

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the findings of the research and the discussion of the research. The finding of the research covers the description of the result of data collected through the test that can be discussed in the section below.

A. Findings

The finding of the research consists of description of the result data analysis discussed in this section. To answer the research questions in the previous chapter, the researcher collected necessary data of students' by using the instrument test of the research, to answer the first and the second research question: what types of students' error are encountered in writing descriptive text at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare? And how is the difference between the students' error analysis English Education Program and Non-English Education Program at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare?

The data from the instrument test writing descriptive text was conducted at IAIN Parepare. There were three categories that the researcher focused on errors in writing descriptive text, they were spelling, capitalization, and punctuation marks. There were 30 participants were divided into two groups. The first is the students of English Education Program which consist of 15 participants, and the second is the students of Non-English Education Program which consist of 15 participants as a members of LIBAM also. Instrument writing test ordered the students to write the descriptive text about "Covid-19" and "Stay at Home" that containing at least 100 words. The data

was conducted on Thursday, September 24th 2020.

1. Errors Type

The first step of identifying errors was underlined the word or letter or punctuation marks and added the note below the word or letter or punctuation mark by the types of error.

Errors found on the students' answers sheets were very huge and complicated. The researcher used coding for those data. The coding of those data made the researcher easier to analyze the errors. The name of the students can be seen in the table below:

Table 4.1 The Result of Errors Made by Students

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	SB	English Education	1	9	4	14	138	0.10
2	M	English Education	1	8	2	11	106	0.10
3.	MR	English Education	0	12	3	15	201	0.07
4.	SR	English Education	2	5	3	10	130	0.07
5.	P	English Education	1	5	2	8	111	0.07

6.	SAB	English Education	5	2	0	7	116	0.06
7.	HK	English Education	1	1	1	3	122	0.02
8.	AN	English Education	1	4	1	6	136	0.04
9.	AL	English Education	2	1	1	3	112	0.03
10.	RA	English Education	4	6	2	12	146	0.08
11.	R	English Education	7	4	1	12	136	0.08
12.	TW	English Education	2	8	4	14	136	0.10
13.	MFM	English Education	12	2	2	16	109	0.14
14.	AD	English Education	3	7	5	15	106	0.14
15.	MRH	English Education	1	3	4	8	130	0.06
16.	NAA	Non-English Education	3	7	2	12	144	0.08
17.	SI	Non-English Education	2	10	1	13	129	0.10

18.	NA	Non-English Education	3	1	7	11	105	0.10
19.	IS	Non-English Education	2	9	2	13	122	0.10
20.	AS	Non-English Education	13	10	3	26	250	0.10
21.	NH	Non-English Education	8	4	3	15	132	0.11
22.	UA	Non-English Education	3	8	4	15	109	0.13
23.	SF	Non-English Education	6	14	7	27	190	0.14
24.	S	Non-English Education	9	4	2	15	102	0.14
25.	N	Non-English Education	5	10	3	18	113	0.15
26.	IA	Non-English Education	6	6	0	12	126	0.09
27.	MAI	Non-English Education	5	3	1	9	101	0.08

28.	AA	Non-English Education	2	6	2	10	102	0.09
29.	RA	Non-English Education	4	5	4	13	109	0.19
30.	NSR	Non-English Education	3	12	0	15	130	0.15
Total			117	186	76	378	3899	2.91

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the massive errors are found in capitalization which consist of 186 errors, while spelling in the second error which consist of 117 errors, and punctuation marks which consist of 76 errors. The total of errors made by students is 378 errors of 3899 words. The score of error was from the total of each error types divide by the total of the words that students write. The minimum score of errors is 0.02 score and the maximum score of errors is 0.19 score. Then, those errors were classified into types of errors that would be described, explained, and evaluated by the researcher as the following:

a. Spelling

Spelling is how to write well and correctly. It is the process or activity of writing the letters of a word in the correct sequence. The errors of spelling are characterized by writing the letter of a word according to unaccepted usage. According to the data that the researcher found, there were 117 spelling errors. The errors example of spelling would be described and evaluated in the following table:

Table 4.2 The Example of Spelling Errors

Error Identification	Error Correction	Error Description
Inventid	Invented	There is no word “Inventid”. This category of spelling errors in substitution errors because of the letter submitted by another letter. That must be “invented”.
Headcace	Headache	There is no word “headcace”. This category of spelling errors in transposition error because the letters of the target word are reversed. That must be “headache”.
Freethem	Freedom	There is no word “freethem”. This category of spelling errors in substitution error because of the letter submitted by another letter. That must be “freedom”.

politions	pollutions	<p>There is no word “politions”. This category of spelling errors is omission errors because the letter of the target word is omitted. “Politions” also in transposition errors because the letters of the target word are reversed. That must be “pollutions”</p>
Thingking	Thinking	<p>There is no word “thingking” in this category of spelling errors in insertion errors because the letter is added to the target word. That must be “thinking”.</p>
Healty	Healthy	<p>There is no word “healty”. This category of spelling errors is omission errors because the letter of the target word is omitted. That must be “healthy”.</p>

Collage	College	There is no word “collage”. This category of spelling errors in substitution errors because of the letter submitted by another letter. That must be “college”.
Always	Always	There is no word “alway”. This category of spelling errors in omission errors because the letter of target word is omitted. That must be “always”
Psikologi	Psychology	There is no word “psikologi”. This category of spelling errors in substitution errors because of the letter submitted by another letter. That must be “psychology”.

Phandemic	Pandemic	There is no word “phandemic” in this category of spelling errors in insertion errors because the letter is added to the target word. That must be “pandemic”.
goverment	Government	There is no word “goverment”. This category of spelling errors is omission errors because of the letter of target word is omitted. That must be “government”.
Enaugh	Enough	There is no word “enaugh”. This category of spelling errors in substitution error because of the letter submitted by another letter. That must be “enough”.

Virues	Virus	There is no word “virues” in this category of spelling errors is insertion errors because the letter is added to the target word. That must be “virus”.
Lear	Learn	There is no word “lear”. This category of spelling errors is omission errors because the letter of the target word is omitted. That must be “learn”.
Thisurbing	Disturbing	There is no word “thisurbing”. This category of spelling errors is substitution error because of the letter submitted by another letter. That must be “disturbing”.
Sosial	Social	There is no word “sosial”. This category of spelling errors in substitution error because of the letter

		submitted by another letter. That must be “social”.
Akctivity	Activity	There is no word “akctivity” in this category of spelling errors is insertion errors because the letter is added to the target word. That must be “activity”.
Moonth	Month	There is no word “moonth” in this category of spelling errors in insertion errors because the letter is added to the target word. That must be “month”.
Dagerous	Dangerous	There is no word “dagerous. This category of spelling errors is omission errors because the letter of the target word is omitted. That must be “dangerous”.

Those are the examples of spelling errors committed by students in their answer sheet writing test. Spelling problems can be covered only through practice to write and proof-reading. So, those kinds of errors could not appear in the next writing text.

b. Capitalization

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. The main function of capitals is to focus attention on particular elements within any group of people, places, or things. According to the data that the researcher found, there were 186 capitalization errors. The errors example of capitalization would be described and evaluated in the following table:

Table 4.3 The Example of Capitalization Errors

Error Identification	Error Correction	Error Description
covid-19	Covid-19	The capital letter is used in writing proper nouns. It means that Covid-19 is a specific noun.
We	We	The capital letter is used in the first word of sentences.
China	China	The capital letter is used in specific place which includes the countries.

Hand sanitizer	hand sanitizer	Do not capitalize the letter of words that are not in the first of the word in sentence.
Government	government	Do not capitaliz the words if they are not preceded by the names of specific places.
English	English	The capital is used in the languages.
Stay	Stay	The capital is used in the first word of sentences.
indonesia	Indonesia	The capital is used in the specific place which includes the name of countries.
Holiday	holiday	Do not capitalize on the days if not specific what holiday it is.
wuhan	Wuhan	The capital is used in the specific place which includes the name of

		cities.
Include	include	Do not capitalize the words after the comma.
Since	Since	The capital is used in the first word of sentences.
People	People	The capital is used in the first word of sentences.
They	they	Do not capitalize on the personal pronouns except "I"
Not	not	Do not capitalize the word after comma.
Just	just	Do not capitalize the letter of the words that are not in the first of a word in the sentence.
everything	Everything	The capital is used in the first word of sentences
If	if	Do not capitalize the letter of words that are

		not in the first of a word in the sentence.
february	February	The capital is used in the name of months.

Those are the examples of capitalization errors committed by students in their answer sheet writing test. Those errors could be anticipated by using proof-reading and asking for their friends or expert judgment to analyze their writing text. So, those kinds of errors could not appear in the next writing text.

c. Punctuation Marks

Punctuation is a set of marks that regulates and clarifies the meanings of different texts. The purpose of punctuation is to clarify the meanings of texts by linking or separating words, phrases, or clauses. The errors of punctuation are characterized by the unclear meaning of writing marks as in ending sentences or separating clauses. According to the data that the researcher found, there were 76 punctuation errors. The errors example of punctuation would be described and evaluated in the following table:

Table 4.4 The Example of Punctuation Marks Errors

Error Identification	Error Correction	Error Description
Covid 19	Covid-19	The hyphen (-) is used to join two or more words together into a compound term and is not separated by space.
delayed again...	delayed again.	Do not use the ellipsis (...) in the last word of sentences because the ellipsis means to indicate an omission, especially of letter or words and frequently used within quotations to jump from one phrase to another. So, the use of the full stop is enough in this case.
Covid, is	Covid is	Do not use the comma (,) between the subject and to be.

and so' on	and so on	Do not use the apostrophe (') because the apostrophe means to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters.
like what it was	like what is was.	Do not forget to use the full stop (.) at the end of the sentences.
but,, until now	but, until now	Do not use double comma (,,). Used only (,) is enough to separate the words.
normal again	normal again.	Do not forget to use the full stop (.) at the end of the sentences.
Don't	don't	The apostrophe (') is used to indicate the omission of a letter or letters from a word.

we must be thankful to our God. In all this situation.	we must be thankful to our God. In all this situation.	Do not use the full stop (.) between the object and preposition.
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Those are the examples of punctuation marks errors committed by students in their answer sheet writing test. Punctuation marks problems can be covered only through understanding the use of each punctuation and doing proof-reading. So, those kinds of errors could not appear in the next writing text.

2. Difference between The Error of Students' English Education Program and Non-English Education Program

After classified the error types of the students, the researcher would like to describe the difference between the students' error between English Education Program and Non-English Education Program. The difference of students' error can be seen in the table below:

Table 4.5 The Difference between The Students' Error of English Education Program and Non-English Education Program.

Study Program	Error Types			Total Errors	Total Words	Score of Error
	S	C	PM			
English Education	43	77	35	154	1935	1.16
Non English Education	72	109	41	224	1964	1.75

S= Spelling, C= Capitalization, PM= Punctuation Marks

Table 4.6 The Difference between Male and Female Students' Error

Gender	Error Types			Total Errors	Total Words	Score of Error
	S	C	PM			
Male	43	56	25	124	1069	0.11
Female	72	130	51	254	2698	0.09

S= Spelling, C= Capitalization, PM= Punctuation Marks

The two tables above were a general description of students' errors, the specific explanation can be seen in the table below:

Table 4.7 The Error of Students' English Education Program

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	SB	English Education	1	9	4	14	138	0.10
2	M	English Education	1	8	2	11	106	0.10
3.	MR	English Education	0	12	3	15	201	0.07
4.	SR	English Education	2	5	3	10	130	0.07
5.	P	English Education	1	5	2	8	111	0.07
6.	SAB	English Education	5	2	0	7	116	0.06

7.	HK	English Education	1	1	1	3	122	0.02
8.	AN	English Education	1	4	1	6	136	0.04
9.	AL	English Education	2	1	1	3	112	0.03
10.	RA	English Education	4	6	2	12	146	0.08
11.	R	English Education	7	4	1	12	136	0.08
12.	TW	English Education	2	8	4	14	136	0.10
13.	MFM	English Education	12	2	2	16	109	0.14
14.	AD	English Education	3	7	5	15	106	0.14
15.	MRH	English Education	1	3	4	8	130	0.06
Total			43	77	35	154	1935	1.16

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the most errors are found in capitalization which consist of 77 errors, next to the spelling in the second error which consist of 43 errors and punctuation marks which consist of 35 errors. The total of errors made by students is 154 errors of 1935 words. The score of error was from the total of each error types divide by the total of the

words that students write. The minimum score of errors is 0.02 score and the maximum score of errors is 0.14 score.

Table 4.8 The Error of Students' Non-English Program

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	NAA	Non-English Education	3	7	2	12	144	0.08
2.	SI	Non-English Education	2	10	1	13	129	0.10
3.	NA	Non-English Education	3	1	7	11	105	0.10
4.	IS	Non-English Education	2	9	2	13	122	0.10
5.	AS	Non-English Education	13	10	3	26	250	0.10
6.	NH	Non-English Education	8	4	3	15	132	0.11

7.	UA	Non-English Education	3	8	4	15	109	0.13
8.	SF	Non-English Education	6	14	7	27	190	0.14
9.	S	Non-English Education	9	4	2	15	102	0.14
10.	N	Non-English Education	5	10	3	18	113	0.15
11.	IA	Non-English Education	6	6	0	12	126	0.09
12.	MAI	Non-English Education	5	3	1	9	101	0.08
13.	AA	Non-English Education	2	6	2	10	102	0.09

14.	RA	Non-English Education	4	5	4	13	109	0.19
15.	NSR	Non-English Education	3	12	0	15	130	0.15
Total			72	109	41	224	1964	1.75

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the most errors are found in capitalization which consist of 109 errors, spelling in the second error which consist of 72 errors, and punctuation marks which consist 41 errors. Total of errors made by students is 224 errors of 1964 words. The score of error was from the total of each error types divide by the total of the words that students write. The minimum score of errors is 0.08 score and the maximum score of errors is 0.19 score.

According to the two tables above, we know that the total error of the students' English Education Program is lower instead of students' Non-English Education Program. We can see the error types in spelling that the total errors of students' English Education Program are 43 errors while the total errors of students' Non-English Education Program are 72 errors, the difference errors both of them are 29 errors. The error types in capitalization that the total errors of students' English Education Program are 77 while the total errors of students' Non-English Education Program is 109, the difference errors both of them are 32 errors. And the error types in punctuation marks that

the total errors of students' English Education Program are 35 errors while the total errors of students' Non-English Education Program is 41 errors, the difference errors both of them are 6 errors. The total of errors type of students' English Education Program is 154 errors while the total errors of students' Non-English Education Program is 224 errors, the difference errors both of them is 70 errors. The total words of students' English Education Program were write in 1935 words while the total words of students' Non-English Education Program were written in 1964 words, the difference total words both of them is 29 words. The score of errors of students' English Education Program is 1.16 errors while the total errors of students' Non- English Education Program is 1.75 errors, the difference errors both of them is 0.59 errors.

There are 6 male students in English Education Program and 4 male students in Non-English Education Program. The difference errors between them in the following table:

Table 4.9 The Error of Male Students' English Education Program

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	RA	English Education	4	6	2	12	146	0.08
2.	R	English Education	7	4	1	12	136	0.08

3.	TW	English Education	2	8	4	14	136	0.10
4.	MFM	English Education	12	2	2	16	109	0.14
5.	AD	English Education	3	7	5	15	106	0.14
6.	MRH	English Education	1	3	4	8	130	0.06
Total			29	30	18	77	627	0.6

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the most errors are found in capitalization which consist of 30 errors, spelling in the second error which consist of 29 errors and punctuation marks which consist of 18 errors. The total of errors made by students is 77 errors of 627 words. The score of error were from the total of each error types divide by the total of the words that students write. The minimum score of errors is 0.06 score and the maximum score of errors is 0.14 score.

Table 4.10 The Error of Male Students' Non-English Education Program

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	MAI	Non- English Education	5	3	1	9	101	0.08

2.	AA	Non-English Education	2	6	2	10	102	0.09
3.	RA	Non-English Education	4	5	4	13	109	0.19
4.	NSR	Non-English Education	3	12	0	15	130	0.15
Total			14	26	7	47	442	0.51

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the most errors are found in capitalization which consist of 26 errors, the spelling in the second error which consist of 14 errors, and punctuation marks which consist of 7 errors. The total of errors made by students is 47 errors of 442 words. The score of error was from the total of each error types divide by the total of the words that students write. The minimum score of errors is 0.08 score and the maximum score of errors is 0.19 score.

According to the two tables showed us that the total error of male students' English Education Program is higher instead of students' Non-English Education Program, because there are 6 male students of English Education Program while the male of students Non-English Education Program are 4 students. We can see the error types in spelling that the total errors of male students' English Education Program are 29 errors while the total errors of male students' Non-English Education Program are 14 errors,

the difference errors both of them are 15 errors. The error types in capitalization that the total errors of male students' English Education Program are 30 while total errors of male students' Non-English Education Program are 26, the difference errors both of them are 4 errors. And the error types in punctuation marks that the total errors of male students' English Education Program are 18 errors while the total errors of male students' Non-English Education Program are 7 errors, the difference errors both of them are 5 errors. The total of all errors type of male students' English Education Program are 77 errors while the total errors of male students' Non- English Education Program are 47 errors, the difference errors both of them are 30 errors. The total words of students' male English Education Program were write in 627 words while the total words of male students' Non-English Education Program were written in 442 words, the difference total words both of them is 182 words. The score of errors of male students' English Education Program are 0.6 errors while the total errors of male students' Non-English Education Program are 0.51 errors, the difference errors both of them are 0.09 errors.

Table 4.11 The Error of Female Students' English Education Program

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	SB	English Education	1	9	4	14	138	0.10
2	M	English Education	1	8	2	11	106	0.10

3.	MR	English Education	0	12	3	15	201	0.07
4.	SR	English Education	2	5	3	10	130	0.07
5.	P	English Education	1	5	2	8	111	0.07
6.	SAB	English Education	5	2	0	7	116	0.06
7.	HK	English Education	1	1	1	3	122	0.02
8.	AN	English Education	1	4	1	6	136	0.04
9.	AL	English Education	2	1	1	3	112	0.03
Total			12	47	17	77	1172	0.56

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the most errors are found in capitalization which consist of 47 errors, punctuation marks in the second error which consist of 17 errors, and spelling which consist of 14 errors. The total of errors made by students is 77 errors of 1172 words. The score of error was from the total of each error types divided by the total of the words that students write. The minimum score of errors is 0.02 score and the maximum score of errors is 0.10 score.

Table 4.12 The Error of Female Students' Non-English Education Program

No.	Name	Study Program	Error Types			Total Errors	Total Words	Score of Error
			S	C	PM			
1.	NAA	Non-English Education	3	7	2	12	144	0.08
2.	SI	Non-English Education	2	10	1	13	129	0.10
3.	NA	Non-English Education	3	1	7	11	105	0.10
4.	IS	Non-English Education	2	9	2	13	122	0.10
5.	AS	Non-English Education	13	10	3	26	250	0.10
6.	NH	Non-English Education	8	4	3	15	132	0.11

7.	UA	Non-English Education	3	8	4	15	109	0.13
8.	SF	Non-English Education	6	14	7	27	190	0.14
9.	S	Non-English Education	9	4	2	15	102	0.14
10.	N	Non-English Education	5	10	3	18	113	0.15
11.	IA	Non-English Education	6	6	0	12	126	0.09
Total			60	83	34	177	1526	1.24

S= Spelling, C= Capitalization, PM= Punctuation Marks

From the table above we know that the most errors are found in capitalization which consist of 83 errors, spelling in the second error which consist of 60 errors, and punctuation marks which consist of 34 errors. The total of errors made by students is 177 errors of 1526 words. The score of error was from the total of each error types divide with the total of the words that students write. The minimum score of errors is 0.08 score and the

maximum score of errors is 0.15 score.

According to the two tables showed us that the total error of female students' English Education Program are lower instead of female students' Non-English Education Program, because there are 9 female students of English Education Program while the male of students Non-English Education Program is 11 students. We can see the error types in spelling that the total errors of female students' English Education Program are 14 errors while the total errors of students' Non-English Education Program are 60 errors, the difference errors both of them are 46 errors. The error types in capitalization that the total errors of female students' English Education Program are 47 while the total errors of female students' Non-English Education Program is 83, the difference errors both of them are 36 errors. And the error types in punctuation marks that the total errors of female students' English Education Program are 17 errors while the total errors of female students' Non-English Education Program is 34 errors, the difference errors both of them are 17 errors. The total of errors type of female students' English Education Program are 77 errors while the total errors of female students' Non-English Education Program is 177 errors, the difference errors both of them are 100 errors. The total words of students' female English Education Program were write in 1172 words while the total words of female students' Non-English Education Program were written in 1526 words, the difference total words both of them is 352 words. The score of errors of female students' English Education Program is 0.56 errors while the total errors of female students' Non-English Education Program are 1.24 errors, the difference errors both of them is 0.68 errors.

B. Discussion

Based on the finding above, the researcher found the error types in writing descriptive text by students of English Education Program and Non-English Education Program into three types; spelling, capitalization, and punctuation marks. Those are the types of error were often committed by students of English Education Program and Non-English Education Program at Lintasan Bahasa Imajinasi Mahasiswa (LIBAM) of IAIN Parepare.

There were 30 of students writing descriptive texts that had been analyzed by the researcher. The first step is identifying the errors; while identifying the errors the researcher used coding to make the researcher easier to analyze the data. After identifying the errors, the researcher classified the errors into a types and kinds of the errors. Then, the researcher evaluated each of errors and made corrections. From those writing descriptive texts, the researcher found a huge of errors in their writing. Those data analysis showed that there were many errors which were committed by students of English Education Program and Non-English Education Program in writing their descriptive text.

In relation by the result of the research from Abdulsalam Alhadi A Shweba and Yan Mujiyanto which the title is “Error of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First College Students in Al-Meghrib Univesity Libya”. The research finding showed that capitalization errors are the most committed errors in students

writing, and punctuation errors come second, then spelling errors are the less committed.¹

While the result from the researcher and the result from Abdulsalam Alhadi A Shweba and Yan Mujiyanto was different. The errors from the researcher revealed that the three types of errors found to be the greatest difficulties of the students, which are; capitalization, spelling, and punctuation marks. It because of the difference of each students' knowledge, the influence of mother tongue in other region, the inter-lingual interference, intra-lingual interference, and vocabulary also carelessness.

Capitalization was in the first rank that frequently made by students. The capitalization errors found the most were the students did not used capitalize based on the rules of capitalization, many of them forget that using capitalize in the first word of sentences, capitalize also used in the proper noun, in the proper place (countries and cities), in the name of months, and languages. Factors that encountered capitalization mostly on Intralingual erros which is overgeneralization, fossilization, and inadequate learning.

Spelling was in the second rank. The categories of spelling error found the most in substitution error which the letter of a word is submitted by another letter. The second category of spelling errors in omission error which the letter of target word whether it is a vowel or a consonant is omitted. The third category of spelling errors is insertion error which the letter is added to the target word. The last category of spelling errors is transposition error which the order of two letter or more of the target word is reserved. Factors

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>.

that encountered spelling mostly on simplification, avoidance, fossilization, and overgeneralization.

Punctuation marks was the last rank. The categories of punctuation marks errors found in the writing descriptive text of students were the students did not use the punctuation marks correctly. Many of them forget to use the full stop at the end of sentences even they use the full stop not in the right position, the comma also use in the subject between to be that it was in the wrong position, they also not used the apostrophe in omission of a letters from a word, the hyphen not used to join two words together into a compound term and is not separated by spaces, and the ellipsis must be not used at the end of sentences. Factors that encountered punctuation marks mostly on overgeneralization, hypercorrection, fossilization and false concepts hypothesized.

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.

All of that can be discovered first by using proof-reading and asking for their friends or expert judgement to analyze their writing text, second by only through practice and proof-reading, and third by through understanding the use of each punctuation marks.

From this findings, could be concluded that many students of English Education Program and Non-English Education Program did not pay attention

to use the spelling, capitalization, punctuation marks correctly.

