# AN UNDERGRADUATE THESIS

# AN ERROR ANALYSIS ON THE USE OF PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

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# AN ERROR ANALYSIS  ON THE USE OF PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
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An undergraduate thesis entittled: AN ERROR ANALYSIS OF THE USE PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG

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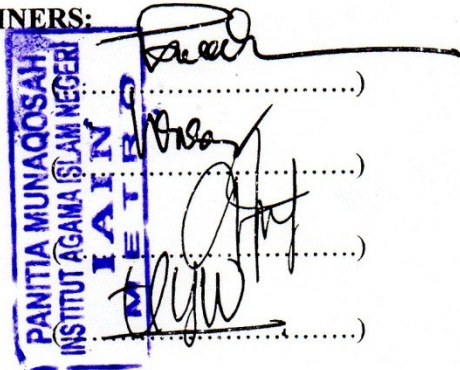
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**ABSTRACT**


**AN ERROR ANALYSIS Of THE USE PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG**


**By : HERA RIZKI**


The purpose of this research is to find out the kind of error in using punctuation on the narrative text and to find out the factors that cause the students often do error in using punctuation in writing narrative text at the tenth grade of senior high school PGRI 1 Punggur Central Lampung.

Therefore, in this research the researcher chose to use the qualitative method with the case study approach like that observation, interview, and documentation were used to collect the data. The researcher conducted the research toward ten students of the tenth graders of SMK PGRI 1 Punggur Central lampung.

From the students' writing result, the researcher found many usage of punctuation errors such as capital letter (A,B,C) 19 items, period (.) 25 items, comma (,) 23 items, apostrophes ('s) 21 items, quotation marks ("...") 25 items, exclamation point (!) 22 items, and question mark (?) 9 items. As a result, the researcher concluded that period and quotation mark has the biggest errors on the students' writing. This phenomena happened because the students feel difficult in writing activity, the students are lack of knowledge about punctuation, and the students still confused to apply the type of punctuation.

The researcher suggest the reader in general to be more aware in using punctuation especially full stop, comma, quotation mark and exclamation point and to learn about the rule and the function of punctuation because punctuation is very important in written language.

**ABSTRAK**


**ANALISIS KESALAHAN PENGGUNAAN TANDA BACA DALAM MENULIS TEKS NARASI PADA SISWA KELAS SEPULUH SMK PGRI 1 PUNGGUR LAMPUNG TENGAH**


**OLEH : HERA RIZKI**


Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan dalam menggunakan tanda baca pada teks narasi dan untuk mengetahui faktor-faktor yang menyebabkan siswa sering melakukan kesalahan dalam menggunakan tanda baca dalam menulis teks narasi di kelas sepuluh SMA PGRI 1 Punggur Lampung Tengah.

Oleh karena itu, dalam penelitian ini, peneliti memilih penggunaan metode kualitatif dengan pendekatan studi kasus yaitu melakukan observasi, wawancara dan dokumentasi yang digunakan untuk mengumpulkan data. Peneliti melakukan penelitian terhadap sepuluh siswa dari siswa kelas sepuluh SMK PGRI 1 Punggur Lampung Tengah.

Dari hasil penulisan siswa, peneliti menemukan banyak penggunaan kesalahan tanda baca seperti huruf kapital (A,B,C) 19 items, tanda titik (.) 25 items, koma (,) 23 items, apostrof ('s) 21 items, tanda petik ("..") 25 items, tanda seru (!) 22 items, dan tanda tanya (?) 9 items. Sebagai hasil penelitian, peneliti menyimpulkan bahwa tanda titik dan tanda petik yang memiliki kesalahan terbanyak pada penulisan siswa. Penomena ini terjadi karena siswa merasa sulit dalam aktivitas menulis, siswa kurang pengetahuan tentang tanda baca, dan siswa masih bingung untuk mengaplikasikan tipe dari tanda baca.

Penulis menyarankan kepada pembaca secara umum agar lebih berhati hati dalam menggunakan tanda baca khususnya tanda titik, tanda koma, tanda petik dan tanda seru dan untuk mempelajari aturan serta fungsi tanda baca, karena tanda baca sangatlah penting dalam bahasa tulis.

# STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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    Faculty         : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January, 2018
The Researcher

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

           Metro, January, 2018

           Yang menyatakan

           Hera Rizki

           St.N.13107367

# MOTTO

<div dir="rtl">

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا       إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

</div>

"But lo! with hardship goeth ease, Lo! with hardship goeth ease"

*"karena sesungguhnya sesudah kesulitan itu ada kemudahan,*

*Sesungghnya sesudah kesulitan itu ada kemudahan"*

# DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1 Almighty Allah SWT, thanks God all about the precious gift inside to me.

2 My beloved Father and Mother, Mr. Hi. Suparman S.Pd SD and Mrs. Suwarningsih S.Pd.I who always support, protect and advice my life and my study, thank you very much for your everlasting love and incessant prayer. May Allah SWT bless you. Aamiin.

3 My beloved young brother Iqbal Nizar Perdana, Nabil Farhan Mustofa and also my big family who have given this valuable help and support.

4 Principal of IAIN Metro Prof Dr. Hj. Enizar M.Ag

5 The Head of English Education Program, Ahmad Subhan Roza M.Pd

6 Thanks for Sponsor, Drs Kuryani Utih M.Pd and Co-sponsor Ahmad Subhan Roza M.Pd who always guide me.

7 And all of my beloved friends of TBI 2013 especially class E who have given motivation and support to finish this undergraduate thesis.

8 My almamater THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO.

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The first start with, the researcher would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and muslim in particular.

In the second place, the researcher would like to thank my parents for financial and spiritual support. My deepest thanks go to Prof. Dr. Hj. Enizar, M.Ag as Rector, Dr. Hj. Akla, M.Pd as the dean of FTIK, Mr. Ahmad Subhan Roza, M.Pd as the Head of TBI, And for my advisors Mr. Kuryani Utih M.Pd and Mr. Ahmad Subhan Roza, M.Pd for being patient and efficiency during the accomplishment of undergraduate thesis. The researcher realizes that this thesis is not perfect. So suggestion and critics from the readers are wished.

Metro, January, 2018
The Researcher

Hera Rizki
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**CHAPTER I**

**INTRODUCTION**

**A. Background Of The Study**

Writing is one of an important aspects in language learning such as in language learning such as in accomplishing written assignment and test. By writing, the students could share information and ideas in the written text. Writing performance could help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, helping them to understand and to note the knowledge.

Writing is the last skill mentioned on all the texts of language skills but it is not the least, because writing is the basic skill as same as speaking, listening, and reading. Moreover, writing is not only for communicating with each other but also for expressing an idea. In addition, it could be used for remembering something and for thinking critically as well.

Based on above explanations, it is concluded that writing is one of important aspects for the students to learn since it is one of the productive skills that is frequently used to convey the idea ( to communicate with the other ) besides speaking.

There are many aspects required in writing. One of the aspects is the usage of punctuation. Punctuation is used of standart sign and marks in writing to separate words into sentences, clauses and phrases in order to clarify meaning. A mistake in punctuation may confuse the reader.

In text, the researcher deal with the words and the punctuation. Poor punctuation enables the same words to have different or unclear meanings. There are clear rules for the use of the punctuation marks and they are not difficult to learn and to apply.

There are some kinds of punctuation often used in writing : a period that ends a declarative sentence ( I have a cold ), exclamation mark that ends an imperative sentence ( dont do that ! keep your self warm ), a question mark that ends an interrogative sentence ( will I get well ? ), use a hyphens or hyphens in certain compound words ( merry – go – round ), use a semicolon to join parts of a compound sentence when a conjunction is not used ( I do the homework ; Rick has the fun ), apostrophes followed by s ( 's ), comma use to separate a series of three or more items ( , ), quotation mark before and after a direct quotation ( " ), italics ( / ).

Based on the pre survey on april 2017 the researche finds that only a few students use punctuation mark on the narrative text. There are the data of score narrative text of the students tenth grade of SMK PGRI 1 Punggur Central Lampung.

**TABLE 1**

The data of pre survey about students' punctuation using error in writing narrative text at the tenth graders of SMK PGRI 1 Punggur Central Lampung in the Academic Year 2017/2018.

| No | Students name | The score | Category |
|---|---|---|---|
| 1 | AD | 50 | Bad punctuation |
| 2 | NY | 45 | Bad punctuation |
| 3 | HS | 70 | Good punctuation |
| 4 | AG | 70 | Good punctuation |
| 5 | TR | 50 | Bad punctuation |
| 6 | AN | 68 | Good punctuation |
| 7 | BB | 75 | Good punctuation |
| 8 | IQ | 45 | Bad punctuation |
| 9 | NB | 50 | Bad punctuation |
| 10 | FR | 48 | Bad punctuation |

Source from the teacher archieve take on april 2017

**Students' Score Frequency**

| No | Score | Explanation | Frequency | Percentages |
|---|---|---|---|---|
| 1 | 81-100 | Excellent | - | - |
| 2 | 66-80 | Good | 4 | 30% |
| 3 | 0-65 | Bad | 6 | 70% |
| Total | | | 10 | 100% |

From the result of score narrative text the students above, it shows that six from ten students have in using punctuation on the narrative text. It means that more than 65% students of the tenth grade of SMK PGRI 1 Punggur Central Lampung have low score in using punctuation.

The researcher wants to analize of the students punctuation using error on the narrative text of the tenth grade of SMK PGRI 1 Punggur in the academic year 2017/2018 and want to identify the factor that cause of the students low in using punctuation, because the researcher want to

know the percentages of the error done by the students of the tenth grade of SMK PGRI 1 Punggur in the academic year 2017/2018.

Thinking of this problem, the researcher would like to conduct the researched entitled "an analysis of the students' punctuation using error in writing narrative text at the tenth grade of SMK PGRI 1 Punggur in the academic year 2017/2018".

**B. Question of the Research**

1. What are the kind of error in using punctuation on the narrative text?

2. What are the factors that cause the students often do error in using punctuation in writing narrative text?

**C. Objectives and benefits of the study**

Based on explanation above, the objectives of this research namely :

1. The objectives of the study

   a. To find out the kind of error in using punctuation on the narrative text.

   b. To find out the factors that cause the students often do error in using punctuation in writing narrative text.

2. The benefits of the study

   a. For the students as a developments using punctuation

   It is hoped that the result of this proposal is beneficial in helping the students to be easy in using punctuation on the narrative text at their skill in writing.

b. For the English teacher as an alternatie knowledge

Hopefully this proposal would give contribution as an alternative knowledge to the teachers in solving problem about the important of using punctuation in teaching. Specially in writing, so that the students not forget about punctuation and always use it, because punctuation could give the meaning and intonation to the reader.

c. For the other researcher as a data of the student

Hopefully the English learners would be able to increase their knowledge in using punctuation on the narrative text and understanding the kinds and usage of that punctuation.

3. **Prior Research**

A discussion of relevan research includes a description sistematically about result earlier research ( prior research ) aout issues that will be examined.

1. The thesis by Hammam Nasrudin on Faculty of Tarbiyah and Science Teachers Training in UIN Syarif Hidayatullah Jakarta. The thesis entitled "The Students' Error in Using Punctuation Marks In Narrative Writing at The Eleventh Grade of SMA Fatahillah Jakarta in the year 2015". The thesis concludes that the most numerous punctuation errors in : period 44,3%, comma 42,5%, semicolon 44,16%, apostrophe 63%,

and question 0%. These mistake ecause they don't know the limitation and rules on the structure and context.[1]

2. The thesis by Sri Astuti on Faculty of Tarbiyah and Science Teachers Training in STAIN Metro. The thesis entitled "Analysis Punctuation Error in Narrative Text at the Fourth Semester of STAIN Metro in the year 2015". The thesis concludes that the most numerous punctuation errors in : period 26%, comma 39%, quotation mark 4%, colon 2%. The use of punctuation comma is the most mistake error because students still confused and difficult to apply different types of punctuation in writing.[2]

3. The thesis by Khuliyatul Hidayah on Faculty of Tarbiyah and Science Teachers Training in University of Muria Kudus. The thesis entitled "An Analysis Of Punctuation Errors In The Background Of The Skripsi Of English Education Department Of Muria Kudus Uniersity". The thesis concludes that the most numerous punctuation errors in : capital letter 37,1%, comma 25,8%, colon 14,5%, full stop 9,5%, hyphen 5,4%, oblique line 3,6%, quotation mark 2,7%, bracket 0,9%, semicolon 0,5%. The researcher suggest the reader in general to be more aware in using punctuation especially capital letter and comma.[3]

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[1] Hammam Nasrudin, *The Student Error In Using Punctuation Marks In Narrative Writing* at The Eleenth Grade of SMA Fatahillah Jakarta In The Year 2015.
[2] Sri Astuti, *Analysis Punctuation Error In Narrative Text* at The Fourth Semester of STAIN Metro In The Year 2015
[3] Khuliyatul Hidayah, *An Analysis Of Punctuation Error In The Background Of The Skripsi Of English Education Department Of Muria Kudus University* In The Year 2013

**CHAPTER II**

**THEORETICAL REVIEW**

A. The Concept of Punctuation Using Error

   1. The concept of punctuation

      a. Definition of punctuation

Punctuation is very important in language learning, because it includes one of mechanical aspects in writing. Punctuation is practice of putting marks such as full stops and commas in a piece of writing. Punctuation are essential when in writing. Punctuation show the reader where sentences start and finish and if punctuation are used properly, then make writing easy to understand. This section gives practical guidance on how to use types of punctuation correctly, so that writing would always be clear and effective.

Correct punctuation, like correct spelling and word order, is an essential part of the properly constructed English sentence.[4] In other words as a unit part of the written form punctuation is description of the pauses and of the rising and falling intonation patterns and in speaking form, the researcher can pause, rise, and fall our intonation orally. Thus, the reader and listener can understand what the message of which is written in a text. Like

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[1] George E. Wishon and Julia M. Burks, *Let's write*, p.28

everything else in writing, punctuation depends on your reader, purpose, content and situation.[5]

Based on the statement above it is be concluded that punctuation is the crucial mechanical aspect in writing process. By using punctuation, the students also can know how to differ among the kinds of sentence in written text.

b. Kinds of Punctuation

According to McGraw-Hill in his book. Here are some common rules for using punctuation types in writing.[6]

1). Periods ( . )

Periods is always used to close the sentence. It means that this marks is used at the end of every sentences.

a). Using the periods at the end of an abreviation.

- *Dr*    *-St*    *-Tues*    *-Jan*

b). Using period in abbreviations for time ( in both formal and informal writing ).

*-12 : 00 A.M*    *-12 : 00 P.M*

c). Using a period after initials.

- *P.J. Reynold*

d). Using period after numbers and letters in an outline.

- *1. Margaret Mead*

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[5] Kritine brown and susan hood,  writing skills and strategies for students of english, (new york : cambridge university press, 1989),  p 34

[3] McGraw-hill, *Grammar and Writing Handbook*, (New York : Macmillan, 1997), p 168-173.

- *A. Famous Antropological.*

- *B. summary of her work.*

2). Hyphens ( - - - )

   a). Usng a hyphen or hyphens in certain compound words.

      *- Drive-in         - Merry-go-round*

   b). Using a hyphen in compound numbers.

      *- Twenty-two-students         - forty-nine-stairs*

3). Colon ( : )

   a). Using a colon to separate the hour and the minute when the students write the time of a day.

      *-12 : 45         -1: 15       -06:30*

   b). Using a colon after the greeting of a bussiness letter.

      *- Dear sirs :         - Dear Mr. Franklin :*

   c). Using a colon to introduce a list of items that ends of sentence. It is forbidden to use a colon if the list immediately follows a verb or a preposition. Following example :

      *- You will need these items : swimsuit, a towel, and sandals.*

4). Semicolon ( ; )

   a). Using a semicolon to join parts of a compound sentence when a conjunction is not used.

      *- I do the homework ; Rick has the fun.*

5). Apostrophes ( 's )

  a). Using an apostrophe and an s ('s) to form the possessive of a singular noun and to form the possessie of a plural noun that does not end in s.

    *- Jason's book*   *-My mom's bike*   *-The car's horn*

  b). Using an apostrophe alone to form the possessive of a plural noun that ends in s.

    *- Ladies'purses*   *- donkeys'brays*   *- lilies'scent*

  c). Using an apostrophe in a contraction to show where a letter or letters are missing.

    *- We + are – we're*   *- he + is – he's*

    *- Would + not – wouldn't*

  d). Do not use an apostrophe in a possessive pronoun.

    *- Its good points*   *- Their friends*   *- Your idea*

6). Commas ( , )

  a). Using a comma between the name of the city and state in an adress.

    *- Lafayette, indiana*

  b). Using a comma after the name of a state or a country when it is used with the name of a city in a sentence.

    *- We visited san Francisco, California on our vacation*

  c). Using a comma between the day year in a date.

    *- April 20, 2005*   *- July 4, 1998*

d). Using a comma before and after the year when it is used with both the month and the day in a sentence. Do not use a comma if only the month and the year are given.

- *June 4, 2000, is our last day of school.*

e). Using a comma after the greeting in a friendly letter and after the closing in all letters.

- *Dear Tyler,*      - *Sincerely,*

f). Using commas to separate three or more items in a series.

- *Our flag is red, white, and blue.*

- *You are kind, patient, and helpful.*

g). Using a comma before and, but, or when it joins simple sentences to form a compound sentence.

- *We like to play softball, but the field is often used.*

- *My mother can drive us, or we can take the bus.*

- *My brownies are testy, and everyone enjoys them.*

7). Quotation Mark ( " )

a). Using quotation mark before and after a direct quotation, the exact words that a speaker says.

- *"Someday I'm going to learn to roller blade, "said Paul.*

- *"Someday, "said Paul, "I'm going to learn to roller blade,"*

b). Using a comma or commas to separate a phrase, such as he said, from the quotation itself. Place the comma outside the opening quotation marks but inside the closing quotation marks.

*- Veronica asked, "what would you like to learn to do?"*

*-"This summer, "replied Adam, "I'd like to learn to roller blade,"*

8). Italics ( / ) and underllining ( ___ )

a). Using italics or underlining to enclose the title of a book, film, play, teleision series, magazine or newspaper.

*- The Secret Garden*    <u>The Secret Garden</u>

9). Capitalization ( A, B, C )

Dorothy E Zemach & Carlos Islam said that, always capitalize :

a). *The first word of every sentence.*

b). *Days of the week (Tuesday) and month of the year (April).*

c). *The first letter (only) of the names of people and places (Bangkok, Ayaka Seo).*

d). *The main words of a title, but not articles (a, an, the) or preposition (words like to, of, for) or conjunction ( and, but), unless they are the first word in the title : the three I do in the morning.*[7]

10). Exclamation point ( ! )

Rebecca said that an exclamation point is used after words, expressions or sentence to show strong feeling or emotional to call emphatic attention to the sentence.

*- Help me !*

[7] Carlos Islam & Dorothy E Zemach, *Paragraph Writing From Sentence to Paragraph*, (Oxford : Macmillan, 2005), p.88

11). Question mark ( ? )

Ends an interrogative sentence. An interrogative sentence asks a question.

- *Will you marry me?*

12). Brackets (  )

The function of this mark used to indicate something optional. It used to enclose remarks, comments, and explanation the sentences.

13). Triple Dots (....)

It used to show that there is more to be said, but the writer stopped at that point.

Based on the quotation above, the researcher thinks that all of the punctuation have a different function each other. One of them could emphasize, stop, connect, and separate every sentences that are very important in the language learning. The punctuation errors make bad written and it is not be successful in academic writing.

Moreover, there are several punctuation that usually used by students in written only such as : capitalization ( A, B, C ), period or ful stop ( . ), comma ( , ), quotation mark ( " " ), exclamation point ( ! ), question mark (?), hyphen ( - ), colon ( : ), semicolon ( ; ), apostrophe ( ' ), brackets ( ), triple dots (....), italic ( / ).

2.  The Concept of Punctuation Error

a.  Definition of punctuation error

One of aspects that is needed in every writing activity is punctuation. Punctuation is very important in language learning, because it includes one of mechanical aspects in writing. Using correct punctuation is indispensable to careful writing.[8] It means that the use of appropriate punctuation is really needed in writing process. Some of the evidences show that writing is a communication between the researcher to the readers. Of course, to know about the message that is delivered by the researcher, the readers have to give more attention to the punctuation. Like in speaking, punctuation in the writing text can give some meaning.

Punctuation is very important in language learning, because it influences the readers a sentence, clause, paragraph, and so on. Such as put a comma at the end of a time clause when the time clauses comes first in a sentence.

Based on the statement above, punctuation is very important in language learning. Punctuation could also give intonation when the reader read. Meanwhile, this mark also used to help the readers in understanding the meaning easily and the goal of the texts. The bad punctuation could make poorly the written, and the error of punctuation sometimes could be disambiguating the meaning of the sentence. Therefore, punctuation is so important in writing activities.

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[8] Barli Bram, Write Well, p.92

B. The Concept of Writing Text

1. The Concept of Writing

a. Definition of Writing

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting, and editing.[9] Writing is a psychological activity of the language user to put information in the written text. In writing process, the brain activity is more dominan than other process, because writing process to expresses the ideas which are on our minds, thoughts, and feels into written text by applying some abilities, such as grammar mastery and possesing vocabularies.

Barli Bram states that in principal, to write means to try, to produce or reproduce written messages.[10] The first step that should be possessed before writing is an idea. The ideas would be a topic which can be conveyed in written text. Then, it is followed by supporting sentences which is related to the topic. The text which is written must be meaningful so that the reader would understand about the message of the text.

There are two general rules which are important in clearly and meaningful writing. First, think before writing be sure to express the desired meaning. Second, make sure sentence structure

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[9] Trudy Walace dkk, *Teaching Speaking Listening and Writing*, ( Switzerland : IBE Publication Unit Geneva, 1986 ), p.15
[10] Barli Bram, *Write Well : Improving Writing Skills*, ( Yogyakarta : Kanisius, 1995 ), p.7

is correct.[11] It means that writing has the structural rules in order that our writing could be understand able and readable by the readers. Firstly, think about what the researcher would convey in a text, whatever things, the most important is the meaningful things to others. Secondly, make sure that the sentence is structured well appropriate to the grammatical rules, and also the vocabularies should be known and understood by many people.

Writing is the written productive and expressive language skill to communicate information to the readers indirectly. In this case, the students are expected to be able to express their ideas, thought, and feeling in written text. Furthermore, writing is basically the process to convey the ideas and the thought by using some knowledge of structure and vocabulary to combine them into a meaningful text.

Based on the quotation above, the researcher could infer that writing is a process of communication that involves basic skills like spelling, which are on our minds, thoughts, and feels into written text by applying some abilities, constructing grammatical sentence and punctuating to generate the ideas. Therefore writing could be defined is the representation of language in a textual medium through the use of a set of signs or symbols.

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[11] George E. Wishon and Julia M. Burks, *Let's Write English*, ( Canada : Van Nostrand Reinhold, 1980 ), p.345

b. Kinds of Writing

There are some kinds of writing. According to Corbett, the kinds of writing could be divided into :

1). Narration

Narration is the form of writing that informs a story or gives an account of an event. In the other words, the kinds of writing consist of a series of events in which action dominates the story. Narration is constructed chronologically order and could be found short stories, novels, diaries, autobiography, memories, and anecdotes. Narration places occurences in time and telss what happened.

2). Description

Description is a writing which presents a verbal of a person, a place, a thing an image in the mind of listener or reader. In the other words, the researcher of descriptive writing appeals to reader imagination and respective sense. The researcher usually uses a verb of sense to describe the characteristics of an object how it looks, feels or sound. The purpose of this kind of writing is to create a pictures or images in reader's minds about particular objects which a researcher describes.

3). Argumentation

Argumentation is a writing which the researcher attempt to persuade an audience or reader to adopt or accept his view or

opinion concerning certain subjects. Moreover, argumentation is the process of developing or presenting an argumen such as reasoning, discussing, debate, disputation.

4). Exposition

Exposition is used in giving information, making explanation and interpreting meaning. It includes editorials, essays and informative and instructional material. The essays would narate and describe.

From the definition above, in this research the researcher chooses narration, because is to amuse or entertain the readers with actual or imaginary experiences in difference ways and always deal with some problems which lead to the climax and then turn into a solution to the problem. Every texts has its own structure. In orientation the researcher could introduces the participant of the story. Then complication would begin when there is a problem encountered by the characters. Moreoer, the characters find the solution of the problem in resolution.

c. Process of Writing

The writing process influences the result of writing. If the writing process is done well, the writing result would be verry qualified. There are four steps in writing process as follows :

1). Planning

Planning is any orderly procedure used to bring about a desired result. Planning is a series of strategies designed to find and produce information in writing.

To make a planning in writing, there are three sources to hel you located and produce information in writing, they are : 1 memory, 2 observe, 3 research.

2). Drafting

Drafting is a series of strategies designed to organized and developed a sustained piece of writing or procedure for determining whether the information the researcher discover during planning could be shaped into a succesfull piece of writing.

3). Revising

Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. The revision stage is sometimes summed up with the A.R.R.R (adding, rearranging, removing, replaving).

4). Editing

Once researcher have produced a draft they then usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way of something is written is ambiguous of confusing.

2.  The Concept of Narrative Text

    a.  Definition of Narrative

    There are many kinds of text. They are descriptive, recount, procedure, explanation, report, exposition, narrative but here the researcher would focus just on narrative text. There are many some experts defined of narrative text these are follows :

    According to Thomas Kane, narrative is a meaningful sequence of avents told in word. It is sequential that the events are ordered, not merely random. Sequece always involves an arrangement in time ( and usually other arrangement as well).[12]

    Narratives are stories involving a sequence of related events. There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another. Such causal connections link one event with another and function partly to give unity to the narrative and partly to enable the narrative to draw moral conclusion about the consequences of actions.[13]

    Narrative is a text focusing some specific participants that have several structural features making different from other genres. In narrative text consists of the following structures :

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    [12] Thomas Kane, *The Oxford Exsential Guide To Write* (New York : Oxford University Press, 2000), p.366
    [13] Martin Montgomery et. al. *Ways of Reading Advanced Reading Skills for Student of English Literature* (Third Edition), (New York : Routledge, 2007), p 251

1) Orientation

Introducing the participants and informing the time and the place. It is also introduce some characters involved in this genre.

2) Complication

Describing the rising crises which the participants have to do with or among participant relationship in a process of social interaction.

3). Resolution

Showing the way of participant to solve the crises, better or worse. The ended or close ended. Open ended is a conclusion that depends on the perception of the readers. Whereas, close ended is an end of a story in which the conclusion is clearly stated. The purpose of the text is to entertain or amuse the readers or listeners about the story or previous experience.

Based on the statement above, it is conclude that narrative is form passage that consist of sequence of event about story or life experience.

b.  Definition of Text

In English language, a text is commonly arranged by deducative reasoning approach in which the flow of idea is developed from a general statement into a specific one.[14] It means that a text is discussed only one topic and one idea, and than using

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[14] Sanggam Siahaan, op. Cit p.131

some structure words. Texs are structured in different ways to achieve their purposes. The purpose of description take or example is to decribe particular person, thing, or place. The structure of such a text would typically move through the following stages :

1). General classification : introduces the topic

2). Description : proides details of the topic such as parts, quantities or qualities, characteristic.

The researcher could refer to this as schematic structure ( generic structure ) of the descripyive text. When the researcher look at how the schematic structure of a text helps it to achieve its purpose, it is important to considere its genre ( genre refer to particular text types ).

As a production a text with a certain type is written out with a certain purpose of the researcher transferred to his readers. It could be for the purpose of the writing text as a production to communicate a piece of information or it could be for the purpose of writing a text as comprehension lesson.

A text could be any linguistic unit. It could be a word. It could also be a sentence. Beside, it could, also be a paragraph. On the other hand, writing a text refers to any meaningful linguistic unit. A paragraph is a piece of written text. It contains several sentences. It means that a text is meaningful linguistic unit which is bigger than a paragraph.

From statement above, texts are structured in different ways to achieve their purpose. The purpose of the writing texts as a production to communicate a poece of information or it could be for the purpose of writing a text as a comprehension lesson.

3. The Concept of Writing Narrative Text

a. Definition Writing Narrative Text

Betty Mattix Dietsch says that narration is used not only in fiction writing but also to relay news of a neighborhood or news of a nation, to share research data, to write reports and other documents. Histories, biographies, journals, college papers, magazines and even advertisements include narrative. Narration is powerful be used to captivate an audience striring the imagination, eliciting emphaty, and lending weight toopinion.[15]

James A.W Hefferan wrote in his book writing a college handbook, "narration or story telling is a writing about a succession of events. The simplest kind of narration follows chronological order, the order in which the narrated events actually occured or could have ocured.[16] In addition James Burl stated "narration tells story, the story of a sequence of eents. Sometimes happens over period of time.[17]

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[15] Betty Mattix Dietsch, *Reasoning & Writing English Well*, ( New York : Mc Graw-Hill, 2003 ), p.123
[16] James A.W, op, cit p.86
[17] James Burl Hoggins, *Contemporary Exposition*, ( J.B Lippincott Company, 1978 ), p.66

Meanwhile Axelrod and Cooper their opinion about narration "narration is a basic writing strategy for presenting action. researcher use narration for a variety of purposes : they illustrate and support their ideas with anecdotes, entertain readers with suspenseful stories, predict what would happen with scenarios, and explain how something should happen with procces narrative".[18]

Based on discussion above, the researcher concludes that the narrative writing is a writing which tells about the story of events in period of time. Narrative writing text is not only about fiction writings, but also about scientific writing could be written in a narration. It presents action with variety pf purpose.

C.  The Cause of Students Punctuation Using Error

Many types of error can occur in stuents writing. Every people in the world certain make errors in their life. The first human learning systematically would be doing errors because their lack of understanding about the language they are learning.

The error of the students commonly could distinguish into two terms, they are mistake and error. Brown said that mistake refers to performance, error that is either a random guess or slip in that is failure to utilize a known system correctly.[19] It means that mistake more generally than erro,

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[18] Rise B Axelrod & Charles R Cooper, *Guide to Writing*, ( New York : St Martin's Press, Inc, 1985 ), p.386
[19] Brown H. Douglas, *Principle Language a Teaching*, ( San Francisco : State University Second Edition, 2000), p.25

and error more specific than mistake. Error is more but mistake is needed more correctly whenhe/she written.

Generally, the errors could not be desprate from the process of language learning. It helps treatment to reduce and avoid the errors are usually happened in using the language. To treatment the researcher uses ; forstly knowing the specific of the errors.

In this case a careful and deep study should be conducted. Moreover the way used to study error in commonly as error analysis.

D.  The Effect of Punctuation Error in Writing

Good writing have many aspect needed in their written like grammar, spelling, vocabulary, and punctuation. One of many aspects that needed in the writing process is punctuation. Punctuation has influence in the writing. By punctuation, the researcher could gives intonation to the reader when they read. Furthermore, in English writing, the errors of punctuation make disambiguate the meaning of sentences. For example : "flower" without leaf, is nothing" and "leaf without flower is nothing". Both of these sentence above has difference the meaning one each other. In addition punctuation could make easier understanding the meaning of sentences. So punctuation absolutely needed by writers.

Meanwhile, misused punctuation would make the reader get different message from the researcher. The students punctuation errors found on the students writing in the eight grade. In this research, the researcher focuses to analyze of the student's punctuation error in writing

narrative text of the tenth grade of SMK PGRI 1 Punggur in the academic year of 2017/2018. The aspect would be focus to analysis of the punctuation error that repeatedly found in writing. Thus, the researcher would analyze the commonly punctuation error on the student's narrative text.

**CHAPTER III**

**RESEARCH METHODOLOGY**

A. The characteristics and Types of The Research

This research is qualitative. In this research, the researcher would try to analize punctuation error in narrative text. The researcher want to show what the types of punctuation error repeatedly found in the students' narrative text using qualitative research. The research would conducted at the tenth grade of SMK PGRI 1 Punggur. The researcher would conduct this research to explore the phenomenon about the punctuation error commonly made by the students on narrative text.

Beside, John W Creswell stated that qualitative research is fundamentally interpretive. It means that the researcher makes an interpretation of the data.[20] Qualitative methods could help in having insight into problem or cases. The data is very important in this research. The data that gathered was detailed description data.

Furthermore, the method be used to identify and describe the punctuation errors made by the students on narrative text. The students' lack of the knowledge in punctuation marks. In this research would analyzed in form of analyzing the data of the students'punctuation error on narrative text. The researcher chooses the tenth grade of SMK PGRI 1 Punggur as the participants. The researcher conducts this research to explore what are kinds of error in using punctuation, what are the factors

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[20] Jhon W Cresswell. Research Design. (USA : Sage Publication Inc 2003), the Second Edition p 181

cause of the student often do error in using punctuation and how the student not to do mistake in writing punctuation on the narratiive text of the tenth grade of SMK PGRI 1 Punggur in the academic year 2017/2018.

B. Data Resource

In generally data source consists of primary and secondary source. Primary source includes of the main source that is gotten from the result of data collection technique. In this research the primary source used documentation from the result of the students' writing narrative text. Secondary source is helpful as begin review, to explore and to determine the range of materials on a topic. Examples of secondary sources are handbooks, encyclopedias, and select journals that summarize research. . In this research, the researcher used the history of SMK PGRI 1 Punggur Central Lampung as the secondary sources.

C. Data Collection Technique

"Data collection technique is very important stage on the research, because the main aim of the research is to get the data. "Moreover, to get the data the researcher needs some instruments.

Instrument and quality of gathering the data are to influences the quality of output of the research.[21]

The fundamental methods relied on by qualitative research for gathering informations, participation in the setting, direct observation, in-

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[21] Ibid, p.305

depth interviewing and document review.[22] Therefore, the research offers instrument in collecting the data as follows :

1. Observation

   The researcher takes field notes on the behavior and activities of individuals at the research site.[23] In this research, the researcher would take note taking the students' behavior and activity. In this case, the researcher would observe the tenth graders of SMK PGRI 1 Punggur in order to analized the students punctuation errors in writing narrative text.

2. Documentation

   The researcher use documentation as data collection technique. Documentation is purposed to get the data that would used to support this research. The data that would collected by using documentation are the short history of school establishment, the condition of teachers and walkers, the condition of student, the organization structure, the data of learning facility and location sketch.

3. Interview

   During the process of collecting the data, the researcher collected the data by using interview to find out what the problems of the students about punctuation on their mind. The interview conducted between the researcher and the student, and between researcher and teacher. Esterberg 2002 defined interview as a

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[22] Ibid, p.309
[23] Jhon W Cresswell, Research Design, p. 190

meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic.[24]

In this research the researcher would use interview to investigate the factors that cause the student do error in using punctuation i writing narrative text, and to know how the student not to do mistake in writing punctuation.

D. Data Analysis Technique

To analyze the data, the researcher would apply the miles and Huberman Model. Miles and Huberman stated that the activities in analyzing the qualitative data is conducted interactively and is going on continuosly to be complete so that the data have been saturated.[25] The activities in analyzing the data are data reduction, data display, and conclusion drawing/verification.[26] The steps of the analysis are listed as follows :

1. Data reduction is the step when the researcher collects the data, chooses the main data, focuses on the most important data, and decides the theme and the pattern.

2. Data display is the presentation about the data which were collected in the short explanation or draft form.

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[24] Ibid, p.231
[25] Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429
[26] Ibid p 246

3. Conclusion drawing/verification is the last step when the researcher has collected the data which are needed and found the temporary answer from the research.

Based on the steps above, the researcher analyzed the data firstly by collecting the data, choosing the main data, focusing the most important data which needed, and then deciding the theme and the pattern based on the research that is called by data reduction. After reducting the data, the researcher made presentation about the data which are collected and reduced it into the simple explanation or made the draft form that is called data display. The last step, the researcher made the conclusion and found the temporary answer from the research that is conducted.

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simpe parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings). The researcher must be organize and categorize or code the large mass of data so that they could be described and interpreted. In qualitative reearch, data analysis includes of two.

aspects, the aspects consists of text analysis and involve developing a description and themes.

After collecting data, the researcher analyzed the students' errors by focussing on their grammatical error in using punctuation mark in writing narratie text from the students' answer sheet.

The percentage of the error would like presented based on the term of descriptive analysis technique. The researcher applied the following formula to calculate the percentage of students' grammatical error of punctuation mark. The formula is[27] :

P = percentage
F = frequency of error made
N = total all of sample punctuation

$$P\% = \frac{f}{n} \text{ x } 100\%$$

In addition, the components of this analysis model are pictured by this figure
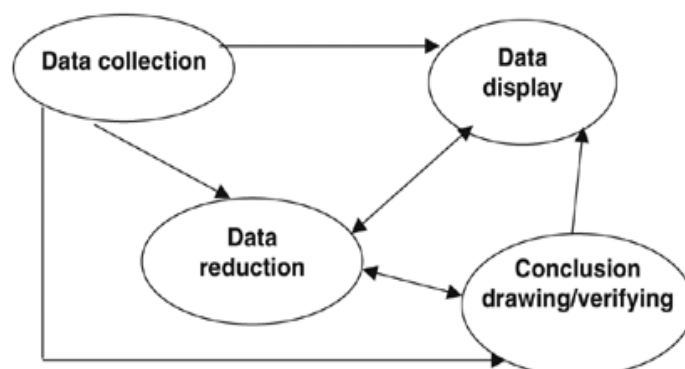


**Figure II.** *Analysis Components of Miles and Huberman Model*

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[27] Allan G Bluman. Elementary Statistik (Step by step approach). 5th Edition . New York : Mc Graw Hill, 2004). P. 68

E. Research Approach

The research approach that would applied by the researcher includes of :

1) Data collection is the step when the researcher gather all data which are used to complete the research.

2) The researcher reduces the data he had gotten by summarizing and choosing specific things.

3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4) Lastly, the researcher verifies his research by making conclusion of data findings.

## CHAPTER IV

## RESULT AND DISCUSSION

In this chapter, the researcher would be present the result of the research. It includes the documentation of SMK PGRI 1 Punggur, the result of the research and the interpretation of the research.

### A. Result of the Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMK PGRI 1 Punggur especially for the Tenth graders of student of SMK PGRI 1 Punggur in academic year of 2017/2018. The result of the result, as follows :

### 1. Description of Research Location

#### a. Brief History of SMK PGRI 1 Punggur

SMK PGRI 1 Punggur is the one of the vocational school in Punggur Central Lampung which is found under the private foundation. It is located on  Education Street  No 5 sub district Tanggulangin Punggur, Central Lampung. This school was fistly established in 1984 on $1^{st}$ of July, which is engaged in education (vocational school).

Permission of establishment of school from Kanwil Depdikbud Province of Lampung Number: 1158 / l.12.B1 / U / 1991 Date January 21, 1991. School Data Number (NDS): L 02164201 Background of establishment SMK PGRI 1 Punggur :

1) Many junior high school graduates who want to continue to vocational school (SMK / SMEA) after graduating from school have knowledge and skills Receive employment as civil servant, private employee, self-employed or go to university.

2) Economic growth in Lampung Tengah and surrounding districts, especially in the industrial and trade sectors that require labor. With the establishment of SMK PGRI 1 Punggur is expected to meet the above needs.

Since SMK PGRI 1 Punggur was established, this school has been led by the following principals :

1) Mr. Bayu Suprihyanto, B.Sc     1984 -1987

2) Mr. Drs. Sujadi Margono     1987 - 1990

3) Mr. Dwi Suhardiyono, S.Pd     1990 - 1993

4) Mr. Bayu Suprihyanto, B.Sc     1993 - 1996

5) Mr. Dwi Suhardiyono, S.Pd     1996 - 1999

6) Mr. Drs. Sujadi Margono     1999 - 2002

7) Mr. Dwi Suhardiyono, S.Pd     2002 - 2005

8) Mr. Mardiyono, HS, BA     2005 - 2008

9) Mr. Mardiyono, HS, S.Pd     2008 - 2011

10) Mr. Hi. Mardiyono, HS, S.Pd     2011 - 2015

11) Mrs. Harnani, S.Pd     2015 until 2019

**b. The vision and mission of the SMK PGRI 1 Punggur as follow :**

1) Vision of the school :

"To creat a Skilled graduates, Independent Personality, Competitive And Morality."

2) Mission of the school :

"To prepare students into High-Level Skilled Workers, that Honest,Companions and Bertaqwa, to fill out existing jobs."

3) Objectives

"Creating good quality, religious, and competitive graduates."

**c. The Condition of Teacher and Official Employes at SMK PGRI 1 Punggur**

Condition of teacher and official employers in SMA N 5 Metro Lampung, the numbers of the teacher and official employers in SMK PGRI 1 Punggur in the academic year 2017/2018 that can be identified, as follows:

**Table 3**

**The Condition of Teacher and Official Employees in SMK**

**PGRI 1 Punggur**

| No | Name | Occupation |
|----|------|-----------|
| 1. | Harnani,S.Pd | Head Master |
| 2. | Dra.Ernawati | Vice Principal of Curriculum |
| 3. | Wahana Widjanarko, S.Pd | Vice Principal of Student |
| 4. | Hi. Mardiyono,Hs,S.Pd | History Teacher |
| 5. | Ir.Suyoto | English Teacher |
| 6. | Drs. Cahyo Purwono | Sport Teacher |
| 7. | Drs. Tugiman | Indonesia Teacher |
| 8. | A.Agus Gunardiyanta,BA | PKN Teacher |

| 9. | Drs. Tribono Budi Rumpoko | Marketing  Teacher |
|---|---|---|
| 10. | Dra. Rupiah | Indonesia Teacher |
| 11 | Dra. Masturyatun | PKN  Teacher |
| 12. | Dwi Suhardiyono, S.Pd | Akuntansi   Teacher |
| 13. | Dra. Ari Retnani | TKJ Teacher |
| 14. | May Farida,S.Pd | Marketing Teacher |
| 15. | Drs.Sungedi | Sport Teacher |
| 16. | Suwito | Conselor Teacher |
| 17. | Eni Purwito,BA | Art and Culture Teacher |
| 18. | Indri Srimuryantini,SE.M.S,Ak | Akuntansi Teacher |
| 19. | Drs. Salbiah | Islamic Teacher |
| 20 | Lusy Yusarniati, SE. | Marketing Teacher |
| 21. | Dyah Ayu Novitasari,SE. | Produktif TKJ |
| 22. | Sumartini, S.Pd | IPS  Teacher |
| 23. | Agung Tri Hardono | IPA Teacher |
| 24. | Desi Anawati,S.Pd | Marketing Teacher |
| 25. | Bekti Adarani,S.Pd | Made Product Teacher |
| 26. | Willy Artanika Rikarda, ST | TKJ Teacher |
| 27. | Rofita Handayani, S.Pd | Mathematics Teacher |
| 28. | Nuari Anisa Sivi,S.Pd | Produktif  TKJ |
| 29. | Asri Puji Astuti,S.Pd | English Teacher |
| 30. | A.Ali Hanafiah, S.Pd | Islamic Taecher |
| 31. | Drs. Sudarminto | Mathematics Teacher |
| 32. | Alggi Fani Rama Santi, S.Pd | Made Product Teacher |
| 33. | Miftahudin | Islamic Taecher |
| 34. | Supanto | Leader of Administration Staff |
| 35. | Suhadi | Bendahara |
| 36. | Suparjo | Administration staff |
| 37. | Dwi Haryanti | Administration staff |
| 38. | I Made Sugiarta | Administration staff |
| 39. | Avfrillia Suzanty | Administration staff |
| 40. | Neri Puspita Sari,S.Pd | Conselor |

*Source : Documentation of The State SMK PGRI 1 Punggur*

### d. The quantity students of SMK PGRI 1 Punggur

The quantity students of SMK PGRI 1  that can be identified, as

follows :

**Table 4**

**The Students Quantity of SMK PGRI 1 Punggur in the**

**Academic year 2017/2018**

| No | Class | Students |
|----|-------|----------|
| 1. | X class | 76 students |
| 2. | XI class | 73 students |
| 3. | XII class | 86 students |
|    | Total | 235 students |

*Source : Documentation of SMK PGRI 1 Punggur*

### e. The Building of SMK PGRI 1 Punggur

SMK PGRI 1 Pungur has some building as follow:

**Table 5**

**The Building in SMK PGRI 1 Punggur**

| No | Name of Building | Sum |
|----|------------------|-----|
| 1 | School Yard | 1 |
| 2 | Classrooom | 12 |
| 3 | Headmaster Room | 1 |
| 4 | Vice of Head Master Room | 2 |
| 5 | Head of Administrasi Room | 1 |
| 6 | Administrasi Room | 1 |
| 7 | Teacher Room | 1 |
| 8 | Counseling Room | 1 |
| 9 | Parking Area | 1 |
| 10 | Bendahara Room | 1 |
| 11 | OSIS Room | 1 |
| 12 | School Medical Room | 1 |
| 13 | Library Room | 1 |

| 14 | Store Room | 1 |
|----|----|----|
| 15 | Mushola | 1 |
| 16 | Teory Room | 8 |
| 17 | Computer Practice Room | 1 |
| 18 | Shop Practice Room | 1 |
| 19 | Mini Bank Practice Room | 1 |
| 20 | Sport Yard | 1 |
| 21 | A Public Toilet | 8 |
| 22 | Canteen | 1 |
| 23 | Teacher's Toilet | 3 |
| 24 | Kitchen | 1 |
| 25 | Sumur | 2 |
| 26 | Student's table | 350 |
| 27 | Student's Chair | 350 |
| 28 | Teacher and Staf Table | 40 |
| 29 | Teacher and Staf Chair | 50 |
| 30 | White Board | 16 |
| 31 | Machine of typing electronica | 2 |
| 32 | Register Cash electronica | 2 |
| 33 | Computer | 12 |
| 34 | Printer | 4 |
| 35 | Stensil Macines | 2 |
| 36 | Calculator Electronica | 1 |

*Source : Documentation of SMK PGRI 1 Punggur*

**f. The Organization Structure of SMK PGRI 1 Punggur**

The Organization Structure of SMK PGRI 1 Punggur in the academic year of 2017/2018 can be shown in the following figure:

**Figur 1**
**The Organization Structure of SMK PGRI 1 Punggur**

| Kepala Sekolah | Komite sekolah |
|---|---|
| HARNANI, S.Pd | 1. Hi. Mardiyono, Hs,S.Pd. <br> 2. Drs. Tugiman |

| Waka Bid. Kurikulum | Kepala Tata Usaha |
|---|---|
| Dra. Ernawati | Supanto |
| **Waka.Bid.Kesiswaan** | Bendahara |
| Wahana Widjanarko,S.Pd | Suhadi |

**Bidang Konseling**

1. Neri Puspita Sari
2. Suwito

**Dewan Guru**

**Peserta Didik**

41
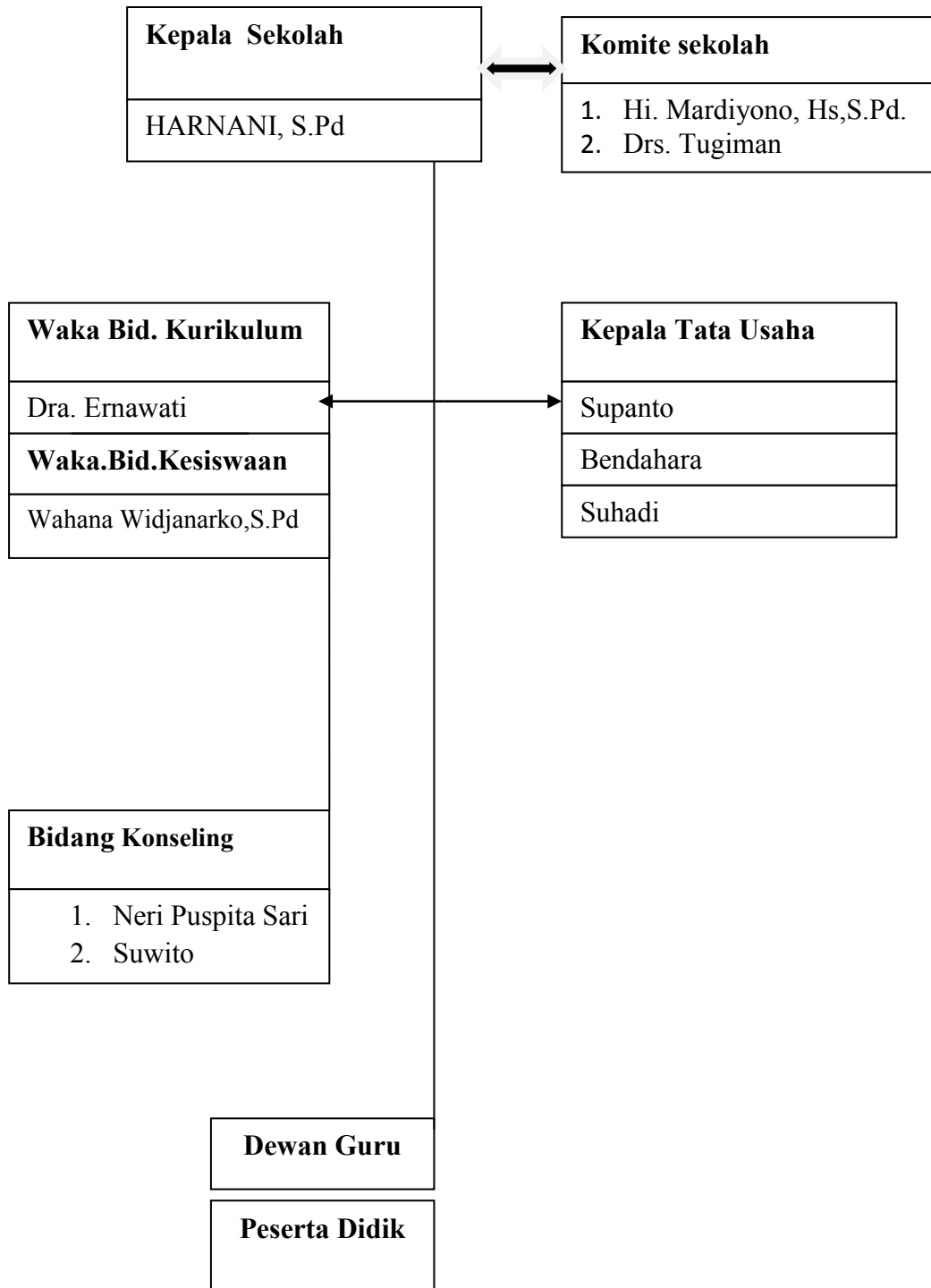
g.Location Sketch of SMK PGRI 1 Punggur

Figure 2
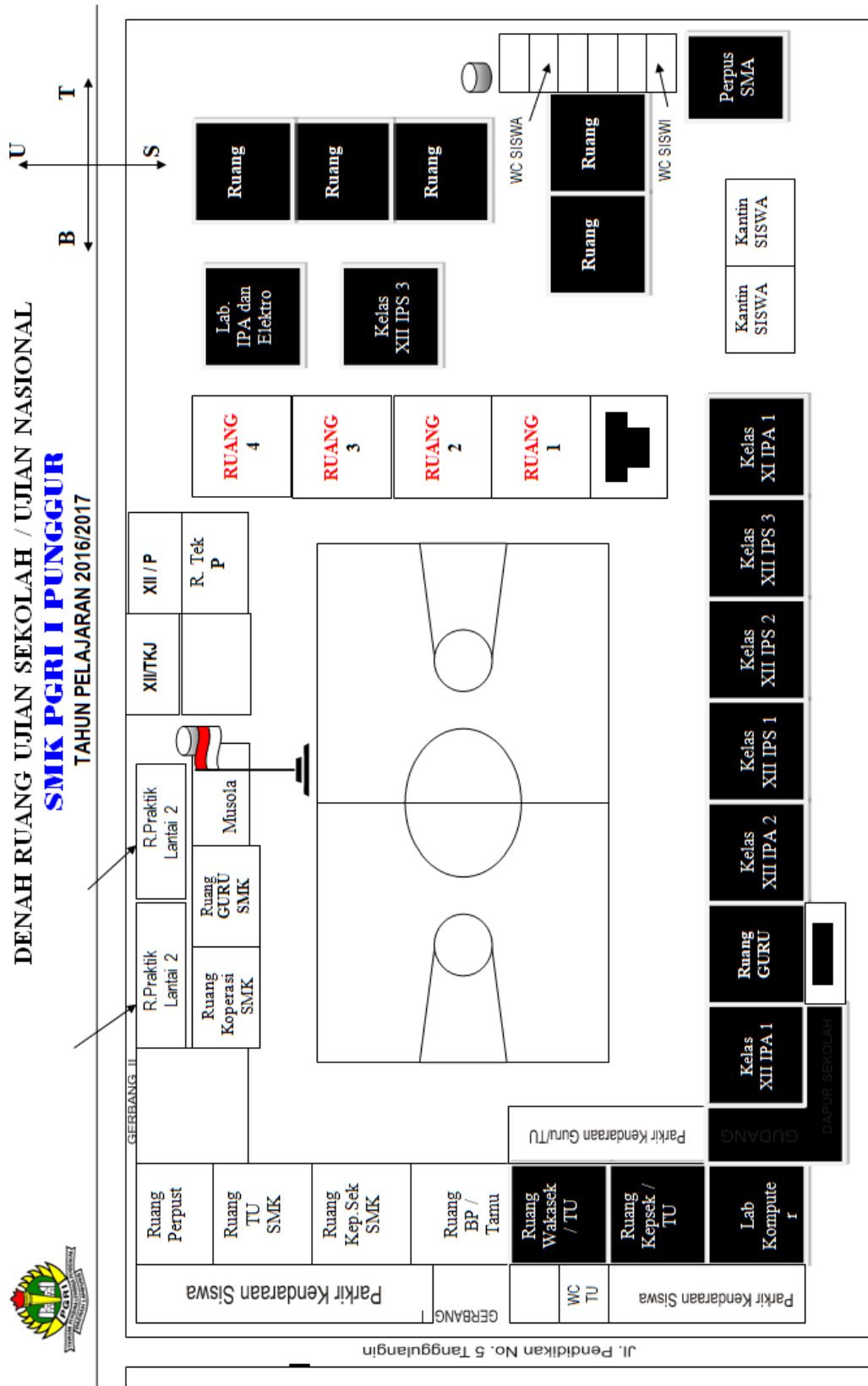
**Table 6**

**The List of Students' as subject research**

| No | Name | Class |
|----|------|-------|
| 1 | ADELIA PARISKA | X AP |
| 2 | ALFIA DWI DAMAYANTI | X AP |
| 3 | ANGGIA RAHMAWATI | XAP |
| 4 | AYU MAU LESTARI | X AP |
| 5 | DEWI AGUSTIN | X AP |
| 6 | DITA PUTRI MAYVINA | X AP |
| 7 | EKA NURSYAH PUTRI | X AP |
| 8 | EVA RIZKI MULYA SARI | X AP |
| 9 | FITRI YANA RACHMAWATI | X AP |
| 10 | HENI FATIMAH | X AP |

### B. Description of Data Analysis

The data of the research is the information collected by doing qualitative research. In this research, the researcher analyzed the use of punctuation in writing text. There are some kinds of punctuation that used in the students' writing. The use of punctuation is the crucial element in writing process. Therefore, the researcher required the writing as the research data.

The researcher conducted the research on November 15th, 2017 at the tenth grade of SMK PGRI 1 Punggur Central Lampung. The researcher

used 10 students and the teacher as the participants. In this research, the researcher used observation, documentation, and interview as the data collection method. The researcher observed the students directly while asking to do the tasks such as rewriting the narrative text as documentation. After that, the researcher conducted the interview to the participants.

## C. Description of Findings

The data are analyzed based on the framework proposed by Miles and Huberman's model. In this case, the data are analyzed by using some steps are data reduction, data display, and conclusion.

For the first step, the researcher collected the data, chose the main data, focused on the most important data, and decided the theme and the pattern. The researcher collected the data from writing documentation task. Then, the researcher only focused on the research in finding the use of punctuation errors appeared in students' writing result. Afterwards, the researcher also interviewed the students about the punctuation.

### 1. Data Analysis Result

After analyzing the data from the students' writing text, the researcher found the use of students' punctuation errors. It could be seen from the students' writing as follows.

Tabel 1.1

Tabel error in using punctuation in narrative writing

| No | St code | Capital letter | Period | Comma | Apostrophes | Quotation mark | Exclamation point | Question mark | Total error |
|---|---|---|---|---|---|---|---|---|---|
| 1 | AP | 3 | 3 | 2 | 5 | 4 | 0 | 1 | 18 |
| 2 | AD | 3 | 2 | 1 | 0 | 3 | 5 | 0 | 11 |
| 3 | AR | 0 | 4 | 3 | 2 | 1 | 3 | 1 | 14 |
| 4 | AM | 3 | 1 | 2 | 2 | 0 | 4 | 1 | 13 |
| 5 | DA | 2 | 2 | 4 | 4 | 2 | 1 | 0 | 15 |
| 6 | DP | 2 | 5 | 5 | 1 | 3 | 0 | 0 | 16 |
| 7 | EN | 0 | 3 | 2 | 2 | 2 | 2 | 3 | 14 |
| 8 | ER | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 12 |
| 9 | FY | 3 | 0 | 1 | 2 | 5 | 0 | 0 | 11 |
| 10 | HF | 0 | 3 | 2 | 3 | 4 | 5 | 0 | 17 |
| Total | | 19 | 25 | 23 | 21 | 25 | 22 | 9 | 144 |

The table above shows that most of the students commited error in capital letter with the total number of error as 19, errors occured in period 25, errors occured in comma 23, errors occured in apostrophes 21, errors occured in quotation mark 25, errors occured in exclamation point 22, errors occured in question mark 9. The total number of students' error in that punctuation rules were 144 errors.

After classifying the items and analyzing the frequency of the error in each item. The researcher presents the sequence of error based on it high frequency. The frequency of error could be seen at the following table :

Table 1.2

Frequency of error in punctuation writing narrative text

| No | Punctuation item | Frequency error |
|----|------------------|-----------------|
| 1 | Capital letter | 19 |
| 2 | Period | 25 |
| 3 | Comma | 23 |
| 4 | Apostrophes | 21 |
| 5 | Quotation mark | 25 |
| 6 | Exclamation point | 22 |
| 7 | Question mark | 9 |
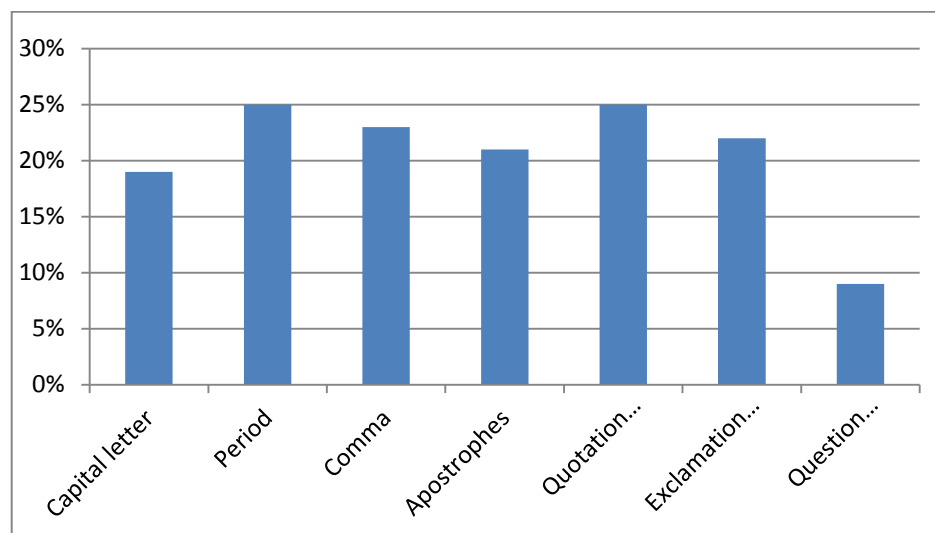


## 2. Interview Result

After the researcher asked to the students to rewrite the narrative text, the researcher interviewed 10 students by giving 9 questions related to the punctuation. The interview is used structured interview and the followings are the interview result.

The first question is "What is your opinion about writing activity, is it difficult?". Several responses are presented as follows: (1) the student considered that writing activity is not difficult (*two students answered*),

(2) the student considered that writing activity is little difficult (*one student answered),* (3) the student considered that writing activity is difficult (*six students answered*), (4) the student considered that writing activity is very difficult (*one student answered*).

The second question is "If you were writing, did you usually write into text?". Several responses are presented as follows: (1) the student sometimes wrote into text (*four students answered*), (2) the student usually wrote into sentence (*one student answered*), the student usually wrote into text (*two students answered*), (3) the student sometimes write a sentence or paragraph (*two students* answered), (4) the student never write into text (*one student answered*).

The third question is "Did you ever write an narrative text? Could you tell us about narrative text?". Several responses are presented as follows: (1) the student ever wrote an narrative text and could tell what is narrative text (*seven students answered*), (2) the student never wrote an narrative text (*two student answered*), (3) the student ever write an narrative text but he/she couldn't tell about it (*one student answered*).

The fourth question is "Do you know about punctuation?". Several responses are presented as follows: (1) the student knew about punctuation (*ten students answered).*

The fifth question is "Have you ever studied punctuation in writing subject? Is punctuation crucial on your narrative text you made?". Several responses are presented as follows: (1) the student ever studied

punctuation; the student consider that punctuation is very crucial for writing activity (*nine students answered*), (2) the student never studied punctuation (*one student answered*).

The sixth question is "Could you explain us about the punctuation either the function or the type?". Several responses are presented as follows: (1) the student told full stop which its function is located in last sentence (*five students answered*), (2) the student couldn't explain (*one student answered*), (3) the student told comma which is used to pause the sentence (*one student answered*). (4) the students only told the type of punctuation (*three students answered*).

The seventh question is "About the type of punctuation, which the punctuation did you often use on your writing?". Several responses are presented as follows: (1) the student often used fullstop in writing (*one student answered*), (2) the student used comma and fullstop in writing (*six students answered*), (3) the student used fullstop, comma, and aphostroph (*four students answered*).

The eighth question is "Did you have difficulties of using the punctuation on your writing? Could you tell us about that?". Several responses are presented as follows: (1) the student was seldom confused when they use punctuation in writing (*three students answered*), (2) the student still feels difficult to use punctuation in writing (*five students answered*), (3) the student consider that use punctuation is not difficult

(*one student answered*), (4) the student often forgot about the use of punctuation in writing activity (*one student answered*).

The last question is "How did you differ about the types of punctuation use on your writing?". Several responses are presented as follows: (1) the student could differ punctuation in writing when they read the text (*four students answered*), (2) the student told the types of punctuation and its function (*three students answered*), (3) the student considered when they writing a paragraph they should know what the meaning is (*two students answered*), (4) the student didn't know about the types of punctuation in writing (*one student answered*).

Based on the interview results above, the researcher classified the reason why the students do the errors in applying punctuation on their writing as follows: the students felt difficult in writing activity, the students are lack of knowledge about punctuation, and the students still confused to apply the type of punctuation.

## D. Discussion

Based on the data analysis result above, the researcher considered that so many usages of punctuation errors in the students' writing narrative text. It could be reflected from their mistake that they have made in using the punctuation in their writing. To make it clearly in this research, the researcher presented the chart that represented the types of punctuation error is frequently used in the students' writing as follows:

From diagram above, it is shown that the most frequent error in which the students commited when using punctuation in writing narrative occured capitalization with the total number of error as 19, errors occured in period 25, errors occured in comma 23, errors occured in apostrophes 21, errors occured in quotation mark 25, errors occured in exclamation point 22, errors occured in question mark 9. Thus it could be concluded that most students made error in punctuation when they complete the narrative essay given by the teacher.

This is potentially caused by the students' misunderstanding about applying punctuation in writing activity. Some students often felt confused and forgot about using the type of punctuation and some of them also did not understand well about it, moreover punctuation is the basic concept in mechanical writing. When the students could not apply punctuation well on their writing, as the consequence all of the reader surely felt difficult to understand their writing result.

To solve this problem, the students should study and know more about the mechanical aspects especially in usage of punctuation. Many resources that could be reference in understanding the punctuation, and so this research does. By knowing the theory and the types of punctuation, the students would give more attention in using punctuation in writing activity. Their writing also could be understandable with the readers.

**E. Limitations**

In this research, the researcher conducted the research only at the SMK PGRI 1 Punggur Central lampung. This research focused on the errors of use the type of punctuation which there were in the students' writing result. It should be understood that this research is limited only for administrate the students' errors in applying punctuation in rewriting the narrative text and the researcher is not responsible about another errors for other times and places.

# CHAPTER V

# CONCLUSION AND SUGGESTIONS

## A. Conclusion

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

1. There were seven types of punctuation errors are still found on the tenth graders student's writing narrative text. It is shown that the most frequent error in which the students commited when using punctuation in writing narrative. The errors which repeatedly appeared are period, capital letter, comma, apostrophes, quotation mark, exclamation point, question mark. Then, the amount of punctuation errors of capital letter (A,B,C) 19 items, period (.) 25 items, comma (,) 23 items, apostrophes ('s) 21 items, quotation mark ("..") 25 items, exclamation point (!) 22 items and question mark (?) 9 items. As a result period, quotation mark, comma, exclamation point, and apostrophes has the biggest errors on the students' writing. Thus it could be concluded that most students made error in punctuation when they complete the narrative essay given by the teacher.

2. This is potentially caused by the students' misunderstanding about applying punctuation in writing activity. Some students often felt confused and forgot about using the type of punctuation and some of them also did not understand well about it, moreover punctuation is the basic concept in mechanical writing. When the students could not apply

punctuation well on their writing, as the consequence all of the reader surely felt difficult to understand their writing result.

3. To solve this problem, the students should study and know more about the mechanical aspects especially in usage of punctuation. Many resources that could be reference in understanding the punctuation, and so this research does. By knowing the theory and the types of punctuation, the students would give more attention in using punctuation in writing activity. Their writing also can be understandable with the readers.

## B. Suggestion

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

1. For students

   a. The students must be focus especially in English writing subject..

   b. The students must be understand the structure of writing in English.

   c. The students must be understand more about the function of punctuation in writing..

   d. The students should get more motivation in learning activity.

2. For Teacher

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

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# APPENDICES

Documentation guidance

1. Documentation about the condition of the teachers and official employers at SMK PGRI 1 Punggur Central lampung.

2. Documentation about the quantity of students at SMK PGRI 1 Punggur Central Lampung.

3. Documentation about the organization structure of SMK PGRI 1 Punggur Central Lampung.

4. Observation about the location sketch of SMK PGRI 1 Punggur Cental Lampung.

5. Observation about the establishment of SMK PGRI 1 Punggur Central lampung.

6. Observation about the building of SMK PGRI 1 Punggur Central Lampung.

Tabel error in using punctuation in narrative writing

| No | Student name | Using Punctuation | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Period | Comma | Quotation mark | Apostrophes | Exclamation point | Question mark | Capitalization | Total error |
| 1 | AD | | | | | | | | |
| 2 | NY | | | | | | | | |
| 3 | HS | | | | | | | | |
| 4 | AG | | | | | | | | |
| 5 | TR | | | | | | | | |
| 6 | AN | | | | | | | | |
| 7 | BB | | | | | | | | |
| 8 | IQ | | | | | | | | |
| 9 | NB | | | | | | | | |
| 10 | FR | | | | | | | | |

Interview sheet

| No | Question | Students code | | | | | | | | | | Total |
|----|----------|---|---|---|---|---|---|---|---|---|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | What is your opinion about writing activity is it difficult ? | | | | | | | | | | | |
| 2 | If you were writing, did you usually write into text ? | | | | | | | | | | | |
| 3 | Did you ever write an narrative text ? could you tell us about narrative text ? | | | | | | | | | | | |
| 4 | Do you know about punctuation | | | | | | | | | | | |
| 5 | Have you ever studied punctuation in writing subject ? ia punctuation crucial on your narrative text you made ? | | | | | | | | | | | |
| 6 | Could you explain us about the punctuation either the function or the type ? | | | | | | | | | | | |
| 7 | About the type of punctuation, which the punctuation did you often use on your writing ? | | | | | | | | | | | |
| 8 | Did you have difficulties of using punctuation on your writing ? could you tell us about that ? | | | | | | | | | | | |
| 9 | How did you differ about the types of punctuation use on your writing ? | | | | | | | | | | | |

LIST INTERVIEW FOR THE TEACHER

1.  What are kinds of error in using punctuation on the narrative text ?
    Answer : This type of error in the use of punctuation in the text of the narrative is the use of capital letters, periods, commas, apostrophes, quotation marks, exclamation point and the question mark because if the wrong punctuation in placement on a sentence then it would be Miss understandings. punctuation errors in the text of the narrative is still much going on writing text to the students, because students are still less understand and still difficulties in using it's own punctuation.

2.  What are the factors that causes the students often do error in using punctuation in writing narrative text ?
    Answer : factors cause students often make mistakes of punctuation is derived from a lack of understanding of students against the use of punctuation marks so that giving rise to the interference in communications writing i.e. use of punctuation mistakes in essay must be able to minimized and remedied to smooth communication activities. other factors that affect is the learning difficulties. There are two factors that affect the difficulty of learning i.e. internal and external factors. as for the internal factors included are health, disability, intelligence and talent, interest, motivation and memory while external factors such as family, school, community, and environment.

3.  How to let students do not make mistakes in the writing of punctuation !
    Answer : by way of writing gradually taught to the students with the goal of keeping students are accustomed to using punctuation and provide understanding and conditioning.

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|----|--------------|:---:|:---:|------------------------------|:---:|
| 1 | Jumat / 29-12-17 | | ✓ | - Revise Halaman Sampul, <br> - " — Halaman Judul <br> - " — Abstract <br> - " — Chapter I, II, III | |
| 2 | Jumat / 05-01-18 | | ✓ | - Revise Kasih halaman | |

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| 1. | Kamis/ 30 nov 17 | ✓ | | Tabel pengamatan tulisan siswa. Documentation guiden. Interview guiden. | |
| 2. | 4/12 2017 | ✓ | | ACC 1 PD. | |

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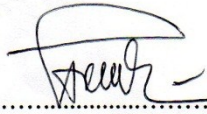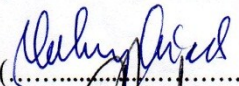
## RATIFICATION PAGE

No:

An Undergraduate thesis entitled: AN ERROR ANALYSIS OF THE USE PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTERAL LAMPUNG, Written by: Hera Rizki, Student Number: 13107367 English Education Department, had been examined (Seminar) in Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro. on November 08th, 2017, at 16.00-17.00 P.M

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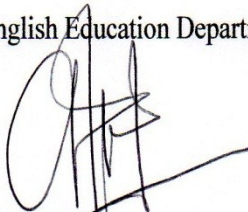
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| 1. | 15 - 6 - 2017 | | | Revisi footnote bibliografi | |
| 2. | 4 - 8 - 2017 | | | Revisi Chapter I | |
| 3. | 21 - 8 - 2017 | | | Revisi Chapter I dan II | |
| 4. | 12 - 9 - 2017 | | | Revisi Chapter III | |
| 5. | 25 - 9 - 2017 | | | Revisi chapter III | |
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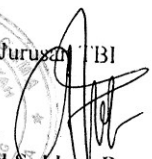Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

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| NPM | : 13107367 |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris |

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Kepala Perpustakaan

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Nomor : B-2775/In.28.1/J/TL.00/11/2017          24 November 2017
Lamp : -
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Kepada Yth:
1. Drs. Kuryani Utih, M.Pd.
2. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
Di –
    Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama                        : Hera Rizki
NPM                         : 13107367
Fakultas/Jurusan     : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
    a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
    b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
    a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
    b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.
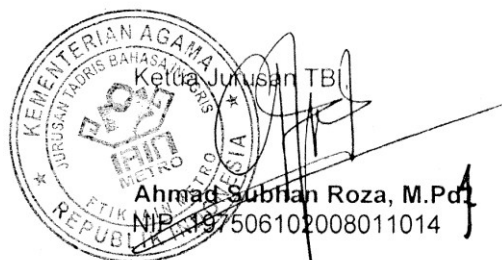
*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )
PROPINSI LAMPUNG
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN
SMK PGRI 1 PUNGGUR
STATUS : TER-AKREDITASI
*Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah*
*Telp. (0725) 7855415 Kode POS 34152 Email : smkpgri1punggur@yahoo.com*

Nomor       : 420/049/O.5/C.7/D.1/2017
Lampiran    : -,-
Perihal     : RESEARCH

Kepada
Yth.        : Bapak Wakil Dekan I
              Institut Agama Islam Negeri Metro ( IAIN )
              Fakultas Tarbiyah dan Ilmu Keguruan
              Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur
              Kota Metro
              di- Metro

Kepala Sekolah Menengah Kejuruan Kelompok Bisnis dan Manajemen Persatuan Guru
Republik Indonesia ( SMK PGRI ) 1 Punggur, Lampung Tengah menerangkan bahwa :

Nama        : HERA RIZKI
NPM         : 13107367
Semester    : 9 ( Sembilan )
Jurusan     : Pendidikan Bahasa Inggris

Telah mengadakan Research di SMK PGRI 1 Punggur, Kabupaten Lampung Tengah
dengan Judul Skripsi :

" AN ERROR ANALYSIS OF THE USE PUNCTUATION IN WRITING NARRATIVE
TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL
LAMPUNG "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan
terimakasih.

Punggur, 12 Desember 2017
Kepala SMK PGRI 1 Punggur

HARWANI, S.Pd
NIP 19730716 200502 2 002

YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )
PROPINSI LAMPUNG
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN
SMK PGRI 1 PUNGGUR
STATUS : TER-AKREDITASI
*Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah*
*Telp. (0725) 7855415 Kode POS 34152 Email : smkpgri1punggur@yahoo.com*

Nomor : 420/048/O.5/C.7/D.1/2017
Lampiran : -,-
Perihal : IZIN RESEARCH

Kepada
Yth. : Bapak Wakil Dekan I
Institut Agama Islam Negeri Metro ( IAIN )
Fakultas Tarbiyah dan Ilmu Keguruan
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur
Kota Metro
di- Metro

Dengan hormat;
Menjawab surat Bapak Wakil Dekan I Kementrian Agama Republik Indonenesia Institut Agama Islam Negeri Metro ( IAIN ) Nomor : B 2869/in.28/D.1/TL.00/11/2017 tanggal, 28 Nopember 2017 , bahwa :

| | | |
|---|---|---|
| Nama | : | HERA RIZKI |
| NPM | : | 13107367 |
| Semester | : | 9 ( Sembilan ) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur Lampung Tengah tidak keberatan dan memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan research di -SMK PGRI 1 Punggur dengan Judul Skripsi :

" AN ERROR ANALYSIS OF THE USE PUNCTUATION IN WRITING NARRATIV TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

Punggur, 12 Desember 2017
Kepala SMK PGRI 1 Punggur

ARNANI, S.Pd
NIP. 19730716 200502 2 002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2869/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK PGRI 1 PUNGGUR
di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2868/In.28/D.1/TL.01/11/2017, tanggal 28 November 2017 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **HERA RIZKI** |
| NPM | : | 13107367 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK PGRI 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF THE USE PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

# S U R A T   T U G A S
Nomor: B-2868/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **HERA RIZKI** |
| NPM | : | 13107367 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Untuk :   1. Mengadakan observasi/survey di SMK PGRI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF THE USE PUNCTUATION IN WRITING NARRATIVE TEXT AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di  : Metro
Pada Tanggal   : 28 November 2017

Mengetahui
Pejabat Setempat

HARYANI, S.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

**YAYASAN PEMBINA LEMBAGA PENDIDIKAN**
**PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )**
**PROPINSI LAMPUNG**
**SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN**
**SMK PGRI 1 PUNGGUR**
**STATUS : TER-AKREDITASI**
*Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah*
*Telp. (0725) 7522069 Kode POS 34152 Email : smkpgri1punggur@yahoo.com*

---

Nomor       : 420/ 051/O.5/C.7/D.1/2017
Lampiran   : -,-
Perihal       : Izin Pra Survey

Kepada
Yth.           : Bapak Ketua Jurusan
            Institut Agama Islam Negeri (IAIN) Metro
            Jurusan FTIK
            di- Metro

Dengan hormat;

Menjawab surat Bapak Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro Metro No. : Sti.06/JST/PP.00.9/2268/2017, tanggal, 4 April 2017 tentang Izin Pra Survey, pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur memberikan izin kepada mahasiswa tersebut dibawah ini untuk melakukan Pra Survey di- SMK PGRI 1 Punggur Lampung Tengah.

Adapun nama mahasiswa dimaksud :

| | | |
|---|---|---|
| **Nama** | : | HERA RIZKI |
| **NPM** | : | 13107367 |
| **Jurusan** | : | FTIK |
| **Program Studi** | : | TBI |
| **Fakultas** | : | Institut Agama Islam Negeri (IAIN) Metro |
| **Judul** | : | "An Error Analysis of The Use Punctuation in Writing Narrative Text at The Tenth Graders of SMK PGRI Punggur Central Lampung" |

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

                             Punggur, 4 Mei 2017
                             Kepala SMK PGRI 1 Punggur

                             **HARNANI, S.Pd**
                             **NIP. 19730716 200502 2 002**

**KEMENTRIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp.(0725) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

Nomor : Sti.06/JST/PP.00.9/2268/2017

Lamp : -

Hal : **IZIN PRA SURVEY**

Kepada Yth,

Kepala SMK PGRI 1 Punggur Lampung Tengah

Di –

Tempat

*Assalamu'alikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Hera Rizki

NPM : 13107367

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Judul : **"An Error Analysis of The Use Punctuation in Writing Narrative Text at The Tenth Graders of SMK PGRI 1 Punggur Central Lampung"**

Untuk melakukan pra survey di SMK PGRI 1 Punggur Lampung Tengah

Demikian permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 2 April 2017

Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Hera Rizki  
NPM : 13107367

Jurusan : TBI  
Semester : IX

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----|----|----|----|----|
| 1. | 8, 01-2018 | ✓ | | foto-foto penelitian | |
| 2 | 12-01-2018 | ✓ | | Perbaiki sistem penyelean LKS | |
| | | | | Revise bab IV & V bisa on note. | |
| 3 | 15/01 2018 | ✓ | | Acc Munaqosyah | |

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Drs. Kuryani Utih, M.Pd**  
NIP. 19620215 199503 1 001

Observe about punctuation for the students

Rewrite narrative text "SNOW WHITE"



Interview the students

# CURRICULUM VITAE

HERA RIZKI was born in East lampung Way Jepara on 02 nov 1993, the first child of Mr. H.i Suparman S.Pd SD, and Mrs. Suwarningsih S.Pd.I. She is in primary school SDN 1 Braja Harjosari and was completed in 2006, then continued in Junior High School of YPI 1 Braja Harjosari and was completed in 2009, while the Senior High School of Ibnu Sina Braja Harjosari and completed in 2012, then went continued to college THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO in the academic year 2013.