

From the chart above, it can be concluded that type errors with a percentage of more than 50% was the omission. The second-highest error type was misinformation. While the type of error that was rarely conducted by students was an addition. From this recapitulation then discussions are presented descriptively based on the research questions.

3.1 What type of punctuation marks that are frequently used incorrectly by the second semester students of English Department of UMS?

In order to answer the research question, students made error in using 11 punctuations. From 11 punctuations, exclamation has (17%), comma (15%), and period (14%). In the other hand, the lowest percentage is the use of apostrophe.

The results of previous studies and the current studies have some similarities. The two previous studies below were from Asia. Avomahs (2015) and Elsadig & Abdall (2016), found that the errors which are mostly

done by the students are in the use of comma and period. These errors occurs in the Asia area probably because they have the same students characteristics.

In addition, Lia (2014) reported that the error which was mostly done by the students was exclamation. This is also found in this study. This study and previous study from Indonesia found that the highest punctuation error was exclamation. This error occurs in the Indonesia area, probably because the characteristics of students who are not familiar with the clear rules of the use of exclamation. However, the results of the study are not in line with the highest errors of exclamation from Asian previous study.

3.2 What kinds of error are frequently made by the second semester students of English Department of UMS in using punctuation mark in writing?

The findings show the incorrect use of punctuation marks done by students. Error is analyzed using 4 types classification. There are omission, addition, misinformation, and misordering. After making an analysis, this study found the three types of error. Those are omission (67%), misinformation (25%) and addition (5%). The analysis did not use misordering because the focus of the study is the use of punctuation mark not in the morpheme. After the analysis, this research found the highest type of error in omission.

This study has some differences with the previous study. The results were not in line with Hammams (2015) finding which showed that the highest error was misinformation. The different result between this study and the previous study may be caused by the type of test and the participants. Whereas this study used sentence test, the study conducted by Hammam used narrative test. This study was conducted in university. This is in contrast with Hammam's study in which senior high schools were recruited as the participants.

The similarity between this study and previous study lies on the kinds of error. The result of this study showed that the highest error type was omission. It found that the highest error was omission, because maybe the students did not know the rule of the punctuation. So, it did not give marks.

4. CONCLUSION

In this part, this study presents some conclusion on several points of views. This study investigates the students' errors of using 11 punctuation marks: period, comma, exclamation, quotation mark, slash, dash, question mark, strip, semicolon, colon and brackets. From the result of test and discussion, the researcher concludes that: the result shows that by the second semester students at UMS in using punctuation marks in sentences made a total 513 errors. The types of punctuation marks that are frequently used incorrectly by students are exclamation (17%), period (16%) and addition (15%). The kind of error frequently made by the students is omission (67%).

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