

**AN ERROR ANALYSIS OF THE PUNCTUATION IN  
STUDENTS' WRITING  
(A Study at the Sixth Semester Students of English Department of  
UIN Ar-Raniry)**

**THESIS**

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# **THESIS**

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## **ABSTRACT**

This thesis is entitled **“An Error Analysis of the Punctuations in Students’ Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)”**. It was designed to examine the use of punctuation errors in the writing of English Department Students. Sixth semester students were recruited as sample of this research. To collect the data, the researcher applied mixed methods, writing test and interview. The results of this research showed that omission of commas were the most frequent errors made by the students (504 errors of commas made by 40 students). Furthermore, this research sought the causes of errors produced by the students. As a result, it was found that there were some factors influencing the students to make error in using punctuation: (1) Omission some of punctuation marks, (2) Lack of accuracy, (3) Misuse of using some marks such as question marks and commas before quotation marks, (4) Misunderstanding of the meaning of the text.

## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

In English learning process, there are four skills that must be mastered by English Foreign Language (EFL) learners. They are listening, speaking, reading, and writing. Writing is one of those skills that can help students in learning and developing their English by expressing their knowledge and experiences. It can be expressed in the form of essay, paragraph, letter, and short story.

A good writing has some aspects such as grammar and vocabulary. However, in the discussion of grammar, punctuation was often left out. In fact, using proper punctuation is very important because it conveys meaning completely (Oshima & Hogue, 2006). The punctuations that are commonly used are periods, commas, colons, exclamations, question marks, apostrophes, and quotation marks. It is difficult to understand the meaning of texts if we use punctuations incorrectly.

EFL learners make some errors of using punctuation regularly. The errors happen because English is not their native language. There are also different rules of English regarding to their native language. Thus, the errors are absolutely committed. Punctuation errors occur in the use of omission or misuse of punctuation marks. These errors are commonly made by students. To know students' difficulties in using punctuations, lecturer need to analyze the reasons students made source error. So, this is one of the ways to identify the students'

punctuation errors by using this type of analyzing. It is often called error analysis method.

Lack of accuracy, omission, and understanding of using punctuation properly were some of the problems faced by students. Failure to use punctuations will result in different meaning as such they are not able to understand the meaning correctly. This is why the lecturers and the students must pay attention in using punctuation.

Several studies were conducted by some experts with regard to error analysis method in using punctuation. First was the study that had been written by Nurhayati. She investigated students' error of using punctuation in English text. The result showed that comma was the most common errors made by students. She also found that the errors happened because of carelessness and lack of high personal standard of excellence (Nurhayati, 2013).

Second study was accomplished by Rahmawati. Her study was also described students' errors in using punctuations in English text. The findings revealed that students' error in placing punctuation marks; period, comma, question mark, quotation mark, omission, and exclamation point. It happened because they were lack of accuracy, omission and misunderstanding of using punctuation correctly (Rahmawati, 2014).

And the last one was the study that had been written by Benjamin & Akampirige. This research was about error analysis while using punctuation marks. The researchers observed few mistakes in using Comma, Colon, and

Semicolon. As the result, it showed that these errors were just due to ignorance (Benjamin & Akampirige, 2014).

Regarding with the previous studies above, the researcher was interested in conducting a research about error analysis of punctuations in writing. Thus, those previous studies were used as references in comparing among those relevant studies with the study conducted by the researcher. The differences appeared among these studies were apparently in the method of data analysis, population and sample, and the purposes of the study. However, they also have similar in objectives with this research which was to analyze punctuation error.

In conclusion, based on the explanation above, the researcher would like to know the types and the factors of punctuation errors made by students in learning English especially at The Sixth Semester Students of English Department of UIN Ar-Raniry. Therefore, the researcher chose the title **“An Error Analysis of the Punctuation in Students’ Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry).”**

## **B. Research Questions**

Based on the background of study above, the problems of the study:

1. What types of punctuations error that are most frequently made by the sixth semester students of English Department of UIN Ar-Raniry?
2. What are the factors influencing the sixth semester students of English Department of UIN Ar-Raniry to make error in using punctuations?

### **C. Research Aim**

Based on the problems of the study above, the objectives of the study were as follows:

1. To know what types of punctuations errors that were most frequently made by the sixth semester students of English Department of UIN Ar-Raniry.
2. To identify the factors influencing the sixth semester students of English Department of UIN Ar-Raniry to make error in using punctuations.

### **D. Significance of Study**

The result of the research was expected to give some important contribution to the following:

#### **1. Students**

By reviewing this study, students will know some errors they often made. They will learn from their errors and will avoid the same mistakes in the future. It was hoped that the students become more careful in placing punctuation.

#### **2. Lecturer**

Sometimes, it was difficult to understand students' difficulties if the students themselves did not know the errors they have made. Lecturer may use the result of this study to develop appropriate teaching technique for the students. By knowing students' weaknesses, teacher may focus more on developing the lacking aspect.

### 3. Further researchers

The result of this study can be use as a reference for other researchers who were interest in conducting similar study.

## **E. Terminology**

There were many punctuations marks that exist in writing. In order to avoid misunderstanding of the concepts used in this study, some definitions were provided as the following:

### 1. Error Analysis

Erdogan (2013) consider that an error is the use of linguistic items in a way that showing faulty or incomplete learning. Errors are divided into four categories; omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. In addition, According to Gass and Selinker (2008), error analysis is a type of linguistic analysis which focuses on the errors made by learners.

### 2. Punctuation Marks

Punctuation marks are important when you are writing. Marks of punctuations include:

#### a. Full stop

Full stop or period, it is used to end a sentence. This punctuation is the one used most often for noting a full stop at the end of the sentence. Example: You need to go away early.



b. Comma

Commas show a minor break or pause in a sentence (Langan, 2006). Using proper commas make the meaning of sentences clear by grouping and separating words, phrases, and clauses. Example: Manggo, banana, durian, and peneapple are tropical fruits.

c. Question mark

Question marks are used at the end of a direct question. For example: Are you a doctor?

d. Exclamation point

An exclamation point is used to show excitement or emphasis. For example: What a cheap book!

e. Quotation mark

Quotation marks are used when we want to show the exact words of a speaker or a writer (Langan, 2006). For Example: She said, "Let's eat."

f. Apostrophes

Apostrophe is used to show where letters are omitted in forming the contraction (Langan, 2006). Example: The government's solution.

g. Colon

We often write lists, appositives, and direct quotations after a colon, (Oshima & Hogue, 2006). In addition we also used it to separate hours and minutes and to separate elements of a mathematical ratio. Example: There are many punctuation marks: period, comma, colon, and others.

### 3. Writing

Writing is one of the communication tools and a medium of sharing information. Someone can express his/her ideas, thoughts, and feeling through writing. In dealing with writing, people should make the best use of sentences to convey the message. The text must be easy to read and to comprehend. Then, as a result, the reader can understand the message intended by the writer easily.

## **F. Research Methodology**

### 1. Population and Sample

The population of this research is all the sixth semester students of English Department of UIN Ar-Raniry. The number of them was 291 which were divided into eight units: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, and Unit 8. From the population, the researcher chose 40 students as the sample of this research.

### 2. The Method of Collecting Data

#### a. Test

The researcher used a test as the instrument of the research. It was given to know and to identify the errors made by students in placing punctuation. The researcher would like to give the test to students about English text which has no punctuation. Then, the students answered the test by placing the correct punctuations in the text.

#### b. Interview

Interview is a way to get information by asking some questions orally (Hadi, 2004). The researcher interviewed some students to know the factors of errors in placing punctuation. The researcher interviewed the participants by asking them some question that related to punctuation marks.

#### 3. Processing Technique and Analyzing Data

In this study, the researcher used mixed methods. The researcher used this method to count and describe the error in placing punctuation. Then, in analyzing the data, the researcher used errors analysis methods: collecting the data, identification of error, clasification of error, and quantification of error.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Some Related Concepts of Writing**

Writing is one of language skills that is very important to be learnt by language learners. It is a way of expressing ideas which is used to interact with other people beside spoken communication. Thus, the principal purpose is to make the readers understand (Bram. 1995). In dealing with writing, people should make the best use of sentences to convey the message. The text must be easy to read and to comprehend. Then, as a result, the reader can understand the message intended by the writer easily.

In writing process, students also should use all aspects of writing and follow the steps that involves in writing. Brown (2004) states that writing aspects consist of content, organization, discourse, vocabulary, syntax, and mechanic. All of them were taught in several levels in learning. Commonly, in first level, students focused on gramatical sentences with proper punctuation and also focused on proper words that were chosen for the certain purposes. Later, they will find out to connect the sentences with proper connecting word to make paragraph. They will also add some information relating to the topics to support their paragraphs as well. Then, they will try to organize some paragraph into the logical and coherent text. In this level, students are able to follow the writing steps since they have found out the aspects in writing.

Furthermore, Creme and Lea (2003) state that writing consists of words which are put together in particular pattern to make sentence and so on. It means

that writing is an activity that arranges the words into sentences, sentences into paragraph, and paragraph into a good text. Oshima and Hogue (1999) consider that writing is not about a creation but it is about a process. It means that, in writing process, people not only create a text or writing discourse from their mind, but also convey the ideas in good grammar and good vocabulary. Actually, when people put their ideas into a piece of paper, they have already been thinking about what they are going to write and how to write it. Then, after finishing it, they read again over what they have written and make change and connection. Therefore, writing goes into several processes and need several steps to produce a good writing.

Brown (2004) divides writing performance into four categories to make students easier to master each aspect of writing. Each category reflects the uniqueness of writing skill areas: imitative, intensive, responsive, and extensive. He explains that in imitative writing, students are focused on basic task of writing letter, words, punctuation, and very brief sentences. It means that the students' mastery of punctuation have been begun in this level. In intensive writing, students are expected to produce the written language to show their language and to show their competence in grammar, vocabulary, idiom, and sentence formation. Then, in responsive writing, Brown argues that students begin to connect some sentences to be a paragraph logically. The genre of writing such as narrative, descriptive, report, and summary are introduced in this level. In extensive writing, the students involved in longer text such as full-length essays, papers, project

reports, and dissertation. The focus on this writing is achieving the purposes, organizing, and developing ideas logically.

In responsive and extensive writing, students become involved in the process of writing, all aspect in writing also should be considered by the students because they will produce a real writing. Hogue and Oshima (1999) consider these pieces of writing as a progressive activity. It means when the students write something such as an essay, they have something in mind to be conveyed; about what they want to say and to whom they want to say. Therefore, writing is not a one-step action, but it has several steps.

## **B. Error Analysis**

In writing process, learners do make errors. Erdogan (2013) says that an error is the use of linguistic items in a way that shows faulty or incomplete learning. It is a situation in wrong belief or conduct that indicates something that is not appropriate. It occurs because language learners do not understand the rules of the language. Then, analysis means separation into drawing possibly with comment and judgement. Thus, error analysis is an activity to reveal something that is not appropriate in conduct.

Furthermore, According to Gass and Selinker (2008), error analysis is a type of linguistic analysis which focuses on the errors made by learners. Saville (2006) says that error analysis is the first approach to the study of SLA which includes an internal focus on learners' creative skill to create language. Brown (2001) also claims that error can be observed, analyzed and classified to expose

something of the system operating within the learner. It is used by teachers by collecting students' work then analyzed based on its classification. Therefore, the purpose of error analysis is to give the information on how they learn a language, how well they know the language, and what difficulties faced by them in achieving the object. Furthermore, Ferris (2011) also states that error analysis can help the students not only attend to teacher corrections but also to develop them for their own learning. From those explanations, it can be concluded that error analysis is a methodology for dealing with data which can be observed, analyzed and classified to reveal or determine the occurrence, nature, causes and consequences of unsuccessful language learning within learning.

Before analyzing the errors, we should put the definition of error itself and the different of its words which have close meaning to it, especially the distinction between error and mistake. Brown (2001) says that error and mistake is very different phenomena in technically. According to Dictionary of language Teaching and Applied Linguistics: "a learner make a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspect of performance. Mistake can be self-corrected when attention is called. Whereas, an error occurs because the learner does not know what is correct, and thus it cannot be self-corrected (Erdogan, 2013)." This means that mistake can be suddenly corrected while the speaker or learners realize it, while error is not suddenly can be corrected. It is caused the learner does not know what the correct pattern is, so, the error cannot be self-corrected. Thus, the errors should be

analyzed carefully by the lecturer. There are some steps in conducting an error analysis base on Gass and Selinker (2008):

1. Collecting of data
2. Identification
3. Classification of error
4. Quantification of error

Giri (2010) says that errors are the mistakes that happen regularly. For instant, if someone sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, then it is called an error. For the brief instance, when learners use ‘comma’ after ‘exclamation mark’. (e. g. What a cheap book!,). It may be caused learner think that ‘comma’ are needed to pause the sentence, so they put ‘comma’ after it. Furthermore, they use this wrong pattern consistently. This consistent deviation is called error. In this case, the students make a mistake because they inconsistently make it right and make it wrong.

In this research, the errors were categorized into both error and mistake. Since english is learned as foreign language in English Department of UIN Ar-Raniry, the researcher did not differentiate the term of error and mistake which actually have different meaning. Both of them were named error here. Therefore, any deviation produced by the learners was defined as an error.



### **C. Punctuation**

Punctuation is the use of special marks that you add to separate phrase and sentences, to show that something is a question, and so on. Using Punctuation is very important because it can make the reader easily to understand the meaning in writing even without looking at the expression of the person who wrote the message. To write well, you must punctuate well, but to punctuate well you must also write well. The functions of punctuation marks are to separate words and phrases within a sentence according to their meanings. Misused of punctuation, for instance, a question mark (?) instead of a full stop (.) at the end of a sentence may convey a different meaning (Bram, 1995). It is observed in the following:

- a. Elisabeth has two boyfriends? (question, surprised)
- b. Elisabeth has two boyfriends. (statement)

Then, the punctuation rules that have been tested to the English Department students consist of:

#### **1. Full stop**

Full stop is commonly used in:

- a. At the end of statement.

Examples:

- 1) He went to mosque yesterday.
- 2) Their little son is learning to walk.

- b. Together with abbreviation of time references
  - 1) A. M. or a. m., P. M. or p. m.
  - 2) M. A.
- c. After abbreviation when used with proper name
  - 1) Mr. Sam
  - 2) Dr. John
- d. To end an indirect question
  - 1) Our neighbors want to know where the boxes come from.
  - 2) She wants to know where you were last night.
- e. To separate the hour figure that indicates the time
  - 1) 06.45.25 PM
  - 2) 19.30.54 AM

## 2. Comma

Commas show a minor break or pause in a sentence (Langan, 2006).

Using proper commas make the meaning of sentences clear by grouping and separating words, phrases, and clauses. Commas are used mainly as follows:

- a. Use comma to separate items in a series
  - 1) Swimming, cooking, sewing, and dancing are pipin's hobbies.
  - 2) To live, to die, to win, and to lose seem to be inevitable for every human being.

b. Use comma to separate parenthetical expressions such as however, actually, therefore, for example, as a result, in fact, and in that case from the rest of sentences.

1) As a result, air and water pollution are increasingly from day to day.

2) We sometimes tend to be snobbish, for instance.

3) The tire, however, will need to be balanced before it is used.

c. Use comma between a dependent and main clause when the dependent clause comes first in the sentences.

1) If I had known you better, I would not have misunderstood you.

2) When the music stopped, the room became quiet.

3) Since he had no better choice, he accepted Bagas's offer reluctantly.

d. Comma follows sentence openers.

1) When the president entered, the room became hushed.

e. Comma comes before conjunction on joining two closely related and complete ideas within a single sentences, such as, but, for, nor, or, and for instant.

1) Everyone is looking for him, for he is the only person who knows where the key is.

f. Comma set off sentences interrupters.

1) Michael Jackson, who is a King of Pop. Did a long trip around the world.

g. Comma with direct quotation.

1) His brother shouted, “*Why don’t go out and get a job?*”

h. Use comma to make your meaning (what you mean to say) clear,

1) Women, say the men, are suitable for that work.

i. Comma with everyday material.

1) Dates

a) October 4, 2004, is when I got the final test.

2) Addresses

a) 125 Apache Boulevard, Phoenix, Arizona.

3) Opening and closing of letters

a) Dear Mom and Dad,

b) Sincerely yours,

c) Truly yours,

### 3. Question mark

Question marks are used at the end of a direct question. For example:

1) Are you a doctor?

2) Have you read Shakespeare’s Hamlet?

3) Nineteen or ninety?

4) How about a cup of coffee?

5) Silvi has beautiful long hair, hasn’t she?

#### 4. Exclamation point

An exclamation point is used to show excitement or emphasis, as in:

- 1) What a cheap book!
- 2) “Never!” she said.
- 3) Hey!
- 4) Mind your step!
- 5) Do not cheat!

#### 5. Quotation mark

Quotation marks are used when we want to show the exact words of the speaker or the writer (Langan, 2006).

##### a. To enclose the word of a speaker

- 1) Again the answer was “not guilty.”

##### b. To enclose quoted material

- 1) As Gene Lyons wrote in Harper’s magazine, “America students are not learning to write because nobody brothers to teach them how.

##### c. To call attention to words as concepts

- 1) “Panic” is such a strong word that I was wondering whether to use it.

##### d. To show the titles of stories, songs, poems, magazine articles, essays, and paintings.

- 1) In Cheever's short story "The Brigadier and The Golf Widow," Charlie Pastern and his wife build a bomb shelter in their garden.

## 6. Apostrophes

- a. Used an apostrophe which is followed by s to form the possessive of singular or plural noun not ending in s:

- 1) Child's
- 2) Man's
- 3) Women's

- b. Use an apostrophe without s to form the possessive of plural noun that ends in s:

- 1) Boys'
- 2) Boxes'
- 3) Students'

- c. Use an apostrophe to indicate that letters or figures have been omitted in contractions:

- 1) Isn't
- 2) Doesn't
- 3) It's

- d. Use an apostrophe with s to form the plural of letters, figures, and words that are referred to as words:

- 1) Your 9's look like upside-down 6's.

## 7. Colon

The colon is used at the end of the complete statement to introduce a list, an appositive, a long quotation, and an explanation (Oshima & Hogue, 2006).

### a. List

- 1) The following were my worst jobs: truck loader in an apple plant, assembler in a battery factory, and attendant in a state mental hospital.

### b. Long quotation

- 1) One time John F Kennedy said: *“Don’t ask what your country has done for you, but ask what you have done for your country.”*

### c. Explanation

- 1) Princess Masako Owada speaks four languages: Japanese, French, English, and Russian

### d. Colon is also used to separate hours and minutes.

- 1) The time is 2:15 pm.
- 2) My plane leaves at 7:00 P.M.

### **CHAPTER III RESEARCH METHODOLOGY**

#### **A. The Brief Description of Research Location**

The location of this research was in Universitas Islam Negeri (UIN) Ar-Raniry, Banda Aceh, Indonesia. Based on 2016/2017 UIN's academic handbook, UIN Ar-Raniry was firstly established on October 5<sup>th</sup> 1963. It was located at Ar-Raniry Kopelma Darussalam (Lingkar Kampus) street, Banda Aceh. The name of Ar-Raniry was initially taken from Sheh Nuruddin Ar-Raniry who reigned in 1637-1641. He has contributed a very valuable thing in developing islamic thought in Southeast Asia, especially in Aceh.

UIN Ar-raniry was currently headed by Prof Farid Wajdi Ibrahim, MA as the rector. It was an Islamic Educational Institution which has graduated thousands scholars and some professors. As an islamic university, it did not only concern about islamic affairs but also on general knowledge with some branches. There were nine faculties in UIN Ar-raniry: The Faculty of Education and Pedadogy, The Faculty of Syariah and Low, The Faculty of Ushuluddin and Philosophy, The Faculty of Dakwah and Communication, The Faculty of Adab and Humaniora, The Faculty of Social Sciences Knowledge and Government, The Faculty of Psychology, The Faculty of Science Technology, and The Faculty of Economic and Islamic Bussiness.

Then, to specify the research, the researcher conducted the research at English Education Department which was one of the departments of Faculty of Education and Pedadogy. English Education Department aimed at educating



young learners to become specialized English teachers that will compete professionally with other English teachers in various institutions. In addition, it was chosen as the research location because it represented the researcher's population and sample of this research. Punctuation is a part of writing which is one of the primary subjects for English Education Department students. Therefore, it was expected that the result of this study would shed some light in writing anxiety issue and present some advantages in the teaching pedagogy for future improvement.

## **B. Research Design**

After determining the brief description of research location, the researcher designed the research. The design of the research was considered as the strategy to arrange the research on the characteristic of variable and the objective that researcher used to obtain a valid data. In this research, the researcher performed mixed methods. It focused on collecting, analyzing, and mixing both quantitative and qualitative data (Creswell & Plano, 2011). The researcher used this method to count and describe the error in placing punctuation.

Then, to select the participants of the research, the researcher applied simple random sampling technique. In this type of random sampling, all of the individuals in population will be given equal chance to be included as the sample (Mackey & Gass, 2005). The researcher used test and interview as the research instruments that researcher employed to obtain the data. In addition, to support this research, the researcher also applied statistical formula to analyze data.

### **C. Population and Sample**

Population is the total number of participants in the research (Arikunto, 2002). The population of this research were English Department students who have finished all of writing subject. They were the students in academic years 2014/2015 which consist of eight units; Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, and Unit 8. The total of the population were 291 students.

Sample is group of subjects from population. To determine the sample of this research, the researcher took what Arikunto suggests that sample is a part of representative of population that are examined or investigated (Arikunto, 2002). Furthermore, he also states that if the population less than 100, the whole numbers of population must be taken. But if the populations are more than 100, it can be taken between 10-15%, 20-25% or more than it. Then, the writer referred to this theory to choose and determine the sample from population. The researcher tried to formulate the number of sample in this research by taking 10-15% of population as the samples. The samples of this research were 40 students.

Then, the researcher used simple random sampling as the sampling technique. All of the individuals in population were given an equal chance to be included in the sample. In addition, the samples were chosen randomly from eight units of English Department. Then, researcher asked the name of the students from English Department Administration. As the result, they were chosen 5 students in each unit.

#### **D. Technique of Data Collection**

Data collecting is a process to collect the primary data for doing the research. In this research, the technique of collecting the data started by asking the students to put correct punctuations in a text without punctuations and to answer the question in interview. As stated before, the researcher focused on the students who have finished all of writing subject. Therefore, the researcher met the participants of the research directly outside the classroom after choosing them randomly.

##### **c. Test**

Test is a series of questions or other instruments which is used to measure the intervals or group skill, knowledge, intelligence, and capability. Here, the researcher used English text as the instrument of the research. The test was given to know and to identify the errors made by students in placing punctuation marks. The researcher gave the test to the students about English text which has no punctuation marks. Then, they put the correct punctuation marks in the text based on their knowledge. They were given thirty minutes to do it. Then, the researcher collected students' answer sheet.

##### **d. Interview**

The next step in collecting the data was interview. Interview is a dialog between the interviewer and the interviewee which is aimed at gaining some information related to the research (Mackey & Gass, 2005). Here, the researcher used interview which was done in order to get accurate information about the factors of errors made by the sixth semester students in placing punctuation. The

researcher interviewed the participants by using open-ended questions. It was guided by question that had been prepared by researcher. The participants involved in the interview were five students from the sample. It was conducted after the participants finished answering the test.

### **E. Technique of Data Analysis**

In order to analyze the data, the researcher used data analysis procedure as explained below:

#### **1. Test**

In analyzing the data from the test, the researcher used data analysis procedure that was suggested by Gass and Selinker (2008). There are identification of errors, classification of errors, and quantification of errors. The first step was identification of errors. After collecting the data from the test, the researcher started to indentify the errors that were produced by the students. In this step, the researcher tried to find out all the punctuation mark errors in the text. Then, the researcher classified and categorized the errors made by students into several items: omission, addition, misinformation and misordering.

According to Ellis & Barkhuizen (2005), omission category is considered to be the absence of an item that should appear in a well-formed utterance. In this case, there is an item which is omitted or lost from the structure. The examples of omissions: *you are beautiful* (omission of *full stop*) and *there are an apple, a manggo and a watermelon in the table.* (omission of *comma*).

On the other hands, addition category is considered to be the presence of an item that should not appear in a well-formed utterance. This is opposite of omission. There is an item which must not appear in the structure. For example: *there are an apple, and a watermelon in the table.* (addition of *comma* before and).

Misinformation category is the use of the wrong form of the morphem or structure (Ellis, 1994). This is misunderstanding of language learners in using some form. For example: Elisabeth is so beautiful, She has two boyfriends. (misinformation of using *comma* because the language learners think that *comma* is same with *full stop*).

Misordering category is the incorrect placement of a morpheme or group of morphemes in an utterance. For examples: *“Don’t ask what your country has done for you, but ask what you have done for your country”*. (Instead of *“Don’t ask what your country has done for you, but ask what you have done for your country.”*; the first punctuation mark that should be used is *full stop*). Another example: *In Cheever’s short story “The Brigadier an The Golf Widow”, Charlie Pastern and his wife build a bomb shelter in their garden.* (instead of *In Cheever’s short story “The Brigadier an The Golf Widow,” Charlie Pastern and his wife build a bomb shelter in their garden.*). It is same with the first example, punctuation mark that should be used first is *comma*.

Further, after find out the amount of punctuation errors and classified it, the errors would be calculated in order to know how many errors were produced.

The researcher used percentage formula to quantify the errors base on Sujiono (2008) stated in his book:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of Respondent

N = Number of Cases (Respondents)

100% = Constant Value

Then, mean score formula was used to find out the avarage percentage of the students' errors. The formula was as follow:

$$\bar{x} = \frac{\sum fx}{N}$$

Where :

$\bar{x}$  = Mean of Students' Errors

$\sum fx$  = The Total Numbers of Error Percentages

N = The Total Number of Students

## 2. Interview

In analyzing the data from interview, the researcher just described based on what the students said about their obstacles in placing punctuation in English text. It aimed to give additional information to support the data from the test. As a result, the researcher got accurate information about the factors of errors made by the sixth semester students in placing punctuations.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

This chapter deals with the result of the research. As stated in chapter III, the data of this research was gained from test and interview which were taken from sixth semester students of English Department of UIN Ar-Raniry.

#### **D. Test Analysis**

As previously stated in chapter I, this research meant to know types of punctuations errors that were most frequently made by the sixth semester students of English Department of UIN Ar-Raniry. Therefore, writing test which has no punctuation was used in this research. The students were required to use all 94 punctuation marks in the text. The data from the test were collected in six days. The first and the second day was on May 30<sup>th</sup> and 31<sup>th</sup>, 2017. Next were on June 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, 2017. It was collected directly from the students. The name of the students can be seen in the table below:

**Table 4.1: Names of Students as Sample**

<b>No</b>	<b>Name</b>	<b>Students' number</b>
1	SA	140203028
2	LI	140203035
3	TI	140203016
4	YA	140203012
5	YU	140203030
6	CU	140203060
7	SY	140203071
8	RA	140203037
9	JA	140203050

No	Name	Students' number
10	FA	140203047
11	AH	140203093
12	NU	140203104
13	HU	140203106
14	IZ	140203078
15	RI	140203003
16	FA	140203123
17	TI	140203111
18	DE	140203115
19	RI	140203130
20	AN	140203141
21	MA	140203177
22	SA	140203166
23	VA	140203157
24	MA	140203165
25	PU	140203159
26	AB	140203188
27	CU	140203187
28	HA	140203212
29	YU	140203193
30	DW	140203190
31	EM	140203252
32	DI	140203222
33	RI	140203224
34	RI	140203249
35	SR	140203246
36	IK	140203271
37	FE	140203254
38	ER	140203259
39	DA	140203272



No	Name	Students' number
40	PU	140203260

After collecting the data, the researcher analyzed the data and categorized the errors made by students into **omission**, **addition**, **misinformation**, and **misordering**. Errors classified as **omission** and **addition** included full stops, commas, exclamation marks, quotation marks, question marks, apostrophes, and colons. Then, errors classified as **misinformation** included full stops, commas, exclamation marks, question marks, and colons. While errors in using quotation marks were classified as **misordering**.

Table 4.2: Error Types, Total of Errors and Its Percentage

Error types	Tot of errors	%
Omission of Full Stop	223	19.64
Omission of Comma	504	44.4
Omission of Exclamation Mark	12	1.05
Omission of Quotation Mark	260	22.90
Omission of Question Mark	28	2.46
Omission of Apostrophe	64	5.63
Omission of Colon	44	3.87
Total	1135	100
Addition of Full Stop	18	12.5
Addition of Comma	61	42.36
Addition of Exclamation Mark	17	11.8
Addition of Quotation Mark	28	19.44
Addition of Question Mark	11	7.63
Addition of Apostrophe	3	2.08
Addition of Colon	6	4.16
Total	144	100

Error types	Tot of errors	%
Misinformation of Full Stop	8	13.79
Misinformation of Comma	34	58.62
Misinformation of Exclamation Mark	2	3.44
Misinformation of Question Mark	11	18.96
Misinformation of Colon	3	5.17
Total	58	100
Misordering of Quotation	3	100
Total	3	100

Regarding to the table above, the most errors that occurred in **omission** category, in **addition** category, and in **misinformation** category were commas. While in **misordering** category, there is only error of using quotation marks. Three errors of using quotation marks occurred in this category.

#### 1. Description of The Errors

The errors were described in each category: omission, addition, misinformation, and misordering:

##### a. Omission

Punctuation errors in **omission** category were full stops, commas, exclamation marks, quotation marks, question marks, apostrophes, and colons. The following were the description of each punctuations and examples of errors made by student.

##### 1) Full stop

There were 223 errors made by students found in full stop. The errors occur when the students omitted full stop that should be used in the correct place. The errors were described as the following examples:

**Errors made by students:**

- a) **One night last year, after I had come in at 3 A M, my father said, “  
Michey, you’re a bum.**
- b) “You can’t do that, old lady!” he yelled

**Suggested punctuations:**

- a) **One night last year, after I had come in at 3. A. M., my father said, “  
Michey, you’re a bum.**
- b) “You can’t do that, old lady!” he yelled.

2) comma

There were 504 errors made by students of using commas were found in omission category. They can be seen as the following examples:

**Errors made by students:**

- a) **For the first time in my life I want to finish something.**
- b) Beads are miniature bundles of secrets writing to be revealed: their history, manufacture, cultural context, economic role and ornamental use all points of information one hopes to unravel.

**Suggested punctuations:**

- a) **For the first time in my life, I want to finish something.**

- b) Beads are miniature bundles of secrets waiting to be revealed: their history, manufacture, cultural context, economic role, and ornamental use all points of information one hopes to unravel.

### 3) Exclamation Mark

There were 12 occurrences of exclamation errors in omission category that were produced by the students. Almost of them produced errors in the same cases. They forgot to put exclamation before quotation marks. They can be seen as the following example:

#### **Errors made by students:**

- a) “You can’t do that, old lady” he yelled.

#### **Suggested punctuations:**

- a) “You can’t do that, old lady!” he yelled.

### 4) Quotation marks

There were 260 errors were found in omission category of quotation marks which should be presented. They can be seen in the following examples:

#### **Errors made by students:**

- a) You can’t do that, old lady. he yelled.  
b) What’s that noise he said.

#### **Suggested punctuations:**

- a) “You can’t do that, old lady!” he yelled.  
b) “What’s that noise?” he said.

#### 5) Question marks

There were 28 occurrences of question marks errors in omission category made by the students, as in the following examples:

##### **Errors made by students:**

- a) What's that noise he said.
- b) "What do you mean, I can't" she chuckled, as metal grated against metal.

##### **Suggested punctuations:**

- a) "What's that noise?" he said.
- b) "What do you mean, I can't?" she chuckled, as metal grated against metal.

#### 6) Apostrophes

There were 64 errors made by students found in apostrophes. The errors occurred when the students omitted apostrophe that should be used in the correct place. The errors were described as in the following examples:

##### **Errors made by students:**

- a) **First of all, my fathers attitude made me want to succeed in school.**
- b) "What do you mean, I cant?" she chuckled, as metal grated against metal.

##### **Suggested punctuations:**

- a) **First of all, my father's attitude made me want to succeed in school.**
- b) "What do you mean, I can't?" she chuckled, as metal grated against metal.

## 7) Colon

There were 44 errors made by students found in colons. The errors were described as follows:

### **Errors made by students:**

- a) Beads are miniature bundles of secrets writing to be revealed their history, manufacture, cultural context, economic role, and ornamental use all points of information one hopes to unravel.

### **Suggested punctuations:**

- a) Beads are miniature bundles of secrets writing to be revealed: their history, manufacture, cultural context, economic role, and ornamental use all points of information one hopes to unravel.

## b. Addition

### 1) Full stop

18 errors were made by students found in full stop. The errors occurred when the students added full stop which must not appear in the sentence. The errors were described as the following example:

### **Errors made by students:**

- a) Beads are miniature bundles of secrets writing to be revealed: their history, manufacture, cultural context, economic role, and ornamental. use all points of information one hopes to unravel.

**Suggested punctuations:**

- a) Beads are miniature bundles of secrets waiting to be revealed: their history, manufacture, cultural context, economic role, and ornamental use all points of information one hopes to unravel.

**2) Comma**

In addition category of using commas, there were 61 errors made by students were found. They can be seen as the following examples:

**Errors made by students:**

- a) **I had spent the last two years working at odd jobs at a pizza parlor, and luncheonette,**
- b) **First, of all my father's attitude made me want to succeed in school.**

**Suggested punctuations:**

- c) **I had spent the last two years working at odd jobs at a pizza parlor and luncheonette,**
- d) **First of all, my father's attitude made me want to succeed in school.**

**3) Exclamation Marks**

There were 17 errors made by students found in exclamation marks. The errors are described as the following examples:

**Errors made by students:**

- a) **“ Michey, you're a bum!. When I look at my son, all I see is a good-for-nothing- bum.”**

- b) “This is what you can do when you’re old and rich!.”

**Suggested punctuations:**

- a) “ **Michey, you’re a bum. When I look at my son, all I see is a good-for-nothing- bum.**”
- b) “This is what you can do when you’re old and rich.”

4) Quotation Marks

There were 28 errors made by students found in using colon. The errors were described as the following examples:

**Errors made by students:**

- a) **My father said, “ Michey, you’re a bum. “When I look at my son, all I see is a good-for-nothing- bum.”**
- b) “Turning around” he saw the old women backing repeatedly into his small car and crushing it.

**Suggested punctuations:**

- a) **my father said, “ Michey, you’re a bum. When I look at my son, all I see is a good-for-nothing- bum.”**
- b) Turning around, he saw the old women backing repeatedly into his small car and crushing it.

5) Question Marks

There were 11 question marks errors made by students that must not appear in the sentence. The errors were described as the following example:



**Errors made by students:**

- a) “What do you mean?, I can’t?” she chuckled, as metal grated against metal.

**Suggested punctuations:**

- a) “What do you mean, I can’t?” she chuckled, as metal grated against metal.

**6) Apostrophe**

There were 3 errors made by students found in apostrophe. The errors occurred when the students add apostrophes that should not be used. They can be seen as in the following example:

**Errors made by students:**

- a) **The main reason I a’m in college is to fulfill a personal goal: for the first time in my life, I want to finish something.**

**Suggested punctuations:**

- a) **The main reason I am in college is to fulfill a personal goal: for the first time in my life, I want to finish something.**

**7) Colon**

There were 6 errors made by students found in colon. The errors were described as the following examples:

**Errors made by students:**

- b) **One night last year, after I had come in at 3: A. M.,**

- c) Beads are: miniature bundles of secrets waiting to be revealed their history, manufacture, cultural context, economic role, and ornamental use all points of information one hopes to unravel.

**Suggested punctuations:**

- d) **One night last year, after I had come in at 3. A. M.,**
- e) Beads are miniature bundles of secrets waiting to be revealed: their history, manufacture, cultural context, economic role, and ornamental use all points of information one hopes to unravel.

c. Misinformation

- 1) Full stop

There were 8 errors made by students found in full stop. The errors are described as the following examples:

**Errors made by students:**

- a) **My father said, “ Mickey, you’re a bum! When I look at my son all I see is a good-for-nothing- bum.”**
- b) “This is what you can do when you’re old and rich!”

**Suggested punctuations:**

- a) **My father said, “ Mickey, you’re a bum. When I look at my son all I see is a good-for-nothing- bum.”**
- b) “This is what you can do when you’re old and rich.”

## 2) Comma

There were 34 errors made by students found in misinformation of comma. The errors occurred when the students added full stop and exclamation mark instead of comma. The errors were described as the following examples:

### **Errors made by students:**

- a) **For the first time in my life. I want to finish something.**
- b) “That’s what you can do when you’re young and fast!” the young man in the car yelled to the old women.

### **Suggested punctuations:**

- a) **For the first time in my life, I want to finish something.**
- b) “That’s what you can do when you’re young and fast,” the young man in the car yelled to the old women.

## 3) Exclamation Marks

There were 2 errors made by students found in exclamation marks. The errors were described as in the following example:

### **Errors made by students:**

- a) “You can’t do that, old lady,” he yelled.

### **Suggested punctuations:**

- a) “You can’t do that, old lady!” he yelled.

## 4) Question Marks

There were 11 errors made by students found in using question marks. The errors were described as the following examples:

**Errors made by students:**

- a) “What’s that noise.” he said.
- b) “What do you mean, I can’t!” she chuckled, as metal grated against metal.

**Suggested punctuations:**

- c) “What’s that noise?” he said.
- d) “What do you mean, I can’t?” she chuckled, as metal grated against metal.

**5) Colon**

There were 3 errors made by students found in using colon. The errors occurred when the students misunderstood of using colon. The errors were described as the following example:

**Errors made by students:**

- a) Beads are miniature bundles of secrets writing to be revealed, their history, manufacture, cultural context, economic role, and ornamental use all point of information one hopes to unravel.

**Suggested punctuations:**

- a) Beads are miniature bundles of secrets writing to be revealed: their history, manufacture, cultural context, economic role, and ornamental use all point of information one hopes to unravel.

d. Misordering

In **misordering** category, there were 3 errors made by students. They occurred only in quotation marks. Students misplaced the quotation marks with the other marks. The errors were described as the following examples:

**Errors made by students:**

- a) “That’s what you can do when you’re young and fast”, the young man in the car yelled to the old women.
- b) “This is what you can do when you’re old and rich”.

**Suggested punctuations:**

- a) “That’s what you can do when you’re young and fast,” the young man in the car yelled to the old women.
- b) “This is what you can do when you’re old and rich.”

2. The Distribution and Percentage of Errors

The number of punctuation marks that students made can be seen in the following table:

Table 4.3: Distribution of Students’ Errors and No Errors

No	Name	Incorrect	Correct
1	SA	46	52
2	LI	23	76
3	TI	25	68
4	YA	46	57
5	YU	38	60
6	CU	33	58
7	SY	46	48
8	RA	28	72

No	Name	Incorrect	Correct
9	JA	26	68
10	FA	17	80
11	AH	33	64
12	NU	28	69
13	HU	39	62
14	IZ	28	77
15	RI	17	82
16	FA	40	56
17	TI	20	78
18	DE	21	77
19	RI	36	63
20	AN	31	65
21	MA	37	57
22	SA	23	74
23	VA	41	53
24	MA	42	57
25	PU	55	27
26	AB	48	53
27	CU	22	62
28	HA	25	36
29	YU	34	54
30	DW	44	50
31	EM	20	76
32	DI	39	51
33	RI	66	41
34	RI	32	67
35	SR	31	65
36	IK	38	42
37	FE	32	63
38	ER	20	69

39	DA	47	28
40	PU	23	69
Total		1340	2426

From the table above, it can be seen that the correct punctuations made by students were more than the incorrect one. It was proven that the total number of correct punctuations made by students were 2426. The highest number were 82 and the lowest were 27. In the other hands, the total number of incorrect punctuations made by students were 1340. The highest number of errors made by students was 66 and the lowest was 17.

Table 4.5: Total Number of Incorrect Punctuation in Its Types and Percentage

<b>Types of Punctuation</b>	<b>Tot of Incorrect</b>	<b>%</b>
Full Stop	249	18.58
Comma	599	44.7
Exclamation Mark	31	2.31
Quotation Mark	302	22.53
Question Mark	39	2.91
Apostrophe	67	5
Colon	53	3.95
Total	1340	100

Table 4.6: Total Number of Correct Punctuation in Its Types and Percentage

<b>Types of Punctuation</b>	<b>Tot of Correct</b>	<b>%</b>
Full Stop	1139	46.95
Comma	539	22.22
Exclamation Mark	26	1.07
Quotation Mark	340	14.01
Question Mark	40	1.64
Apostrophe	312	12.86
Colon	30	1.24
Total	2426	100

In addition, the following table shows the number of students who made errors in each categories of punctuation:

Table 4.7: Number of Students in Each Type of Errors

<b>Error types</b>	<b>Tot of errors</b>	<b>No of students</b>	<b>%</b>
Omission of Full Stop	223	40	100
Omission of Comma	504	40	100
Omission of Exclamation Mark	12	12	30
Omission of Quotation Mark	260	36	90
Omission of Question Mark	28	20	50
Omission of Apostrophe	64	30	75
Omission of Colon	44	29	72.5
Addition of Full Stop	18	16	40
Addition of Comma	61	34	85
Addition of Exclamation Mark	17	14	35
Addition of Quotation Mark	28	24	60
Addition of Question Mark	11	11	27.5
Addition of Apostrophe	3	3	7.5
Addition of Colon	6	6	15
Misinformation of Full Stop	8	7	17.5
Misinformation of Comma	34	23	57.5
Misinformation of Exclamation Mark	2	2	5
Misinformation of Question Mark	11	9	22.5
Misinformation of Colon	3	3	7.5
Misordering of Quotation	3	2	5

From the table above, it can be concluded that students produced the most errors (599) and the most frequent errors (504 errors distributed to 40 of 40 students) in using comma.



### **E. Interview Analysis**

To get additional data, the researcher interviewed students who had finished writing test. Five students were interviewed as the representative of sample with two open-ended questions. The interview took place in Tarbiyah A and B on June 14<sup>th</sup> and 15<sup>th</sup>, 2017. The first questions were about the simple perception about punctuation when the students hear about it in first time. Then, the researcher asked about students' obstacle in placing punctuations.

First student who was interviewed said that sometimes it was hard for her to put the punctuation in the end of the sentences such as quotation marks. She was not sure how to place it with the other marks. For example, full stop was used before quotation marks, but she used it in the other ways around. She used quotation marks before full stop. Regarding to these, the answer showed the suitable data to these finding. There were 36 students who often misused the quotation marks, 24 students who add them in inappropriate places, and three students who misused them in ordering. Therefore, the researcher assumed that the rest of the students often produced this kind of errors.

Second student told the same case as the third student. They told that it was hard for them to distinguish among all of the punctuation that should be used in the text. The next student also said that she confused in using comma and full stop before quotation mark. It was hard for her to distinguish those marks. Therefore, the answer was suitable to the result of data analysis as stated in previous discussion. The most frequent errors occurred when using comma. There were 504 errors of using comma in omission category made by 40 students, 61

errors in addition category made by 34 students, and 34 errors in misinformation category made by 23 students. In addition, the fourth student said that there were some sentences that she did not understand. "There are some sentences which I don't understand. So, I don't carry out sentences with correct punctuations." She said.

However, one student said that she did not have any difficulties in placing punctuation except of using colon. She thought that all punctuation marks that she used were mostly correct.

## **F. Discussion**

After presenting the number and the factor of punctuation errors, the writer intended to discuss the finding and how it answered the research questions proposed in the first chapter. There were two research questions that were concerned respectively with the most frequent type of errors and the factor of errors that student made in writing.

The first research question is about the most frequent types of errors that students made in writing. The finding of analysis suggested that the seven types of punctuation errors were found in students' writing. The seven types were full stop, comma, exclamation mark, quotation mark, question mark, apostrophe, and colon. The most frequent type of punctuation errors out of these seven types in students' writing was omission of comma. The error appeared in 504 times or 44.4% of the overall number. In addition, this kind of errors was distributed to 40 of 40 students. The finding was supported by the previous study conducted by

Nurhayati (2013) in regarding with the most frequent type of punctuation errors made by students in writing.

Moreover, the second research question was about the factor influencing the students to make error in using punctuation marks. Based on the finding of the analysis of interview, the four factors of errors were found in the students' answers. There were omission some of punctuation marks, lack of accuracy, misuse of using some marks such as question marks and commas before quotation marks, and misunderstanding of the meaning of the text. This finding was supported by the previous study conducted by Rahmawati (2014) in regarding with the factor influencing the students to make errors in using punctuations.

Accordingly, some important implications of this study derived from the finding of the present and the previous study. The first implication pointed out that the appropriate strategy and technique in teaching punctuations should be applied, comma in particular. This implication led the lecturer to be aware of the students' errors in writing to anticipate the errors to be made by students. Applying affective strategies and techniques in teaching punctuations guided the students to be a good writer with minimal errors they make. Consequently, the aim of learning writing texts is possible to be achieved by learner. In addition to implication of the research, further research on error analysis is suggested by the writer in other specific areas of writing and grammar.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **C. Conclusions**

The conclusions of this result:

1. Omission of commas were the most frequent errors made by the students (504 errors distributed to 40 of 40 students).
2. There were some factors influencing the students to make error in using punctuations: (1) Omission some of punctuation marks, (2) Lack of accuracy, (3) Misuse of using some marks such as question marks and commas before quotation marks, (4) Misunderstanding of the meaning of the text.

#### **D. Suggestions**

The result of this research was hopefully can inform the lecturers about some of punctuation errors which were produced by the students on writing subject. The lecturer can pay more attention to teach some punctuation items which the errors are mostly produced. Thus, the students' errors not only can be decreased but also will not be repeated in the future.

Regarding the factors influencing the students to make error in using punctuations, the students have to remember and aware of what errors they are mostly produced. They should not take some part of punctuation as the easy one and pay less attention to these area; e. g. commas and quotation marks. Therefore, the students have to be aware of these parts of punctuations as well. Furthermore,

before punctuating a text, the students have to read and understand the text first. It can help them in using some punctuations. Then, after punctuating it, the students should re-check their punctuation task. It is needed to make sure of their punctuations task. In addition, they have to do exercise of punctuation inside or outside the classroom. It helped to train the students get usual to do punctuation tasks and avoid to repeat the same errors in other tasks and circumstances.

Finally, the resercher also hopes that this research can be a referance for other researchers in doing another research about analysis of punctuation errors in other areas.

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**SK**



## **Surat izin pengumpulan data**

**Surat keternagna**

**Title** : “An Error Analysis of The Punctuations of Students Use in Writing (A Study at The Sixth Semester Students of English Department of UIN Ar-Raniry).”

**Researcher** : Nurwahyuni

**Course** : Writing

**Respondent** :

**Student’s ID** :

**Unit** :

**CP** :

**Instruction** :

*Put the punctuations marks: Period (.); Comma (,); Exclamatin marks (!); Quotation marks(“); Question marks(?); Apostrophes (’) and Colon (:)  
wherever they are necessary in the texts below!*

### **Text 1**

There are several reasons Im in school First of all my fathers attitude made me want to succeed in school One night last year after I had come in at 3 A M my father said Michey youre a bum When I look at my son all I see is a good-for-nothing- bum I was angry but I knew my father was right in a way I had spent the last two years working at odd jobs at a pizza parlor and luncheonette taking uppers and downers with my friends That night though I decided I would prove my father wrong I would go to college and be a success Another reason Im in college is my girlfriends encouragement Marie has already been in school for a year and she is doing well in her computer courses Marie helped me fill out my application and register for courses She even lent me sixty-five dollars for textbooks On her day off she let me use her car so I dont have to take the college bus The main reason I am in college is to fulfill a personal goal for the first time in my life I want to finish something For example I quit high school in the eleventh grade Then I enrolled in a government job-training program but I dropped out after six mounths I tried to get a high school equivalency diploma but I started missing classes and eventually gave up Now I am in a special program where I will earn my high school degree by completing a series of five courses I am determined to accomplish this goal and to the go on and work for a degree in hotel management.

### **Text 3**

An old woman in a Rolls-Royce was preparing to back into a parking space Suddenly a small sports car appeared and pulled into the space Thats what you can do when youre young and fast the young man in the car yelled to the old woman As he strolled away laughing he hear a terrible cruching sound Whats that noise he said Turning around he saw the old woman backing repeatedly into his small car and crushing it You cant do that old lady he yelled

What do you mean I cant she chuckled as metal grated against metal This is what you can do when youre old and rich

### **Text 5**

Beads are miniature bundles of secrets waiting to be revealed their history manufacture cultural context economic role and ornamental use all points of information one hopes to unravel Even the most mundane beads may have traveled great distances and been exposed to many human experiences and been exposed to many human experiences The bead researcher must gather information from many diverse fields

Sources :

1. Langan, J. (Sixth Edition). English skill with readings. p: 54-55 and 481
2. Longman TOEFL, Reading Comprehension.

### **A. Interview's Questions**

1. What do you think when you hear about punctuation in the first time?
2. What is your obstacle in placing punctuations?

## **AUTOBIOGRAPHY**

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Darussalam, July 28<sup>th</sup>, 2017

The Writer,

Nurwahyuni