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An Error Analysis Of Using Punctuation In Writing Narrative Text Of Tenth Grade Students At Sma Gajah Mada Medan

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Abstrak

Penelitian ini bertujuan untuk mengetahui jenis kesalahan tanda baca apa saja yang dilakukan siswa kelas X di SMA Gajah Madah Medan. Desain penelitian yang digunakan adalah deskriptif kualitatif. Menjelaskan dan mengidentifikasi fonem-fonem subjek penelitian dengan cara mengumpulkan, mengidentifikasi, mengklasifikasikan, atau mengoreksi kesalahan berbahasa yang dilakukan siswa, khususnya dalam penggunaan tanda baca. Populasinya adalah seluruh subjek penelitian. Populasi didefinisikan sebagai semua anggota kelas masyarakat yang terdefinisi dengan baik. Populasi penelitian ini adalah siswa kelas X SMA Gajah Mada Medan. Sampel penelitian ini hanya mengambil satu kelas yaitu X IPA-1 yang berjumlah 25 siswa. Instrumen adalah alat yang digunakan untuk mengumpulkan data dalam penelitian. Instrumen penelitian ini adalah tes menulis. Tes menulis berguna untuk mengetahui jenis-jenis kesalahan siswa dalam menulis teks narasi. Setelah mengumpulkan data, peneliti menganalisisnya untuk mencapai tujuan yang diinginkan. Hasil penelitian menunjukkan bahwa terdapat beberapa kesalahan yang dilakukan siswa kelas X SMA Gajah Mada Medan dalam penulisan tanda baca. Peneliti menyimpulkan bahwa sebagian siswa masih kebingungan dalam menggunakan tanda baca. Jadi, siswa masih perlu lebih banyak berlatih dan mewaspadai penggunaan tanda baca. Penggunaan tanda baca dalam sebuah tulisan sangatlah penting, karena dapat membantu pembaca lebih mudah memahami makna dari sebuah tulisan.

Kata Kunci: *Analisis Kesalahan, Tanda Baca, Penulisan, Teks Narasi*

Abstract

This research aims To find out what types of punctuation errors are made by the tenth-grade students in SMA Gajah Madah Medan. The research design study was descriptive qualitative. It is to explained and identify phonemes of the research subject by collecting, identifying, classifying, or correcting language errors made by students, especially in used punctuation. The population is all of the subject's research. The population was defined as all members of a well-defined class of people. The population of this study was the tenth grade students of SMA Gajah Mada Medan. The sample of this study takes only one class that is X IPA-1, which consists of 25 students. An instrument is a tool used to collect data in research. The instrument of this study is a writing test. Writing test was useful to find out the types of errors in students writing narrative text. After collecting the data, the researcher analyzed it to achieve the intended objective. The result of this indicates that there are number error made by the tenth grade students of SMA Gajah Mada Medan in writing punctuation. The researcher concluded that some of students still confused in the use punctuation. So, the students still need more practice and aware in the use of punctuation. The use of punctuation in writing is very important, because it can help the reader to more easily understand the meaning of writing.

Keyword: *Error Analysis, Punctuation, Writing, Narrative Text*

INTRODUCTION

Error analysis is the study of errors made by second and foreign language learners. Error analysis is a technique for identifying, classifying, and systematically interpreting the mistakes made by someone learning a foreign language. Error analysis is the study of errors made by the second and foreign language learner. Error analysis may be carried out to find out how well someone knows the language (Sujarwo, 2020).

Punctuation is a sign that has an important role in a sentence or text because punctuation marks provide meaning from word to word. In other words, punctuation helps readers to understand the sentence to be read. Defining that all writing requires complete mastery of punctuation because punctuation removes ambiguity and makes prose clear and easily understandable. Punctuation is a tool used by writers to help their readers understand the meaning of their words. The punctuation marks clarify the meaning of written sentences by Beyer in Khan (in Guerberof Arenas & Moorkens, 2019). Several types of symbols are included in punctuation. The symbol consists of a dot or dots (.), comma (,), semicolon (;), colon (:), hyphen (-), hyphen (--), apostrophe ('), quotation marks (""), question marks (?), and exclamation points (!). The entire Punctuation marks have different functions in complete sentences (Birnie et al., 2019).

Writing is one of the important aspects of language learning such as in accomplishing written assignments and tests (Mariana et al., 2018). Writing is an activity of communicating in the form of conveying messages in writing to other parties using written language as a tool or medium. In writing, there are difficulties in writing skills such as planning and organizing ideas, to lower level skills, such as spelling, punctuation, and word choice. The purpose of writing is to help students express their feelings and ideas in written form. Students are expected to be able to convey ideas, feelings, desires, and knowledge by writing (R. A. Fitria et al., 2022).

As we know, many kinds of text can be used in written form such as narrative text, descriptive text, explanation text, recount text, report text, and argument text. According to Purba (Izzadeen & Majeed, 2020), narrative text is a type of text that tells about activities or events in the past, which shows problematic experiences and the solution means to entertain, often intended to teach moral lessons to their readers. The narrative text is a text that contains imaginary stories, fairy tales, or exaggerated true stories. Usually, narrative stories have a moral value that can be taken at the end of the story.

Based on the researcher experience teaching English in the Campus Mengajar program batch 3 at SMPN 1, there are several student problems that are found in learning English. They said that learning English is difficult, especially writing and they always find hard words that made them confused (S. Fahmi & Rachmijati, 2021). The student's lack of knowledge in writing text due to the placement of the punctuation marks is incorrect. This is because students' interest in writing activities can be said to be relatively low. Most of the questions in their examination consisted of a vocabulary test. It made the student's ability to understand punctuation marks relatively low (Bangyal et al., 2021).

Meanwhile, in the writing process for SMA students, errors often occur in the use of punctuation. When compared to writing letters and writing words, it is the use of punctuation that often experiences errors in writing activities carried out by students. Difficulties experienced by students in using word order, identifying types of punctuation marks, and distinguishing punctuation marks in writing. There are still many students who have not been able to use proper punctuation in writing a text (Machmut et al., 2023). This should not be allowed because students will not be able to use punctuation correctly in each piece of writing (Jayanti, 2019).

Suliman and Ben (in Muspawi & Sari, 2020) finds that the benefits of punctuation are important in writing. Punctuation marks provide written structure, intonation, and pauses during reading. Punctuation marks are used to provide the right sentence to convey. In

writing, punctuation is the part important component in the structure of writing, sentences, and words (M. A. Fahmi & Cahyono, 2021).

Based on the above statement, the research would be conducted with the title "An Error Analysis Of Using Punctuation In Writing Narrative Text Of Tenth Grade Students At SMA Gajah Mada Medan".

RESEARCH METHOD

Research Design

The research design study was descriptive qualitative. It is to explained and identify phonemes of the research subject by collecting, identifying, classifying, or correcting language errors made by students, especially in used punctuation. According to Creswell (Fitriana & Nurazni, 2022), qualitative research was a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. This study aims to analyzed the used of punctuation errors in writing a narrative text of Tenth Grade Students at SMA Gajah Mada Medan.

Population and Sample

The population is all of the subject's research. The population was defined as all members of a well-defined class of people. The population of this study was the tenth grade students of SMA Gajah Mada Medan. The sample of this study takes only one class that is X IPA-1, which consists of 25 students (Zulaikah et al., 2018).

The Instrument of Collecting Data

An instrument is a tool used to collect data in research. The instrument of this study is a writing test. Writing test was useful to find out the types of errors in students writing narrative text.

Technique of Collecting Data

The following techniques are used for collecting data:

1. Choosing 25 students;
2. Giving tests to students (the test is given as narrative text such as dongeng, short story);
3. Giving a time limit of 60 minutes for students to work on it;
4. Collecting the results of student answers.

Data Analysis

After collecting the data, the researcher analyzed it to achieve the intended objective. The researcher analyzed data of the study with the following steps:

1. Collecting data from student work;
2. Identifying students' punctuation errors;

3. Classifying the kinds of students' errors;
4. Determining the factors of errors in the students' writing;
5. Summing up the results;
6. Interview;
7. Calculating the Percentage.

Triangulation of Data

The objective of triangulation is to boost the findings' credibility and validity. Additionally, according to Patton (in T. N. Fitria, 2021), there are four triangulation methods that is 1) triangulation of the data; 2) time triangulation; 3) theory triangulation; and 4) methodology triangulation.

Data triangulation relates to the use of various data or information which includes time, space, and people in research. Data triangulation is the process of collecting data from different times, spaces, and people or rechecking and comparing information by the author with the results of interviews with participants. In data triangulation, using various data sources such as interviews with participants to answer research questions. Data collection can be varied based on different times, spaces or people (Alfaki, 2015).

In this study, data triangulation was used through information from a research interview in order to find the error in students writing narrative text at tenth grade of SMA Gajah Mada Medan. Based on the conceptual framework above, this research is focused on analyzing student errors in using punctuation in writing narrative texts. In this researcher, a writing test and use error analysis will be given to process it. Error analysis is used to identify the type of error, such as error of addition, error of misformation, error of misordering, and error of omission. In addition, error analysis is also to find out the causes made by students in using punctuation in narrative text.

RESULT AND DISCUSSION

The Data

Based on the research conducted at SMA Gajah Mada Medan, the researcher collected the source of data from students narrative text of X-IPA1 which are needed to be analyzed in this chapter. The data was collected after 25 students were asked to write the punctuation. The data were taken 17th July 2023. This data were required to describe punctuation error in writing narrative text. In this research, the researcher used interview as the data collection method. The researcher presented the various types of errors as below :

Table 1. The Types of Punctuation Errors of at SMA Gajah Mada Medan

No	Intial of	Period	Types	of	Punctuation	Errors	Total
	Student's						
			Comma	Question	Quotation	Exlamation	
				Mark	Mark	Point	
1	ALT	2	2	-	-	-	4
2	AR	1	2	-	1	-	4
3	AS	-	2	-	1	1	4
4	BL	-	2	1	2	-	5
5	CAP	-	3	-	1	-	4
6	CKS	-	4	-	-	-	4
7	EKM	3	3	-	-	4	10
8	ERP	2	2	-	-	2	6
9	ETR	5	3	-	-	-	8
10	FAM	1	1	-	1	5	8
11	GNS	1	4	-	-	-	5
12	GRM	1	5	-	1	-	7
13	GPS	4	1	-	-	5	10
14	HWS	3	1	-	1	2	7
15	HN	3	3	2	-	4	12
16	HAB	4	1	-	-	2	7
17	IPG	4	2	-	2	2	10
18	IS	3	1	-	-	1	5
19	JL	3	-	-	2	3	8
20	KSK	3	1	-	-	1	5
21	LFD	2	2	2	-	2	8
22	MFP	2	3	-	1	3	9
23	MAS	1	-	-	4	5	10
24	OL	5	2	-	-	2	9
25	PA	1	2	-	-	2	5
Total		54	52	5	17	46	174

Table 2. Types of students Errors

1. AS	
Error	: Punctuation in Writing Narrative Text of tenth grade students at SMA Gajah Mada Medan
Correct	: She knocked but No. one answered so she went inside and felt asleep.
Explanation	:Addition In sentence above, error of punctuation because student answered incorrectly. The right answer did not use quotation mark.
2. BL	
Error	:Once upon a time, there lived a little named Snow White(,)
Correct	:Once upon a time, there lived a little named Snow White(.)
Explanation	:Misformation In sentence above, error of punctuation because student answered incorrectly. The right punctuation that is period not comma.
3. ERP	
Error	:The bird kept not to say the word of Catano()
Correct	:The bird kept not to say the word of Catano(.)
Explanation	:Omission In sentence above, error of punctuation because student omitted the punctuation that is period.
4. GNS	
Error	:At the moment, The parrot was standing proudly and screaming at the last old chicken(.) "say Catano or I'll kill you".
Correct	:At the moment, The parrot was standing proudly and screaming at the last old chicken(,) "say Catano or I'll kill you".
Explanation	:Misordering In sentence above, error of punctuation because student did not use the right punctuation that is comma not period
5. PA	
Error	:The parrot would not say the name of the place where it was born()
Correct	:The parrot would not say the name of the place where it was born()

Explanation : Omission

In sentence above, error of punctuation because student omitted the punctuation that is period.

The Cause of Punctuation Error

To get additional data, the researcher interviewed students who had finish writing test. Interviews were conducted to answer the second question two students were interviewed to find out causes students made error in using punctuation in writing.

Table 3. The Cause of Punctuation Error

Omission	:The cause students make omission errors is because students change freely without pying attention punctuation is used, so the resulting sentence wrong.
Addition	:The causes students error addition is because students don't understand and students add item that should not in a sentence such as not adding punctuation to a sentence.
Misordering	:The cause students made misordering errors is due to a misunderstanding about different types of punctuation and students don't know how to distinguis the target language in sentence.
Misformati on	:The cause of this misformation error is the error of used the wrong form on morpheme or structure. This error is characterized the correct types of punctuation such as the use comma.

Based on the results of the interview above, the researcher found the reasons why students made mistakes in using punctuation when writing were as follows: students found it difficult in writing activities, that is students lacked knowledge about punctuation, students were still confused about applying types, punctuation marks, and punctuation structures appropriate (Oktarina et al., 2022).

So, the errors reseacher found, the researcher classified the errors based on the errors students made as follows:

1. Punctuation Error : Students make error in placing period, comma, question mark, quotation mark and exclamation mark;
2. Students do this type of error by adding Omission, Addition, and Misordering.

To quantify all of hte errors, the reseacher uses the formula bellow;

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

Note:

P: The total percentage of errors;

F: The total number of students errors;

N: The total number of students subject.

Data Analysis

Afer the data had been identified, the researcher classified the error made by students in the writing punctuation into four types of error, omission, addition, misformation, and misordering. The researcher take 25 students answer paper as the example. Based on the error occurrences, the reseacher claddified the error that occur into some categories that is:

1. Misordering : where students did not use the right punctuation;
2. Omission : where students omitted one or some punctuation;
3. Addition : where students gave addition of punctuation in the sentence;
4. Misformation : where the characterized by the use of the wrong form of the morpheme or structure.

Research Findings

After analysis data, the researcher found the errors from each students and they did error when the use punctuation the narrative text. The researcher was give the list of percentage catagories of each types of error based on the students work.

Table 4. Classification of Error Types

No	types of error	total of error	percentage
1	Omission	48	38,19%
2	Addition	31	24,60%
3	Misordering	26	20,63%
4	Misformation	21	16,67%
	Total	126	100%

Based on the table above, it could be describe that errors in misformation was the most frequent error which the students committed 48 errors or 38,19%, addition was frequency which students have 31 or 24,60%, misordering was frequency which students have 26 or 20,63% and misformation was frequency which students have 21 or 16,67%.

The calssifications from the tables above are misforamtion, addition, misordering, and omission errors made by students in the use of punctuation. The total of misinformation errors will be shows in the following table.

Table 5. Error in Punctuation Mark

No	types of error	total of error	percentage
1	Period	54	31,13%
2	Comma	52	29,88%
3	Question Mark	5	2,87%
4	Quotation mark	17	9,77%
5	Exclamation Marl	46	26,43%
	Total	174	100%

Based on the table above, the researcher describes a table of students error in the use of punctuation that is period, comma, question mark, quotation mark and exclamation mark. It can be concluded that students produced the most errors in use punctuation that is period was frequency students have 31,13%.

Discussion

After presenting the number and the causes of punctuation errors, the researcher intended to discuss the finding and how it answered the research questions proposed in the first chapter. There were two research questions that were concerned respectively with types of errors and the causes of errors that student made in writing. In this research, it was found that the types of errors and the causes of students errors using punctuation that is omission of punctuation marks in writing due to students not understanding the correct structure and types of punctuation (Irsa, 2019).

Based on the researcher's findings, the reason students make errors is because they do not understand the correct placement of punctuation marks in writing and do not know the structure of punctuation marks in the meaning of the text. So, the researcher provides a solution by teaching punctuation to students so they understand the structure of punctuation and read more and more so they are able to apply effective use of punctuation.

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

Writing is one of the English skills that must be mastered by students. Writing plays a role in being able to help students to think critically and develop ideas. Therefore, students need to learn and write to gain knowledge about the stages of effective writing, to develop ideas and share their thoughts with others through writing (Sari, 2018).

In learning English, four skills must be mastered such as writing, speaking, listening, and reading. Husna & Multazim (2019:53) said that writing is one of the important skills in English because writing is a process to enlarge our knowledge by comprehending the meaning of the text. Writing helps students to understand what they know. In writing, students can express feeling to others about what is felt, wanted, and thought in writing language. Writing is needed by students and must be mastered because writing can develop oral and written communication skills (Sholikhin, 2021).

Writing is mental work investing ideas that are thought of and how to express them and organize them into statements and paragraphs that will be clear to the reader. Writing is that writing is a series of activities that take place and involve several phases, the stages of preparation, development, and review of content, as well as revision or repair post. The purpose of writing is to express oneself, give information to readers, and create literary work.

Based on the explanation above, writing is a part of English skills that provides information from the results of people's thoughts and can be a medium for someone to express his thoughts to others. Writing is also possibly used as a place to express what someone feels in writing. In English, many students think that writing is the most difficult skill among the other three skills. The students have to know the elements of writing to deliver good writin (Ariyanti & Fitriana, 2017).. The students have to know the elements of writing to deliver good writing. So, students need to master writing skills because they can be used for expressing ideas and feelings of students and communicating with others in the written form o convey information, content, goals, and suggestions. This is also a good process and creative process for giving ideas to readers.

Talking about texts should be integrated with other types of responses to texts. According to Riley, G. L. (1993:417-432), text is one of several expressions used in communication as conveying messages to others. Putri & Al Hafizh's (2020:778) said that narrative text tells events about the past. It means the narrative is retelling stories that occurred in the past by using chronological order and sequence of events to amuse or entertain the readers such as fairy tales, folktales, short stories, fables, legends, myths, novels, and comics (García Santalla, 2022).

Susilawati (2017:103) said that narrative text itself has some textures, which is a preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrases, tenses (past tense and past perfect tense), and also direct and indirect speech. Muliani, Norahmi, & Asi (2019:247) said that narrative text is a text that relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, they state that a key to comprehending a narrative text is a sense of plot, theme, characters, and

events, and of how they relate. Narrative in the human sciences should be defined provisionally as a discourse with a clear sequential order that connects events in a meaningful way for a definite audience and thus offers insight into the world, or people's experience of it.

CONCLUSION

The result of this indicates that there are number error made by the tenth grade students of SMA Gajah Mada Medan in writing punctuation. The researcher concluded that some of students still confused in the use punctuation. So, the students still need more practice and aware in the use of punctuation. The use of punctuation in writing is very important, because it can help the reader to more easily understand the meaning of writing. Based on the finding of the analysis, the researcher can conclude that there are some type of errors in the use of punctuation are made by students, that is:

1. There are four types of error commonly made by students in writing punctuation, that is omission error, addition error, misordering error and misformation error. The number of omission are 48, addition are 31, misordering are 26 and misformation are 21.
2. From conducting interview with some students, the researcher finds that student errors were caused by students not placing punctuation mark correctly, students omitting some punctuation mark, students do not know the structure of punctuation mark and some students did not know how to use comma in the sentence.

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