

CHAPTER I

INTRODUCTION

1.1 The Background of The Problem

Language makes use of human to communicate, exchange ideas, convey information, and convey their feelings, ideas, and opinions. English is the only international language used to connect every nation so that they can communicate with other countries. As a result, learning English is critical for everyone. This is demonstrated by the fact that English has been introduced and studied by students from kindergarten to university stage in Indonesia.

In English teaching, four main abilities need to be dominated by students. The four abilities consist of writing, speaking, listening, also reading. Writing according to Raimes (1983:3) is the ability to exhibit ideas, thoughts and affection that arranged in the form of sentences in a paragraph using the mind, hands and eyes.

The ability that needs to be dominated by students in helping to mature their language ability in transferring ideas, knowledge and experiences which can be distributed in the form of paragraphs, essays, letters or short stories is writing.

According to Hadley (1993), Writing proficiency must be acquired through practice. Writing also requires creative thinking, which suggests the capacity to convey information or retransmit it in the form of a story or a description, or to rewrite it as new texts, as in expository or argumentative writing. Perhaps the easiest way to think of it is as a series of tasks, from the formal components or more mechanical of "writing" on the one hand to the more intricate process of drafting. The act of compiling can pose difficulties for students, especially those who write in an academic setting in a foreign or second language because it includes converting and rewriting information, which is far more involved than writing as recounting, it might be challenging to come up with fresh ideas. However combining concepts, as well as engaging in the two-way interplay among continuing to develop science or continuing to

develop a text," can solve this problem (Bereither & Scardamalia, 1987). Academic writing necessitates deliberate practice and effort in analyzing, expanding, and building up ideas.

The method of expressing one's thoughts or opinions in writing is the meaning of writing. When writing, a person must have writing skills and thoroughness to avoid misunderstandings between the author and the reader. When writing, several factors must be considered, including vocabulary, spelling, grammar, sentences, sentence structure, and punctuation.

Punctuation is very important in a piece of writing because it can convey meaning completely (Oshima & Hogue, 2006). Punctuation can assist readers in correctly understanding the meaning of writing. Punctuation marks are essential for understanding the meaning of the writing. As a result, if a text contains incorrect punctuation, it will be difficult to understand the meaning of the text.

Punctuation marks are an important part of effective sentence formation. The proper use of punctuation marks, by following the rules, will result in meaningful sentences that are fluent and directed. A sentence that does not use correct punctuation, on the other hand, will be ambiguous, ambiguous, or shifted from its basic meaning (ineffective).

In case capital letters, full stops, commas and other punctuations in a sentence or paragraph are not used exactly it can produce a negative impression and cause a text hard to understand (Harmer, 2004: 49). Kane (2000: 379) believes that whole of punctuation exists to assist the readers to savvy what the writers want to appraise. This matter that proper punctuation is a significant component of a sentence. If punctuation marks are not employed correctly in the texts, the readers may struggle to understand the text. Therefore punctuation is consequential in writing.

In language learning, punctuation has a very big role although it has an important role. In fact, punctuation is still often neglected. As stated by Fatma Suliman et al (2019) in their research that many language teachers and students in Libyan ignore punctuation when teaching and learning the language. As a

result, more emphasis should be placed on punctuation marks, particularly when teaching both writing and reading skills, because punctuation marks are regarded as signals used to guide readers through the text and facilitate comprehension.

Previously, there have been many previous studies that examined the use of punctuation marks. As research conducted by Fiber Yun Ginting (2018) where in his research he explained that students' ability to use punctuation in descriptive paragraphs was included in the low category. However, in this study, the researcher did not look for the most frequent punctuation errors made by students, so this became a point of distinction between this research with my research that will examine..

Some problems encountered by students in writing is a lack of understanding in using punctuation. Failure to employ punctuation may produce a differential meaning so that the students cannot understand it means correctly. For this reason, lecturers and students must pay attention to the use of punctuation.

Based upon the description above, the author is extracted in conducting a research entitled, **“An Analysis Of Punctuation Marks In Students’ Narrative Text Writing Of The Second Grade Student At Smp Nur Ihsan.”**

1.2 The Identification of The Problems

Based on the background of the study which has mentioned above, some problems are identified as follows:

1. The students have a lack of understanding of punctuation and its usage
2. The students' writing ability in the use of punctuation is still low

1.3 The Limitation of The Problem

Based on the research identification above, the researcher limit the study to the use of punctuation marks in students’ narrative text writing of the second-grade student at SMP Nur Ihsan in narrative text.

1.4 The Formulation of The Problems

Based on the problems mentioned above, the researcher formulates the problem as follows:

1. How are the second-grade students at SMP Nur Ihsan understand punctuation?
2. How is the use of punctuation marks on students' narrative text writing of the second-grade students at SMP Nur Ihsan Medan?
3. What are the most frequent punctuation errors made by second-grade students of SMP Nur Ihsan Medan in writing narrative texts?

1.5 The Objectives of The Problems

Based on the formulation of the study, the objectives of this research are to find out the second-grade students at SMP Nur Ihsan understanding about punctuation, the use of punctuation marks in students' narrative text writing of the second-grade students at SMP Nur Ihsan Medan, and the most frequent punctuation errors made by second-grade students of SMP Nur Ihsan Medan in writing narrative text.

1.6 The Significances of The Problem

The researcher hopes that this research gives some benefits for teaching learning English both theoretically and practical benefit.

1. Theoretically

This research can support and complement previous theories related to the use of punctuation marks in students' writing. The result of this study is expected to be able to make people better understand all the aspects that are in punctuation marks.

2. Practically

The researcher hopes the findings of this study will be valuable for:

a. For Students

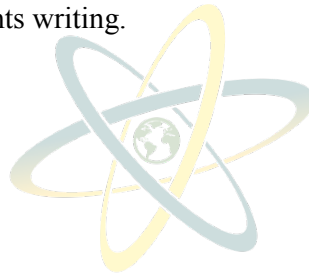
It is hoped that the result of this study could improve student writing ability in using punctuation and reduce errors in the use of punctuation in their writing subject.

b. For The English Teachers

It was hoped that teachers can find out the dominant errors that students make in the use of punctuation marks. Teachers can use the results of this study as evaluation material to minimize errors in the use of punctuation that students often make in their writing.

c. For Other Researcher

This research is expected to be a source for further research on the use of punctuation marks in students writing.



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