

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research objectives, and the significances of the study.

1.1. The Background of the Problem

Speaking, reading, listening, and writing are the four skills that must be learned in order to speak English fluently. One of the four English skills is writing. The students should be able to write on a topic, demonstrate their fundamental writing skills, and use appropriate vocabulary, conjunctions, and basic grammar. Additionally, they must be able to write tales, describe events, descriptive writings, and other forms of texts. These abilities won't develop until kids are taught to write via practice. However, many exercises don't produce development until the student learns from their mistakes and is instructed on how to try to write more effectively in the future in order to prevent them, such as in basic vocabulary and grammar. Writing well is not a skill that comes naturally; it is typically learnt or passed down culturally as a series of practices in a formal educational environment or other context. When dealing with their pupils, writing instructors should take into account language skill development and learning methodologies.

Hadley (1993) asserts that writing abilities must be honed and learned via practice. Composing is a component of writing as well, and it denotes the capacity to tell or retell material in the form of a story or description or to rewrite it in the form of new texts, as in expository or argumentative writing. It is perhaps easiest to think of it as a set of tasks that vary from the more formal or mechanical parts of "writing" to the more complicated act of drafting. Compiling can undoubtedly cause issues for students, particularly for those who write in a second or foreign language (L2) in an academic setting. Writing as a retelling is considerably simpler than altering and revising knowledge, which makes coming up with fresh

ideas challenging. However, merging ideas and engaging in "a two-way interaction between continuing to create information and continuing to construct a text" can both help to tackle this issue (Bereither & Scardamalia, 1987). In fact, analytical, conceptual, and constructional practice are necessary for academic writing.

The most challenging and complex language skill for almost all pupils to develop, regardless of educational level, is writing. Maybe it is because thinking takes longer when writing and requires a lot of thoughts. Writing involves several different elements, including grammar, word choice, spelling, and capitalization. the capacity to write sentences that flow naturally. This implies that before writing an essay, students must be aware of the majority of factors associated to the writing process. According to Louchman (2010), punctuation is a writing code that is frequently necessary for emphasis and meaning. In other words, punctuation serves as a code to identify the punctuation in a sentence or paragraph.

Periods, commas, colons, exclamation points, question marks, quote marks, and quotation marks are common punctuation symbols. If we utilize the incorrect punctuation, it is difficult to understand what the text is saying. Some EFL students have trouble with punctuation. They make mistakes since English is not their first language. Punctuation mistakes happen when punctuation is omitted or used incorrectly. Since the students were in their first semester, the usage of punctuation has been a requirement for the composition in writing. It is hoped that when students write their assignments, they won't have any trouble using punctuation. To ensure that their work is easily read, they are allowed to use a variety of punctuation styles.

Based on the explanation above, the purpose of this study is to find out the types of punctuation errors that are often used by EFL students, as well as to explain the factors that EFL students make mistakes in using punctuation with the research title *The Students' Error in Using Punctuation Marks in Students' Writing (A Study at the Fourth Semester Students' of English Department of UIN-SU)*.

1.2. The Identification of the Problem

Based on the background of research, the researcher identified some problems as follows:

1. The students have difficulty in putting punctuation marks in their writing.
2. The students don't understand the meaning of punctuation marks in their writing.

1.3. The Limitation of the Problem

The research focus of the problem are the most common types of error punctuation marks made by students and the factors that cause students to use error punctuation marks in their writing.

1.4. The Formulation of the Problem

Based on the background and focus of the problem above, the formulations of the problems are:

1. What are the types of error punctuation marks made by the fourth semester students of English Department of UIN-SU Medan?
2. What are the factors that cause the fourth semester students of English Department of UIN-SU Medan to use error punctuation marks?

1.5. The Research Objectives

Based on the problems of the study above, the objectives of the study are:

1. To find out the types of error punctuation marks made by the fourth semester students of English Department of UIN-SU Medan.
2. To find out factors that cause the fourth semester students of English Department of UIN-SU Medan to use error punctuation marks.

1.6. The Significances of the Problem

The research findings were expected to make a significant contribution to the following:

1. The Students

Students will learn about some common mistakes they make by reviewing this research. They will learn from their mistakes and avoid repeating them in the future. It was intended that the students would pay more attention to punctuation placement.

2. The English Lecturers

This study reveals several common punctuation issues in writing; as a result, the English lecturers, particularly those who teach writing, can assist their students in properly using punctuation in order to generate better English essays.

3. Further Researchers

The result of this study can be serves as a reference for other researchers who were keen in conducting similar studies.