

CHAPTER II PREVIOUS RELATED LITERATURE

This chapter discuss about previous related research findings, some pertinent idea, theoretical framework and hypothesis

A. Previous Related Research Findings

There are many research findings which are related to this research, some of the previous research findings which are related to this research are described below:

The first relevant study was research entitled *“Error of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First College Students in Al-Meghrib University Libya”* written by Abdusalam Alhadi A Shweba and Yan Mujiyanto, a research of Universitas Negeri Semarang, which was published on 2017. The objective of the research was to examine the errors of writing related to the three mechanics. To achieve the objectives of the study, a qualitative design was employed. The data was collected using two methods: 1) a questionnaire to check the participants' knowledge about punctuation, capitalization, and spelling usage and 2) a test to analyze these errors in the respondents' written language. To analyze the data, a simple statistics description was used.¹

The second relevant study was the thesis entitled *“Spelling Error Analysis in Students’ Writing at Tenth Grade in MAN 1 Boyolali in The Academic Year of 2016/2017”* written by Siti Hikmah, a thesis of IAIN Surakarta. The method of research used descriptive qualitative research. The research was carried out on the

¹ AAA Shweba and Yan Mujiyanto, “Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First-Year College Students in Al-Merghib University Libya,” *English Education Journal*, 2017, <https://journal.unnes.ac.id/sju/index.php/eej/article/view/15731.pdf>.

tenth-grade students of MAN 1 Boyolali in May 2017. In collecting the data, the researcher has used a writing test on recount text.²

The last relevant study was the thesis entitled “*An Error Analysis of The Punctuation in Students’ Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)*” written by Nurwahyuni, a thesis of UIN Ar-Raniry Darussalam – Banda Aceh. The objectives of this research were to describe the use of punctuation errors in the writing of English Department Students. Sixth-semester students were recruited as a sample of this research. The method used in this study was descriptive qualitative (writing and interview). Furthermore, this research sought the causes of errors produced by the students. As a result, it was found that some factors influencing the students to make an error in using punctuation: (1) Omission of some of the 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.³

B. Some Pertinent Ideas

1. Error Analysis

a. The Definition of Error Analysis

There are some definitions of error analysis that might be useful to support the writing. Based on Rustipa, she stated that Error analysis is the study of the kind and quantity of error that occurs, particularly in the fields of

² Siti Hikmah, “Spelling Error Analysis in Students’ Writing at Tenth Grade in MAN 1 Boyolali in The Academic Year of 2016/2017” (Unpublished Thesis, English Education Department Study Program, Islamic Education and Teacher Training Faculty, IAIN Surakarta, 2017).

³ Nuwahyuni, “An Error Analysis of The Punctuation in Students’ Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)”, (Unpublished Thesis, English Language Teaching Department of Tarbiyah and Teachers Training Faculty, UIN Ar-Raniry Darussalam – Banda Aceh, 2017).

applied linguistics. These errors can be divided into three sub-categories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts reflected a learner's competence at a certain stage and thereby differed from learner to learner.⁴

Dulay stated that “Error analysis has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners’ errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of the research object, curriculum guide, and indicator of the learning stage.”⁵

Ferris also stated that error analysis can help the students not only attend to teacher corrections but also to develop them for their learning. From those explanations, it can be concluded that error analysis is a methodology for dealing with data that can be observed, analyzed, and classified to reveal or determine the occurrence, nature, causes, and consequences of unsuccessful language learning within learning.⁶

From the previous quotation, it can be concluded that error analysis is a theory developed by the researchers to dig and acknowledge the learners’ problems in learning a second language. Error analysis as an alternative to contrastive analysis. It showed that contrastive analysis was unable to predict a

⁴ Katharina Rustipa, “Contrastive Analysis, Error Analysis, Interlanguage and the Implication to Language Teaching”, Unisbank Semarang, 2011, p.21.

⁵ Heidi Dulay, M Burt, and S Krashen, “Language Two,” *Newyork: Oxford University*, 1982, p.141.

⁶ D. R. Ferris, “Treatment of error in second language student writing, second edition,” *United States: University of Michigan Press*, 2011.

great majority of errors although it has more valuable aspects that have been incorporated into the study of language transfer. A key finding of error analysis is that many errors are made by learners making faulty inferences about the rules of the new language.

b. The Sources of Error

There are some factors can cause errors, according to Pit Corder stated that there are three major cause of errors, that he labels as Transfer of Error, Analogical Errors, and Teaching Induced Errors. Transfer of Error is the effect of one language on the learning of another. Positive transfer occurs when both the native language and English have the same form or linguistic feature. It makes learning easier and does not result in errors. Analogical Error is a comparison between two objects or systems of objects that highlights respects in which they are thought to be similar. Analogical reasoning is any type of thinking that relies upon an analogy that can lead to being errors.

While according to Hubbud examined the cause of error divided into three kinds named Mother Tongue Interference, Overgeneralization and Error encouraged by Teaching material and method.⁷ These categories are just the same as Pit Corder but it is explained in a different word. Based on other studies, Penny stated that there are two major sources of errors: interlingual transfer and intralingual transfer.⁸ Likewise, Heydari and Bagheri also explained that interlingual interference and intralingual interference are the

⁷ Peter Hubbard, "A training Course for TEFL," *New York: Oxford University*, p. 29, 1983.

⁸ Penny, W. K, "An analysis of student error patterns in written English: Suggested teaching procedure to help," (Unpublished master's thesis). University of Birmingham, Birmingham, England. p.172), 2001.

two sources of errors committed by EFL and ESL learners.⁹

Based on these explanations about the cause of errors from the experts, the researcher concludes that there are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called interlingual errors. Interlingual errors are also called transfer or interference errors. The view that the native language plays a mostly negative role was emphasized as early as the forties and fifties by Fries and Lado.¹⁰ Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental factors include the following:

1) Simplification

Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.

2) Overgeneralization

This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of *corned* and *goed* as the past tense

⁹ Heydari, P. & Bagheri, M. S, "Error analysis: Sources of L2 learners' errors. *Theory and Practice in Language Studies*", 2(8), 1583-1589, (<https://doi.org/10.4303/tpls.2.8.1583-1589>), 2012.

¹⁰ Lado, R. "Linguistics across cultures," *Ann Arbor: University of Michigan Press*, p.47, 1957.

forms of *come* and *go* and the omission of the third person singular *s* under the heavy pressure of all other endless forms as in *i,e go*. It should be noted that simplification and overgeneralization are used by learners to reduce their linguistic burden.

3) Hypercorrection

Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms. Stenson calls this type of error "induced errors¹⁵." For example, the teacher's insistence that Arab ESL learners produce the phoneme *IpI* correctly prompts them to always produce *IpI* where the phoneme *Ibl* is required. Thus Arab ESL learners say *piTd* and *pattie* instead of *bird* and *battle*.

4) Faulty teaching

Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. Also, it is interesting to note that some teachers are even influenced by their pupils' errors in the course of long teaching.

5) Fossilization

Some errors, especially errors in pronunciation, persist for long periods, and become quite difficult to get rid of. Examples of fossilized errors in Arab ESL learners are the lack of distinction between *IpI* and *Ibl* in English and the insertion of the resumptive pronoun in English relative clauses produced by these learners.

6) Avoidance

Some syntactic structures are difficult to produce by some learners.

Consequently, these learners avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativism in English.

7) Inadequate learning

Mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular s as in: He want.

8) False concepts hypothesized

Many learners' errors can be attributed to the wrong hypotheses formed by these learners about the target language. For example, some learners think that is the marker of the present tense. So, they produce: He is talk to the teacher. Similarly, they think that was is the past tense marker. Hence, they say: It was happened last night.

c. The Procedures of Error Analysis

According to Rod Ellis that the procedures/steps in error analysis research as follow:¹¹

1) Collection of error

It is deciding what samples of learners' language to use for the analysis and how to collect these samples.

2) Identification of error

A corpus of learner language has been collected, they have to be identified. It is also necessary to decide, therefore, what constitutes an error and to establish a procedure for recognizing one.

¹¹ Rod Ellis, "Second Language Acquisition," *New York: Oxford University Press*, p. 15-19, 2003.

3) Description of error

It involves a comparison of the learner's idiosyncratic utterance with a reconstruction of those utterances in the target language. It needs attention to the surface properties of the student utterances.

4) Explanation of error

It is concerned with establishing the source of the error, i.e. accounting for why it is made.

5) Evaluation of error

Error evaluation involves a consideration of the effect that errors have on the person(s) addressed. It also involves assessing the seriousness of each error to take principled teaching decisions. Error evaluation is necessary because its purpose is pedagogic.

d. The Significance of Error Analysis

According to S.P. Corder stated that: "Error analysis is acceptable because it provides several significances which are beneficial for the linguists and language teacher. It equips the validation of the findings of contrastive linguistic studies. Furthermore, error analysis aims to reveal something about the psycholinguistic process of language learning.¹² It means that error analysis provides us of evidence how language is learned or acquired, what strategies or procedures the learner is employing in discovery of language. In this sense, error analysis is part of the methodology of the psycholinguistic investigation of language learning.

¹² Corder, "*Error Analysis and Interlanguage*". (Hong Kong: Oxford University Press, 1987). p.35.

Dulay, Burt and Krashen, at least, listed two main purpose of error analysis, those are:¹³

- 1) Error analysis provides data which inference about the nature of the language learning process can be made.
- 2) It also indicates to teachers and curriculum developers which part of the target language students have more difficulty producing correctly and properly and which error types the students make mostly from their ability to communicate effectively.

In this way, error analysis can be regarded as a positive assessment in the teaching and learning process. Through the significances which are connected either the teachers who can assess their methods in the classroom, the writers who are speaking something new in the teaching and learning process which then lead to a brand new teaching and learning innovations, or to the learners them-selves where they could discover the nature the language.

2. The Concept of Writing

a. The Definition of Writing

Writing is one of the main important skills in learning English. In writing, ideas are arranged in a series of sentences that are related to each other so the information can be comprehended. It takes ideas, thought, and emotions about what has ever been read, seen, or experienced and transfer them into a paper or a computer screen using knowledge of language conventions and the writing process to create meaningful text.¹⁴ Writing is a process that guides writers to

¹³ Heidi Dulay, M Burt and S Krashen. *“Language Two”*. (Newyork: Oxford University, 1982). p.141.

¹⁴ Ministry, E.O., *“A Guide to Effective Instruction in Writing,” Ontario: Queen’s Printer,* p.3.

express their opinions, views, suggestions in a readable manner. It is the language skill which is about the change of oral language to written language.¹⁵

Writing is the letters or combination of letters related to sounds we make when we speak, writing can be said to be the act of forming these symbols, the symbols have to be arranged, according to a certain convention, to form words, and words have to be arranged to form sentences.¹⁶

Based on many opinions above, the researcher can conclude that writing is an activity or a way that can be used to communicate or share ideas, information, and opinions with other people through writing form.

b. The Process of Writing

According to Oshima and Hogue, Writing is not easy. It takes study and practice to develop this skill for both native speakers and new learners of English. It means that a piece of writing that you have written needs to review and revise again.¹⁷ Writing is a progressive activity. It means you can see the progress of your writing skill on the sentences have you written down. It because you do some actions in writing activity. For example, you have an idea already before you write it and also you know how to write it. And you have already known the sentences you will write and how to write them. After it's done, you need to read it then make some correction on it. Therefore, writing is never one-step action. Its process divide into four stages. That opinion similar to Harmer.

¹⁵ Syarifah, "Error Analysis of Affixation on Eleventh Grade Students in Writing Analytical Exposition Text," Unpublished Thesis, Medan: State University of Medan, 2015, p.29.

¹⁶ Byrne Donny Byrne, "Teaching Writing Skills," *Longman Group Hongkong*, 1988, p.1.

¹⁷ Alice Oshima and Ann Hogue, "Introduce to Academic Writing 2nd edition," *New York : Addison Wesley Longman Inc*, 1997, p.2.

According to Harmer writing process divide into four stages, they are planning, drafting, editing (Revision), and the last is final draft. It's will explain below.¹⁸

1) **Planning**

Planning or pre-writing is the stage in which the students gather what will they write about. In this stage, the students will think and choose what topic and theme they will write, and at the same time, the students have to remember the purpose of writing. Pre-writing is an activity to help the students to make ideas and motivate them to write. It can be said that Pre-writing will stimulate the students for getting started to write.¹⁹

2) **Drafting**

In this stage, the students will start to write down what they want to say in writing form without worrying about grammar, spelling, and punctuation. Drafting is the stage in which the students will construct their ideas and then organize their writing into paragraphs and each paragraph should include their topic sentence. The focus should be on the logical connection between topics. The students should refer back to their pre-writing to keep them on track and ensure that the piece of writing maintains the focus.

3) **Editing (Revising)**

Upon completion of a rough draft, editing is a process of writing in which the students will check their writing errors then change or correct them.

¹⁸ Jeremy Harmer, "How to Teach Writing," *England: Pearson Education Limited*, 2004 p.4.

¹⁹ Jack C. Richard and Willy A. Renandya, "Methodology in Language Teaching: An Anthology of Current Practice," *Cambridge: Cambridge University Press*, 2002, p.316

These are typically errors in spelling, grammar, punctuation, capitalization, etc.

4) Publishing (Final version)

The last stage in the writing process is publication. When publishing work, the author will share their writer with others. This could mean small-scale, such as parents, peers, and teachers, or large-scale such as within a book or magazine. The purpose of publishing is to share work with others and to promote a sense of satisfaction and accomplishment in the author when they see their work in final form.²⁰

c. The Components of Writing

In evaluating the writing ability of students, we can use five components. They are content, organization, grammar, word choice, and the last is a mechanic. Because to make a good writing, it should consist of balance components. The all components are explained below:

1) Content

Content is what the writer wants to say in their writer or what the message wants to share with the reader. The content indicates what topics is selected and also the purpose of writing. It means the writer needs to be clearly expressed, focused, and supported with sufficient detail.

2) Organization

Some parts that are involved in the process of organization material in writing are coherence order of importance, general to specific, specific to general, chronological order and spatial order pattern.

²⁰ Hade, Ali, "Daily Writing Tips: The Writing Process," *Education Article*, (Online), 2009, Vol.5, No. 2 p.2, <http://www.dailywritingtips.com/the-writing-proess/>.retrieved.

3) Vocabulary

In order to convey through a feeling is possible, we do several things, we arrange our ideas in a sentence, we construct a whole essay, story, etc. We use special words, phrase, sentence and paragraph relate to each other. The result is a stretch of language that we have composed of writing.

4) Grammar

As a matter of fact, writing using strict, standard grammar encourages one to become a careful, discipline, and responsible writers. Essentially everything that is based on rule is included here: question transformations, negation, tenses, and sentence combining. These three qualities will lead one to make further progress grammar controls what one writes. It judges whether one follows or breaks the language rules consequently, writers who keep on breaking the basic grammar, must first understand the basic components of the sentence.

A correctly constructed sentence consists of a subject and predicate (some sentences also include a phrase or phrases). In the structural description, the grammar of the language is described in term of systematic structures that carry the fundamental prepositions (statement, interrogative, negative, imperative) and notions (time, number, gender, etc) by varying the words within these structural frameworks sentences with different meanings can be generated.

5) Mechanic

In writing, mechanic including spelling and punctuation have an important role. This section assesses the value of these features as a part of the resources and their relative importance in writing programs in mechanics,

the more accurate the spelling or punctuation is good. If all the aspects of writing are obeyed by a writer, it can be stated that they are good at writing skill.

d. The Forms of Writing

The forms of writing are divided into five divisions namely narrative, descriptive, recount, expository, and argumentative.

1) Narrative

The Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences.

2) Descriptive

Descriptive reproduces the way things look, smell, taste, feel, or sound. It also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of units of time- day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.²¹

3) Recount

The Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of the recount are orientation- events- re- orientation.

²¹ George Wishon and Burks, "Let's Write English," *New York: Litton Educational Publishing*, 1980, p.128-129.

4) Expository

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essays, and informative and instructional material.

5) Argumentative

Argumentative is used in persuading and convincing. It's closely related to the exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition.

In this research, the researcher focused on the descriptive text as the material to enhance the students' writing skills.

3. The Concept of Descriptive Text

Descriptive text is a part of factual genres. Andersons stated that a factual description describes a particular person, place, or things. A description text generally describes a specific subject; it differs from an information report which describes a general group. Examples of the factual descriptive text include a description of a particular building, a specific animal, a particular place, and a specific person. The descriptive text is also called a factual genre of text which contains description of a specific subject, it usually tells about the characteristic of subject.

a. Kinds of Descriptive Text

According to George and Julia, there are three kinds of Descriptive text. They are:

1) Describing People

People are different, and the writing of the description people is different. In the direct description, the writer tells how the person looks like. While

indirect description, the character is revealed through what he or she does, thinks, or says in certain situations.

2) Describing Place and Scenes

In describing the place, it would be better for the writer to describe a place that he or she enjoy. In descriptions, the writer chooses words that will create a vivid mental picture for the reader, and some other aspects such as using a proper nouns, effective verbs, and including action people.

3) Describing Text or Object

When the writer describes a thing or object, they must have good imagination about a thing or an object that will be described. Besides that, the picture also has roles in describing a thing or object. Meanwhile, to make a thing or an object as interesting and as vivid to the readers as it is to the writer, the writer should use proper nouns and effective verbs.

4. Spelling

Based on the American Heritage Dictionary stated that spelling is word forming consisting of acceptable ordered letters. Spelling has a big role in making English sentences. If the spelling is not correct, the sentences may have another meaning or they do not mean anything. In writing the essays, spelling is very important to express the ideas that want to be conveyed. However, students should be more careful in writing the essay because they may make errors in spelling the words.²²

There are different types of spelling errors. Cook categorized the kinds of spelling errors into four categories which are substitution error (when a letter is

²² American Heritage Dictionaries, "American Heritage Dictionary of the English Language, Fifth Edition," *US: Houghton Mifflin Harcourt*, 2011.

submitted by another letter), omission error (when a letter is omitted), and insertion error (when a letter is added), and transposition error (when the order of two letters is reversed).²³

The detailed descriptions of four types of spelling errors are explained below.

a. Substitution Error

Substitution error occurs when a letter of a word is submitted by another letter. Since the pronunciation of English words is different from what the words are written, sometimes it is confusing to decide whether to use the right letters of a word. The examples of substitution errors are whether to choose “c” in plases (places), prinsess (princess), “e” in dicided (decided), vegitable (vegetable), “i” in devided (divided), defferent (different), personaety (personality), or “s” in decition (decision), extention (extension).

b. Omission Error

Omission error occurs when a letter of the target word whether it is a vowel or a consonant is omitted. According to Khalil and Yassin, “These deletions show the poor spelling abilities...” This happens because the pronunciation of English words is different from how the words are written. Common omission errors are such as omitting “e” in coffe (coffee), evry (every), igonor (ignore), befor (before), cultur (culture), believ, (believe), provid (provide) “h” in wich (which), “k” in now (know), nowledge (knowledge), “l” in tal (tall), specialy (specially), typicaly (typically), carefully (carefully), “r” in suprisingly (surprisingly), transferring (transferring), or “t” in importan (important), wach (watch).

²³ V J Cook, “L2 Users and English Spelling,” *Journal of Multilingual and Multicultural Development*, 1999, vol. 18 p. 474-488.

c. Insertion Error

Insertion error occurs when a letter is added to the target word. Khalil and Yassin believed that this kind of error can happen to all language levels and can lead to spelling errors. Addition errors are such as adding “a” in cray (cry), tray (try), maight (might), laif (life), “c” in reccommend (recommend), “e” in leade (lead), showe (show), focuse (focus), lessone (lesson), “l” in gratefull (grateful), beautifull (beautiful), or “s” in dissappointed (disappointed), dissappear (disappear), dissagreement (disagreement).

d. Transposition Error

Transposition error occurs when the order of two letters or more of the target word is reversed. “Learners mostly switch the positions two-letter by replacing one letter in the position of the other one”. The examples of transposition errors are such as “ie” in freind (friend), freid (fried), expereince (experience), pateint (patient), beleive (believe), acheivement (achievement), and sceince (science) or “ei” in thier (their).²⁴

5. Capitalization

Capitalization means the first letter of a word is capitalized while the other letters of the word are in lowercase.²⁵ Capitalization is used to distinguish between proper nouns and common nouns and to make the readers focus on specific things that the writers want to tell in their writings. Proper nouns are words used with the first letter capitalized to identify specific people, places,

²⁴ W A A Khalil and Abdulla Yassin, “Investigating Omani University Students’ Spelling Errors: A Case Study of Nizwa University, Oman,” *Sudan Journal of Science and Technology*, 2017, Vol. 17 No. 2, <http://jst.sustech.edu/>.

²⁵ J. Strauss, “Capitalization Rules,” *Grammar Book*, 2018, <https://www.grammarbook.com/punctuation/capital.asp>.

or things.

Therefore, capitalization is important in writings to make any differences between the specific and common things.

According to Blanchard and Root, there are eight main rules of capitalization which are explained as follows:²⁶

a. Do capitalize the first word of sentences

Students must submit their assignments if they want to pass this semester. Students is the first word of the sentence, so the first letter of the first word must be capitalized.

b. Do capitalize names and the title preceding the name (if any):

Alula

Professor Syahbana

President Joko Widodo

Dr. Yasmin

Do not capitalize the titles if they do not precede names or appear after names. “The senators from Iowa and Ohio are expected to attend”

“Bill de Blasio, mayor of New York City, will come to the meeting”

c. Do capitalize the names of racial and ethnic groups:

African

American

Torajanese

European

Australian

Baduynese

Asian

Javanese

Buginese

Do not capitalize black or white when it refers to a group of people.

²⁶ K Blanchard & C Root, “Ready to Write More: From Paragraph to Essay,” *White Plains, New York: Pearson Education, 2004.*

d. Do capitalize the names of specific places which include countries, states, cities, rivers, streets, and mountains:

Indonesia Parepare
 Mount Everest Benjamin Street

Do not capitalize the words countries, states, cities, rivers, streets, and mountains if they are not preceded by the names of the specific places. Example: I often visit other countries with my parents.

e. Do capitalize the days of the week, months, and holidays:

Monday Sunday
 January April

Indonesian Independence Day

Do not capitalize the seasons: summer, winter, spring, and fall (autumn).

f. Do capitalize the names of religions:

Islam Protestantism
 Hinduism Catholicism

g. Do capitalize nationalities and languages:

Japanese English
 American Arabic

h. Do capitalize all words in titles excluding prepositions, articles, and conjunction, unless they are the first word:

A Quiet Place The Old Man and the Sea

There are four additions of capitalization rules from Nordquist which are explained as follows.²⁷

²⁷ Richard Nordquist, "All About Capitalization," 2018, <https://www.thoughtco.com/wht-is-capitalization-1689741>.

- 1) Do capitalize the pronoun “I”
She said that I should be more careful when driving.
- 2) Do capitalize the names of particular institutions, buildings,
and organizations:

Oxford University

Borobudur Temple

World Health Organization

The Eiffel Tower

- 3) Do capitalize any brand names:

Samsung Rinso

Honda Walls

Do not capitalize brand names that begin with a lowercase letter for example: iPhone, iPad, and eBay except they are the first words of a sentence. iPhone will open more than 500 new stores in the world within a year.

- 4) Do capitalize all letters in acronyms or initials:

UNICEF (United Nations International Children’s Fund)

LA (Los Angeles)

UNESCO (United Nations Educational, Scientific, and Cultural Organization)

6. Punctuation

Punctuation is symbols or signs which are used in writings to tell the readers how the sentences are organized and how to read them. Straus stated that punctuation will make the readers confused if the texts they are reading do

not contain any punctuation marks. Punctuation plays an important role in any piece of writing since it tells how the sentences should be read. Besides, it makes any ideas that the writers want to convey in their writing clearer if they use punctuation properly.²⁸

According to Blanchard and Root, there are ten main punctuation marks which are explained as follows:²⁹

a. Full Stop (.)

A full stop is used at the end of a sentence. It divides sentences into sentences. Moreover, a full stop is used to indicate abbreviations, used in email and internet addresses, and used in numbers.

- 1) A full stop is used at the end of sentences:

The main purpose of this program is to make people aware of global warming.

- 2) A full stop is used to indicate common abbreviations: Mr. A.M.

- 3) A full stop is used in numbers (“Punctuation”, (n.d.):
\$5.25 (five dollars and twenty-five cents)
27 .13 twenty-seven point one-three)

b. Comma (,)

Langan stated that Commas show a minor break or pause in a sentence.³⁰

A comma has so many functions in writing. It can tell a series of items,

²⁸ J Strauss, “Capitalization Rules,” *Grammar Book*, 2018, <https://www.grammarbook.com/punctuation/capital.asp>

²⁹ K Blanchard & C Root, “Ready to Write More: From Paragraph to Essay,” *White Plains, New York: Pearson Education*, 2004.

³⁰ J Langan, “English skill with reading,” *England: The McGraw-Hill*, 2006.

separate independent clauses in a sentence, tag questions, and many more.

Below is the list of the functions of comma usages.

- 1) A comma is used to separate words or phrases in a series:

Swimming, cooking, sewing, and dancing are my sister's hobbies.

To live, to die, to win, and to lose seem to be inevitable for every human being.

Do not use a comma if a series only consists of two words or phrases:

My brother always collects stamps and coins.

She can't control herself to buy a brand-new car and a brand-new phone.

- 2) A comma is used to separate independent clauses which are joined by a coordinating conjunction:

I worked hard all day, so I went to bed early.

My teacher has taught me participial phrases for three months, but I still do not understand them.

- 3) A comma is used after introductory phrases or clauses or parenthetical expression:

When he just arrived at his house, he realized that he lost his wallet.

Hearing her father was in the hospital, Nana left work immediately.

By the way, did you hear about Herni's car?

- 4) A comma is used before a direct quotation:

Fandil said, "The movie is fantastic".

- 5) A comma is used between the day of the month and year:

May 16, 1997

- 6) A comma is used in tag questions. Examples:

Aisyah does not have a computer, does she?

He walks to school every day, does not he?

- 7) A comma is used in non-defining relative clauses. Examples:

dr. Ayu, who is kind to her patients, has moved to a bigger hospital.

c. Question Mark (?)

- 1) Question mark is used at the end of all direct questions: What is the most important thing in this world?

- 2) Do not use a question mark for indirect questions. He asked me where I was going.

d. Colon (:)

Colons are used to introduce a series, to separate hours and minutes, and to introduce a quotation.

- 1) A colon is used to introduce a series:

Making a glass of orange juice should have the following ingredients: oranges, water, ice cubes, and sugar.

- 2) A colon is used to separate hours and minutes:

05:47 A.M.

11:01 P.M.

- 3) A colon is used between main titles and subtitles of a book, article, or play.

The name of an article from The New York Times is “Space

Stations: Dream or Reality?”

e. Semicolon (;)

Semicolons are used between two independent clauses that have connected ideas, before conjunctive adverbs, and between items in a list that the items already have commas.

- 1) Semicolons are used between two independent clauses which have connected ideas:

The sun was already low in the sky; it would soon be dark. I love drinking milk; I hate drinking alcohol.

- 2) Semicolons are used before conjunctive adverbs

Skiing is dangerous; nevertheless, hundreds of people ski. Niall Horan has an angelic voice; moreover, he is a good-looking man.

- 3) Semicolons are used between items in a list which the items already have commas:

I can't decide which car I like best; the Ferrari, with its quick acceleration and ease of handling; the small, conventional Ford, with its reclining bucket seats; or the uncomfortable Volkswagen, with its economical fuel consumption.

f. Quotation Marks ('...') (“...”)

Quotation marks are always in pairs. They are used to enclose direct quotations and to identify titles of songs, poems, articles, essays, short stories, and a chapter from the book.

- 1) Quotation marks are used to enclose direct quotations:

Liza said, “I don't know why Mr. Hamid didn't let me get the job.”

- 2) Quotation marks are used to identify titles of songs, poems,

articles, essays, short stories, and a chapter from the book:

My favorite song is “Perfect” by One Direction.

- 3) Quotation marks are used to emphasize words such as slang expression or irony:

He told me in no uncertain terms to ‘get lost’

All students did not submit their assignment in the name of ‘solidarity’ since some of them had not finished their assignment yet.

g. Exclamation Mark (!)

Exclamation mark is used in imperative sentences and to indicate strong feelings in a sentence. Moreover, “The exclamation mark is used to express exasperation, astonishment, or surprise, or to emphasize a comment or short, sharp phrase”

- 1) Exclamation mark is used to indicate strong feeling: That’s unbelievable!

Get out!

- 2) Exclamation mark is used to imperative sentences: Liza, wash your hands!

h. Apostrophe (’)

An apostrophe is used to show possessions and used in contractions. When it is used to show possessions, it is placed after a person’s name with adding s after it. If the person is plural and has an ending s, the apostrophe must be placed after it without adding s. Furthermore, if the name is plural and does not have an ending s, the apostrophe must be placed after it without adding s after it. If an apostrophe is used in contractions, it replaces

a letter that is omitted:

- 1) An apostrophe is used to show possessions:

The children's books are placed on their tables.

Bias' car is the newest Toyota Rush.

- 2) An apostrophe is used in contractions:

I won't take your time for too long (I will not take your time for too long). It's not that expensive (It is not that expensive).

i. Hyphen (-)

A hyphen is used to join two or more words together into a compound term and is not separated by space. For example, part-time, back-to-back, well-known.

j. Ellipsis

The ellipsis is most commonly represented by three full stops (...) although it is occasionally demonstrated with three asterisks (***) . The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations jump from one phrase to another, omitting unnecessary words that do not interface with the meaning.

- 1) The Omission of words:

She began to count, "One, two, three, four..." until she got 10 then went to find him.

- 2) Within quotation:

When Newton stated, "An object at rest stays at rest and an object

in motion stays in motion...” he developed the of motion.³¹

C. Conceptual Framework

The conceptual framework underlying this research is designed as follow:

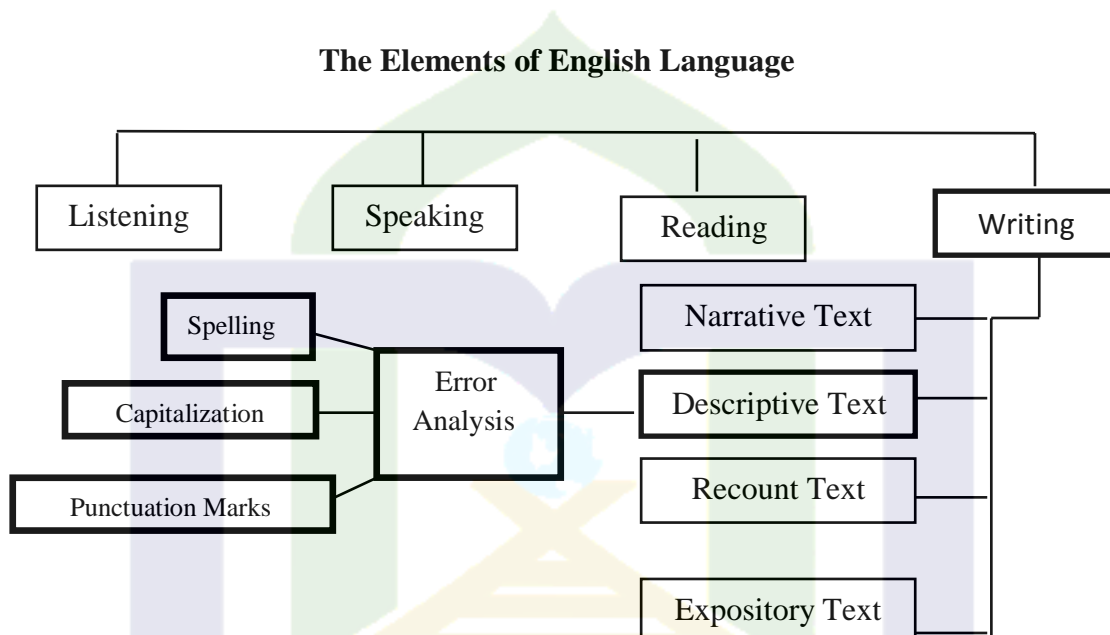


Figure 2.3 The Conceptual Framework of the Research

There are four elements of English Language skills. First, listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Second, speaking is the delivery of language through the mouth to speak, we create sounds using many parts of organ speech. Third, reading is the process of looking at a series of written symbols and getting meaning from them. We use our eyes when we read to receive written symbols and use our brain to convert them into words, sentences, and paragraphs that communicate to us. Fourth, writing is the process of using symbols

³¹ A Oshima & A Hogue, "Writing Academic English," *California, CA: Addison Wesley*, 1991.

(letters of alphabet, punctuation, and space) to communicate thoughts and ideas in a readable form. The most common forms of writing are divided into five divisions namely narrative text, descriptive text, recount text, and expository text.

The conceptual framework is a conceptual model relating to answer the research problem. In this research, the researcher will focus on Error Analysis of Students' in Spelling, Capitalization and Punctuation Marks in Writing Descriptive Text Encountered at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare made

D. Operational Definition of Research

This research has two definitions operational namely:

1. This research limited the study about the students' errors in spelling, capitalization, and punctuation marks encountered in writing text. The cause of errors from two major sources are inter-lingual and intra-lingual errors. The procedures of error analysis in this research are collection of error, identification of error, description of error, explanation of error, and evaluation of error.
2. This research focused on students' errors in writing descriptive text. The theme of the descriptive text was determined by the researcher.