

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS PUNCTUATION
ERROR ON THE NARRATIVE TEXT OF THE TENTH
GRADERS OF SMA MUHAMMADIYAH PEKALONGAN
IN THE ACADEMIC YEAR OF 2011/2012**



By:

NURUL LAILA AFRIANI

STUDENT NUMBER.0735557

TARBIYAH DEPARTEMENT

ENGLISH EDUCATION STUDY PROGRAM

**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1433 H / 2011 M**

**AN ANALYSIS OF THE STUDENTS PUNCTUATION
ERROR ON THE NARRATIVE TEXT OF THE TENTH
GRADERS OF SMA MUHAMMADIYAH PEKALONGAN
IN THE ACADEMIC YEAR OF 2011/2012**

Presented as a Partial Fulfillment of the Requirement for
The Degree of Sarjana Pendidikan Islam (S.Pd.I)
In English Education Study Program

By:
NURUL LAILA AFRIANI
Std No. 0735557

Sponsor : Dr. Zainal Abidin, M.Ag.
Co-Sponsor : J. Sutarjo, M. Pd.

Tarbiyah Departement
English Education Study Program

STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1433 H / 2011 M

**AN ANALYSIS OF THE STUDENTS PUNCTUATION ERROR ON THE
NARRATIVE TEXT OF THE TENTH GRADERS OF SMA
MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR OF
2011/2012**

ABSTRACT

BY:
NURUL LAILA AFRIANI

Language is a set of rules, which is used as tool of human communication. In Indonesia English is a foreign language that needed to face the globalization era. Moreover, in learning English the student must be mastered in several skills, such as listening, speaking, reading and writing. Remember the punctuation is very important in the process of writing to unclear the meaning, intonation and to avoid an error. So, the writer wants to take one of those skills. The writer wants to analysis of the students' punctuation error on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.

The purposes of this research is to describe the punctuation error on the narrative text that conducted by the student tenth graders of SMA Muhammadiyah Pekalongan. This research uses interview, observation and documentation as data collection method. The interview is done toward the students, teacher and headmaster of SMA Muhammadiyah Pekalongan. The observation is done only toward the students of tenth graders of SMA Muhammadiyah Pekalongan. And the documentation is done to get the data about school, students, teachers and all something which is needed to do this research that have related with SMA Muhammadiyah Pekalongan. All of the data is analysis by deductive way.

From the result of the research, appears so many error done by the students and only a little students that be mastered in use punctuation in their writing. So many factors that cause the student do the error, like lack of knowledge of

the students about the punctuation, and they are doesn't know the rules in using punctuation mark in writing text.

**SEBUAH ANALISA KESALAHAN TANDA BACA SISWAPADA SEBUAH
TEKS NARATIVE DI KELAS X PADA SMA MUHAMMADIYAH
PEKALONGAN PADA TAHUN AKADEMIK 2011/2012**

ABSTRAK

OLEH:
NURUL LAILA AFRIANI

Bahasa merupakan sekumpulan aturan, yang digunakan oleh manusia sebagai alat untuk berkomunikasi. Di Indonesia, Bahasa Inggris adalah bahasa asing yang diperlukan untuk menghadapi era globalisasi. Selain itu, dalam pembelajaran Bahasa Inggris para siswa harus menguasai beberapa keterampilan, seperti mendengarkan, berbicara, membaca dan menulis. Mengingat tanda baca sangat penting dalam proses menulis untuk memberikan arti yang jelas, intonasi dan menghindari terjadinya kesalahan. Sehingga penulis ingin mengambil salah satu dari semua skill tersebut. Penulis ingin Menganalisa kesalahan tanda baca siswa pada sebuah teks narasi di tingkat kelas X pada SMA Muhammadiyah Pekalongan di Tahun Akademik 2011/2012.

Tujuan dari penelitian ini adalah untuk mendeskripsikan kesalahan tanda baca pada teks narasi yang dilakukan oleh siswa tingkat X di SMA Muhammadiyah Pekalongan. Penelitian ini menggunakan wawancara, observasi dan dokumentasi sebagai metode pengumpulan data. Wawancara dilakukan kepada siswa, guru dan kepala sekolah SMA Muhammadiyah Pekalongan. Observasi dilakukan terhadap siswa kelas X SMA Muhammadiyah Pekalongan. Dan dokumentasi dilakukan untuk mendapatkan data tentang sekolah, siswa, guru dan segala sesuatu untuk keperluan penelitian yang berhubungan

dengan SMA Muhammadiyah Pekalongan. Semua data di analisa dengan cara deduktif.

Dari hasil penelitian, muncul banyak kesalahan yang dilakukan oleh siswa dan hanya sedikit siswa yang menguasai dalam menggunakan tanda baca dalam menulis mereka. Sehingga banyak factor yang menyebabkan siswa melakukan kesalahan, seperti kurangnya pengetahuan tentang tanda baca dan mereka tidak mengetahui aturan-aturan dalam menggunakan tanda baca dalam teks menulis.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : NURUL LAILA AFRIANI

Student Number : 0735557

Study Program : English Education.

Stated that undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, Desember 2011

NURUL LAILA AFRIANI

MOTTOS

مَنْ يَهْدِ اللَّهُ فَهُوَ الْمُهْتَدِ ۖ وَفِي ذَٰلِكَ يُفَصِّلُ الْآيَاتِ لِقَوْمٍ يَعْلَمُونَ

“Who teaches human being by read and write”

(Q.S. Al-Alaq: 4).

How I can know what I think until I see what I write.

(E.M. Foster).

Everybody doesn't obliged to success, But try to success is an obligation.

DEDICATION PAGE

This piece of work is dedicated to:

- ♥ My beloved parents, Mr. Syarkowi and Mrs. Ismiyatun (Alm) who always support me to do good everything.
- ♥ My beloved sisters, Ambar Kusuma Dewi, Luthfi Malfina, Eva Khusnawati, Istiqomah Puji Lestari. And My brother, M. Thoriq Amrullah and Miftakhul Farid Wijaya who always give me spirit to struggle.
- ♥ My special person, Irsal Anandia Mg, S.Kom. Thanks for your assistance.
- ♥ The big family of Senior High School Muhammadiyah Pekalongan, East lampung.
- ♥ My beloved friends PBI class, thanks all for your spirit and your assistance. I love you all.
- ♥ My Almamater STAIN Jurai Siwo Metro.
- ♥ My beloved people who supported me.

ACKNOWLEDGEMENTS

Glory is to Allah SWT, the Most Gracious, and the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His mercy and blessings, none of these would be possible. The writer is very grateful because can to finish this An Undergraduate Thesis entitle “AN ANALYSIS OF THE STUDENTS PUNCTUATION ERROR ON THE NARRATIVE TEXT OF THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR OF 2011/2012”.

This Undergraduate Thesis is presented as a partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Study Program in State Islamic College (STAIN) Jurai Siwo Metro.

The writer would like to extend his gratitude to the sponsor Dr. Zainal Abidin, M.Ag. And co-sponsor J. Sutarjo, M. Pd., who has constantly given their time and guidance so that the writer could finish this thesis. The writer could not endure the obstacles which arose during the process without support from my family and the people who help me to finish this thesis.

Finally, the writer receives any suggestion and criticism for the improvement of this thesis and hopefully in this research will be useful especially for the school and for the reader generally and hopes this piece of thesis can contribute something to the betterment of English teaching and learning in general.

Metro, Desember , 2011
The writer,

Nurul Laila Afriani
Std No. 0735557

TABLE OF CONTENTS

COVER	i
COVER PAGE	ii
ABSTRAK.....	iii
ABSTRACT.....	iv
APPROVAL PAGE.....	v
RATIFICATION PAGE	vi
STATEMENT OF RESEARCH ORIGINALITY	vii
MOTTOS.....	viii
DEDICATION PAGE.....	ix
ACKNOWLEDGMENTS	x
TABLE OF CONTENTS.....	xii
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xv

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Focus of the Study	4
1. Problem Limitation.....	4
2. Problem Formulation.....	4
3. Objectives and Benefits of the study	4
a. Objectives of the Study.....	4
b. Benefits of the Study.....	5

CHAPTER II THE LITERATURE REVIEW

A. Punctuation Error	6
1. The Concept of Punctuation.....	6
2. The Kinds and Usage of Punctuation.....	7
3. The Concept of Error.....	15
4. The Concept of Punctuation Error.....	16
B. Narrative Text.....	17
1. The Concept of Narrative.....	17
2. The Concept of Text.....	18
3. The Concept of Narrative Text.....	20

CHAPTER III RESEARCH METHODOLOGY

A. The Characteristic and Role of the researcher.....	21
1. Characteristic of the research.....	21
2. Role of the Researcher.....	23
B. Data Source.....	24
C. Research Instrument.....	25
D. Data Collection Method	25
1. Observation.....	26
2. Interview.....	26
3. Test	27
4. Documentation.....	27
E. Data Analysis Technique	28

CHAPTER IV RESULT OF THE RESEARCH

A. DESCRIPTION OF RESEARCH AREA.....	31
1. The History of SMA Muhammadiyah Pekalongan.....	31
2. The Building Condition of SMA Muhammadiyah Pekalongan.....	33
3. The Vision and Mission of SMA Muhammadiyah Pekalongan.....	35
4. The Condition of Teacher and Official Employees of SMA Muhammadiyah Pekalongan	36
5. The Quantity of the students of SMA Muhammadiyah Pekalongan in the class in the Academic Year of 2011/2012.....	37
6. Organization Structure of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.....	38
B. DESCRIPTION OF DATA ANALYSIS.....	43
C. INTERPRETATION	44

CHAPTER V CONCLUSION

A. CONCLUSIONS.....	52
B. SUGGESTIONS.....	53

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table	Page
1. The result of score of Narrative Text the students of tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.....	2
2. The Students of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.....	21
3. Condition of the Building of SMA Muhammadiyah Pekalongan.....	34
4. Condition of Teacher and Official Employees of SMA Muhammadiyah Pekalongan.....	36
5. The Quantity of the students of SMA Muhammadiyah Pekalongan.	37

LIST OF FIGURES

Figure	Page
1. Organization Structure of SMA Muhammadiyah Pekalongan.....	40
2. Sketch of SMA Muhammadiyah Pekalongan.....	41

LIST OF APPENDIXES

Appendix

1. Appendix 1 Form of writing test of Narrative Text.
2. Appendix 2 Answer Key.
3. Appendix 3 Answer Sheet of students result.
4. Appendix 4 A Letter of thesis guidance
5. Appendix 5 Pre Survey License.
6. Appendix 6 SK Pre survey from SMA Muhammadiyah Pekalongan.
7. Appendix 7 A Letter of duty from STAIN Jurai Siwo Metro.
8. Appendix 8 Research License.
9. Appendix 9 SK Research from SMA Muhammadiyah Pekalongan.
10. Appendix 10 Thesis Guidance Consultation Card.

CHAPTER I

INTRODUCTION

A. Background of the Study

Human beings need communication to interact one with another in their lives. In the communication, they need language that can be used to express their ideas, thinking and negotiating with the others. “Language is a set of rules, which is used as tool of human communication. It is used to communicate ideas, feelings, beliefs, love, knowledge, culture, etc. The function of a language is so important for human life.”¹

In Indonesia, English language is as a foreign language. English is needed to face the globalization era and to compete with other side of the world, so that the students as the young generation must to prepare their own self.

In learning English there are four skills that must be mastered by the students such as listening, speaking, reading and writing. Those skills are learned and taught integrated it's done, in order to language as a tool of communication can be used of the learner. Writing is one of language skills in learning besides, listening, speaking and reading. Teaching writing is different from teaching other language skill. It can be stated that the combination of thought and activity are unique to writing.

¹ Sanggam Siahaan, *Issues in Linguistics*, (Graha Ilmu: Yogyakarta, 2008), p.185.

There are many aspect influences in writing. One of the aspects is the usage of punctuation. Punctuation is used of standard sign and marks in writing to separate word into sentences, clauses and phrases in order to clarify meaning. A mistake in punctuation may confuse the reader. In text, we have only the words and the punctuation; and poor punctuation enables the same words to have different or unclear meanings. There are clear rules for the use of punctuation marks and they are not difficult to learn and to apply. There are the kinds of punctuation often used in writing: Capital Letter (A, B, C), Full Stop or Period(.), Comma(,), Semi Colon(;), The Colon(:), Dash(_), Question Mark(?), Exclamation Mark or Exclamation Point (!), Apostrophe('), Quotation Marks(“ ” or ‘ ’), Hyphen(-), Brackets(), Omission Marks or Triple dots(...), Slash(/), Italic (*books*), Bold(**books**) etc.

Based on the pre survey on Oct 4th 2011 the writer finds that only a few students master the usage of punctuation mark on the narrative text. There are the data of score narrative text the student of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011 / 2012.

Table 1

The result of score of narrative text the student of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2010/2011

No.	Total of Students	Percentage	Category
1.	18	69,23%	Not Success
2.	8	30,77%	Success
3.	26	100%	-

Source: From the school archives, take on Oct 4th 2011

From the result of score narrative text the students above, it shows that eighteen from twenty six students have low score in using punctuation mark on the narrative text. It means that more than 60% students of the tenth graders of SMA Muhammadiyah Pekalongan have low in punctuation.

The writer wants to analysis of the students' punctuation error on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan and wants to identify the factors causes of the students low in using punctuation mark, because the writer wants to know percentages of the error done by the student of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011 / 2012.

Thinking of this problem, the writer would like to conduct the research entitles "An analysis of the student punctuation error on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012".

B. Focus of the Study

1. Problem Limitation

Based on the explanation above, to avoid misunderstanding in this research the researcher would like to focus on “An analysis of the student punctuation error on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012”.

2. Problem Formulation

Concerning of background of the study and problem limitation, the writer formulated the problem formulation as follow:

- a. What are the factors causes of the student low in using punctuation mark on the narrative text?
- b. What are the factors causes of the student often do error in using punctuation mark on the narrative text?

3. Objectives and Benefit of the Study

a. Objectives of the Study

- 1) To know what are the factors causes of the student low in using punctuation mark.
- 2) To know what are the factors causes of the student often do error in using punctuation mark on the narrative text.

b. Benefits of the Study

1) For the Students

To inform to the student the important of using punctuation mark on the narrative text and the function of punctuation mark to the reader.

2) For the Teacher

To inform the English teacher about the important of using punctuation mark in teaching. Specially in writing, so that the student not forget about punctuation mark and always use it, because punctuation mark can give the meaning and intonation to the reader.

3) For further research

To motivate the English learners to increase their knowledge in using punctuation mark on the narrative text with study hard about punctuation mark and understanding the kinds and usage of that punctuation mark.

CHAPTER II

THE LITERATURE REVIEW

A. Punctuation Error

Some of the evidence shows that writing is a communication between the writers to the readers. Of course, to know about the message that is delivered by the writer, the readers have to give more attention to the punctuation. Like in speaking, punctuation in the writing text can gives some meaning.

1. The Concept of Punctuation

Punctuation is very important in language learning, because it is influenced to understand a sentence, clause, paragraph and so on. Such as on “put a comma at the end of a time clause when the time clause comes first in a sentence”.¹ Barli bram suggests that using correct punctuation is indispensable to careful writing. And misused punctuation in a text, a paragraph, or a sentence may convey a different message.² According to Hotben D.Lingga Punctuation is defined as ‘important medium in writing’.

There are the kinds of punctuation often used in writing: Capital Letter (A, B, C), Full Stop or Period(.), Comma(,), Semi Colon(;), The Colon(:), Dash(_), Question Mark(?), Exclamation Mark or Exclamation Point (!),

¹ Betty Schramper Azar, *Fundamentals of English Grammar 2nd Ed*, (Prentice Hall, 1992), p.37.

² Barli Bram, *Write Well: English Education Study Programme Sanata Dharma University*, (Kanisius: Yogyakarta, 2006), p.92.

Apostrophe('), Inverted commas or Quotation Marks(“ ” or ‘ ’), Underlined(underlined), Parentheses(), Hyphen(-), Brackets(), Omission Marks or Triple dots(...), Slash(/), Italic (*books*), Bold(**books**) etc.

Punctuation means that use the punctuation marks suitable with the context in written language. Without punctuation we don't understand the connection every sentences.³ Accordingly, I conclude that use punctuation mark in written text is a good way to easier understand the meaning and the purpose from the text.

2. The Kinds and Usage of Punctuation

Many kinds and usage of Punctuation, there are:

a. Capital Letter (A, B, C)

Rebecca states that capital letters are used for:

- 1) Every sentence begins with a capital letter. E.g. **T**he painting on the wall was done by Picasso.
- 2) The first person singular subject pronoun, **I**, is always capitalized. E.g. **I** didn't see her, but **I** called her.
- 3) Proper names of people, cities, countries, states, universities, buildings, laws, treaties and so forth are capitalized. E.g. I saw **John**, the student from **Paris**, **France**.
- 4) Names of languages and adjectives of nationality are capitalized. E.g. The **F**rench boy and the **G**erman girl speak **E**nglish fluently.
- 5) The names of the days of the week, holidays, and the names of months are capitalized.
E.g. This year her birthday falls on **M**onday, **D**ecember 25, **C**hristmas **D**ay.

³ Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, (Kesaint Blanc: Jakarta, 2005), p.611.

- 6) Names of the seasons are usually *not* written with a capital letter. E.g. They live in New York in the **w**inter and in Florida in the **s**ummer.
- 7) Names of religions and deities are written with a capital letter. E.g. He is a **B**uddhist. She is a **C**hristian. Wily prays to Allah. The **M**oslem temple was beautiful
- 8) In titles, preposition, articles, conjunctions, and auxiliary verbs are not capitalized. Unless they begin the title. All other words are capitalized. E.g. My new book is called **P**oetry of the **O**rient. The title of my composition is "Live in the Tropics."
- 9) Professional titles used with the name of a person are capitalized. E.g. I called **L**ieutenant Black, but the corporal answered. She works with **P**rofessor Jones and **D**r. Martin.⁴

In other words, R.R.Jordan argued that capital letters are used to:

- (1) At the beginning of a sentence.
- (2) For names of people, places, rivers, etc.
- (3) For titles of people and names of things and places when referring to particular examples. E.g. *a University, but Cambridge University, or the University of Cambridge.*
- (4) For nations and adjectives of nationality. e.g. *the Netherlands, a Dutchman, Dutch.*
- (5) For names of days, month, festivals, and historical eras. e.g. *Monday, January, Christmas, Ramadhan, the Middle Ages.*
- (6) For titles of books, plays, works of art, etc. e.g. *Animal farm, Hamlet, the Mona Lisa.*
- (7) For many abbreviations. e.g. *R.S.V.P., ph.D.*⁵

b. Full Stop or Period (.)

⁴ Rebecca E, *Mastering American English*, Englewood Cliffs. N.J., Prentice Hall. Inc, 1956, p.225-226

⁵ R.R.Jordan, *Academic Writing Course: Study Skill in English*, Cambridge University Press, 1997, p.119.

Full stop very is important in writing. Marion Field suggests that “Without full stops, writing would make little sense.”⁶ Moreover, Rebecca states that:

- 1) A period is used at the end of statements and commands or requests.

E.g. Open the window, please.

- 2) A period is used after initials or abbreviations.

E.g. Mr. Robert F. Gordon left his card.

The train will arrive at Washington, D.C., at 2:30 p.m.⁷

c. Comma (,)

Comma is one of punctuation marks that very important in writing. Michael Swan states that a comma is use to separate items in a series or list.⁸

According to Marion Field,

Commas have a particular role to play but they can *never* take the place of full stops. Full stops are used to separate sentences, each of which should make complete sense on its own. Each one must be constructed properly and end with a full stop.⁹

- 1) Commas used to separate items in a list.¹⁰

E.g. Irsal ate a candy, a cake and an apple.

Not: Irsal ate a candy, a cake, an apple.

- 2) We can use a comma before question.

⁶ Marion Field, *Improve Your Written English*, United kingdom, 2009, p.32

⁷ Rebecca E, *Op.cit.*, p.226

⁸ Michael Swan, *Practical English Usage (2nd Ed)*, Oxford University Press, 1995, p.468

⁹ Marion Field, *Op.cit.*, p.33

¹⁰ *Ibid.*, p.34

E.g. I don't like her shoes, do you?

"A comma is always used before expressions like 'do you?', 'don't you?', 'isn't it?', 'won't you?' These are usually used in dialogue."¹¹

- 3) We can use a comma before names.¹²

E.g. Do be quiet, Mega.

- 4) We can use a comma to separate a series of items from the same category, kinds etc.

E.g. Swimming, cooking and watching television are Dini's hobbies.

d. Semi Colon (;)

- 1) We are can placed a semicolon before the following conjunctive adverbs when they join two main clauses like furthermore, moreover, besides, still, however, nevertheless, otherwise, therefore, consequently, thus, and then.¹³

E.g. I am not interested in seeing this film; besides, I haven't any money to spare.

- 2) We can use semicolon to "Separate groups of statements which follow naturally on from one another. E.g. The storm clouds gathered; the rain started to fall; the thunder rolled; the lightning flashed."¹⁴

e. Colon (:)

¹¹ *Ibid.*, p.36

¹² *Ibid.*, p.36

¹³ Rebecca E, *Op.cit.*, p.228

¹⁴ Marion Field, *Op.cit*, p.37

- 1) We use the colon to introduce a long list or a series of things. E.g. In Indonesia, the government recognize five official religions, namely: Islam, Hinduism, Buddhism, Protestantism and Catholicism.¹⁵
- 2) A colon is used after the greeting on a business letter.
E.g. Dear Mr. Jones:
Gentlemen:
- 3) A colon is used in the numbers telling the time.
E.g. It is 8:30.
I shall leave at 9:00.¹⁶

f. Dash (_)

- 1) A dash is used to indicate an interruption in the expression of an idea or to give an afterthought.
E.g. Believe it or not, we will arrive in Newport _ at long last _ on October 7th.
I don't know what I'll do if I fail this course _ heaven forbid!
- 2) A dash is sometimes used in place of a comma to indicate special emphasis.
E.g. this book is a review of various aspects of English structure _ word order, verbs, articles, and so forth.¹⁷
- 3) "The dash is to make a certain piece of information more stressful or more dramatic, as in: Do not forget _ once again do not forget _ to post the letter today."¹⁸

g. Question Mark (?)

- 1) Question mark is used at the end of all *direct* questions and not used after *indirect* questions. E.g. Is he there?

¹⁵ Barli Bram, *Op.cit.*, p.98

¹⁶ Rebecca E, *Op.cit.*, p.229

¹⁷ *Ibid.*, p.232

¹⁸ Barli Bram, *Op.cit.*, p.99

Who said that? Will you please help me?¹⁹ “Is it raining? You won’t go out in the rain, will you?”²⁰

h. Exclamation Mark (!)

- 1) “Exclamation Mark is useful to show strong emphasis, as

in: Mind your step!

Do not cheat!

Go to hell!”²¹

- 2) Exclamation Mark is used after words, expressions, or sentences to show strong feeling or emotion or to call emphatic attention to the sentence.

E.g. Help!
Fire!
Watch out!
Be careful!”²²

- 3) Exclamation mark can be used is where there is an element of irony in statement. The speaker or writer comments with ‘tongue in cheek’. What is said is not literally true but is said to make a point.

E.g. Jean’s Christmas card arrived a year late. It had been on a trip round the world!”²³

i. Apostrophe (‘)

- 1) An apostrophe is use in contractions to show omission of letters.

E.g. Don’t go.
He isn’t here.
Can’t you run faster?

¹⁹ Rebecca E, *Op.cit.*, p.226

²⁰ Marion Field, *Op.cit.*, p.39

²¹ Barli Bram, *Op.cit.*, p.96

²² Rebecca E, *Loc.cit.*

²³ Marion Field, *Op.cit.*, p.40

- 2) An apostrophe followed by **s** (**'s**) is used to form the possessive of singular nouns and of plural nouns that do not end in **s**; **'s** is also used to form the plural of numbers and letters.

E.g. Do you belong to a women's club?

- 3) An apostrophe only is added to form the possessive of plural nouns ending in **s** or **es**.

E.g. She read the students' compositions.

- 4) An apostrophe is used with the indefinite pronouns **one**, **other**, **somebody**, **nobody**, **anyone**, **someone**, and so forth to show possession.

E.g. Here is somebody's book. Nobody's lesson was ready.²⁴

j. Brackets ([])

- 1) Brackets are used to indicate comment or question added to quote material by someone other than the author.

E.g. "He [Lincoln] gave his famous Gettysburg Address in November, 1863".
"Shakespeare died in April, 1616 [?]"²⁵

k. Parentheses ()

- 1) Parentheses used to enclose remarks, comments, explanations, and so forth that interrupt the main thought.

E.g. She invited the two girls (they are cousins, you know) to the party.²⁶

l. Triple dots (...)

- 1) Triple dots are used to indicate omission from quoted material. E.g. I agree with William Faulkner's statement that " ... the young man or woman writing today has forgotten the problem of the human heart in conflict with itself ..."²⁷

²⁴ Rebecca E, *Op.cit.*, p.231

²⁵ Rebecca E, *Loc.cit.*

²⁶ Rebecca E, *Loc.cit.*

²⁷ Rebecca E, *Loc.cit.*

m. Hyphen (-)

- 1) “Hyphen is to connect words in order to create or form new words or new phrases. E.g. Lulu’s nine-year-old sister enjoys reading comics.”²⁸

n. Inverted Commas or Quotation Marks (‘...’ “...”)

- 1) The direct words of a speaker are put in quotation marks.

E.g. He asked, “Are you going?”

“I am going for a walk,” she said.²⁹

o. Underlined (underlined), *Italic (italic)* and Bold (**bold**)

- 1) “Title of magazines, newspapers and books are underlined in handwriting and typewriting, *italicized* in printing.

E.g. An article on modern appeared in a recent issue of Life.

He was a reporter for *The New York Times* for many years.”

The Title of a proposal usually use boldface type letter,

as in **AN ANALYSIS OF THE STUDENT PUNCTUATION ERROR ON THE NARRATIVE TEXT OF THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN.**

In fact, so many the kinds of punctuation mark. But, in this research the writer give the limitation. The writer finds that only a few students master in using punctuation mark. In this

²⁸ Barli Bram, *Op.cit.*, p.100

²⁹ Rebecca, *Op.cit.*, p.229

research the writer chooses Capital Letter, Full Stop, Comma, Question Mark and Apostrophe.

3. The Concept of Error

Making error is acceptable because it is fundamental process in learning. Include error in using punctuation mark in narrative text. There are many kinds of error concept. Basically, errors that students commonly make can be distinguished into two terms, they are mistakes and error. An error is different from mistake, so we have to be careful to differentiate.

While Brown states that in order to analyze students' error in proper perspective, it is crucial to make distinction between error and mistake.³⁰ We can tell the difference between an error and a mistake. An error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker.³¹ So, a mistake is a slip that the students' can self-correct. And then an error is what a students' cannot self-correct.

The fact that students do make errors, and can be observer, analyzed and classified the error to reveal something of the system operating within the students, led to a surge of study of learners' errors

³⁰ H.Douglas. Brown, *Principle of Language Learning and Teaching*(4th Ed), Prentice hall inc, New Jersey, 1987, p.217

³¹ *Ibid.*, p.217

is called error analysis.³² And the significant source of error is from all students.

From those definitions above, the writer concludes that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation which is made by the students because he does not know the rule and they are will make it repetitively. The students' error can be observed, analyzed, and classified. So that, an error analyze is a study of identifying, describing, and classifying the students' errors.

4. The Concept of Punctuation Error

From those definitions, I explain that the students' punctuation error is a deviation which is made by students because he doesn't know the rule and they are will make it repetitively. An error of the student cannot self correct. The students' error can be observed, analyzed, and classified. So that, an error analyze is a study of identifying, describing, and classifying the students' errors.

B. Narrative text

1. The Concept of Narrative

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways.

Every text has its own structure. According to Dinna, The structure of

³² *Ibid.*, p.218

narrative text consist of three parts, there are orientation, complication and resolution.³³

M. Sudarwati describes Text organization (Generic Structure) as follows:

- 1) Orientation : Who were involved in the story, when and where.
- 2) Complication : A problem arises followed by other problems.
- 3) Resolution : Solution to the problem.³⁴

In addition Dinna also states that the structure of narrative text occurs in the variously. A text may have only one complication and resolution but another text may have more than one complication and resolution.³⁵

There are many types of narrative that can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, personal experience etc.³⁶

From those definitions, the writer concludes that Narrative is always deal with some problems which lead to the climax and then

³³ Dinna Ferdianti, *Intensive-Learning English: (for grade X Senior High school)*, PT. Setia Purna Inves, Jakarta, 2005, p.13

³⁴ M. Sudarwati, *Look Ahead An English Course: (for Senior High School Students Year X)*, Erlangga, Jakarta, 2007, p.62

³⁵ Dinna Ferdianti, *Loc.cit.*

³⁶ www.english.unitechnology.ac

turn into a solution to the problem. In orientation we can introduce the participant of the story. Then in complication will begin when there is a problem encountered by the characters. Moreover the characters find the solutions of the problem in resolution.

2. The Concept of Text

“Writing a text is a piece of written information. It is a result of writing activity.”³⁷ Sanggam Siahaan assumed that a text can be any linguistic unit. It can be a word. It can also be a sentence. Besides that, it can also be a paragraph.³⁸

From the definition above, the writer concludes that a text is a meaningful linguistic unit which can be a word, a sentence or a paragraph.

Kinds of the text:

1) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Type of narration includes short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

2) Description

Description reproduces the way things look, smell, taste, feel or sound, it may also evoke moods, such as happiness, loneliness, or

³⁷ Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p.3

³⁸ Sanggam Siahaan, *Loc.cit.*

fear. It is used to create visual image or people, place, even of units of time-days, time of day or season.

3) Exposition

Exposition is used in giving information, making explanations and interpreting meaning. It includes editorials, essays, and informative and instructional material.

4) Argumentation

Argumentation is used in persuading and convincing. It is closely related the exposition and is often found combined with it. Argumentation is used the make a case or to prove a statement or preposition.³⁹

From the definition above, in this research the writer chooses Narration. Because suitable with the syllabus on the tenth graders of SMA Muhammadiyah Pekalongan.

3. The Concept of Narrative Text

Narrative text is a text which contains about story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.⁴⁰

³⁹ George E. Wishon and Julia M. Burks, *Lets Write English: Revised Edition*, Van Nostrand Reinhold Ltd, canada, 1980, p.378-383

⁴⁰ <http://en.wikipedia.org/wiki/Narrative>

Below the kinds of Narrative text:

- 1) Legend: Sangkuriang, Malin Kundang, etc.
- 2) Fable: Mouse deer and crocodile.
- 3) Fairy tale: Cinderella, Snow white, Pinocchio, etc.
- 4) Science fiction

From the definition of narrative and text above, the writer concludes that Narrative Text is the stories which have three parts; there are orientation, complication and resolution and aim to amuse or entertain the reader.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristic and Role of the Researcher

1. Characteristic of the research

In this research, the writer uses qualitative descriptive research in the form of field qualitative. John W. Creswell stated that “Qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data.”¹ The research is to apply researching about punctuation. The research is analyzed the factors causes of the student low in using punctuation mark and often do errors in using the punctuation on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012”.

Based on this explanation the writer considers using qualitative research is to describe how many percentages the student of the tenth graders of SMA Muhammadiyah Pekalongan error in using punctuation mark on the narrative text.

The research was conducted at SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012. The researcher conducts this research to explore the factors causes of the student low in using punctuation mark and

¹ John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, Sage Publication, Inc., California, 2003, p.182

often do errors in using the punctuation on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.

Table2

The Students of the tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012

No.	Class	Gender		Total
		Male	Female	
1.	X.1	14	10	24
2.	X.2	15	11	26
Total of the students				50

Source: From the school archives, take on Oct 4th 2011

While Linda Kalof suggests that Qualitative methods are also sometimes used at the start of research on interventions to solve social problems. Some researchers, for instance, have proposed that one way to improve skills the students'.² Usually qualitative researchers are to study a single case in depth, historical event, a culture a subgroup or an individual person.³

In this research qualitative method used to analyze and described the punctuation error which is done by the students on the narrative text caused of the students' lack of knowledge in punctuation mark. In this research, the writer only analyzed the punctuation error on the narrative text of the tenth

² Linda Kalof, Amy Dan and Thomas Dietz, *Essentials Of Social Research* (USA: open university press, 2008), p.84

³ *Ibid.*, p.84

graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.

Furthermore, the writer used purposive sample as the participants. Purposive sample is sampling technique of data source based on certain consideration. That is handed over to researcher and based on research objective.⁴ The population of tenth graders of SMA Muhammadiyah Pekalongan consists of 2 classes, there are X.1 and X.2. Total students' of tenth graders was 50 students. In this research the writer choose X.2 class as the participant. Because they are in this grade got the material about narrative text and based on the data of pre survey they are have low score in narrative text if compared with X.1 class. So, the writer chose this class as the participant in this research.

2. Role of the Researcher

Sugiyono argued that one of the characteristics of the qualitative research is the researcher become research instrument.⁵ In this research the writer as the researcher and become research instrument too. While, John W. Creswell said that “the researcher is the primary instrument in data collection rather than some inanimate mechanism.”⁶

⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R&D*, Alfabeta, Bandung, 2010, p.300

⁵ Ibid., p.305

⁶ John W. Creswell, *Op. cit.*, p.198

The type of this research is case study. Linda Kalof states that Case study is “an in depth study of a single person, event, community or group”.⁷ Not all of case studies are done with single cases, but sometimes multiple cases to draw insights.⁸ Whereas, According to John W. Creswell, Case studies means that the researcher explores in depth a program, an event, an activity, a process, or one or more individuals.⁹

In this case, the researcher assumes that case study is an activity or a process of in depth study done by single person, community or group.

B. Data Source

In this research, the primary source is the students of tenth grade. Then, the secondary source is from teachers, headmaster, books, documentation, interview, observation, field note etc.

The researcher conducted the research at SMA Muhammadiyah Pekalongan at the tenth graders at the time English lesson. The teacher given their time to the researcher to entered the classroom to do the research. So, the writer met the student directly.

⁷ Kalof, Linda, et al, *Op. cit.*, p.143

⁸ *Ibid.*, p.144

⁹ John W. Creswell, *Op. cit.*, p.15

C. Research Instrument

In this research the writer use some instrument to make easy do the research. Research Instrument that used in this research consist of many kinds, there are books, note, recorder, transcript of interview, transcript of observation, form of writing test and still many others.

That instrument have the function, like recorder in this research can be use to record the interview was done by the writer and the participant. And then the transcript of the interview can be use to when interviewing with the participant.

D. Data Collection Method

“Data collection method is very important stage on the research. Because the main aim of the research is to gets the data.”¹⁰ Moreover, to get the data the researcher needs some instruments. Quality of research instrument and quality of gathering the data are to influence the quality of output of the research.¹¹

“The fundamental methods relied on by qualitative researchers for gathering information is, participation in the setting, direct observation, in-depth interviewing and document review.”¹² Therefore, the researcher offers instrument in collecting the data as follow:

¹⁰ Sugiyono, *Op. cit.*, p.308

¹¹ *Ibid.*, p.305

¹² *Ibid.*, p.309

1. Observation

John W. Creswell explained that “observations, in which the researcher takes field notes on the behavior or activities of individuals at the research site.” The writer chooses participant observation. The writer observed condition of the school and then made the sketch of SMA Muhammadiyah Pekalongan. The writer observed the participant directly.

2. Interview

John W. Creswell states that in interview, the researcher conducts face to face interviews with participants.¹³ Ester berg define interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.¹⁴

Moreover, Prof. Dr. Sugiyono suggests that interview is a data collection method done by interviewer and participants. The Researcher asks some questions to the participants and they answer the researcher’s questions. The researcher uses open-ended interview. Open-ended interview purposes to get the direct data from the participants. An open-ended used to find out what are the factors causes of the student low in using punctuation mark and often do errors in using the punctuation on the narrative text of the tenth graders of SMA Muhammadiyah Pekalongan.

¹³ John W. Creswell, *op. cit.*, p.188

¹⁴ Prof. Dr. Sugiyono, *op. cit.*, p.317

The researcher used hand phone to record interview. In qualitative research, often combine observation technique with depth interviewing.¹⁵ During observation the researcher interviewing toward the students, the teachers, and head master of SMA Muhammadiyah Pekalongan.

3. Test

The writer used writing test as the instrument and data collection method. Test was purposed to get the error done by the students. The writer given writing test to the student and then analyzes the test.

4. Documentation

The writer used documentation as data collection method. Documentation was purposed to get the archive of the school such as organization structure and history of the school. The data that needed has already been written. The researcher gathered the written data from archive of the school. The writer recorded the students' name of SMA Muhammadiyah Pekalongan to know total of the student of SMA Muhammadiyah Pekalongan. And then taken the data about description of research area includes The History of school, The Building condition, The Vision and Mission of SMA Muhammadiyah Pekalongan etc.

E. Data Analysis Technique

¹⁵ *Ibid.*, p.319

The writer conducted the research at SMA Muhammadiyah Pekalongan with some research procedure, there are:

1. The researcher conducted interviewed to the headmaster and the teacher of English lesson about data documentation, like history of school and total of the student.
2. The researcher conducted interviewed to the student before given the writing test.
3. The researcher given the writing test about narrative text. In this test the students only rewrite and completed narrative text with the proper punctuation mark.
4. The researcher interviewed the student after given the test to the students.
5. The researcher analyzed the variation answer of the student and then made the table.
6. The writer gathering, grouping, selecting the data and then make an interpretation the data analysis.

After collecting the data the next step was data analysis. Although the data had been collected completely and the researcher didn't analyze it so that the data would not have the scientific value that could be used for knowledge development.

Creswell explained the data analysis technique in the following steps:¹⁶

1. Gathering the data

Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

3. Selecting the data

Select or display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

4. Interpretation

A final step in data analysis involves making an interpretation or meaning of the data. “What were the lessons learned” captures the essence of this idea.

To complete the data analysis, the writer collected the data from observation, documentation, and interview and then combines it. In this research the writer prepared field note, recorder, transcript of interview, the material, paper of the test etc. after gathering the data, to make easy analyzed

¹⁶ John W. Creswell, *Op. cit.*, p.191

the data the writer used coding process. In this research the writer use some codes, like CL to Capital Letter, C to Comma, FS to Full Stop etc.

After gathering and grouping the data, selecting the data is the next step. In this step the writer selected some important data that could be described in the last step that was interpretation of the data. In this research the writer made an interpretation with describe selected the data.

“Triangulation is defined as data collection method that has a characteristic with combine from the kind’s data collection method and source of the data that available.”¹⁷ Technique triangulation means the researcher use different data collection method to get the data from one source. Like on interview and observation done by the same time and some participant.

Triangulation consist of three kinds, there are Source Triangulation, Technique Triangulation, and Time Triangulation.

1. Source Triangulation
Source Triangulation is to test credibility of the data is done by check the data from some source.
2. Technique Triangulation
Technique Triangulation to test credibility of the data is done by check the data to same source with different technique.
3. Time Triangulation
Time Triangulation often gives an effect to credibility of the data. As in use interview in the morning will give more validity than in the nigh or in the afternoon.¹⁸

¹⁷ *Ibid.*, p.330

¹⁸ *Ibid.*, p.373-374

CHAPTER IV

RESULT OF THE RESEARCH

A. DESCRIPTION OF RESEARCH AREA

In this case, the writer was conducted the research at SMA Muhammadiyah Pekalongan. The writer would description about the history, building condition, Vision and Mission, Condition of Teacher and Official Employees, Quantity of the students etc.

1. The History of SMA Muhammadiyah Pekalongan

SMA Muhammadiyah Pekalongan is located on Pekalongan, East Lampung. SMA Muhammadiyah Pekalongan is an integral part of Muhammadiyah. SMA Muhammadiyah Pekalongan was established on July 1, 1979. As an educational institution SMA Muhammadiyah Pekalongan have a vision of independence and excellence with develop the mission of Islam, science and state. SMA Muhammadiyah Pekalongan tries to improve the quality of learning and discipline to complete the potential human resources.

SMA Muhammadiyah Pekalongan listed on the Primary and Secondary Education Council Centre Number: 637/11-0402LP-77-1979, Region Number: 637/11-040/LPt-77/1979 and SK Department of Education

and Culture Number: 009/C/Kep/I/1990 with Number Statistics School (NSS): 304120203 015 and Number data of Schools (NDS): L.02034001.

The development of Indonesia's education system has been able to bring progress in the development of SMA Muhammadiyah Pekalongan, began the accreditation, status of accreditation became recognized in 1990 by decree of the Directorate General of Primary and Secondary Education dated January 20, 1990 Number: 009/Kep/1990.

SMA Muhammadiyah Pekalongan had been led by the following principals:

- a. Djupriyanto (1979 – 1994).
- b. Bayu Supriyanto, B.Sc (1994 – 1998).
- c. Drs. Hasbullah Bakrie (1998 – 2004).
- d. Eko Yuanto, S.Pd (2004 – 2010).
- e. Ahmad Marzuki, S.Pd.I (2011 – Sekarang).

To improve the students quality of SMA Muhammadiyah Pekalongan provide the facility to develop talent and interest of students in extracurricular activities such as sports coaching, art, IRM, drum band, the holy site and others. In addition the schools also streamline the development of religion through worship.

2. The Building condition of SMA Muhammadiyah Pekalongan

SMA Muhammadiyah Pekalongan situated in Pekalongan village, East Lampung. It is built on a land area of 700m². The school building of SMA Muhammadiyah Pekalongan is one location with SMP Muhammadiyah Pekalongan and Madrasah Ibtidaiyah Muhammadiyah (MIM) Pekalongan.

- a. School's name : SMA Muhammadiyah Pekalongan
- b. School's address :
 - 1) Street : Cross Kingdom Pekalongan
 - 2) Village : Pekalongan
 - 3) Sub : Pekalongan
 - 4) County / City : East Lampung
 - 5) Province : Lampung
 - 6) Zip/postal Code : 34191
 - 7) Statistic Number : 302120410038
 - 8) School opened in : 1979
 - 9) School Status : Acknowledged (accredited B)
 - 10) Learning time : Morning
 - 11) Place of practice : School itself

The Building condition of SMA Muhammadiyah Pekalongan is good enough and it support the learning process. Because facilities and infrastructures in this school has been completed. SMA MUhammadiyah Pekalongan has building as follows:

Table 3
Condition of the Building of SMA Muhammadiyah Pekalongan

NO.	NAME OF BUILDING	AMOUNT
1.	Head Master's Room	1
2.	Post security	1
3.	Class room of XII	2
4.	Class room of XI	2
5.	Class room of X	2
6.	Computer's Room	1
7.	Teacher's Room	2
8.	Headmaster's room	1
9.	Library	1
10.	Laboratory	1
11.	Administration's room	1
12.	Mosque	1
13.	Students' Toilet	1
14.	Healty room	1
15.	Counseling Room	1
16.	Canteen	1
17.	Warehouse	1
18.	Flag Ceremony Podium	1
19.	Well	1
20.	Parking area	1
21.	Kitchen	1

Source: the school achieves, *November 8th*, 2011

3. The Vision and Mission of SMA Muhammadiyah Pekalongan

SMA Muhammadiyah Pekalongan has some vision and mission, they are:

- a. Vision (achievement and Islamic).

Indicators:

- 1) Excel in school exams.
- 2) Excel in teaching and learning activities.
- 3) Excel in competitions or extracurricular activities.
- 4) Achievement in the discipline.
- 5) Achievement in religious activities.
- 6) Achievement in social care.

b. Mission

Indicators:

- 1) Completing a means of supporting, teaching and learning activities that are less or not adequate so that students have a high absorption capacity.
- 2) Guidance to effectively implement learning.
- 3) Intensively cultivate the spirit of achievement to all citizens of the school.
- 4) Encourage and assist each student to recognize the potential that can be optimally developed.
- 5) Growing appreciation and experience of religious teachings of Islam so that it becomes a source of wisdom in the act.
- 6) Applying management by involving the participation of all citizens of the school.

4. The Condition of Teacher and Official Employees of SMA Muhammadiyah Pekalongan

The number of Teachers and Official Employees in SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012 are 17 that can be identified as follows:

Table 4
Condition of Teacher and Official Employees in SMA Muhammadiyah Pekalongan East Lampung

NO	NAME	SEX	OCCUPATION	THE LAST EDUCATION
1.	Ahmad Marzuki, S.Pd.I	Male	Head Master	S1
2.	Dra. Siti Soleha	Female	Islamic teacher	S1
3.	Rudiyanto, S.Pd	Male	Mathematics teacher	S1
4.	Ferita Nurhayati, S.Pd	Female	Indonesian teacher	S1
5.	Samsul Arifin, A.Md	Male	English teacher	D3
6.	Atmaliyati, S.S.	Female	English teacher,BK	S1
7.	Arif Suprayogi, S.Pd	Male	Physical teacher	S1
8.	In Rohwadi, S.Pd	Male	Biology teacher	S1
9.	Sukses, S.Pd	Female	Chemical teacher	S1
10.	Drs. Untung Haryanto	Male	Sociology teacher	S1
11.	Tarjiono, S.Pd	Male	Anthropology Teacher	S1
12.	Agus Fahim, S.Ag	Male	Arabic teacher	S1
13.	Muhalimi, S.Sos.I	Male	KMD teacher	S1
14.	Yunita Sari	Female	Computer teacher	S1
15.	Iswadi, S.Pd	Male	Economic teacher	S1
16.	Ahmad Musodik	Male	TU	SMEA
17.	Siti Farida, A.Md	Female	Administration	D3

Source: the school achieves, *November 8th*, 2011

5. The Quantity of the students of SMA Muhammadiyah Pekalongan in the class in the Academic Year of 2011/2012

The Quantity of the students of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012 can be identified as follows:

Table 5
The Quantity of the students of SMA Muhammadiyah Pekalongan

NO	CLASS	SEX		TOTAL
		MALE	FEMAL E	
1.	X.1	10	14	24
2	X.2	11	15	26
3.	XI IPA	8	9	17
4.	XI IPS	8	8	16
5.	XII IPA	14	18	32
6.	XII IPS	15	16	31
Total		66	80	146

Source: the school achieves, *November 8th*, 2011

6. Organization Structure of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012

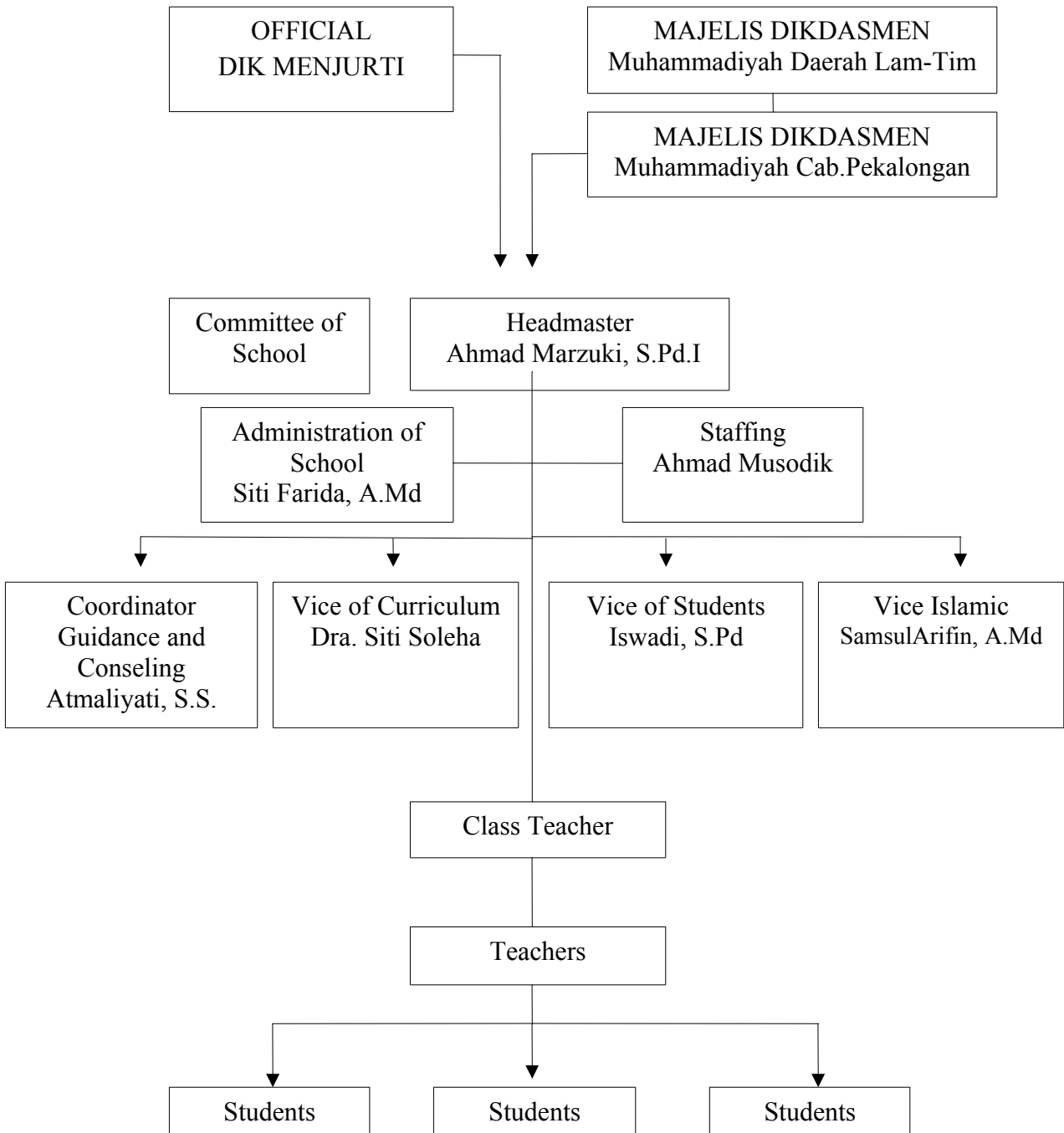
SMA Muhammadiyah Pekalongan officially over shade in the institutions of Muhammadiyah in East Lampung. The organizational structures of SMA Muhammadiyah Pekalongan are as follows:

The school principal is responsible for all activities of teaching and learning in schools. To perform tasks Principal is assisted by the Head of Administration (one person), Deputy Head of School (three people), and coordinators Guidance and Counseling (one person). They each have a responsibility, there is:

1. Head of Administration
 - a. Administration Office.
 - b. Staffing.
 - c. Financial Administration.
2. Deputy Head of School
 - a. Planning and implementation of new admissions.
 - b. Extracurricular activities.
 - c. Guidance OSIS.
 - d. Codes of conduct for students.
3. Vice Principal of affairs curriculum.
 - a. Management of the semester.
 - b. Giving teachers the task.
 - c. Teaching and learning activities.
 - d. Valuation.
4. Vice principal business infrastructure, among others:
 - a. Inventory of facilities.
 - b. Utilization.
 - c. Maintenance of facilities.
 - d. Finance.
5. Coordinator of Guidance and Counseling (BK), among others:

- a. Compiling the program BK.
- b. Monitoring programs BK.
- c. Coordinate the implementation of the BK.

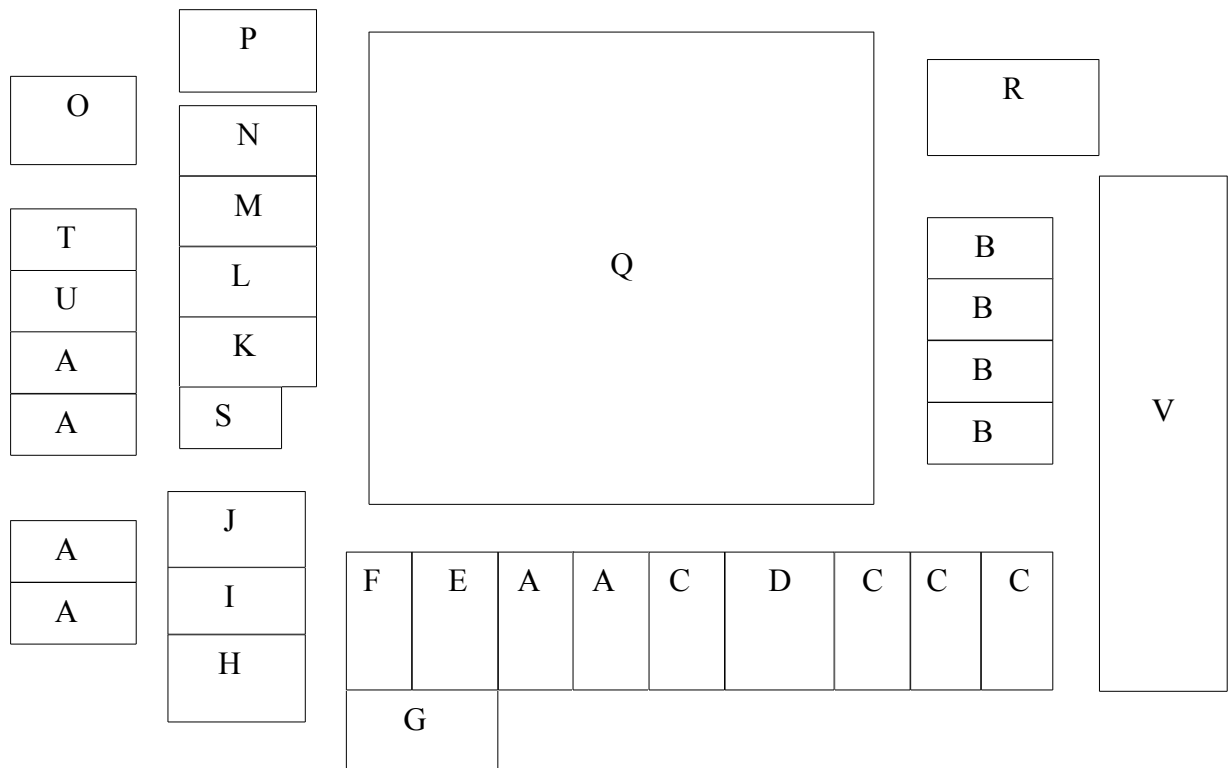
Figure 1
Organization Structure of SMA Muhammadiyah Pekalongan



Source: the school achieves, *November 8th*, 2011

Figure 2

Sketch of SMA Muhammadiyah Pekalongan as follow:



Notes:

A : Classroom of SMA Muhammadiyah.

B : Classroom of SMP Muhammadiyah.

C : Classroom of MI Muhammadiyah.

D : Laboratory.

E : Headmaster's Room of SMA.

- F : Administration's Room of SMA.
- G : Kitchen.
- H : Vices' Room, Counseling Room.
- I : Computer's Room.
- J : Teacher's Room SMA.
- K : Teacher's Room of MI.
- L : Teacher's Room of SMP.
- M : Administration's Room of SMP.
- N : Headmaster's Room of SMP.
- O : Warehouse, Well.
- P : Canteen.
- Q : School yard.
- R : Mosque.
- S : Student's Toilet.
- T : Library.
- U : Healthy Room.
- V : Parking Area.

A. DESCRIPTION OF DATA ANALYSIS

It mentioned previously in chapter I, that the writer conducted the research entitled “An Analysis of the Students Punctuation Error on the Narrative Text of the Tenth Graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.” In that research the writer used writing test, interview, observation and documentation as the instrument.

The first was writing test. The test was given to the students. Based on the data the writer found the result based on the analysis and finally took a conclusion. Test consists of five paragraph, the students only rewrite narrative text with the proper punctuation mark. The students are given time 60 minutes to work. The writer used writing test to know the punctuation error done by the students.

The second was interview. Interview was done to get more information about factors caused of the students low in using punctuation error and often do error in using punctuation error on the narrative text based on teacher’s opinion. Interview was done to the students and headmaster too. The writer used interview to know the factors caused of the students low in using punctuation error and often do error in using punctuation error on the narrative text.

The third was observation. Observation was done to observe the punctuation error done by the students of the tenth graders and to observe the

condition of school like building, facility, infrastructure, media etc. the writer recorded all of observations that occur in the school used a camera.

The last was documentation. Documentation was done to complete the data about SMA Muhammadiyah Pekalongan, like History of school, total of students etc.

The writer conducted the research at tenth graders of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012 and took X.2 class. The class consists of 26 students. They are as the sample in this research.

B. INTERPRETATION

Below there is an examples of punctuation error on the narrative text entitled “The Fly and The Bull” done by the students of SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012.

1. the fly and the bull

Explanation:

There was a title of the text. Most of students true answer. But on the other hand some students still error. Like on “The fly and the bull”.

The correct answer:

- a. THE FLY AND THE BULL
- b. The Fly And The Bull
- c. The Fly and The Bull.

2. there was once a little fly that thought he was very important one sunny morning he flew around looking for someone to talk to he saw a bull grazing in a field he decided to fly down to talk to him

Explanation:

In the first paragraph most of students was done the error to put the proper punctuation mark. The error was done by the students on the Capital Letter, Comma and Full Stop.

Examples of the error:

There was once a little fly that thought, he was very important one sunny morning. He flew around looking for someone to talk to, he saw a bull grazing in a field. he decided to fly down to talk to him.

On sentences “There was once a little fly that thought, he was very important” the proper punctuation mark on this sentences only capital letter on word “There” and gives full stop after word “important”. But the students were done error by given comma after words “thought”.

Next at the sentences “one sunny morning. He flew around looking for someone to talk to,” the proper punctuation mark was only capital letter, comma and full stop. But the students still error to complete it.

The correct answer:

There was once a little fly that thought he was very important. **O**ne sunny morning, he flew around looking for someone to talk to. **H**e saw a bull grazing in a field. **H**e decided to fly down to talk to him.

3. the little fly flew down and buzzed around the bulls head the bull did not bother with him he went on chewing grass the fly then buzzed right inside the bulls ear the bull continued chewing grass

Explanation:

In the second paragraph most of students was done the error to put the proper punctuation mark. Like error because didn't use apostrophe, full stop and then capital letter.

Examples of the error:

The little fly flew down and buzzed around the bulls head the bull did not bother with him. He went on chewing grass the fly, then buzzed right inside the bulls ear the bull continued chewing grass.

The students' error in word "bulls" because didn't given apostrophe like on "bull's". And then after words head the students didn't given full stop, so automatically the students was done multiple error. Because after full stop should was used capital letter like on "The bull"

The correct answer:

The little fly flew down and buzzed around the bull's head. **The** bull didn't bother with him. **H**e went on chewing grass. **T**he fly then buzzed right inside the bull's ear. **T**he bull continued chewing grass.

4. now the fly decided to land on one of the bulls horn to make the bull notice him he waited for the bull to say something but the bull kept quiet

Explanation:

In the third paragraph most of students was done the error to put the proper punctuation mark. Like error because didn't use apostrophe, capital letter and comma.

Examples of the error:

Now, the fly decided to land on one of the bulls horn to make the bull notice him. he waited for the bull to say something. but, the bull kept quiet.

The students' error in word "bulls" because didn't given apostrophe like on "bull's". And then "....notice him. he...." After full stop the students didn't given capital letter.

The correct answer:

Now the fly decided to land on one of the bull's horn to make the bull notice him. **H**e waited for the bull to say something, but the bull kept quiet.

5. the fly then shouted angrily oh bull if you find that i am too heavy for you
let me know and ill fly away

Explanation:

In the fourth paragraph most of students was done the error to put the proper punctuation mark. Like error because didn't use exclamation mark and quotation mark.

Examples of the error:

The fly then shouted angrily. Oh bull if you find that i'm too heavy for you. Let me know and I'll fly away.

On the sentences "...angrily. Oh bull if you find that i'm too heavy for you. Let me ...". after word angrily the students was done error because used full stop. The proper punctuation mark was used a comma. And then after "for you" the students gave a full stop. Moreover, the proper punctuation mark was comma.

And then on "...fly away." the students only given full stop. Moreover, the proper punctuation mark was exclamation mark. The students not give quotation mark on "Oh bull if you find that i'm too heavy for you. Let me know and I'll fly away"

The correct answer:

The fly then shouted angrily, "**Oh Bull**, if you find that **I** am too heavy for you, let me know and **I'll** fly away!"

6. the bull laughed and said little fly i dont care if you stay or leave you are so tiny that your weight does not make any difference to me so please be quiet and leave me alone

Explanation:

In the fifth paragraph most of students was done the error to put the proper punctuation mark. Like error because put quotation mark in the wrong places. Didn't used comma and capital letter.

Examples of the error:

The bull laughed and said "little fly I don't care if you stay or leave". You are so tiny! that your weight doesn't make any difference to me. So, please be quiet and leave me alone!

In this paragraph the students error in put the quotation mark like in "little fly I don't care if you stay or leave". The correct answer is from word "little" until the end of paragraph.

The correct answer:

The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

Table 6

Table of the Students Punctuation Error on the Narrative Text of the Tenth Graders of
SMA Muhammadiyah Pekalongan in the Academic Year of 2011/2012

No.	Std.	PUNCTUATION MARKS (50)						Total Error	Percentage of Error
		CL(20) =520	FS(13) =338	Cm(8) =208	Ap(4) =104	EM(1) =26	QM(2) =52	48 1248	
1.	A	8	5	3	4	1	2	23	47,92%
2.	B	13	5	7	3	1	1	30	62,5%
3.	C	9	7	2	4	0	2	24	50%
4.	D	11	11	7	4	1	2	36	75%
5.	E	13	5	7	4	0	2	31	64,58%
6.	F	12	7	6	2	1	1	29	60,42%
7.	G	7	8	5	4	1	2	27	56,25%
8.	H	8	7	7	4	1	2	29	60,42 %
9.	I	8	9	5	4	1	2	29	60,42 %
10.	J	10	8	3	1	1	2	25	52,1 %
11.	K	11	9	7	4	1	2	34	70,83 %
12.	L	11	6	2	4	1	2	26	54,2 %

13.	M	9	7	3	4	0	2	25	52,1 %
14.	N	8	6	6	3	1	2	26	54,2 %
15.	O	9	7	6	4	1	2	29	60,42 %
16.	P	7	6	7	4	1	2	27	56,25 %
17.	Q	11	7	5	4	1	2	30	62,5 %
18.	R	6	7	7	4	1	2	27	56,25 %
19.	S	6	10	4	4	1	2	27	56,25 %
20.	T	10	9	6	2	1	1	29	60,42 %
21.	U	13	5	7	4	1	2	32	66,67 %
22.	V	15	9	4	4	1	2	35	72,91 %
23.	W	12	8	5	4	1	2	32	66,67 %
24.	X	9	7	3	3	1	2	25	52,1 %
25.	Y	10	10	8	3	1	2	34	70,33 %

26.	Z	14	5	6	4	1	0	30	62,5 %
Total	26	260	190	138	93	23	47	751	60,2 %
Percentage of Error		50 %	56,21 %	66,35 %	89,42 %	88,46 %	90,38 %	60,2 %	

Note:

CL : Capital Letter.

FS : Full Stop.

Cm : Comma.

Ap : Apostrophe.

EM : Exclamation Mark.

QM : Quotation Mark.

20, 13, 8, 4, 1, 2 : the punctuation marks in the text.

48 : the total of punctuation marks in the text.

The percentage of error in using Capital Letter is 50%, error in using Full Stop is 56, 21%, error in using Comma is 66, 35%, error in using Apostrophe is 89, 42%, error in using Exclamation Mark is 88, 46%, and then error in using Quotation Mark is 90, 38%. And the last total of error in using the sixth punctuation mark is 60, 2%.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, there are conclusion and suggestion. Conclusion is about the result of this research and Suggestion is addressed for the students, teacher and for further research.

A. CONCLUSION

Based on the result of the research, the writer could conclude as follows:

1. The Students of tenth graders of SMA Muhammadiyah Pekalongan low in using punctuation error on the narrative text because lack of knowledge about punctuation mark.
2. The students of tenth graders of SMA Muhammadiyah Pekalongan often do error in using punctuation mark because careflessness in the writing process.
3. The students of tenth graders of SMA Muhammadiyah Pekalongan commonly often has done error in using capital letter, comma, full stop, quotation mark, apostrophe and exclamation mark.

B. SUGGESTION

Based on the result and conclusion of the research stated previously, the writer purpose suggestion as follows:

1. For the Students

To inform to the student the important of using punctuation mark on the narrative text and the function of punctuation mark to the reader. Error in using punctuation mark can confuse the reader and make different mean and the purpose between the writer and the reader.

2. For the Teacher

To inform the English teacher about the important of using punctuation mark in teaching. Specially in writing, so that the student not forget about punctuation mark and always use it, because punctuation mark can give the meaning and intonation to the reader. So, the teacher should teach to the students about punctuation mark.

3. For further research

To motivate the English learners to increase their knowledge in using punctuation mark on the narrative text with study hard about punctuation mark and understand the kinds and usage of that punctuation mark in writing.

BIBLIOGRAPHY

- Azar, Betty S. *Fundamentals of English Grammar 2nd Ed*, Prentice Hall. 1992.
- Bram, Barli. *Write Well: English Education Study Programme Sanata Dharma University*. Kanisius, Yogyakarta. 2006.
- Brown, Douglas. *Principles of Language Learning and Teaching* (4th Ed), Addison Wesley Longman Inc, New York. 2000.
- Creswell, John W. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Sage Publication, Inc., California. 2003.
- Ferdianti, Dinna. *Intensive-Learning English :(for grade X Senior High school)*. PT. Setia Purna Inves, Jakarta. 2005.
- Field, Marion. *Improve Your Written English*, United Kingdom. 2009.
- George E. Wishon and Julia M. Burks. *Let's Write English*. Van Nostrand Reinhold ltd, Canada. 1980.
- <http://en.wikipedia.org/wiki/Narrative>
- Kalof, Linda. *Essentials Of Social Research* (USA: Open University press. 2008.
- Lingga, Hotben D. *Intisari Tata Bahasa Inggris Kontemporer*. Kesaint Blanc, Jakarta. 2005.
- Pedoman Penulisan Karya Ilmiah, revised edition, STAIN, 2010.
- R.R.Jordan. *Academic Writing Course*. Cambridge University Press. 1997.
- Rebecca E. *Mastering American English*. Englewood Cliffs. N.J., Prentice Hall. Inc, 1956.

Siahaan, Sanggam. *Issues in Linguistics*, Graha Ilmu, Yogyakarta. 2008.

Siahaan, Sanggam. *The English Paragraph*. Graha Ilmu, Yogyakarta. 2008.

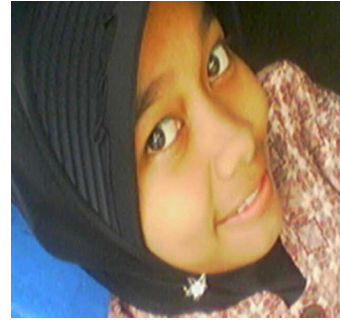
Sudarwati. *Look Ahead an English Course: (for Senior High School Students Year X)*. Erlangga, Jakarta. 2007.

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R&D*. Alfabeta, Bandung. 2010.

Swan, Michael. *Practical English Usage (2nd Ed)*, Oxford University Press. 1995.

www.english.unitechnology.ac

CURRICULUM VITAE



The writer was born in Metro, on April 30th, 1989. The writer Nurul Laila Afriani is the second child out of five children of Syarkowi and Ismiyatun (Alm).

She had her early education in 1994 at TK Aisyiyah Pekalongan, East Lampung. Then, in 1995 she began study at MIN Adirejo and graduated in 2001. She continued her study at SMPN 3 metro and graduated in 2004. And then for 3 years she completed her study at SMAN 3 metro and graduated at 2007.

She was registered as student of S1 English Education Study Programme of State Islamic College (STAIN) Jurai Siwo metro in 2007. Then she finished her study her study there at 2011.

Metro, Desember 2011

NURUL LAILA AFRIANI

