

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON PUNCTUATION IN WRITING  
ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR  
2021/2022**

**By :**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2022 M**

**AN ERROR ANALYSIS ON PUNCTUATION IN WRITING  
ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR  
2021/2022**

Presented as a Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2022 M**



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WRITING ASSIGNMENT AT SMK N 2 METRO IN THE  
ACADEMIC YEAR 2022/2023

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**NOTIFICATION LETTER**

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To :  
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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Student Number : 1801071001  
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YEAR 2022/2023

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikumWr.Wb.*

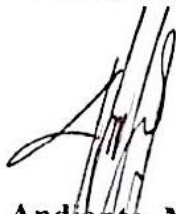
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ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC  
YEAR 2022/2023

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Jurusan TBI



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RATIFICATION PAGE

No. B-3092/In-28-1/D/PP-009/06/2022

An Undergraduate thesis entitled: **AN ERROR ANALYSIS ON PUNCTUATION IN WRITING ASSIGNMENT AT SMKN 2 METRO IN THE ACADEMIC YEAR 2021/2022** Written by Ageng Fitria Dewi, student number 1801071001, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 16<sup>th</sup> 2022 at 09.00- 11.00 p.m.

**BOARD OF EXAMINERS:**

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Examiner I : Drs. Kuryani, M.Pd.

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The Dean of Tarbiyah and Teachers Training Faculty



## **ABSTRACT**

### **AN ERROR ANALYSIS ON PUNCTUATION IN WRITING ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR 2021/2022**

**By:  
AGENG FITRIA DEWI**

The purpose of this study is to analyze the types of punctuation errors made by students based on the surface strategy taxonomy that appeared in the student writing assignments of SMK Negeri 2 Metro in the academic year 2021/2022 and to find out how to minimize punctuation errors faced by students in their writing assignments. The use of qualitative methods with a case study approach, namely conducting observations, interviews, and documentation used to collect data.

The results of this study indicate that the types of punctuation errors written by tenth graders of SMK Negeri 2 Metro found omission errors (period, comma, exclamation mark, question mark, quotation mark, and apostrophes) addition errors (period, comma, exclamation mark, quotation mark, and apostrophes), misformation (using capital letters, comma, exclamation mark, and full stop), and misordering errors (using comma and quotation mark). The most dominant error made by students in the use of punctuation is the omission of commas 137 items. The total errors were 478 items, such as omission 343 items (72%), addition 21 items (4%), misformation 111 items (23%), and misordering 3 items (1%). To minimize errors in the use of punctuation an effort is needed, namely the teacher immediately corrects and clarifies the punctuation errors found in students' writing assignments, between students, the activity of reading each other's important writings before being submitted to the teacher, students must be more careful when writing and not in a hurry when write.

The conclusion of this study is that there are still many students who make errors using punctuation in English writing activities, students lack knowledge about the function and application of punctuation marks. The writer advises all readers to be more careful in using punctuation, especially commas, periods, capital letters, apostrophes, quotation marks, question marks, and exclamation marks. It is important to learn the rules and functions of punctuation because punctuation is important in writing.

*Keywords: Error, Punctuation, Error Analysis, Writing*

## **ABSTRAK**

### **ANALISIS KESALAHAN TANDA BACA PADA TUGAS MENULIS SISWA SMK N 2 METRO TAHUN PELAJARAN 2021/2022**

**Oleh:  
AGENG FITRIA DEWI**

Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis kesalahan penggunaan tanda baca yang dilakukan siswa berdasarkan surface strategy taxonomy yang muncul dalam tugas menulis siswa SMK Negeri 2 Metro tahun ajaran 2021/2022 dan untuk mengetahui cara meminimalkan kesalahan tanda baca yang dihadapi oleh siswa dalam tugas menulis mereka. Penggunaan metode kualitatif dengan pendekatan studi kasus yaitu melakukan observasi, wawancara, dan dokumentasi yang digunakan untuk mengumpulkan data.

Hasil penelitian ini menunjukkan bahwa jenis-jenis tanda baca kesalahan yang ditulis oleh siswa kelas sepuluh SMK Negeri 2 Metro ditemukan error omission (titik, koma, tanda seru, tanda tanya, tanda kutip, dan tanda petik atas) penambahan kesalahan (titik, koma, tanda seru, tanda kutip, tanda petik atas), misformasi (penggunaan huruf besar, koma, tanda seru, dan titik), dan kesalahan pengurutan (penggunaan koma dan tanda kutip). Kesalahan yang paling dominan dilakukan oleh siswa dalam penggunaan tanda baca adalah penghilangan koma 137 item. Total kesalahan adalah 478 item, seperti penghilangan 343 item (72%), penambahan 21 item (4%), kesalahan pembentukan 111 item (23%), dan kesalahan pengaturan 3 item (1%). Untuk meminimalisir kesalahan penggunaan tanda baca diperlukan suatu upaya yaitu guru segera mengoreksi dan mengklarifikasi kesalahan tanda baca yang terdapat pada tugas menulis siswa, antar siswa aktivitas saling membaca tulisan penting sebelum diserahkan kepada guru, siswa harus lebih berhati-hati saat menulis dan tidak terburu-buru saat menulis.

Kesimpulan penelitian ini yaitu masih banyak siswa yang melakukan kesalahan menggunakan tanda baca dalam aktivitas menulis bahasa Inggris, siswa kurang pengetahuan tentang fungsi dan pengaplikasian tanda baca. Penulis menyarankan kepada semua pembaca agar lebih berhati-hati dalam menggunakan tanda baca khususnya tanda koma, tanda titik, huruf besar, tanda petik atas, tanda seru, tanda tanya, dan tanda kutip. Penting untuk mempelajari aturan serta fungsi tanda baca karena tanda baca merupakan komponen penting dalam menulis.

*Kata Kunci: Kesalahan, Tanda Baca, Analisis Kesalahan, Menulis*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Ageng Fitria Dewi

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

Metro, 21 June 2022  
The Writer



Ageng Fitria Dewi  
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## ORISINALITAS PENELITIAN

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

Metro, 24 Juni 2022  
Penulis



**Ageng Fitria Dewi**  
**NPM. 1801071001**

## MOTTO

عَنْ أَبِي هُرَيْرَةَ عَنِ النَّبِيِّ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - قَالَ لَا يُدْغُ الْمُؤْمِنُ  
مِنْ جُحْرٍ وَاحِدٍ مَرَّتَيْنِ مَتَّفِقٍ عَلَيْهِ

*Abu Hurairah radhiyallahu 'anhu berkata, Nabi Muhammad SAW bersabda,  
"Seorang yang beriman tidak terperosok di satu lubang yang sama dua kali."  
Orang yang cerdas dan pandai tidak melakukan kesalahan yang  
sama(Muttafaqun 'alaih).*

"We all make mistakes. The key is to admit them, learn, and move on. The real  
sin is to ignore mistakes, or worse try to hide them."

~Robert Zoelick~

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved father Sumijan Alikh Masyhuri and my beloved mother Cik Nur Yani, who always gave me infinite support, enthusiasm, prayer, and love for my success.

My beloved brother and sister, Agus Heriyanto Alamsyah, Endang Yunita Wati, Ari Nurbana, Linda Agustina, Irawan, Citra Dewi, Anggara and all my nephew Daffa, Anggi, Syaffa, Dewi, Nurul, Raisya, Rara, Taqi, Qiyya, Rachel, and Verrel who always give encouragement, support, prayers, both morally and materially.

My beloved almamater IAIN Metro

## **ACKNOWLEDGEMENT**

The writer expresses her gratitude to Allah SWT, the Most Gracious and Merciful, who has always given grace and guidance in order for the writer to carry out this undergraduate thesis. With greetings and sholawat, the writer prays to our wonderful prophet Muhammad SAW, who has led us from darkness to the era of light.

This undergraduate thesis is submitted in partial fulfillment of the requirements for the Sarjana Pendidikan (S Pd.) degree in English Education Department entitled: "An Error Analysis on Punctuation in Writing Assignment at SMK N 2 Metro in the Academic Year 2021/2022."

The writer is aware of her limitations in terms of ability and knowledge, so the contents and writing of this thesis still have many flaws. The completion of this study would not have been possible without the assistance and guidance of numerous people. The writer wants to express her gratitude to the following individuals:

1. Dr. Siti Nurjanah, M.Ag. as Rector IAIN Metro
2. Dr. Zuhairi, M.Pd. as the Dean of the Faculty Tarbiyah and Teacher Training Faculty of IAIN Metro
3. Andianto, M.Pd. as the Head of English Department of IAIN Metro

4. Dr.Widhiya Ninsiana, M. Hum., as a thesis supervisor who has spent time, thought, and energy providing instructions to the writer so that the thesis can be completed appropriately.
5. All of the lecturers of IAIN Metro who have provided knowledge and support.
6. Dr.Armina, M.Pd as the principal of SMKN 2 Metro who has given permission to the writer in carrying out the research.
7. Yani Astuti, S.Pd as an English teacher at SMK N 2 Metro who has given a lot of help to the writer during the research
8. My best friends in arms and all those who have helped in the completion of this thesis, Latifah,Erika,Ilda,Fitri,and Fretia who always provide support and motivation for me.
9. The last, for my best brother, Satria Adji Saputra, who also always provides help, support, enthusiasm, and motivation for me. Good Luck see you soon in the top one.

The writer hopes that this thesis will be useful to other writers and people with similar interests. The writer recognizes that this thesis is nearly perfect. Suggestions and constructive criticism will the writer accepts gracefully.

Metro, 20 Juni 2022

The writer,

**AgengFitriaDewi**  
**NPM. 1801071001**



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## **CHAPTER I INTRODUCTION**

### **A. Background of the study**

Humans require communication in their daily lives. Language is a very important communication tool for social interaction with other people. Language is useful as a means of exchanging thoughts, feelings, information, and ideas. Language is a set of rules that play a critical role in human life. Humans can communicate with others, ask questions, and express our ideas and opinions to others by using language. This means that language is very useful and needed by humans in this world.

English is the international language, and it plays an important role in communicating and interacting with people from all over the world who speak different languages. English was included in many curriculum education levels such as in elementary school, junior high school, senior high school, vocational school until the university level. But English is still difficult to digest and understand by Indonesian people, because English is not a mother tongue, but a second language, it causes the Indonesian people to lack the ability to master English.

Speaking, reading, listening, and writing are four extremely important components of learning English as a foreign language that must be mastered by English foreign language (EFL) learners. Writing is one of the most important aspects that cannot be ignored in learning English. According to Troyka, writing is a way to express a message to a reader for a certain

purpose.<sup>1</sup>Oshima and Hogue states that writing is challenging, especially academic writing. It takes time and effort to master this ability.<sup>2</sup>Writing is useful to help hone their thinking skills by expressing their ideas and experiences in writing. Writing is not only for communicating with each other but also for expressing an idea. A hard mind and good writing skills will produce good and correct writing.

In writing, there are important aspects such as content, organization, language use, vocabulary, and mechanics such as capitalization, spelling, punctuation, which must be mastered by native speakers and non-native speakers because a professional writer must be able to master these aspects.

Punctuation is a component of writing that is usually overlooked, but is crucial for those who want to write. According to Louchman, punctuation is a code used in writing that is frequently required for meaning and emphasis. The use of good punctuation will produce a sentence that is good and correct and can be accepted by the reader. On the other hand, the lack of knowledge in punctuation will confuse the reader. Writing with poor punctuation can frustrate and disappoint readers, making them less sympathetic to the topic being written about.

Based on interviews conducted by researchers on February 21st, 2022, with Mrs. Yani Astuti as the English teacher in the tenth grade of SMKN 2

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<sup>1</sup>Troyka, L.Q. (1987). *Simon & Schuster Handbook for Writers*. New York: Prentice - Hall.

<sup>2</sup>Alice; Ann Hogue Oshima, *Third Edition Academic English*, 1998.

Metro, the result of the interview is that SMKN 2 Metro students still have problems using correct punctuation due to low English skills, lack of motivation, and lack of knowledge to learn English. So they have difficulty in writing with correct punctuation. Students often ignore or don't pay attention to mechanical writing such as capital letters, punctuation, and spelling. They have to translate first before putting what they want to put into writing. So they take a long time to write. This makes them often make mistakes in writing with proper punctuation.

Referring from these problems above, it is important for the writer analyze the types of errors and to find out the how to minimize punctuation errors made by the students of the tenth graders of SMK N 2. Therefore, the writer conducted a study research entitled "*Error Analysis on Punctuation In Writing Assignment at SMK N 2 Metro in the Academic Year 2021/2022.*"

## **B. Research Question**

1. What are the types of punctuation errors in writing assignments of the tenth graders of SMK N 2 Metro in the academic year 2021/2022?
2. How to minimize the punctuation errors in writing assignments of the tenth graders of SMK N 2 Metro in the academic year 2021/2022?

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

#### 1. The objectives of the study

- a. To find out the types of punctuation errors in writing assignments that are often made by tenth graders of SMK N 2 Metro in the academic year 2021/2022.
- b. To find out how to minimize errors in the use of punctuation in writing assignments for tenth graders of SMK N 2 Metro in the academic year 2021/2022.

#### 2. The benefits of the study

##### a. Student

This research is expected to minimize student errors in writing, especially in using punctuation , so that in the future, it can help make it easier for students to write well and structured.

##### b. Teacher

This research can help teacher solve problems by providing information and knowledge the student problem, particularly about the use of punctuation in writing.

##### c. For the other researcher

This study can be considered as a resource for future research who want to increase their knowledge in the same topic to more aware analyze , specially in the use of punctuation.



#### **D. Prior Research**

The first previous research is a Thesis conducted by Etinurwati (2016) entitled "An Analysis of Students Ability in Using Punctuation in Descriptive Paragraph Writing at the First Semester of the Eight Grade of SMPN 2 Pardasuka in the Academic Year 2016/2017." The writer used descriptive quantitative research as the type of research. The research focuses on eighth-grade students at SMPN 2 Pardasuka during 2016/2017 academic year. The study's goal is to assess students' ability to use punctuation in descriptive paragraph writing. The students' ability to use punctuation was classified as fair:0% students was categorized into excellent, 11% student was categorized into good, 57% students was categorized into fair, 32% students was categorized into low. It is possible to conclude that the students' ability to use punctuation was categorized as fair.<sup>3</sup>

The second previous research is a Journal conducted by Hasyim et al., (2017) entitled "The use of English Punctuation in Improving Students Writing Skills at The Sixth Semester of Letters of UMI Makassar." The writer used descriptive quantitative research as the type of research. The sample for this researcher was a sixth semester student at UMI Makassar. The researcher concentrated on seven types of punctuation: full stop, comma, hyphen, apostrophe, question mark, exclamation mark, and quotation mark. The conclusion of this journal is that sixth semester English Department

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<sup>3</sup>Dwi Atma Etinurwati, "An Analysis of Students Ability in Using Punctuation in Descriptive Paragraph Writing at the First Semester of the Eight Grade of SMPN 2 Pardasuka" (2017): 13–14.

students have low achievement in using English punctuation. Researchers found that commas are the most common error made by sixth semester students.<sup>4</sup>

The third previous research is a Thesis written by Hidayah (2013) entitled "An Analysis of Punctuation Errors in the Background of the Skripsi of English Education Department of Muria Kudus University." The writer used descriptive qualitative research as the design of the research. The purpose of this study was to analyze the punctuation error in the background of the student's thesis. The results of this study showed 221 errors and 9 type of punctuation error; they are capital letters (37.1%), commas (25.8%), colons (14.5%), period (9.5%), dash (5.4%), slash (3.6%), quotation marks (2.7%), parentheses (0.9%), and semicolons (0.5%). Punctuation error occurs because students do not know the function of punctuation and rules punctuation marks contained in the Thesis guidelines for Muria Kudus University.<sup>5</sup>

#### 1. Differences

In relation to the previous research mentioned above, the writer decided to conduct a new research. This research has a difference from the third previous studies above, namely from the year of the study the difference can be seen, this research was conducted in 2022, while the first

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<sup>4</sup>Sunardi Hasyim, Burhanuddin Burhanuddin, and Sumarni Hafid, "The Use of English Punctuation in Improving Students' Writing Skills at The Sixth Semester of Letters of UMI Makassar," *Tamaddun* 16, no. 1 (2017): 47–56.

<sup>5</sup>Khuliyatul Hidayah, "An Analysis of Punctuation Errors in the Background of the Skripsi of English Education Department of Muria Kudus University in the Year 2013," 2013.

previous research was in 2016, the second previous research was 2017, and the third previous research was in 2013.

The research location differs between the first previous study and this study; the first previous study was conducted at SMPN 2 Pardasuka, whereas the writer chose SMK N 2 Metro as the research location. Then in the first previous research, the researcher chose the subject, namely the students of SMPN 2Pardasuka, while the writer chose the tenth graders of SMK N 2 Metro. The first previous research used a test instrument to determine students' ability to use punctuation, while the writer chose observation, documents, and interviews to collect data for this research.

The next difference is that the first and second studies previously used descriptive quantitative methods in their research, while this research the writer using descriptive qualitative methods. Where in the first, second, and third previous research, the researcher aimed to analyze punctuation errors in descriptive text, English text, and the background of the skripsi. The subjects studied in the second previous research were the students of the sixth semester of Faculty of Letters at UMI Makassar. The second study only focused on seven punctuations and used a pretest, treatment, and post-test instrument to find out what percentage of errors were made and the cause of those errors. The objects studied in the third previous research were background skripsi of the English Education Department of Muria Kudus University. This study proposal has a unique

topic and research aim in that the writer wants to find a solution to minimize punctuation errors in writing.

## 2. Similarity

The similarities between this research and the three previous research are in the analysis of punctuation.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. The Concept of Writing skill**

##### **1. The Definition of Writing**

Writing is one of the important aspects that must be mastered by every English Foreign Language. There are several theoretical definitions that explain writing. Writing, according to David, is the mental process of developing ideas, deciding how to convey them, and structuring them into statements and paragraphs that a reader can understand.<sup>6</sup> Writing is a process of transferring ideas into writing which can be understood by others.<sup>7</sup> Writing is a crucial instrument for communicating with others and, as a result, is critical to the development and survival of modern society.<sup>8</sup>

Barnet and Adam argue in another book that writing is a technique to receive and develop ideas.<sup>9</sup> Students can share information and ideas in written text by writing. Writing performance can assist students in thinking critically and clarifying their thoughts. Writing also serves as a

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<sup>6</sup>Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill

<sup>7</sup>Yanuarti Apsari, "The Use of Picture Series in Teaching Writing Recount Text," *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia* 5, no. 2 (2017): 51.

<sup>8</sup>Ning Setio Wati, "Exploring the Impact of Punctuation Usage on Students' Writing Skills," *Pedagogy : Journal of English Language Teaching* 9, no. 2 (2021): 108.

<sup>9</sup>Sylvan Barnet and Hugo Adam Bedau, "Critical Thinking, Reading, and Writing: A Brief Guide to Argument" (2011): 227, <https://www.amazon.com/Critical-Thinking-Reading-Writing-Sylvan/dp/1457649977/>.

learning tool, helping students in understanding and remembering.<sup>10</sup>It indicates that writing serves the objective of expressing a student's background knowledge of the world. So, when students express their ideas in writing, their minds are encouraged to think critically in developing their ideas into writing

Fundamentally, writing implies delivering communicated in messages into written language. It includes a functioning cycle for getting sorted out, detailing, and forming thoughts into a pieces of paper. So, with the goal of having the reader follow the creator's message or oral structure. In other words, writing is one way of giving instructions to give data to the readers.

Furthermore, according to Wallace et al., writing is the result of multiple distinct actions that are incredibly difficult to master at the same time. Separable acts include taking notes, recognizing a key idea, outlining, drafting, and editing.<sup>11</sup> Meanwhile, Graham and Perin stated that writing is a strategy-related skill (such as planning, developing, and revising texts) to achieve various goals, such as writing a report or expressing an evidence-based opinion.<sup>12</sup>

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<sup>10</sup>Yeni Suprihatin, "An Analysis of Self Concept Writing Performance in the Students' Journal of English Department of Iain Metro," *Jurnal Metro Univ* 2, no. 1 (2018): 89–108, <https://e-journal.metrouniv.ac.id/index.php/tapis/article/view/1122/978>.

<sup>11</sup>Trudy Wallace, Winifred E. Stariba, and Herbert J. Walberg, "Teaching Speaking, Listening and Writing," *International Academy of Education*, no. May (2014): 12–21.

<sup>12</sup>Perin Graham S, "EFFECTIVE STRATEGIES TO IMPROVE WRITING OF ADOLESCENTS IN MIDDLE AND HIGH SCHOOLS," *The German Quarterly* 43, no. 2 (2007): 317.

From several definitions of experts regarding writing, it can be concluded that writing is a method of communicating by transferring ideas or opinions in written form and relies more on the brain as a source of thinking material to produce good writing. A student must have great writing abilities and capabilities in order for readers to understand the message delivered.

## **2. The Components of Writing**

Students must have knowledge of components in writing. When they don't know the components in writing, they can't express ideas and provide good information for reader. Below are some theories from experts regarding components in writing.

Brown argued that various important criteria must be examined while evaluating the finished result, including content, composition, vocabulary, grammar, and mechanical features like as spelling and punctuation.<sup>13</sup> According to Nurgiyantoro, there are five components of writing. They are as follows:

1. Content: ideas expressed.
2. Form: the way content is organized.
3. Grammar: the use of grammatical structures and syntactic patterns.
4. Vocabulary: choosing the structure and lexical items to give a certain tone or feel to the writing.

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<sup>13</sup>H. Douglas Brown, [H. Douglas Brown] *Teaching by Principles, Second (BookFi.Org).Pdf, Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

5. Mechanics: use of language chart conventions.<sup>14</sup>

It is confirmed by Jacob et al., who categorized writing into five parts. Content, vocabulary, structure, language use, and mechanics are only a few examples.

The writing component must be taught in order for students to improve their writing skills. Students will be successful if they are aware of and comprehend the components of writing. One of these components must be present in order for good writing to be produced.

## **B. The Concept of Punctuation**

### **1. The Definition of Punctuation**

Punctuation is crucial in language. Punctuation is one of the mechanical aspects of writing skills. Punctuation is used to explain intonation and aims to ensure that recipients of information do not have difficulty digesting the information provided. Such as the use of commas and periods as punctuation to pause sentences and end sentences. The use of good punctuation results in good and effective writing so that it is easy to understand.

Kane stated that all punctuation is intended to help the reader understand what you're saying.<sup>15</sup> Meanwhile, Rehman claimed that the

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<sup>14</sup>Harni Basonggo, Mawardin M Said, and Anjar Kusuma Dewi, "Developing Writing Skill of Grade Viii Students," *e-Journal of English Language Teaching Society (ELTS)* 4, no. 1 (2016): 2.

<sup>15</sup>Thomas S Kane, *Essential Guide to Writing, A Concise Course in the Art of Writing*, 2000th ed. (New York: The Berkley Publishing Group, 2000)



writer used punctuation to enable the readers to comprehend the content of the sentences.<sup>16</sup> That is, punctuation is characters that indicate which expressions match the sentences that have been built by the writer.

Meanwhile, Bailey states that accurate punctuation and capitalization in their use will help the reader really understand the author's intent.<sup>17</sup> In addition, McCaskill said that punctuation is inserted into the text to clarify the meaning and make it easier to read.<sup>18</sup>

Therefore, Crystal states that writing will be easy to read when using punctuation. Punctuation shows us characters how to read aloud to reflect pause, rhythm, and melody. Punctuation helps understand the grammar of complex sentences and helps clarify ambiguities.<sup>19</sup> In the other words, punctuation is a character that makes it easier for the reader not to misunderstand a sentence that contains doubts, synonyms or ambiguity. Punctuation is not only about ambiguity and clarity, but rather shows our identity as educated people.<sup>20</sup>

It is very important for students to choose the right punctuation marks. Because an error or misuse of punctuation can change the meaning.

See the examples:

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<sup>16</sup>A Khan and Y Khan, "Punctuation Errors Made by the Learners of Intermediate Level at Punjab Group of Colleges; an Error Analysis," *International Journal of Institutional & Industrial Research*, (1) 1, no. 1 (2016): 26–27.

<sup>17</sup>Stephen Bailey, "Academic Writing," *Routledge Taylor and Francis Group London and New York*, vol. 5, 2011.

<sup>18</sup>Mary K. McCaskill, "Grammar, Punctuation, and Capitalization," *A Handbook for Technical Writers And* (Hampton, Virginia: National Aeronautics and Space Administration (NASA), 1998).

<sup>19</sup>David Crystal, "Making a Point," *New Electronics* 44, no. 3 (2015): 6.

<sup>20</sup>*Ibid.*

Example 1. *A man, without his woman , is nothing.*

Example 2: *A man, without his, woman is nothing.*

The first example shows that if a man is not with his woman, then he is not worth anything. The second example is the opposite. Shows that without a man, women are nothing. The two sentences have different meanings from each other. It is important for a writer to use correct punctuation. Giving proper punctuation in English is important to make it simpler for the readers to apprehend what is written.<sup>21</sup>

Furthermore, based on the explanations of the various definitions provided above, it is possible to conclude that punctuation is very important in language; without punctuation, we cannot understand the message conveyed by the writer.

## **2. Kinds of Punctuation**

Many writers have written about punctuation, starting from the definition, usage, and types of punctuation in English. So that we can know the number of punctuation in English, according to Jane Straus in her book, here are the types of punctuation commonly used in English majors<sup>22</sup>, namely:

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<sup>21</sup>Wati, "Exploring the Impact of Punctuation Usage on Students' Writing Skills."

<sup>22</sup>Jane Straus, Real-world Examples, and Reproducible Quizzes, *Blue Book\_Grammar and Punctuation*, 2014.

## 1. Periods / Full stop (.)

A period is always used to close a sentence.

- a). A period is used at the end of a full sentence that is a statement.

Examples: - *My father is fat.* - *This book is mine.*

- b). A period is used at the end of abbreviations.

Examples: -*Dr.* -*Mr.* -*Prof.*

- c). After an indirect question, a period is used.

Example: -*He asked where his smartphone was.*

- d). Using a period after initials.<sup>23</sup>

Example : - *A.J. Reynhard*

- e). Using periods in abbreviations for time.

Example: - *13 : 00 P.M.*

## 2. Commas (,)

The most common punctuation marks are commas and periods. A

Comma is typically characterized by a brief pause.

- a). Commas are used to separate words consisting of three or more items.

Example: - *I really like fried rice, chicken noodles, meatballs, and pizza.*

- b). When two adjectives are interchangeable, use a comma to separate them. Example: - *She is a kind, friendly woman.*

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<sup>23</sup>Mark Lester and Larry Beason, *THE MCGRAW-HILL EDUCATION HANDBOOK OF English Grammar Usage*, 2019.

- c). In sentences with two independent clauses combined by connectors such as and, or, but, etc., use a comma at the end of the first clause.

Example: *-I like the dress, but I have no money.*

- d). Use commas after words that introduce sentences, such as yes, why, hello, and so on.

Example: *- Why, I can't believe this!*

- e). Use commas to directly label someone's name, nickname, affection, or title.

Example: *- Will you, Daniel, do that assignment for me?*

- f). Using a comma before and after the year when it is used with both the month and the day in a sentence. If only the month and year are given, omit the comma.

Example: *- May 29, 2000, was our last day of play.*

- g). Separate the city from its state with a comma, and remember to place it after the country.

Example: *- I'm from Seoul, Korea.*

- h). To enclose degrees or titles used with names, use commas.

Example: *-Khairan, Ph.D*

- i). To introduce or interrupt direct quotations, use commas.

Example: *- She says, "I'm a beautiful woman."*

- j). Use commas for bibliography and footnotes.

Commas are used to separate information from a reference source.

### 3. Semicolons (;)

- a). A semicolon can be used instead of a period if the writer wants to save space between related sentences.

Example:

*-We have paid our dues; we expect all the privileges stated in the contract.*

- b). When words and terms like ie, although, thus, for example, etc. initiate whole sentences, use a semicolon before them. After these words and terms, a comma is recommended.

Example:-*Bring any two items; For example, sleeping bags and tents are in short supply.*

- c). When one or more of the units in a series contain commas, use a semicolon to separate them.

Example: - **Incorrect:** *The conference was attended by people who came from New York, London, Paris, California, Milan, Washington, and other places as well. Note that with just a comma, the sentence is hopeless.*

- **Correct:** *The conference has people who have come from New York, London; Paris, California; Milan, Washington; and other places as well.*

#### 4. Colons (:)

"That is to say" or "this is what I mean" is indicated by a colon.

Colons and semicolons should never be used together in a sentence.

- a). To introduce a series of items, use a colon. The first item after the colon should not be capitalized (unless it is a proper noun).

Example: *-Don't forget to bring the following items: coffee, milk, and water.*

- b). To present the list items one by one, use colon punctuation. Example: -I want a housekeeper who can do the following:

a) babysitting

b) cooking

c) washing and scrubbing clothes

- c). Use colons instead of commas to follow greetings in business letters, including when greeting someone by name.

Example: *- Dear Mr. Jeremy : - Dear Mrs :*

#### 5. Quotation Marks ( " )

- a). To set off a direct (word-for-word) quotation, use double quotation marks.

Example: *- "When will you be here again?" she asked.*

- b). Quotations are often used for technical terms, unusual terms or other expressions that differ from common usage.

Example: - *She did some “experimenting” in his college days.*

- c). For quotations within quotations, use single quotation marks.

Example:- *She said, "Tom was crying, 'Do not treat me like that.' "*

## 6. Parentheses and Brackets ( ( ) )

Parentheses and brackets are not interchangeable.

- a). Include information in parentheses that describes or is used in addition.

Example:-*She finally responded (after ten minutes of thought) that she didn't understand the question.*

- b). To enclose numbers or letters used for listed items, use parentheses.

Example: -We require a hospital nurse who can (1) think quickly and assist doctors, (2) treat patients with dignity, and (3) manage with public complaints.

Brackets are significantly less common than parentheses and are only used in a few contexts.

- a). Interrupts are represented by brackets. They are used to elaborate on or comment on a quote.

Example: - “*Jim shook hands with [his son] Al.*”

- b). If you have something wrong with a spelling or grammatical error, or created material, Insert the word sic in italics and surround it in non-italics.

Example: -Do you think that every one *[sic]* should attend meeting?

The [sic] indicates that every one was used incorrectly, instead of everyone.

#### 7. Apostrophes (')

- a). When using apostrophes to indicate possession, add an apostrophe followed by the letter s to indicate possession with singular nouns.

Example: - *Mr. Anji's house* - *a man's shoes*

- b). Make the term plural first to show plural possession. Then use the apostrophe right away.

Example: - *the Strauss' sister* - *two children's books*

- c). Use the apostrophe with contractions.

Example: - *do + not = don't* - *is + not = isn't*

#### 8. Hyphens (-)

- a). In general, using hyphens of two or more words in certain compound words.

Example: - *Merry-go-round*

- b). Hyphens are required for constructing native compound verbs for writing, humor, or exceptional situations.



Example: - *Queen Elishabet throne-sat for six decades.*

c). Use hyphens in compound numbers.

Example:-*Twenty-one students*

d). When using numbers, about hyphens or approximate times, distances, or other quantities. Don't use spaces around hyphens.

Example:- 2000-2021     - 13:15-14:00

#### 9. Dashes ( — )

a). Words and phrases between the dashes are not usually part of the topic.

Example: - Boys—along with their faithful mutts—are always welcome.

b). Dashes replace required punctuation.

Example:

-***Without dash:*** *The man from Jakarta, Indonesia, arrived.*

- ***With dash:*** *The man—he was from Jakarta, Indonesia—arrived.*

#### 10. Ellipsis (...)

An ellipsis (plural:ellipses) is a punctuation mark made up of three dots.

a). It used to indicate that there is more to be said, but the writer stopped there.

- b). Ellipses can express doubts, mood swings, tension or loss of mind, and indirectly indicate pauses or doubts in a sentence.

Example: - I'm not sure...

#### 11. Question Mark ( ? )

- a). Used to indicate the end of an interrogative sentence. The interrogative sentence, on the other hand, asks a question.

Example:- *Do you like me ?*

- b). When a sentence is only half a statement, use a question mark. Example:- *You care, right ?*

- c). Use question marks enclosed in quotation marks in a question in the quoted material.

Example: -He asked, "*Do you still love me?*"

#### 12. Exclamation Point ( ! )

- a). Exclamation marks are used to indicate feelings, emotions, or surprises.

Example: *-Oh my goodness! -Oh! wow! great!*

- b). An exclamation mark substitutes a period at the end of a sentence.

Example: **Incorrect:** *-Oh my goodness!.*

**Correct:** *-Oh my goodness!*

- c). Exclamation points cannot be used in formal business writing.

### 13. Capitalization (A,B,C,D...)

The reader will understand the substance of the writer's work if punctuation and capital letters are used correctly.<sup>24</sup> Capitalization is defined as writing words with the first letter capitalized and the rest lowercase.

a). Use capital letters in the first word of an article.

Example: *Once upon a time...*

The following is a list of capitalization references:

1. Brand names
2. Businesses
3. Months of the year and weekly days
4. Issues of government
5. Historical episodes and eras
6. Institutions
7. Nicknames
8. Organizations
9. Religions
10. Streets and roads

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<sup>24</sup>Bailey, "Academic Writing," vol. 5, p. .

## C. The Concept of Error Analysis

### 1. The definition of Error Analysis

Errors are natural and absolute things that humans do, including in teaching foreign languages especially in writing. Errors are typically made by learners who are in the process of learning. Of course, errors in teaching foreign languages are unavoidable. Analyzing errors made by students is a very easy way to show what has been learned by students and what they have not learned.

According to Dulay et al., error analysis is a method for analyzing errors encountered by EFL and ESL students when learning a language.<sup>25</sup> In fact, the mistakes made by students can be observed so this causes a research student error analysis. Corder also discusses the advantages of error analysis for students, teachers, and researchers. It is language learning tools for students. It demonstrates to teachers the types of errors students make, the skills they have attained, and what they have not learned. For researchers, this error also provides clues as to how learners learn the language and what strategies they use to achieve it learning objectives.<sup>26</sup>

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<sup>25</sup>Stephen Krashen Heidi Dulay, Marina Burt, *Language Two*, OXFORD UNIVERSITY PRESS, vol. 1 (New York, 1982).

<sup>26</sup>Apinya Hinnon, "Common Errors in English Writing and Suggested Solutions of Thai University Students," *Humanities & Social Sciences* 31, no. 2 (2014): 165–180.

According to Richards, error analysis is the analysis of errors made by foreign language learners.<sup>27</sup> Brown adds another opinion to the mix. Error analysis is the process of observing, analyzing, and categorizing deviations to expose something of the system operating within the learner.<sup>28</sup>

Before conducting error analysis, the researcher must know the difference between errors and mistakes. Ellis states that error is a lack of understanding of students. Deviations occur systematically because students do not know correctly.<sup>29</sup> Furthermore, James stated that understanding, ability, or competence are the factors that cause errors. When language learners make errors, it is because they do not understand the linguistic system of the language being learned, and can then be corrected by learning it again. Meanwhile, mistakes are not caused by a lack of understanding of the language used by language learners. They understand it, but they forget or use it incorrectly. They can immediately correct their mistakes without having to learn it again.<sup>30</sup>

Based on some of the experts' definitions of error analysis, it is possible to conclude that error analysis is an activity that includes

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<sup>27</sup>Sunardi Hasyim, "ERROR ANALYSIS in the TEACHING of ENGLISH," *K@Ta Lama* 4, no. 1 (2002): 62-74-74.

<sup>28</sup>Ibid.

<sup>29</sup>F P Utami, "Error and Mistake Analysis of Linguistic Components in the Writing Composition," *Retain Unesa* (2016): 75-83, <http://proceeding.institutpendidikan.ac.id/files/10.pdf>.

<sup>30</sup> James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis* (1st ed.). Routledge. <https://doi.org/10.4324/9781315842912>

processes, techniques, or approaches such as observing, analyzing, and categorizing someone's errors.

## 2. The Types of Error

According to the category surface strategy taxonomy, errors can be classified into four types: omission, addition, misformation, and misordering.<sup>31</sup>

### a). Omission

Omission is a term where an element is omitted and really should be handled. For example :*I have a boyfriend His name is Harry* (ommission of the full stop) . *There is an orange, an apple and a mango in the basket.* (ommission of the comma).

### b). Addition

The presence of elements that should not be in the text indicates an addition error, which is the inverse of an omission error. For example :*There is a pencil, and a book on the table.* (errors in addition comma before and).

### c). Misformation

Misformation is an error that is characterized by an abusive structure or morpheme. For example: *Jessica felt tired, She went to bed.*(misformation in the use of commas, becausethe learner thinks that commas are the same as periods).

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<sup>31</sup>Suhono, "SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS' COMPOSITION: A STUDY OF ERROR ANALYSIS" 1, no. 2 (2016): 9.

d). Misordering

Misordering is an error characterized by the wrong placement of sentences in their sequence. The sentence may be right in one element, but the sequence is incorrect. For example : "*Stay positive. Attitude is everything*". (instead of "*Stay positive. Attitude is everything.*", the first punctuation used should be a period).

## CHAPTER III RESEARCH METHOD

### A. The Characteristic and Types of the research

This is a qualitative study. The writer was trying to analyze punctuation errors in writing assignments in this study. Using qualitative research, the writer was to show the types of punctuation errors that were repeatedly found in students' writing assignments. This research was conducted on tenth graders of SMK N 2 Metro. This research conducted to explore the phenomenon of punctuation errors made by students in writing assignments.

According to Miles and Huberman, qualitative research is research that is generally presented in the form of words rather than numbers, has always been a basic element in various fields of social sciences, especially anthropology, history, and political science.<sup>32</sup>

Meanwhile, SharonL.Caudle stated that qualitative analysis is understanding the relevant data collected from various sources such as interviews, observations, and documents, and is responsible for presenting what is revealed by the data.<sup>33</sup>

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<sup>32</sup>Matthew B.Miles A.Michael Huberman, "Qualitative Data Analysis," *SAGE Publications*, 1994.

<sup>33</sup>Joseph S Wholey, Harry P Hatry, and Kathryn E Newcomer, "Handbook of Practical Program Evaluation Second Edition," *Books.Google.Com* (2004), [http://surjonopwkub.lecture.ub.ac.id/files/2018/02/Handbook\\_of\\_Practical\\_Program\\_Evaluation\\_Essential\\_Texts\\_for\\_Nonprofit\\_and\\_Public\\_Leadership\\_and\\_Management.pdf#page=697](http://surjonopwkub.lecture.ub.ac.id/files/2018/02/Handbook_of_Practical_Program_Evaluation_Essential_Texts_for_Nonprofit_and_Public_Leadership_and_Management.pdf#page=697).



Furthermore, According to Creswell, qualitative research is a method of investigating and comprehending the significance that individuals or groups feel as a result of or in response to human problems. The research process includes questions and procedures, data collection in general among participants, inductive data analysis from specific to general topics, and the researcher's interpretations of the meaning of the data.<sup>34</sup>

The data from students' punctuation errors on writing assignments was analyzed in this research. The writer conducted this research to explore the types of errors in the use of punctuation and how to minimize these errors.

## **B. Data Resource**

In general, there are two types of data resources. There are primary and secondary. The writer then employs these types in this study.

### **1. Primary Data**

Primary data is a source of data obtained in the field, such as from people, agencies, or institutions that produce data directly. In this case, the writer was collecting data from the student writing documents of the tenth graders of SMK N 2 Metro in academic year 2021/2022 and the results of interviews.

### **2. Secondary Data**

Secondary sources are useful for starting a review, exploring, and determining the range of materials on a topic. Handbooks, encyclopedias,

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<sup>34</sup>John w.creswell, *Research Design* (( USA :SAGE Publications ), 2014).

and selected journals that summarize research are examples of secondary sources. As secondary sources, the writer used main books from Jane Straus titled *The Blue Book of Grammar and Punctuation*, Heidi Dulay titled *Language Two*, Dr.Dedi Irwansyah titled *English Grammar for Tadris Bahasa Inggris* and Mathew B.Miles and A.Michael Huberman titled *Qualitative Data Analysis*. In addition, the writer also took data from archives and photographs during the research so that the research can be accounted for.

### **C. Data Collection Technique**

Data collection techniques are an important point in this research because the main goal of research is to collect data. The writer also need some instruments to obtain data.

#### **1. Observation**

In this study, the writer observed the behavior and activities of students. The writer was observing the tenth graders of SMK N 2 Metro in order to analyze students punctuation errors in writing assignment.

#### **2. Documentation**

Documentation is a tool for collecting data and information in the form of documents or documentary sources, such as books, encyclopedias, and diaries. In this research, the writer was to collect data from the writing assignment documents of the students of the tenth graders of SMK N 2 Metro.

### 3. Interview

In this research, the writer used semi-structured interviews, which are more flexible in implementation compared to other interviews. The indicators of the interview are the students and the teacher.

#### **D. Data Analysis Technique**

In addition, the writer used the Miles and Huberman model to analyze the data. This qualitative research analysis is done while the data is being collected. Qualitative data analysis activities, according to Miles and Huberman, are carried out actively and constantly until the assignment is accomplished.<sup>35</sup> The steps for the Huberman-Miles analysis are as follows:

##### a. Data Reduction

The process of choosing, organizing, evaluating, separating, and converting data from field notes or transcriptions is known as data reduction. In this way, the writer gathered the data from students writing assignment. The writer saw the error, then identified and classified the errors based on Surface Strategy Taxonomy.

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<sup>35</sup>Matthew B.Miles A.Michael Huberman, "Qualitative Data Analysis."

#### b. Data Display

The display of information is the next analysis action. A data display is a well-organized collection of information that enables for the creation of numerous conclusions and actions.

#### c. Conclusion Drawing and Verification

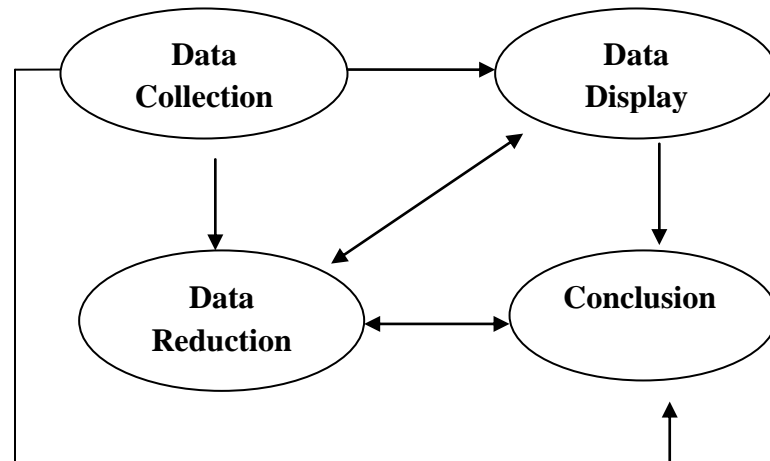
The conclusion, which includes drawing and verification, is the final technical analysis activity. The writer validated the research by drawing conclusions from the findings' data.

From the description above, first the writer collected as much data as possible. The writer collected data consisting of the task of writing punctuation for the tenth graders of SMK N 2 METRO as the main data.

Analyzing the data with a focus on important data needed, and then become a research-based subject called "data reduction," and decide the pattern. After reduce data, then present collect the data and summarize it into a short description, or create a design form, which is called display data. In the final step, the writer makes a conclusion and discovers a preliminary answer based on the research.

The writer used the percentage formula to calculate the error based on the Miles Huberman model stated in his book:

**Figure 1**  
**The steps in data analysis (Interactive Model) by Miles and Huberman.**



### **E. Research Approach**

The following are some of the approaches in use by researchers:

1. Data collection is the process by which the researcher gathers all of the information needed to finish the study.
2. By summarising it properly, the amount of data obtained is reduced.
3. The writer usually use graphs, pictures, or graphsto display data. The display must be able to explain the contents of all data.
4. Finally, the writer validates the results of the study by making data inferences.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research**

##### **1. Description of Research Location**

###### **a. The Brief History of SMK N 2 Metro**

Based on the results of the documentation that the researcher did at SMK Negeri 2 Metro, information can be obtained that Vocational High School 2 Metro (SMK); opened in 1972 under the name of the Pioneer Technical Middle School (STM), then changed its name to the Metro State Agricultural Technical High School (SMT) in 1978, then changed again to the Vocational High School 2 Metro (SMK) based on ministerial decree number 036/ O/1997 concerning the change in the nomenclature of SMKTA to become SMK as well as the organization and work procedures of SMK.

In 2003 it was predicated as an Excellent School, in 2005 it was predicated as a National Standard School, on May 9, 2006 it was designated as an International Standard National School (SBI) based on the decision of the Director of Vocational High School Development, Directorate General of Primary and Secondary Education Management, Ministry of National Education number 0001/ C5.2/Kep/MN/2006, together with the predicate of SMK

SBI, SMK Negeri 2 Metro for its administrative management uses the Quality Management System 64 (QMS) ISO 9001-2008 and in 2009 was categorized as SMK SBI INVEST until now.

At the beginning of the establishment of SMK Negeri 2 Metro only had 4 expertise programs, namely Agricultural Mechanization, Agricultural Product Processing Technology, Agronomy, and Fisheries. In 2018 SMK Negeri 2 Metro became a Revitalization school.

SMK Negeri 2 Metro since its establishment until now has changed principals 6 times, namely:

**Table 1**  
**The names of the principals of SMK Negeri 2 Metro and term of office**

<b>No.</b>	<b>Principal's Name</b>	<b>Term of Office</b>
1.	Amalsyahrudin	Started up until January 2002
2.	Ir. E. T. Sutarman	January 2002 - August 2004
3.	Drs. Badaruddin	August 2004 - October 2007
4.	Drs. Simin Efendi	October 2007 - December 2009
5.	Drs. Sutarman, M.M	December 2009 - April 2017
6.	Dr. Armina, M.Pd	2017 until now

Source: Documentation Results of SMKN 2 Metro on April 20, 2022

Eight skill programs developed by SMK Negeri 2 Metro include:

**Table 2**  
**Expertise Program at SMK Negeri 2 Metro**

No.	Program Keahlian	Singkatan
1.	Agribisnis Pengolahan Hasil Pertanian	APHP
2.	Mekanisasi Pertanian	MP
3.	Agribisnis Tanaman Pangan dan Holtikultura	ATPH
4.	Agribisnis Perikanan Air Tawar	AP
5.	Teknik Kendaraan Ringan	TKR
6.	Agribisnis Ternak Unggas	ATU
7.	Kimia Industri	KI
8.	Teknik Pendingin dan Tata Udara	TPTU

Source: Documentation Results of SMK N 2 Metro on April 20, 2022

**b. The vision and mission of the SMK Negeri 2 Metro as follow:**

- 1) Vision of the school: "Excellent and Productive in Science and Technology based on IMTAQ"
- 2) Mission of the school:
  - (a) Prepare a curriculum that is able to meet the needs of science and technology that is flexible and oriented towards the development of industry and employment needs.
  - (b) Developing positive spirit, excellence, and competition.
  - (c) Develop a learning climate rooted in religious values, norms, and culture of the surrounding community and Indonesian culture in general.



- (d) Prepare adequate learning and supporting facilities according to competency demands.
- (e) Implementing a production, service, and competency-based learning process with a global perspective.

3) Objectives of the school:

- (a) Produce graduates who are intelligent, skilled, faithful, devoted, and have noble character.
- (b) Prepare students to enter the world of professional work with character, entrepreneurial insight and able to compete to continue to college.
- (c) Provide real experience so that students master productive skills with industrial culture standards that are oriented to quality standards, high productive and competitive work ethic.
- (d) Realizing the school into an environmentally friendly vocational school.

**c. The Condition of Teacher and Official Employers at SMK Negeri 2 Metro**

The condition of teachers and official employers at SMK Negeri 2 Metro for the academic year 2022/2023 has experienced teaching staff and educators according to their fields, which can be identified as follows:

**Table 3**  
**The Condition of Teacher and Official Employers at**  
**SMK Negeri 2 Metro**

<b>No.</b>	<b>Teacher Names</b>	<b>Position/Field</b>
1.	Dr. Armina, M.Pd	Head Master
2.	Dra. Pramudiatiningsih	Religious Education Teacher
3.	Eny Sugiyarti, S.Th.I	Religious Education Teacher
4.	Sri Umiyati, S.Ag	Religious Education Teacher
5.	Triana Susanti, S.Ag	Religious Education Teacher
6.	Saifuddin Zuhri, S.Ag	Religious Education Teacher
7.	Antonius Tamtama	Religious Education Teacher
8.	Sukarsih, S.Ag	Religious Education Teacher
9.	I Nengah Suartana, S.Ag	Religious Education Teacher
10.	Diana Wulandari, S.Pd	PKN Teacher
11.	Maslina Kusuma, S.Sos, M.Pd	PKN Teacher
12.	Salmeri Irnayanti, S.Pd	PKN Teacher
13.	Inna Febriana Miharjo, S.Pd	PKN Teacher
14.	Riza Rahmawati, S.Pd	Counseling guidance
15.	Asnila Sari, S.Pd	Counseling guidance
16.	Lilis Puspita Ningrum, S.Pd	Counseling guidance
17.	Heru Prasetyo, S.Pd	Counseling guidance
18.	Riska Oktavia, S.Pd	Counseling guidance
19.	Drs.Sunarjo	Counseling guidance
20.	Dito Prastanto, S.Pd	Counseling guidance
21.	Nurwanti, S.Pd	Indonesian Teacher
22.	Sukiman, S.Pd	Indonesian Teacher
23.	Serly Fatmayanti, S.Pd	Indonesian Teacher
24.	Neneng Suryani, S.Pd	Indonesian Teacher
25.	Reni Kurniasari, S.Pd	Indonesian Teacher
26.	Dra. Sri Harnani, M.Pd	Mathematics Teacher
27.	Dra. Siti Umi Maimunah	Mathematics Teacher
28.	Sumardi, S.Pd	Mathematics Teacher
29.	Fajar Prasetya, S.Pd	Mathematics Teacher
30.	Lis Suharyani, S.Pd	Mathematics Teacher
31.	Sri Asih, S.Pd	Mathematics Teacher

32.	Dra.Yanti Reffiana	IPS Teacher
33.	Heri Budiono, S.Pd	IPS Teacher
34.	Windi Novika Sari, S.Pd	IPS Teacher
35.	Dra.Magdalenia Ismerhan	English Teacher
36.	Nanang Triasmori, M.Pd	English Teacher
37.	Gunawan Heri Siswanta, S.Pd	English Teacher
38.	Yani Astuti, S.Pd	English Teacher
39.	Mutmainnah, S.Pd	English Teacher
40.	Hetti Kusumawati, S.Pd	English Teacher
41.	Nun Ichwati	Art and culture
42.	Ade Gabriel Prayogo, S.Pd	Art and culture
43.	Suhono,S.Pd	Entrepreneurship
44.	Endang Ratnawati,S.P	Entrepreneurship
45.	Ety Wahyuni, S.P	Entrepreneurship
46.	Messiana Marito Ambarita, S.P	Entrepreneurship
47.	Sony Saptanagara, S.Pd	Sport Teacher
48.	Bagus trisaksono, S.pd	Sport Teacher
49.	Een Saputri, S.Pd	Sport Teacher
50.	Adityo Dharmadi, S.Pd	Sport Teacher
51.	Dra.Elfiti Zaharo	Fisika Teacher
52.	Anissa Septiyaningrum, S.Si	Fisika Teacher
53.	Dra. Tripeni Handayani	Kimia Teacher
54.	Teguh Wardoyo,S.Pd	Biologi Teacher
55.	Ganda Saputra, S.T	Digital Teacher Simulation
56.	Rupawan, S.Kom	Digital Teacher Simulation
57.	Erwan, S.T	Digital Teacher Simulation
58.	Anissa Putri, M.Pd	Lampung Language Teacher
59.	Sujianto	TPHP Vocational
60.	Yuliza Ratna Dewi, S.Tp, M.Si	Head of Study Program APHP Vocational
61.	Sri Mulyani, S.Tp, M.Si	APHP Vocational
62.	Rasti Hafizanti, S.Pd	APHP Vocational
63.	Pazar Rakasiwi, S.Pd	APHP Vocational
64.	Edy Subekti, S.Pd	MP Vocational
65.	Bambang Miswanto, S.T	Head of Study Program MP Vocational
66.	Sugeng Ari Wibowo, S.TP	MP Vocational

67.	Nurhandoko, S.P	MP Vocational
68.	Isti Khoiriyah, S.P	MP Vocational
69.	Wiyudatara, S.St.Gr	ATPH Vocational
70.	Bekti Kurniawan, S.St.Gr	ATPH Vocational
71.	Sri Indrawati, S.P	Head of Study Program. ATPH Vocational
72.	Ariyani, S.Pd	ATPH Vocational
73.	Deden Sobar Hidayat, S.Pd	AP Vocational
74.	Aan Suryaningsih, S.Pd	AP Vocational
75.	Marwati, S.P	AP Vocational
76.	Henry Mardito, A.Pi	Head of Study Program. AP Vocational
77.	Siti Nurlatifah, S.Pt	Poultry Farming agribusiness
78.	Nani Riani, S.Pt	Head of Study Program. poultry farming agribusiness
79.	Theresia Normawati, S.Pt.,M.M	Poultry farming agribusiness
80.	Venny Indriati, S.Pt.,M.P	Poultry farming agribusiness
81.	Suprapti, S.Pd	Automotive Vocational
82.	Suryadi, S.Pd	Automotive Vocational
83.	Maryansya,S.T., M.Pd	Automotive Vocational
84.	Agung Nugroho, S.Pd.T	Head of Study Program Automotive Vocational
85.	Makmun, S.T,M.Pd	Automotive Vocational
86.	Dono Efendi,S.Pd	Automotive Vocational
87.	Murdjito, S.T	Automotive Vocational
88.	Budianto, S.Pd	Automotive Vocational
89.	Dedy Antoro, S.Pd	Automotive Vocational
90.	Ahmad Wahyudi, S.T	TPTU Vocational
91.	Cahyo Padmasana,S.Pd.T	Head of Study Program. TPTU Vocational
92.	Gian Anshori, S.Pd.T	TPTU Vocational
93.	Ato Triyono, S.Pd, M.Pd	TPTU Vocational
94.	Prawito, S.Pd. Kim	Industrial Chemistry Vocational
95.	Asep Eryana, S.Pd	Industrial Chemistry Vocational
96.	Ati Atun Chasanah, S.T	Head of Study Program.

		Industrial Chemistry Vocational
97.	Dewi Ruum, S.Si	Industrial Chemistry Vocational
98.	Zuhardi	Adminsitration Staff
99.	Sri Wasiati, ST	Adminsitration Staff
100.	Sugiyantopo, S.Pd	Quality Management Representative
101.	Titik Kurniyah, Sip	Librarian
102.	Tina Maria Sandi, S.Pd	Honorary Employee
103.	Ika fajriana puspita	Honorary Employee
104.	Winda Trimundari, S.Pd	Adminsitration Staff
105.	Sutriono	Teacher
106.	Purwanto	Honorary Employee
107.	Defi	TKR Technician
108	Aguanda	Student Staff

#### d. The Quantity Students of SMK Negeri 2 Metro

The following is a table of the number of students of SMK Negeri 2 Metro in 2021/2022 as follows:

**Table 4**

**Student Data for SMKN 2 Metro**

No	Class	M	F	Total	No	Class	M	F	Total
1.	X TPTU1	32	-	32	24.	X1 PH 2	-	26	26
2.	X TPTU 2	32	-	32	25.	XI MP 1	28	-	28
3.	X TKR 1	34	-	34	26.	XI MP 2	27	-	28
4.	X TKR 2	34	-	34	27.	XI AT 1	19	2	21
5.	X TKR 3	31	1	32	28.	XI AT 2	18	2	20
6.	X TK 1	8	18	26	29.	XI BT 1	24	6	30
7.	X TK 2	6	17	23	30.	XI BT 2	21	6	27
8.	X PH 1	5	23	28	31.	XI BP	25	1	26
9.	X PH 2	5	23	28	32.	XII TPTU 1	29	-	29
10.	X MP 1	28	-	28	33.	XII TPTU 2	27	-	27

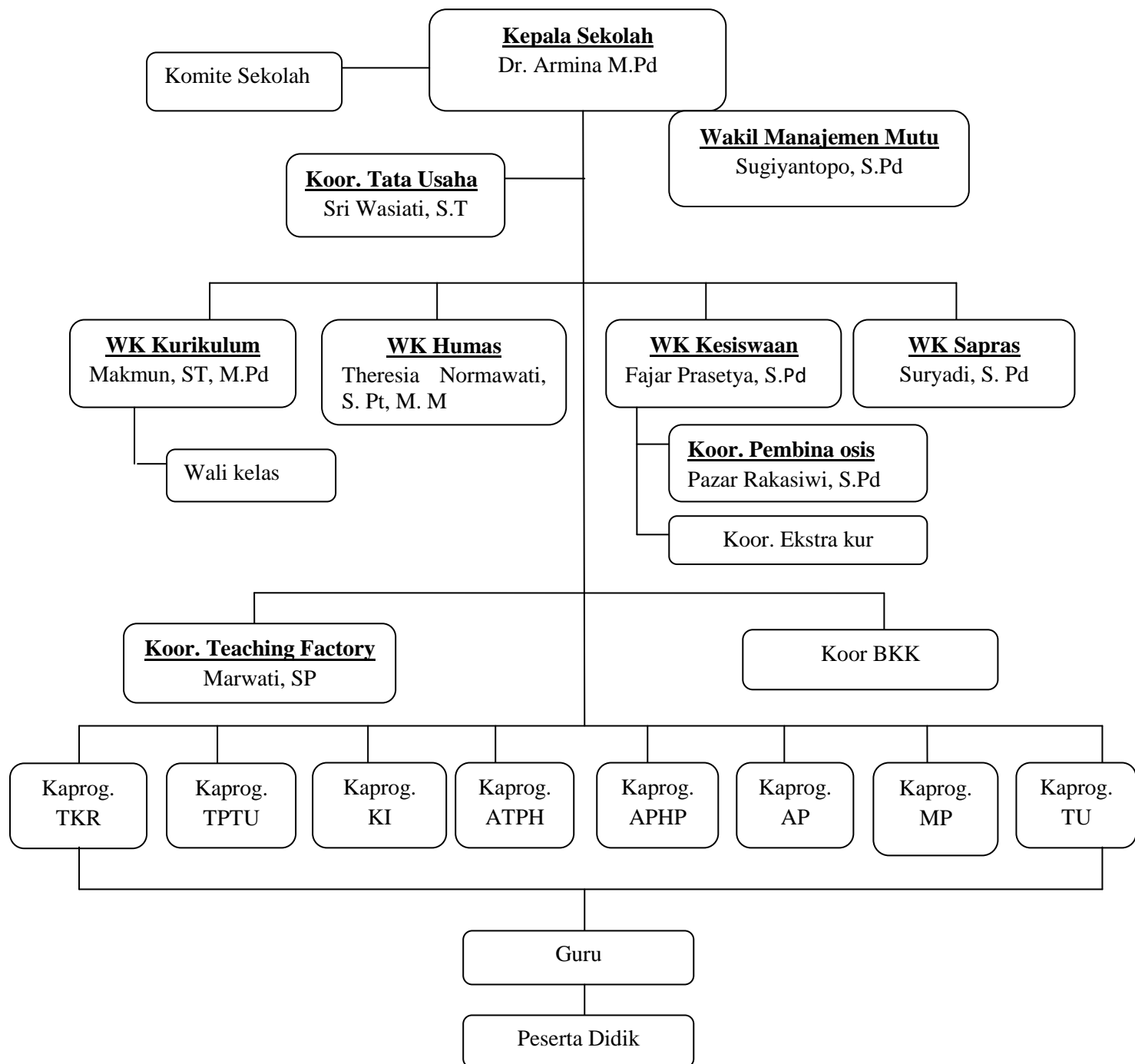
11.	X MP 2	30	-	30	34.	XII TKR 1	26	-	26
12.	X AT 1	21	2	23	35.	XII TKR 2	22	-	22
13.	X BT 1	25	6	31	36.	XII TKR 3	27	-	27
14.	X BT 2	23	9	32	37.	XII TK 1	3	17	20
15.	X BP 1	21	2	23	38.	XII TK 2	5	17	22
16.	XI TPTU 1	35	-	35	39.	XII PH 1	-	31	31
17.	XI TPTU 2	32	1	33	40.	XII PH 2	-	28	28
18.	XI TKR 1	32	-	32	41.	XII MP 1	26	-	26
19.	XI TKR 2	35	-	35	42.	XII MP 2	25	-	25
20.	XI TKR 3	30	1	31	43.	XII AT	18	8	26
21.	XI TK 1	14	11	25	44.	XII BT 1	21	9	30
22.	XI TK 2	4	18	22	45.	XII BT 2	24	10	34
23.	XI PH 1	2	24	26	46.	XII BP	28	3	31

**Table 5**  
**Number of Students by Education Level**

Level Education	M	F	Total
Class X	335	99	434
Class XI	346	98	444
Class XII	281	123	404
<b>Total</b>	<b>978</b>	<b>325</b>	<b>1282</b>

e. The Structural Organization of SMK N 2 Metro

Figure 2



**f. The Facilities of SMK Negeri 2 Metro**

The condition of the facilities and infrastructure in the SMK Negeri

2 Metro as follows:

**Table 6**  
**Data on facilities and Infrastructure of SMK Negeri 2 Metro**

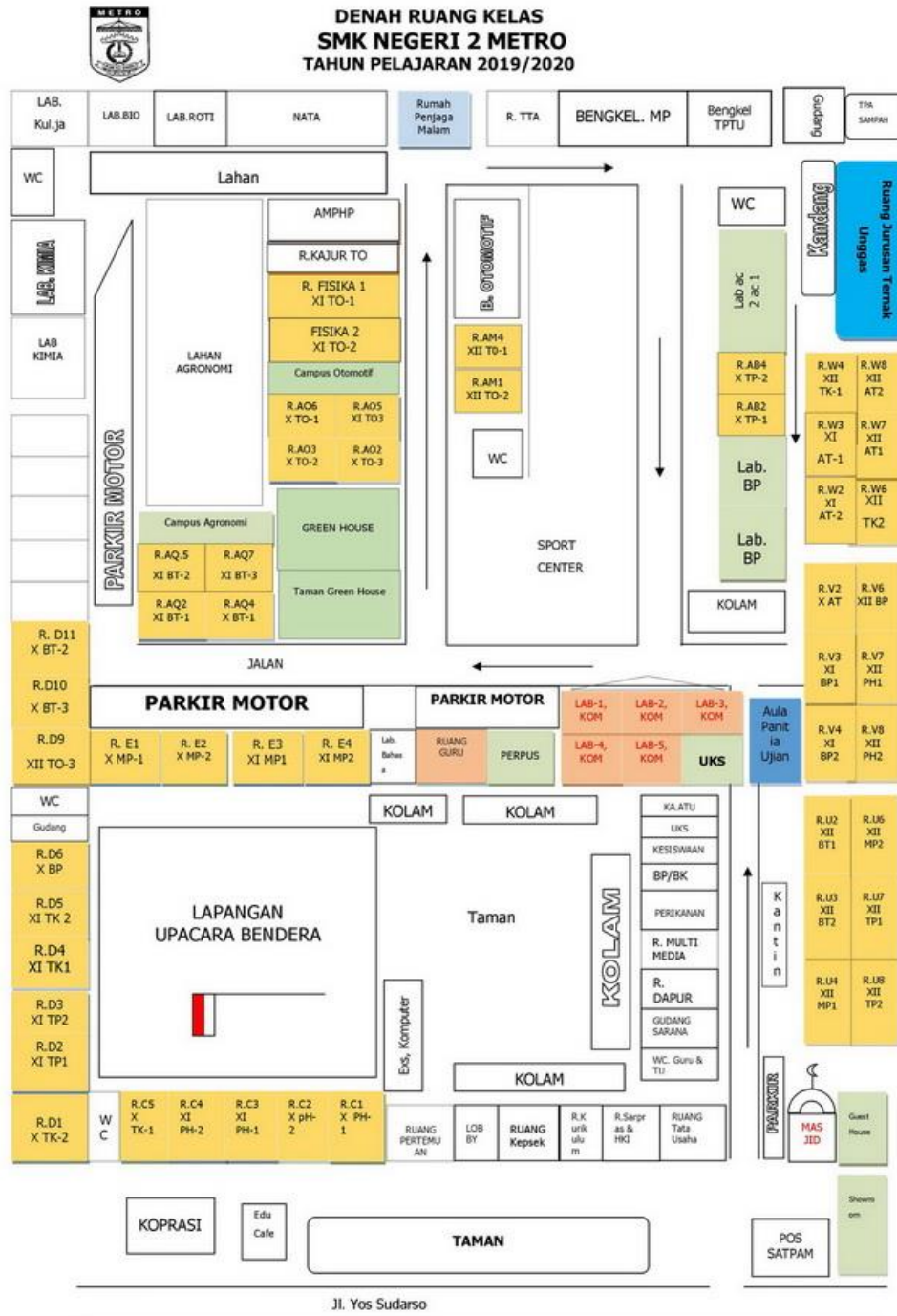
<b>No.</b>	<b>Name of Building/Facility</b>	<b>Total</b>
1	Bengkel TPTU	1
2	Bengkel Agribisnis ternak unggas	1
3	Bengkel kelistrikan otomotif	1
4	Bengkel kimia industri	1
5	Bengkel agribisnis perikanan	1
6	Bengkel mekanisasi pertanian	2
7	Bengkel otomotif	1
8	Bengkel traktor	1
9	Kandang ayam pedaging	2
10	Kandang ayam petelur	1
11	Green house	1
12	Gudang	1
13	Kantin	1
14	Koperasi	1
15	Lab.biologi	1
16	Lab. bahasa inggris	1
17	Lab. kultur jaringan	1
18	Lab. fisika	2
19	Lab. komputer	4
20	Lab. nata decoco	1
21	Lab. roti	1
22	Masjid	1
23	Ruang aula	1
24	Pos satpam	1
25	Ruang kerja bursa khusus ( BKK)	1
26	Ruang kepala sekolah	1
27	Ruang kelas	53
28	Ruang guru	1
29	Ruang ketua program keahlian mekanisasi pertanian	1



30	Ruang ketua program keahlian APHP	1
31	Ruang ketua program keahlian agribisnis perikanan	1
32	Ruang ketua program keahlian otomotif	1
33	Ruang ketua program keahlian TPTU	1
34	Ruang ketua program keahlian agribisnis ternak unggas	1
35	Ruang osis	1
36	Perpustakaan	1
37	Ruang konseling	1
38	Ruang KPRI guru	1
39	Ruang tata usaha	1
40	Ruang UP	1
41	Ruang uks	1
42	Sport centre	1
43	Teaching factory	2
44	Toilet guru	1
45	Teaching factory	2
46	Toilet peserta didik	5
47	Rumah penjaga sekolah	1
48	Lahan parkir	6
49	Ruang tamu kepala sekolah	1
50	Edu cafe	1

g. The Sketch Location of SMK Negeri 2 Metro

Figure 3



## **B. Description of Research Data**

### **1. Punctuation Errors Found in Students' Writing Assignments**

The main objective of this research is to find out the error of Punctuation in writing assignment for tenth grade students of SMK Negeri 2 Metro in the academic year 2021/2022. The research data collected by the writer was carried out using a qualitative method. This research was conducted in collaboration with English teachers at SMK Negeri 2 Metro. The writer came to the school and asked permission from the Principal and the Curriculum section of SMK Negeri 2 Metro to conduct research. After getting permission, the writer met the English teacher.

In this study, the writer used observation, documentation, and interviews to collect data. The data that was analyzed by the writer is the writing assignment data given by the teacher to the students through the writer during class observation. The task given by the teacher is to rewrite the recount text, then the writer analyzes and categorizes the Punctuation error data based on Heidi Dulay's Theory, namely Omission, Addition, Misformation, and Misordering. The final step is to conduct interviews with students and teachers.

Omission error categories include periods, commas, quotation mark, exclamation points, question marks and apostrophes. Then the addition of errors including periods, commas, quotation mark, exclamation points, and apostrophes. Misformation errors include periods, commas, exclamation points, and capital letters. Meanwhile, errors in

using commas and quotation marks are classified as misordering.

Based on the results of the analysis of punctuation errors of students at SMK Negeri 2 Metro in their writing assignments, the writer found the results in this study. The writer concludes the number of types of errors using presentation. The results of this study are the writer found 478 errors in the use of punctuation on students' writing assignments. Below it can be seen that there are still many punctuation errors made by students in their writing assignments as follows:

**Table 7**  
**The Total of Errors Student Made on the Use of Punctuation in Writing Assignment**

No	Student Name	Kinds of Error				Total
		Omission	Addition	Misformation	Misordering	
1.	MAR	25	1	16	-	42
2.	MAD	11	4	9	-	24
3.	HNK	25	1	4	-	30
4.	SA	22	1	23	-	46
5.	AAF	26	2	14	-	42
6.	ZA	37	7	8	2	54
7.	RDA	31	3	8	-	42
8.	I	51	1	5	-	57
9.	TD	53	-	12	1	66
10.	EA	62	1	12	-	75
<b>Total</b>		<b>343</b>	<b>21</b>	<b>111</b>	<b>3</b>	<b>478</b>
<b>Percentage</b>		<b>72 %</b>	<b>4%</b>	<b>23%</b>	<b>1 %</b>	

**Table 8**  
**Error in Using Punctuation in Writing Assignment**

No.	Error Omission of Comma (,)		Description
	Errorr punctuation	Suggested punctuation	
1.	<b>Last holiday my friends and I went camping on the mountain.</b>	Last holiday, my friends and I went camping on the mountain.	Students do not use commas as separators of clauses and main clauses.
2.	<b>We went to Rajabasa Lampung.</b>	We went to Rajabasa,Lampung.	
3.	<b>Before going camping we made sure we had everything we needed.</b>	Before going camping, we made sure we had everything we needed.	
4.	<b>The men set up the tents the girls made the food and I double-checked the accomodation.</b>	The men set up the tents, the girls made the food, and I double-checked the accomodation.	
5.	<b>On the First day we picthed our tent near a waterfall.</b>	On the first day, we picthed our tent near a waterfall.	
6.	<b>The girls built the area's fence while the boys went for a swim in the river.</b>	The girls built the area's fence ,while the boys went for a swim in the river.	Students do not use commas in the middle of sentences to separate elements
7.	<b>Then we made lunch together ate lunch together and tried to fish in the river but ended up with a sandal.</b>	Then we made lunch together ,ate lunch together ,and tried to fish in the river, but ended up with a sandal.	
8.	<b>On the second day we had some activities we hiked up the mountain took photos in the educational garden and gathered watermelon.</b>	On the second day, we had some activities, we hiked up the mountain, took photos in the educational garden, and gathered watermelon.	

9.	<b>Because it was so chilly on the last night of our camping trip, we built a campfire sang songs together and told scary stories.</b>	Because it was so chilly on the last night of our camping trip, we built a campfire, sang songs together ,and told scary stories.	Students do not use commas as direct quotation separators
10.	<b>We didn't take anything but photos since we remembered that we needed to preserve the environment be friendly to them and they would be friendly to us</b>	We didn't take anything but photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us.	
11.	<b>Luckily, Jenie was at home to help me wash the dishes make cookies and take care of our newest family member the boy.</b>	Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy.	
12.	<b>Jean jumped from her seat knife and spoon both clasped, in her hands.</b>	Jean jumped from her seat, knife and spoon both clasped in her hands.	
13.	<b>When Jean opened the door a deep voice said "I ve come to arrest you Mr Jean Clarkson for horse stealing."</b>	When Jean opened the door, a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing."	
14.	<b>After that he informed me that he was due to be arrested.</b>	After that, he informed me that he was due to be arrested.	
15.	<b>I screamed at him telling him that he had no right to let him in.</b>	I screamed at him, telling him that he had no right to let him in.	
16.	<b>In an attempt to calm me down, Jean confidently stated "It's all right Mum."</b>	In an attempt to calm me down, Jean confidently stated, "It's all right, Mum."	

17.	<b>Danhiel a constable was standing close.</b>	Danhiel, a constable was standing close.	
18	<b>I ran after jean yelling at him for letting him in when he wasn't supposed to</b>	I ran after Jean, yelling at him for letting him in when he wasn't supposed to.	
19.	<b>I charged into the kitchen grabbed the pan and smacked him in the face</b>	I charged into the kitchen , grabbed the pan, and smacked him in the face.	
20.	<b>Touch our sister again and there will be a bullet in your head both boys said as they stood there.</b>	"Touch our sister again, and there will be a bullet in your head," both boys said as they stood there.	

NO	Error Omission of Period (.)		
	Error Punctuation	Suggested Punctuation	
1.	<b>We went to Rajabasa, Lampung</b>	We went to Rajabasa, Lampung.	Students do not use the correct period at the end of the statement sentence.
2.	<b>The spot is near from our town</b>	The spot is near from our town.	
3.	<b>It is about 4 hours to get there</b>	It is about 4 hours to get there.	
4.	<b>We choose Rajabasa because it is not too far from settelment</b>	We choose Rajabasa because it is not too far from settelment.	
5.	<b>Before going camping, we had everything we needed</b>	Before going camping, we had everything we needed.	
6.	<b>On the first day, we pitched our tent near a waterfall</b>	On the first day, we pitched our tent near a waterfall.	

7.	<b>The girls built the area's fence, while the boys went for a swim in the river</b>	The girls built the area's fence, while the boys went for a swim in the river.	
8.	<b>On the second day, we had some activities</b>	On the second day, we had some activities.	
9.	<b>We hiked up the mountain, took photos in the educational garden, and gathered watermelon</b>	We hiked up the mountain, took photos in the educational garden, and gathered watermelon.	
10.	<b>Because it was so chilly on the last night of our camping trip, we built a campfire, sang songs together, and told scary stories</b>	Because it was so chilly on the last night of our camping trip, we built a campfire, sang songs together, and told scary stories.	
11.	<b>We stayed at the campground for around three days</b>	We stayed at the campground for around three days.	
13.	<b>We packed everything we got on the last day</b>	We packed everything we got on the last day.	
14.	<b>We cleaned the area and double-checked that our footprint was the only thing left</b>	We cleaned the area and double-checked that our footprint was the only thing left.	
15.	<b>We made a memory by snapping photos together in front of a Way Kalam waterfall and then we cheerfully returned home</b>	We made a memory by snapping photos together in front of a Way Kalam waterfall and then we cheerfully returned home.	
16.	<b>We were exhausted</b>	We were exhausted.	
17.	<b>Today is very busy day</b>	Today is very busy day.	



18.	<b>Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy</b>	Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy.	
19.	<b>This is another ordinary day</b>	This is another ordinary day .	
20	<b>Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared</b>	Jean came in after we had finished our errands and started to enjoy the dinner we had just <i>prepared</i> .	
21	<b>Jenie took care of the child</b>	Jenie took care of the child.	
22	<b>A loud knock came at the entrance</b>	A loud knock came at the <i>entrance</i> .	
23	<b>I sat there waiting for Jean or Jenie to pass</b>	I sat there waiting for Jean or Jenie to pass.	
24	<b>Jean jumped from her seat, knife and spoon both clasped in her hands</b>	Jean jumped from her seat, knife and spoon both clasped in her hands.	
25	<b>"Can't a man eat in peace?" he exclaimed</b>	"Can't a man eat in peace?" he exclaimed.	Students do not use a period as the end of abbreviations
26	<b>When Jean opened the door , a deep voice said "I've come to arrest you Mr Jean Clarkson for horse stealing"</b>	When Jean opened the door , a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing."	
27.	<b>I stood there watching Jean eat the last of his food</b>	I stood there watching Jean eat the last of his <i>food</i> .	

28.	<b>After that, he informed me that he was due to be arrested</b>	After that, he informed me that he was due to be arrested.	
29.	<b>I told him he didn't have to go if there was no lawsuit.</b>	I told him he didn't have to go if there was no lawsuit	
30.	<b>I screamed at him, telling him that he had no right to let him in</b>	I screamed <i>at him</i> , telling him that he had no right to let him <i>in</i> .	
31.	<b>In an attempt to calm me down, Jean confidently stated," It's all right, Mum"</b>	In an attempt to calm me down, Jean confidently stated," It's all right, Mum."	
32.	<b>I was the one who took the cookie out of the oven</b>	I was the one who took the cookie out of the oven.	
33.	<b>With a wide slice of thick cookie, Jean ate the last of his food from his bowl</b>	With a wide slice of thick cookie, Jean ate the last of his food from his bowl.	
34	<b>Daniel, a constable was standing close</b>	<i>Daniel</i> , a constable was standing <i>close</i> .	
35	<b>"All I have to do now is go get my jacket!" Jean said</b>	"All I have to do now is go get my jacket!" Jean said.	
36	<b>I ran after Jean, yelling at him for letting him in when he wasn't supposed to</b>	I ran after Jean, yelling at him for letting him in when he wasn't supposed to.	
37.	<b>Jenie's screams could be heard</b>	Jenie's screams could be <i>heard</i> .	
38.	<b>I quickly returned to see</b>	I quickly returned to see what	

	<b>what had transpired</b>	had transpired.	
39.	<b>She claimed that danhiel was bullying her</b>	She claimed that danhiel was bullying her.	
40.	<b>I dashed back to see what had happened</b>	I dashed back to see what had happened.	
41	<b>I charged into the kitchen, grabbed the pan, and smacked him in the face</b>	I charged into the kitchen, grabbed the pan, and smacked him in the face.	
42	<b>Jean dashed back into the room and tackled him to the ground</b>	Jean dashed back into the room and tackled him to the ground.	
43.	<b>Cathy was right there when the door swung open</b>	Cathy was right there when the door swung open.	
44	<b>Cathy entered the room and took danhiel's rifle</b>	Cathy entered the room and took danhiel's rifle.	
45	<b>Danhiel was shot in the wrist by the revolver</b>	Danhiel was shot in the wrist by the revolver.	
46	<b>Touch our sister again, and there will be a bullet in your head, both boys said as they stood there</b>	"Touch our sister again, and there will be a bullet in your head," both boys said as they stood there.	
47	<b>My sons made me proud when they stood up for their sister</b>	My sons made me proud when they stood up for their sister.	

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No	Error Omission of Exclamation mark (!)		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>"All I have to do now is go get my jacket Jean said.</b>	"All I have to do now is go get my jacket!" Jean said.	Students do not use exclamation mark punctuation to indicate emotion

NO	Error omission of Question mark (?)		Description
	Error punctuation	Suggested punctuation	
1.	<b>"Can't a man eat in peace " he exclaimed.</b>	"Can't a man eat in peace?" he exclaimed.	Students do not use question marks enclosed in quotation marks for questions in the quoted material.

NO	Error Omission of Quotation Mark (")		Description
	Error Punctuation	Suggested Punctuation	
1	<b>Can't a man eat in peace he exclaimed.</b>	"Can't a man eat in peace?" he exclaimed.	Students do not use a quotation mark to set off a direct quotation
2.	<b>When Jean opened the door , a deep voice said I've come to arrest you Mr. Jean Clarkson for horse stealing.</b>	When Jean opened the door , a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing."	
3.	<b>In an attempt to calm me down, Jean confidently stated, It 's all right Mum.</b>	In an attempt to calm me down, Jean confidently stated, "It 's all right, Mum."	
4.	<b>All I have to do now is go get my jacket Jean said.</b>	"All I have to do now is go get my jacket!" Jean said.	

5	<b>Touch our sister again, and there will be a bullet in your head, both boys said as they stood there.</b>	"Touch our sister again, and there will be a bullet in your head," both boys said as they stood there.	
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No	Error Omission of Apostrophes (')		Description	
	Error punctuation	Suggested punctuation		
1.	<b>The girls built the area s fence while the boys went for a swim in the river.</b>	The girls built the area's fence while the boys went for a swim in the river.	Students do not use apostrophes to abbreviate words	
2.	<b>We didnt take anything but photos since we remembered that we needed to preserve the environment be friendly to them and they would be friendly to us.</b>	We didn't take anything but photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us.		
3.	<b>"Can t a man eat in peace?" he exclaimed.</b>	"Can't a man eat in peace?" he exclaimed.		
4.	<b>When Jean opened the door, a deep voice said "I ve come to arrest you Mr. Jean Clarkson for horse stealing."</b>	When Jean opened the door, a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing."		Students do not use apostrophes to show possession
5.	<b>I told him he didn t have to go if there was no lawsuit.</b>	I told him he didn't have to go if there was no lawsuit.		
6.	<b>In an attempt to calm me down, Jean confidently stated, It s all right Mum.</b>	In an attempt to calm me down, Jean confidently stated, "It 's all right, Mum."		

7	<b>I ran after Jean, yelling at him for letting him in when he wasn't supposed to.</b>	I ran after Jean, yelling at him for letting him in when he wasn't supposed to.	
8.	<b>Jenie's screams could be heard.</b>	Jenie's screams could be heard.	
9.	<b>Cathy entered the room and took Daniel's rifle.</b>	Cathy entered the room and took Daniel's rifle.	

No	Error addition of Period (.)		Description
	Error punctuation	Suggested punctuation	
1.	<b>I stood there watching Jean eat the last. of his food .</b>	I stood there watching Jean eat the last of his food.	Students add periods where they shouldn't.
2.	<b>When Jean opened the door, a deep voice said. I've come to arrest you Mr. Jean Clarkson for horse stealing.</b>	When Jean opened the door, a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing."	

No	Error Addition of Comma (,)		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>Because it was so <i>chilly</i>, on the last night of our camping trip, we built a campfire, sang songs together and told scary stories.</b>	Because it was so chilly on the last night of our camping trip, we built a campfire, sang songs together, and told scary stories.	
2.	<b>Because, it was so chilly on the last night of our</b>	Because it was so chilly on the last night of our camping	

	<b>camping trip, we built a campfire, sang songs together, and told scary stories.</b>	trip, we built a campfire, sang songs together, and told scary stories.	Student added a comma in the wrong place
3.	<b>We packed everything, we got on the last day.</b>	We packed everything we got on the last day.	
4.	<b>We didn' t take anything but, photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us.</b>	We didn' t take anything but photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us.	
5.	<b>Jean came in after we had finished our errands and, started to enjoy the dinner we had just prepared.</b>	Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared.	
6.	<b>I ran after Jean,yelling at him for letting him in when he,wasn t supposed to.</b>	I ran after Jean, yelling at him for letting him in when he wasn't supposed to.	
7.	<b>Jean dashed back into the room and, tackled him to the ground.</b>	Jean dashed back into the room and tackled him to the ground.	
8.	<b>Cathy, was right there when the door swung open.</b>	Cathy was right there when the door swung open.	
9.	<b>Daniel was shot in the wrist by the, revolver.</b>	Daniel was shot in the wrist by the revolver.	
10.	<b>Jean dashed back into the room, and tackled him to the ground.</b>	Jean dashed back into the room and tackled him to the ground.	

NO.	Error Addition of Exclamation mark (!)		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>The men set up the tents, the girls made the food! and I double-checked the accomodation.</b>	The men set up the tents, the girls made the food, and I double-checked the accomodation.	Students add exclamation mark punctuation in the wrong place
2.	<b>We hiked up the mountain!took photos in the educational garden, and gathered watermelon.</b>	We hiked up the mountain! took photos in the educational garden, and gathered watermelon.	
3.	<b>On the first day, we pitched our tent near a waterfall!</b>	On the first day, we pitched our tent near a waterfall.	
4.	<b>A loud knock came at the entrance!</b>	A loud knock came at the entrance.	

NO	Error Addition of Quotation Mark (")		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>I stood there watching Jean eat the last" of his food ".</b>	I stood there watching Jean eat the last of his food.	Students add Quotation mark in the wrong place



NO	Error Addition of Apostrophes (')		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>My sons made me proud when they stood up for their' sister.</b>	My sons made me proud when they stood up for their sister.	Students add apostrophes in the wrong place

No	Error misformation of Period (.)		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>In an attempt to calm me down, Jean confidently stated. "Its all right . Mum."</b>	In an attempt to calm me down, Jean confidently stated, "It's all right, Mum."	Students think that period same with comma

No	Error misformation of Exclamation mark (!)		Description
	Error Punctuation	Suggested Punctuation	
1.	<b>Before going camping, we made sure, we had everything we needed!</b>	Before going camping, we made sure, we had everything we needed.	Student thinks that exclamation mark are the same as period.
2.	<b>It is about 4 hours to get there!</b>	It is about 4 hours to get there.	

NO	Error Misformation of Comma (,)		Description
	Error Punctuation	Suggestion Punctuation	
1.	<b>We went to Rajabasa, lampung,</b>	We went to Rajabasa,Lampung.	

2.	<b>On the First day we pitched our tent near a waterfall,</b>	On the first day, we pitched our tent near a waterfall.	Student thinks that commas are the same as period.
3.	<b>On the second day we had some activities, we hiked up the mountain, took photos in the educational garden, and gathered watermelon,</b>	On the second day, we had some activities. We hiked up the mountain, took photos in the educational garden, and gathered watermelon.	
4.	<b>We stayed at the campground for around three days,</b>	We stayed at the campground for around three days.	
5.	<b>The spot is near from our town,</b>	The spot is near from our town.	
6.	<b>We made a memory by snapping photos together in front of a Way Kalam waterfall and then we cheerfully returned home,</b>	We made a memory by snapping photos together in front of a Way Kalam waterfall and then we cheerfully returned home.	
7.	<b>Last holiday my friends and I went camping on the mountain,</b>	Last holiday, my friends and I went camping on the mountain.	
8.	<b>The girls built the area's fence, while the boys went for a swim in the river,</b>	The girls built the area's fence, while the boys went for a swim in the river.	
9.	<b>This is another ordinary day,</b>	This is another ordinary day.	
10.	<b>A loud knock came at the entrance,</b>	A loud knock came at the entrance.	
11.	<b>I screamed <i>at him</i>, telling</b>	I screamed at him, telling	

	<b>him that he had no right to let him <i>in</i>,</b>	him that he had no right to let him in.	
12.	<b>Jenie's screams could be <i>heard</i>,</b>	Jenie's screams could be heard.	
13.	<b>I quickly returned to see what had transpired,</b>	I quickly returned to see what had transpired.	
14.	<b>Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared,</b>	Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared.	

No.	Error Misformation of Capital Letters		Description
	Error Capital letters	Suggested Capital letters	
1.	<b><i>the</i> spot is near from our town.</b>	The spot is near from our town.	Students do not use capital letters at the beginning of sentences.
2.	<b>We went to Rajabasa, <i>lampung</i>.</b>	<b>We went to Rajabasa, Lampung.</b>	Students do not use capital letters in the name of the Place/City
3.	<b>I ran after <i>jean</i>, yelling at him for letting him in when he wasn't supposed to.</b>	I ran after Jean, yelling at him for letting him in when he wasn't supposed to.	Students do not capitalize people's names
4.	<b><i>i</i> sat there waiting for Jean or Jenie to pass.</b>	I sat there waiting for Jean or Jenie to pass.	Students do not capitalize the first

			person pronoun (I)
5.	<b>When Jean opened the door , a deep voice said "I've come to arrest you <i>mr. jean</i> clarkson for horse stealing."</b>	When Jean opened the door , a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing."	Students do not use capital letters in abbreviations
6.	<b>"<i>touch</i> our sister again, and there will be a bullet in your head ," both boys said as they stood there.</b>	"Touch our sister again, and there will be a bullet in your head," both boys said as they stood there.	Students do not use capital letters at the beginning of the quote

No.	Error misordering Comma and Quotation Mark		Description
	Error punctuation	Suggested punctuation	
1.	<b>Jean jumped from her seat knife and spoon both clasped, in her hands.</b>	Jean jumped from her seat, knife and spoon both clasped in her hands.	Student puts the wrong punctuation sequence in the sentence
2.	<b>When Jean opened the door a deep voice said. "I ve come to arrest you Mr Jean Clarkson for horse stealing".</b>	When Jean opened the door, a deep voice said. "I've come to arrest you Mr. Jean Clarkson for horse stealing."	The student puts the order of punctuation in the wrong order. Should be punctuation period first

To make it easier for readers to understand the result above, the writer present the research result in table and diagram. The details can be seen below:

**Table 9**  
**The Classification of Error Types**

<b>ERROR TYPES</b>	<b>TOTAL OF ERROR</b>	<b>PERCENTAGE</b>
Omission of Full Stop	116	33.81 %
Omission of Comma	137	39.94 %
Omission of Exclamation Mark	5	1.45 %
Omission of Question Mark	5	1.45 %
Omission of Quotation mark	48	13.99 %
Omission of Apostrophes	32	9.32 %
<b>Total</b>	<b>343</b>	<b>72%</b>
Addition of Full stop	2	9.52 %
Addition of Comma	12	57.14 %
Addition of Exclamation Mark	5	23.80 %
Addition of Quotation Mark	1	4.76 %
Addition of Apostrophes	1	4.76 %
<b>Total</b>	<b>21</b>	<b>4%</b>
Misformation of Full Stop	1	0.90 %
Misformation of Comma	22	19.81 %
Misformation of Exclamation Mark	2	1.80 %
Misformation of Capital Leters	86	77.47 %
<b>Total</b>	<b>111</b>	<b>23 %</b>
Misordering of Comma	1	33.33 %
Misordering of Quotation Mark	2	66.6 %
<b>Total</b>	<b>3</b>	<b>1 %</b>

## **2. How to Minimize Errors in Using Punctuation in Students' Writing Assignments**

The second objective of study stated in chapter I is to know how to minimize errors in the use of punctuation in writing assignments for tenth graders of SMK N 2 Metro in the academic year 2021/2022. To get

information about the how to minimize errors, the researcher interviewed of some student and teacher:

The first question is "*Have you studied punctuation in writing lessons?*" Some of the responses are presented as follows: Three students answered, "Yes, I have studied". One student answered, "I haven't studied but I think I understand." One student answered "I have studied but I forgot."

The second question is "*Do you know what punctuation is?*" Five students answered that they know what punctuation is.

The third question is "*What kinds of punctuation do you know ?*" Two students answered they knew question marks, exclamation mark, commas, and periods. Three students answered they knew the question mark, comma, and period.

The fourth question is "*What are the most common punctuation errors when you write?*" One student answered punctuation errors namely commas and periods. Two students have the same answer that is an exclamation mark. One student answered comma and one other student answered question mark.

The fifth question is "*In your opinion, how to minimize errors in using punctuation in writing?*" One student answer we have to pay attention to intonation and sentence notation. Two student answers we have to study again. One student answer we must be more careful when writing and the

last one student answer we must be able to work together with friends to correct each other's writing.

After interviewing the students, the writer then interviewed the teacher to find out how to minimize punctuation errors in students' writing assignments? The teacher answered that students should be given writing assignments using their own ideas and creativity so that students' motivation can increase in learning to write English. In every English lesson, at least students must bring a dictionary. Introduce functions and explanations about components in writing, immediately correct students' writing so that students can find out the mistakes made, and always motivates students to always study, read, and practice writing.

Based on the results of the research and the conclusions of student and teacher interview answers, it was found that efforts to minimize errors in the use of punctuation marks on students' writing assignments include:

- (a) The teacher immediately corrects and clarifies punctuation errors in students' writing assignments. This is so that students can find out what punctuation errors are made repeatedly in an effort to minimize errors.
- (b) The teacher must be able to introduce and train students to use correct punctuation in writing, because of the lack of knowledge of students in using the correct punctuation.
- (c) Between students, reading activities can be carried out before submitting assignments to the teacher. In this case, students can discuss with other

friends and correct each other's writing as an effort to reduce writing errors with punctuation marks.

- (d) Students should not be in a hurry when writing, students must use their time well.
- (e) The addition of time allocation for writing activities in class is intended so that students concentrate more when writing, students are not in a hurry when writing so students can express their ideas and thoughts when writing and can use correct punctuation.
- (f) Writing activities will be very fun if students are able to put their knowledge into writing, writing difficulties and errors in using punctuation marks are a lack of knowledge of good and correct writing rules, so this can be overcome by always getting used to reading. In addition, students can also ask the teacher directly for mistakes made during writing to the teacher.

## **C. Discussion**

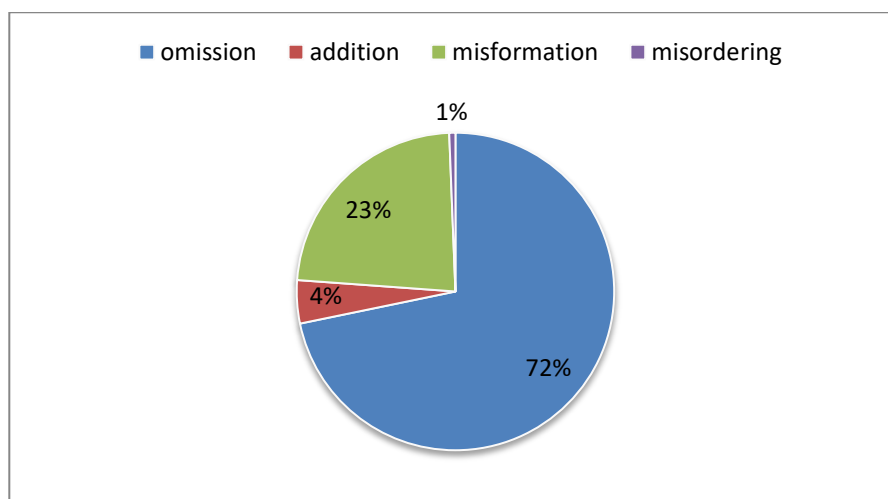
### **1. Types of Punctuation Errors in Writing Assignments**

Based on the results of the data analysis above, the researcher found that there were so many errors in the use of punctuation in students' writing assignments. The students' writing assignments that the researchers took were ten texts. It can be seen that the types of error Omission has the biggest error, which is 343 items (72%), then addition has an error of 21 items (4%), misformation error 111 items (23%), and



misordering error is only 3 items (1%). It is shown on this diagram below:

**Figure 4**  
**The Total of Punctuation Error Students made in Writing Assignment**  
**based on Surface strategy taxonomy**



it can be assumed that an omission error is characterized by the absence of an item that should appear in the text. In this study omission error is the highest frequency of errors made by students. The students made many error not only in omission errors but also in misformation errors. Misformation errors are characterized by the presence of a form or morpheme error. It was found in this study that there are still many students who do not use capital letters, commas, and periods. This omission and misformation error occurs because students do not really know the function of punctuation marks, do not master the material well, students only focus on written text so students tend to ignore punctuation when writing.

In addition, students make addition errors which are marked by the presence of items that should not appear in student writing. In this case the

addition error is a moderate frequency made by students. This may be due to the lack of students' understanding of the function of punctuation marks and their weak knowledge of the function of punctuation marks.

The last type of error is the wrong sorting error, characterized by the placement of morphemes, punctuation that is not right in a sentence. In this case, the researcher found that misordering errors were the lowest frequency of errors made by students. This happens because students do not yet have an understanding of how to put the correct order of punctuation in their writing.

## **2. How to Minimize Errors in the Use of Punctuation**

This problem occurs because students lack understanding of the mechanical aspect, especially punctuation. In fact, the mechanical aspect is one of the most important components in good writing. When writing, the students indicated that they had to at least translate Indonesian to English. It was because the most of them had no idea what the written words meant. Students are also less careful while writing and are not corrected before to submission, resulting in numerous errors.

To minimize punctuation errors found in students' writing assignments. So it is necessary to have efforts on how to minimize these punctuation errors.

Errors in omission or omission of items that should exist, a method is needed, namely the teacher should provide punctuation material in depth and in more detail, not in a hurry when writing, and often practice

writing using the correct mechanical aspect so as not to forget to use punctuation marks.

Addition errors or the addition of items that shouldn't exist, a way is needed, namely the mastery of mechanical writing should be strengthened, students must pay more attention to writing and be careful when writing using punctuation marks, so as not to put punctuation marks where they shouldn't.

Errors in misformation or morpheme errors can be minimized, namely by paying attention to the context or content of the sentence, looking for information or explanations related to punctuation and grammar rules. Furthermore, misordering errors or errors in ordering items can be minimized by the way the teacher must make students understand and use punctuation correctly in writing English, students must look for information and do not hesitate to ask the teacher the order of punctuation that must be written first, the students themselves must be more careful and reread the results of writing so as to reduce punctuation errors.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the data of the student errors in using punctuation mark in writing assignment, the researcher accomplished to the conclusion as follow:

1. There were seven types of punctuation errors are still found on the tenth graders student's writing assignment. The types of punctuation errors which repeatedly appeared are full stop, capital letter, comma, apostrophes, quotation mark, exclamation mark, and question mark with a total error of 478. As a result omission of comma were the most frequent error types made by the students 137 errors or 39.94% .
2. To minimize these punctuation errors the students must study hard and understand more about mechanics, particularly how to use punctuation marks. Students will pay more attention to the usage of punctuation in their writing activities if they understand the functions and types of punctuation marks. This will make their writing neater and easier to understand for readers.

#### **B. Suggestion**

Based on the data and conclusions above, here are some suggestions for teachers and students:

### 1. For Students

- a. Students should be more focused and remember the use of punctuation marks
- b. Students must study hard and understand the types and functions of punctuation marks
- c. Students should get more motivation in learning to write activities
- d. Students must read at least one book on the components of writing and punctuation
- e. Students must actively ask the teacher about writing assignments so that students can develop their knowledge about learning English

### 2. For Teacher

- a. The findings of this study should inform teachers about some punctuation problems that students make in their writing assignments.
- b. The teacher can devote time to teaching some punctuation rules the student who makes the most errors. As a result, student errors can not only be reduced, but also avoided in the future.

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# APPENDICES

### List students as participant

1.	Ahmad Al-Farizi	Agribisnis Ternak Unggas
2.	Egi Arfansyah	Agribisnis Ternak Unggas
3.	Hafiz Nayu Kusuma	Agribisnis Ternak Unggas
4.	Isyabilillah	Agribisnis Ternak Unggas
5.	M.Akbar Darussaalam	Agribisnis Ternak Unggas
6.	Muhammad Alfa Reza	Agribisnis Ternak Unggas
7.	Rizky Dwi Atmoko	Agribisnis Ternak Unggas
8.	Sandhika Aji	Agribisnis Ternak Unggas
9.	Tiara Destiana	Agribisnis Ternak Unggas
10.	Zaky Aditya	Agribisnis Ternak Unggas

### List Interview for student

No.	Question	Answer
1.	Have you studied punctuation in writing subject?	
2.	Do you know what punctuation is?	
3.	What kinds of punctuation do you know?	
4.	What are the most common punctuation errors when you write ?	
5.	In your opinion,how to minimize errors in using punctuation in writing ?	

### **LIST INTERVIEW FOR THE TEACHER**

1. In your opinion, have the students written using punctuation correctly?

Answer : Not yet, it can be seen from the number of students who still write without paying attention and don't even use punctuation

2. In English lessons, especially writing subject, what types of punctuation errors do students make when writing?

Answer: students often make mistakes and rarely use punctuation marks period, commas, quotation marks, and exclamation points

3. What causes students to ignore punctuation in writing?

Answer: Students do not understand the meaning of English sentences, students do not have motivation to learn, students have low knowledge, and students depend on gadgets so they don't focus on learning

4. Do you think that the use of punctuation and capital letters can improve students' good writing skills?

Answer: Yes, the use of good punctuation can improve good writing too

5. How to minimize student errors in writing using punctuation according to miss?

Answer: students should be given writing assignments using their own ideas and creativity so that students' motivation can increase in learning to write English. In every English lesson, at least students must bring a dictionary. Introduce functions and explanations about components in writing, immediately correct students' writing so that students can find out the mistakes made, and always motivates students to always study, read, and practice writing.

## Teks 1

### Holiday in the Mountain

last holiday my friends and i went camping on the mountain We went to Rajabasa lampung The spot is near from our town It is about 4 hours to get there We choose rajabasa because it is not too far from settlement

before going camping we made sure we had everything we needed The men set up the tents the girls made the food and i double-checked the accommodation

on the first day we pitched our tent near a waterfall The girls built the area s fence while the boys went for a swim in the river Then we made lunch together ate lunch together and tried to fish in the river but ended up with a sandal

On the second day we had some activities we hiked up the mountain took photos in the educational garden and gathered watermelon Because it was so chilly on the last night of our camping trip we built a campfire sang songs together and told scary stories

we stayed at the campground for around three days we packed everything we got on the last day We cleaned the area and double-checked that our footprint was the only thing left We didn t take anything but photos since we remembered that we needed to preserve the environment be friendly to them and they would be friendly to us We made a memory by snapping photos together in front of a way kalam waterfall and then we cheerfully returned home We were exhausted we felt very tired

## Teks 2

### Cowboy's Pride

today is a very busy day. Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy. This is another ordinary day. Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared. Jenie took care of the child. A loud knock came at the entrance. I sat there waiting for Jean or Jenie to pass. Jean jumped from her seat, knife and spoon both clasped in her hands. "Can't a man eat in peace," he exclaimed.

When Jean opened the door, a deep voice said, "I've come to arrest you, Mr. Jean Clarkson, for horse stealing." I stood there watching Jean eat the last of his food. After that, he informed me that he was due to be arrested. I told him he didn't have to go if there was no lawsuit. I screamed at him, telling him that he had no right to let him in. In an attempt to calm me down, Jean confidently stated, "It's all right, Mum."

I was the one who took the cookie out of the oven. With a wide slice of thick cookie, Jean ate the last of his food from his bowl. Danhiel, a constable, was standing close. "All I have to do now is go get my jacket," Jean said. I ran after Jean, yelling at him for letting him in when he wasn't supposed to. Jenie's screams could be heard. I quickly returned to see what had transpired. She claimed that Danhiel was bullying her. I dashed back to see what had happened.

I charged into the kitchen, grabbed the pan, and smacked him in the face. Jean dashed back into the room and tackled him to the ground. Cathy was right there when the door swung open. Cathy entered the room and took Danhiel's rifle. Danhiel was shot in the wrist by the revolver. "Touch our sister again, and there will be a bullet in your head," both boys said as they stood there. "My sons made me proud when they stood up for their sister."

Name: Muhammad Alfa Reza

Student id: 19

Class: X ATU

Subject: English Writing

Teks 1

Holiday in the Mountain

Last <sup>holiday,</sup> my friends and I went camping on the mountain. We went to Rajabasa, Lampung. The spot is near from our ~~town~~ town. It is about 9 <sup>hours</sup> to get there. We choose Rajabasa because it is not too far from settlement.

Before going camping, we made sure we had everything we needed. The men set up the tents, the girls made the food, and I double-checked the accommodations.

On the first day, we pitched our tent near a waterfall. The girls built the area's fence, while the boys went for a swim in the river. Then we made lunch together and ate lunch together, and tried to fish in the river but ended up with a sandal.

On the second day, we had some activities, we hiked up the mountain, took photos in the educational garden, and gathered watermelons. Because it was so chilly on the last night of our camping trip, we built the campfire songs together and told scary stories.

We stayed at the campground for around ~~three~~ three days. We packed everything we got on the last <sup>day</sup> night. Only thing left we didn't take anything but photos. Since we remembered that we needed to preserve the environment, be friendly to him, and they would be friendly to us. We made a memory by snapping photos together in front of a way Kalam waterfall and then we cheerfully returned home. We were exhausted but felt very tired.

**Name: M. Akbar Darussalam**

**Student Id: 18**

**Class: X ATU**

**Subject: English Writing**

### Holiday In the Mountain

Last holiday, my friend and I went camping on the mountain. We went to Rajabasa, Lampung. The spot is near from our town. It is about 4 hours to get there. We chose Rajabasa because it is not too far from settlement.

Before going camping, we made sure we had everything we needed. The men set up the tents, the girls made the food, and the girls made the food and double-checked the accommodation.

On the first day, we pitched our tent near a waterfall. The girls built the area's fence, while the boys went for a swim in the river. Then we made lunch together, ate lunch together, and tried to fish in the river, but ended up with sandal.

On the second day, we had some activities. We hiked up the mountain, took photos in the educational garden, and gathered watermelon. Because it was so chilly,

on the last night of our camping trip, we built a campfire, sang songs together, and told scary stories.

We stayed at the campground for around three days. We packed everything we got on the last day. We cleaned the area and double-checked that our

footprint was the only thing left. We didn't take anything but photos

since we needed to preserve the environment, be friendly to them, and they would be friendly to us. We made a memory by snapping photos together in front of a Way Kanan waterfall, and then we cheerfully returned home. We were exhausted we felt very tired.



Name: Hafiz Nayu Kusuma

Student id: 13

Class: X ATU

Subject: English Writing

L  
 Holiday in the mountain  
 last holiday, my friends and I ~~was~~ went camping on the mountain. We went to Rajabasa, Lampung. The spot is near from our town. <sup>It</sup> is about 4 hours to get ~~to~~ there. We choose Rajabasa because it is not too far from settlement.

Before going camping, we made sure we had everything we needed. The men set up the tents, the girls made the food, and <sup>I</sup> double-checked the accommodation.

On the first day, we pitched our tent near a ~~the~~ waterfall. The girls built the area's fence, while the boys went for a swim in the river. Then we made lunch together, ate lunch together, and ~~we~~ tried to fish in the river, but ended up with a sandal.

On the second day, we ~~pitched our tent near a waterfall~~. ~~The girls~~ ~~had~~ had some activities. We hiked up the mountain, took photos in the educational garden, and gathered water melon. Because <sup>in addition</sup> it was so chilly on the last night of our camping trip, we built a campfire, sang songs together, and told scary stories.

We stayed at the campground for around three days. <sup>We</sup> packed ~~of~~ everything we got on the last day. We cleaned the area and double-checked that our footprint was the only thing left. We didn't take anything but photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us. We made a memory by snapping photos together in front of a way kolam waterfall and ~~then~~ then we cheerfully returned home. We were exhausted we felt very tired.



**Name: Sandhika Aji**

**Student id: 22**

**Class: X ATU**

**Subject: English Writing**

holiday in the mountain

Last holiday, my friends and I went camping on the mountain. We went to Rajabasa, Lampung. The spot is near from our town, it's about 4 hours to get there, we choose Rajabasa because it is not too far from settlement.

Before going camping, we made sure we had everything we needed; the men set up the tents, the girls made the food, and I double-checked the accommodation.

on the first day, we pitched our tent near a waterfall. The girls built the area's fence, while the boys went for a swim in the river. Then we made lunch together ate lunch together and tried to fish in the river but ended up with a sandal.

on the second day, we had some activities, we hiked up the mountain, took photos in the educational garden, and gathered watermelon. Because it was so chilly, on the last night of our camping trip, we built a campfire, sang songs together, and told scary stories.

We stayed at the campground for around three days, we packed everything we got on the last day, we cleaned the area and double-checked that our footprint was the only thing left. We didn't take anything but photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us. We made a memory by snapping photos together in front of a way kalam waterfall and then we cheerfully returned home, we were exhausted we felt very tired.

We

Name: Ahmad Al-Farizi

Student id: 1

Class: X ATU

Subject: English Writing

### Holiday in The Mountain

Last holiday, my friends and I went camping on the mountain. We went to Rajabasa, Lampung. The spot is near from our town, it is about 4 hours to get there. We choose Rajabasa because it is not too far from settlement.

<sup>B</sup> Before going camping, we made sure we had ~~everything~~ everything we needed. The men set up the tents, the girls made the food, and I ~~double~~ double-checked the accommodation.

<sup>O</sup> On the first day, we pitched our tent near a waterfall. The girls built the area's fence, while the boys went for a swim in the river. Then we made ~~lunch~~ lunch together, ate lunch together, and tried to fish in the river but ended up with a sandal.

<sup>O</sup> On the second day, we had some activities. <sup>We</sup> We hiked up the mountain, took ~~the~~ photos in the educational garden, and gathered watermelon. Because it was so chilly on the last night of our camping trip, we built a ~~camp~~ campfire, sang songs ~~together~~ together, and told scary stories.

<sup>We</sup> We stayed at the campground ~~for~~ for around three days. <sup>We</sup> We packed everything, we got on the last day. We cleaned ~~for~~ the area and ~~double~~ double-checked that our footprint was the only thing left. <sup>We</sup> We didn't take anything but photos since we remembered that we needed to preserve the environment, be friendly to them, and they would be friendly to us. We made a ~~more~~ memory ~~by~~ by snapping photos ~~together~~ together in front of <sup>a</sup> way kalam waterfall and then we cheerfully returned home. We were exhausted. We felt very tired.

**Name: Zaky Aditya**

**Student id: 24**

**Class: X ATU**

**Subject: English Writing**

Today is a very busy day. Luckily, Jenie was at home to help me wash the dishes, make cookies and take care of our newest family member the boy. This is another ordinary day, Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared. Jenie took care of the child. A loud knock came at the entrance, I sat there waiting for Jean or Jenie to pass. Jean jumped from her seat, knife and spoon both clasped, in her hands. "Can't a man eat in peace," he exclaimed.

When Jean opened the door a deep voice said, "I've come to arrest you Mr. Jean Clarkson for horse stealing." I stood there watching Jean eat the last "of his food". After that he informed me that he was due to be arrested. I told him he didn't have to go if there was no lawsuit. I screamed at him telling him that he had no right to let him in, in an attempt to calm me down, Jean confidently stated, "It's all right mum."

I was the one who took the cookie out of the oven with a wide slice of thick cookie. Jean ate the last of his food from his bowl. Daniel, a constable was standing close. "All I have to do now is go get my jacket," Jean said. I ran after Jean yelling at him for letting him in when he, wasn't supposed to. Jenie's screams could be heard. I quickly returned to see what had transpired, she claim that Daniel was bullying her. I dashed back to see what had happened.

I chorped into the kitchen, grabbed the pin and smacked him in the face. Jean dashed back into the room and, tackled him to the ground. Cathy, was right there when the door swung open. Cathy entered the room and took Daniel's rifle. Daniel was shot in the wrist. Boy flee, revolver. Touch our sister again and there will be a bullet in your head. Both boys said as they there. My sons made me proud when they stood up for their sister.

**Name: Riky Dwi Atmoko**

**Student id: 19**

**Class: X ATU**

**Subject: English Writing**

Today is a very busy day. Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy. This is another ordinary day; Jean came in after we had finished our meals and started to enjoy the dinner we had just prepared; Jenie took care of the child. A loud knock came at the entrance. I sat there waiting for Jean or Jenie to pass. Jean jumped from her seat knife, and spoon both clasped in her hands. "Can a man eat in peace he exclaimed".

When Jean opened the door a deep voice said. I've come to arrest you Mr. Jean Clarkson for home stealing. I stood there watching Jean eat the last of his food. After that he informed me that he was due to be arrested. I told him he didn't have to go if there was no lawsuit. I screamed at him, telling him that he had no right to let him in. In an attempt to calm me down, Jean confidently stated, "It's all right, mum."

I was the one who took the cookie out of the oven. ~~at~~ with a wide slice of thick cookie, Jean ate the last of his food from his bowl. Danhiel, a constable was standing close "All I have to do now is go get my jacket", Jean's screams could be heard. I quickly returned to see what had transpired. She claim that danhiel was bullying her. I dashed back to see what had happened.

I charged into the kitchen, grabbed the pan, and smacked him in the face. Jean dashed back into the room and tackled him to the ground. Cathy was right there when the door swung open. Cathy entered the room and took danhiel's rifle. Danhiel was shot in the wrist by the revolver. "Though our sister again, and there will be a bullet in your head, both," bossy said as they stood there. My sons made me proud when they stood up for their sister.



Name: Isyabilillah

Student id: 17

Class: X ATU

Subject: English Writing

Today is a very busy day. Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy. This is another ordinary day. Jean came in after we had finished our errands and started to enjoy the dinner we had just prepared. Jenie took care of the child. A loud knock came at the entrance. I sat there waiting for Jean or Jenie to pass. Jean jumped from her seat, knife and spoon both clasped in her hands. "Can't a man eat in peace?" he exclaimed.

When Jean opened the door, a deep voice said, "I've come to arrest you Mr. Jean Clarkson for horse stealing." I stood there watching Jean eat the last of his food. After that, he informed me that he was due to be arrested. I told him he didn't have to go if there was no lawsuit. I screamed at him, telling him that he had no right to let him in. In an attempt to calm me down, Jean confidently stated, "It's all right, Mum."

I was the one who took the cookie out of the oven. With a wide slice of thick cookie, Jean ate the last of his food ~~from~~ from his bowl. Daniel, a constable, was standing close. "All I have to do now is go get my jacket!" Jean said. I ran after Jean, yelling at him for letting him in when he wasn't supposed to. Jenie's screams could be heard. I quickly returned to see what had transpired. She claimed that Daniel was bullying her. I dashed back to see what had happened.

I charged into the kitchen, grabbed the pan, and smacked him in the face. Jean dashed back into the room, and tackled him to the ground. Cathy was right there when the door swung open. Cathy entered the room and took Daniel's rifle. Daniel was shot in the wrist by the revolver. "Touch our sister again, and there will be a bullet in your head," both boys said as they stood there. "My sons made me proud when they stood up for their sister."

Name: Tiara Destiana

Student id: 23

Class: X ATU

Subject: English Writing

Today is a very busy day. Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the dog. This is another ordinary day. Jean came in after we had finished our strands and started to enjoy the dinner we had just prepared. Jenie took care of the child. A loud knock came at the entrance. I sat there waiting for Jean or Jenie to pass. Jean jumped from her seat, knife and spoon both clasped in her hands. "Can't a man eat in peace," he exclaimed.

When Jean opened the door a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing." I stood there watching Jean eat the last of his food. From his bowl panicked a constable was standing. "Close! All I have to do now is go get my jacket," Jean said. I ran after Jean, telling at him for hitting him in where he wasn't supposed to. Jenie's screams could be heard. I quickly returned to see what had transpired. She claimed that Daniel was bullying her. I dashed back to see what had happened.

I was the one who took the cookie out of the oven. With a wide slice of thick cookie, Jean ate last of his food. After that he informed me that he was due to be arrested. I told him he didn't have to go if there was no lawsuit. I screamed at him, telling him that he had no right to get him. In an attempt to calm me down, Jean confidently stated, "It's all right, mum."

I charged into the kitchen, grabbed the pan, and smacked him in the face. Jean dashed back into the room and faced him to the ground. Cathy was right there when the door swung open. Cathy entered the room and took Daniel's rifle. Daniel was shot in the wrist by the revolver. "Touch our sister again, and there will be a bullet in your head," both boys said as they stood there. My sons made me proud when they stood up for their sister.

Name: Egi Arfansyah

Student id: 9

Class: X ATU

Subject: English Writing

Today is a very joy. Luckily, Jenie was at home to help me wash the dishes, make cookies, and take care of our newest family member, the boy. This is another ordinary day. Jean came in after we had finished our errand and started to enjoy the dinner we had just prepared. Jenie took care of the child. A loud knock came at the entrance. I sat there waiting for Jean or Jenie to pass. Jean jumped from her seat, knife, and spoon both clasped in her hands. "Can't a man eat in peace," he exclaimed.

When Jean opened the door, a deep voice said "I've come to arrest you Mr. Jean Clarkson for horse stealing." I stood there watching Jean eat the last of his food. After that, he informed me that he was due to be arrested. I told him he didn't have to go if there was no lawsuit. I screamed at him, telling him that he had no right to let him in. In an attempt to calm me down, Jean confidently stated, "It's all right, Mum."

I was the one who took the cookie out of the oven with a wide slice of thick chocolate. Jean ate the last of his food from his bowl. Daniel, a constable was standing close. All I have to do now is to get my jacket!" Jean said. I ran after Jean, yelling at him for letting him in when he wasn't supposed to. Jenie's screams could be heard. I quickly returned to see what had happened. She claimed that Daniel was bullying her. I dashed back to see what had happened.

I charged into the kitchen, grabbed the pan, and smacked him in the face. Jean dashed back into the room and tackled him to the ground. Cathy was right there when the door swung open. Cathy entered the room and took Daniel's rifle. Daniel was shot in the wrist by the revolver. Touch our sister again, and there will be a bullet in your head, both boys said as they stood there. My sons made me proud when they stood up for their sister.

addition

addition



## DOCUMENTATION











*Interview with Student*



*Interview with Teacher*

# **APPENDICES II**





**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-0481/In.28/J/TL.01/02/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMK N 2 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **AGENG FITRIA DEWI**  
NPM : 1801071001  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ERROR ANALYSIS ON PUNCTUATION IN WRITING  
: ASSIGNMENT AT SMK NEGERI 2 METRO IN THE  
ACADEMIC YEAR 2021/2022

untuk melakukan prasurvey di SMK N 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Februari 2022

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMK NEGERI 2 METRO**



Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro  
Website : [www.smknegeri2metro.sch.id](http://www.smknegeri2metro.sch.id), E-Mail : [smkn2\\_metro@yahoo.com](mailto:smkn2_metro@yahoo.com)  
NSS: 401126103002 NPSN: 10807613

Nomor : 800/ 45 /V.01/421.5/2022  
Lampiran : -  
Hal : Jawaban Permohonan Pra Survey

Kepada Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo, Metro Timur  
Kota Metro  
Di Lampung

Menindak lanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Dengan Nomer Surat: B-0481/In.28/J/TL.01/02/2022. Tentang izin Research/di SMK Negeri 2 Metro dalam menyelesaikan Tugas Akhir/Skripsi mahasiswa atas nama :

Nama Mahasiswa : **AGENG FITRIA DEWI**  
NPM : 1801071001  
Prodi/Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan surat ini disampaikan bahwa kami menerima/mengijinkan mahasiswa tersebut diatas untuk melakukan Research/Survey di SMK Negeri 2 Metro.

Demikian surat jawaban ini disampaikan atas kerjasamanya diucapkan terima kasih.



Metro, 17 Februari 2022  
Kepala Sekolah

**Dr. Armina, M.Pd.**  
NIP. 197502272005012005



**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-0760/In.28.1/J/TL.00/03/2022  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Widhiya Ninsiana (Pembimbing 1)  
 (Pembimbing 2)  
 di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **AGENG FITRIA DEWI**  
 NPM : 1801071001  
 Semester : 8 (Delapan)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : AN ERROR ANALYSIS ON PUNCTUATION IN WRITING  
 ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR  
 2022/2023

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Maret 2022  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004

---

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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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](http://www.tarbiyah.metrouniv.ac.id); *e-mail*: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-1246/In.28/D.1/TL.00/04/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK N 2 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1247/In.28/D.1/TL.01/04/2022, tanggal 05 April 2022 atas nama saudara:

Nama : **AGENG FITRIA DEWI**  
NPM : 1801071001  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON PUNCTUATION IN WRITING ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR 2022/2023".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 April 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1247/In.28/D.1/TL.01/04/2022

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

Nama : **AGENG FITRIA DEWI**  
NPM : 1801071001  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK N 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON PUNCTUATION IN WRITING ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR 2022/2023".
  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 : 05 April 2022

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003





**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMK NEGERI 2 METRO**



Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro  
Website : [www.smknegeri2metro.sch.id](http://www.smknegeri2metro.sch.id) E-Mail : [smkn2\\_metro@yahoo.com](mailto:smkn2_metro@yahoo.com)  
NSS: 401126103002 NPSN: 10807613

Nomor : 800/ 03/V.01/421.5/2022  
Lampiran : -  
Hal : Jawaban Permohonan Research/Survey

Kepada Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo, Metro Timur  
Kota Metro  
Di Lampung

Menindak lanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Dengan Nomer Surat: B-1247/In.28/D.1/TL.01/04/2022. Tentang izin Research/di SMK Negeri 2 Metro dalam menyelesaikan Tugas Akhir/Skripsi mahasiswa atas nama :

Nama Mahasiswa : **AGENG FITRIA DEWI**  
NPM : 1801071001  
Prodi/Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : An Error Analysis On Punctuation In Writing Assigment At SMK  
N 2 Metro In The Academic Year 2022/2023

Dengan surat ini disampaikan bahwa kami menerima/mengijinkan mahasiswa tersebut diatas untuk melakukan Research/Survey di SMK Negeri 2 Metro.

Demikian surat jawaban ini disampaikan atas kerjasamanya diucapkan terima kasih.

25 April 2022  
Kepala  
  
**Dr. Arminda M.Pd.**  
NIP. 197502272005012005





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INSTITUT AGAMA ISLAM NEGERI METRO  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : AGENG FITRIA DEWI  
NPM : 1801071001

Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Rabu 24/11 2021		<ul style="list-style-type: none"><li>- Perbaiki example of Pra Survey</li><li>- Perbaiki penulisan</li><li>- Perbaiki previous research</li><li>- Tambahkan differences &amp; similarity</li><li>- Perbaiki Data Collection technique</li></ul>	
2.	Rabu 15/12 2021		<ul style="list-style-type: none"><li>- Perbaiki Question of research</li><li>- Perbaiki Data Collection technique, belum sesuai</li><li>- Narasikan example of pra survey</li><li>- Perhatikan kembali penulisan</li></ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923200032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : AGENG FITRIA DEWI  
NPM : 1801071001

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
3.	Rabu 29/12 2021		<ul style="list-style-type: none"><li>- Narasikan example of pfa survey</li><li>- Tambahkan wawancara</li><li>- Tambahkan Observasi pada Data collection Technique</li><li>- Lengkapi acknowledgment + Table of Contents</li></ul>	
4.	Jumat 7/1 2022		<ul style="list-style-type: none"><li>- Ganti subject penelitian menjadi Fourth Semester</li><li>- Perbaiki Bab 3 menjadi Future tense.</li></ul>	
5.	Rabu 12/1 2022		<ul style="list-style-type: none"><li>- ACC Seminar proposal</li></ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923200032002



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Nama : AGENG FITRIA DEWI  
NPM : 1801071001

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Rabu 30/ 2022 /3		- Revisi APD - Interview cukup 5	
7.	Jum'at 1/ 4 /4 2022		- ACC APD continue to research	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923200032002





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : AGENG FITRIA DEWI  
NPM : 1801071001

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Selasa 24/5 2022		<ul style="list-style-type: none"><li>- Revisi Abstrak Skripsi</li><li>- Revisi Motto</li><li>- Perbaiki kata pengantar</li><li>- Coding nama siswa</li><li>- Perbaiki tabel tipe kesalahan punctuation</li><li>Urutkan berdasarkan data omission... addition, misform &amp; misordering</li><li>- Perbaiki persenan klasifikasi jenis kesalahan</li><li>- Tambahkan statement interview</li><li>- Tambahkan Diagram</li><li>- Perbaiki Conclusion &amp; Suggestion</li></ul>	

Mengetahui  
Ketua Jurusan TBI

**Anchanto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923200032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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IAIN METRO**

Nama : AGENG FITRIA DEWI  
NPM : 1801071001

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jumat 27 Mei 2022		<ul style="list-style-type: none"><li>- Revisi Abstrak hilangkan subjek</li><li>- His → (Her)</li><li>- Rumus tidak usah dicantumkan</li><li>- will → (was)</li></ul>	
2.	Selasa 31 Mei 2022		<ul style="list-style-type: none"><li>- ACC to Munagasyah</li></ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923200032002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296, Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

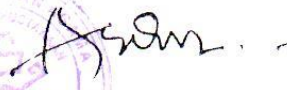

Nama : Ageng Fitria Dewi  
NPM : 1801071001  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071001

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Juni 2022  
Kepala Perpustakaan

  
  
Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jl. Ki. Hajar Dewantara 15A Inringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Ageng Fitria Dewi  
NPM : 1801071001  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, ... 2 Juni ... 2021  
Ketua Jurusan TBI

**Andianto, M.Pd**  
**NIP: 1987 1102 201503 1 004**

# AN ERROR ANALYSIS ON PUNCTUATION IN WRITING ASSIGNMENT AT SMK N 2 METRO IN THE ACADEMIC YEAR 2022/2023

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## **CURRICULUM VITAE**



The name of the writer is Ageng Fitria Dewi. She was born in Metro, on 29 September, 2000. The writer is the last child of eight children from the happy couple Mr. Sumijan Alikh Masyhuri and Mrs. Cik Nuryani. In 2012 the writer graduated from education at MIN 1 Metro Pusat. Then the writer continued her studies at SMP Negeri 5 Metro until graduated in 2015, then the writer continued her education at SMK Negeri 2 Metro until graduated in 2018. After graduating from Vocational High School, she decided to continue and take a major in English Education Department of State Institute for Islamic Studies (IAIN) of Metro. The writer hopes that after graduating from IAIN Metro, she can use the knowledge she has obtained as well as possible. In addition, the writer hopes to be a good teacher and role model for students.