

STUDENTS' ANALYSIS ON PUNCTUATION AND CAPITALIZATION IN ARGUMENTATIVE TEXT

Ayumi Kartika^{a,*}, Syaprizal^b, Maria Ramasari^c

^{a,b,c} PGRI Silampari University, Indonesia

*Corresponding author. E-mail address: ayumikartika.26@gmail.com

ABSTRACT

This research aims to determine how many errors are made by second-semester students in the English study program at PGRI Silampari University. This research design is qualitative with descriptive method. Data collection techniques used test, especially test in punctuation and capitalization. The technique of analyzing data with steps: 1. Identifying errors, 2. Classifying errors, 3. Describing errors, and Making Conclusion of errors. The results of this research showed that 91.30% of students who made error in punctuation: comma; 82.60% of students who made errors in punctuation: period; 65.22% of students who made errors in punctuation: apostrophe; 86.96% of students who made errors in punctuation: question marks; and 95.65% of students who made errors in punctuation: colon. Furthermore, the data showed that 78.26% and 82.60% of students who made errors in capitalization: all proper nouns or adjectives and title, heading, and sub heading; and only 34.78% of students who made errors in capitalize the first letter of the beginning word of sentence. From the data, it can be concluded that, there were many students who still did not know or master the use of punctuation and capitalization.

Keywords: Students' Analysis, Punctuation, Capitalization, Argumentative Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui berapa banyak kesalahan yang dilakukan mahasiswa semester dua program studi Bahasa Inggris Universitas PGRI Silampari. Desain penelitian ini adalah kualitatif dengan metode deskriptif. Teknik pengumpulan data menggunakan tes, khususnya tes tanda baca dan penggunaan huruf kapital. Teknik analisis data dengan langkah-langkah: 1. Mengidentifikasi kesalahan, 2. Mengklasifikasikan kesalahan, 3. Mendeskripsikan kesalahan, dan Membuat kesimpulan kesalahan. Hasil penelitian menunjukkan bahwa 91,30% siswa yang melakukan kesalahan tanda baca: koma; 82,60% siswa yang melakukan kesalahan tanda baca: titik; 65,22% siswa yang melakukan kesalahan tanda baca: apostrof; 86,96% siswa yang melakukan kesalahan tanda baca: tanda tanya; dan 95,65% siswa yang melakukan kesalahan tanda baca: titik dua. Lebih lanjut, data menunjukkan bahwa 78,26% dan 82,60% siswa yang melakukan kesalahan dalam penggunaan huruf besar: semua kata benda atau kata sifat dan judul, judul, dan sub judul; dan hanya 34,78% siswa yang melakukan kesalahan dalam penggunaan huruf kapital pada huruf pertama kata awal kalimat. Dari data tersebut dapat disimpulkan bahwa, masih banyak siswa yang masih belum mengetahui atau menguasai penggunaan tanda baca dan huruf kapital.

Kata Kunci: Analisis Siswa, Tanda Baca, Kapitalisasi, Teks Argumentatif

INTRODUCTION

English is one of the languages most widely spoken by all people in the world. Considering how advanced technology is and the global market is expanding, English is becoming increasingly important to learn. There are four English skills must be mastered by people. One of them that is important to master is writing, beside listening, reading and speaking which is a daily activity in society. In fact, there are still a lot of people who still do not or cannot even understand English, especially in writing which is the difficult skill to learn. Writing is considered an important skill and probably the most difficult to master (Salamin et, al., 2016).

Writing is not only about mastering good grammar, but also expressing ideas possessed by students. This is due to the difficulties faced by students regarding writing. Writing is the thinker's way of exploring the world, inside and out (Fulwiler, 2002). Based on the observation, the researcher got data from interview with second semester students at English Education Study Program of PGRI Silampari University that students have enjoyed the learning given by the lecturer. They felt that writing courses helped them to be able to write better and more correctly, also can improve their writing skills. However, some of them had difficulty in grammar, other students had difficulty with vocabulary, they had difficulty expressing their ideas. Then the structure of each text is also different. So, students found many difficulties in English writing. Furthermore, the students also had difficulties in using punctuation and capitalization that both of them are important to support good writing.

In writing, besides having to pay attention to the structure of the text, students also have to place punctuation marks and capital letters correctly. Reason that students make few mechanical errors in writing may be that they avoid the use of devices that they do not know how to use (Cronnell, 1980). So, writing is not just pouring out ideas, because when the punctuation and capitalization are incorrectly placed, it will confuse the reader, even though the writer understands what he is writing.

WRITING

According to Hadley (1993) cited in Alisha (2019) writing requires composing, which implies the ability either to tell and retell piece of information in the form of narrative or description, or to transform information into new texts as in expository or argumentative writing. The results of writing can provide important information for readers. If the article that is written is considered good, then this article can be a reference for others.

Byrne (1996) cited in Waelateh (2019) defined that as the encoding of a certain message idea, says writing is a sequence the phrases in a systematic manner. Based on the definition above writing is the result of someone's thinking where writing uses structured sentences so that what is written can be easily understood by the reader. In a piece of writing, the writer pours all his ideas into the type of writing they want, it can be in the form of essays, research, current news or even just a diary. Writing can also be published; it can also be only for the author's own enjoyment. Because writing is pouring out all the ideas you have, then writing becomes a fun activity, especially if the writer understands the stages in writing, and has a broad vocabulary so that the writing doesn't look boring and monotonous.

GENRES OF WRITING

According to Brown (2003), there are three genres of writing:

- 1) Academic Writing, such as papers and general subject reports, essay, academically focused journals, theses, etc.
- 2) Job-related writing, such as message, letter/emails, memos, schedules, announcement, etc.
- 3) Personal writing, greeting cards, invitations, shopping list, diaries, personal journal, fiction, etc.

ERROR ANALYSIS

James (2013) stated that error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Besides that, it is related to the statement by Corder (1981), that Much the greatest part of all error analysis is concerned with written or recorded data.

Error Analysis consisted of little more than impressionistic collections of ‘common’ errors and their linguistic classification (e.g., French 1949) cited in Fengjie et, al (2016). Brown (2000) stated that the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis. Error analysis is brought about by the many errors that learners of languages, both EFL and ESL, make.

ERROR

According to Brown (2006) stated that errors are the result of one’s systematic competence (the learner’s system is incorrect). Furthermore, Richard (1973), noted that an error is the using of linguistic items (e.g., a word, a phrase, a sentence) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors should be regarded as normal and inevitable features of second language learning. Corder (1981) classified errors into four parts, namely:

1. Errors of omission, where some element is omitted which should be present. Common error that usually occur are: a) omission of words on “to be /copular verb”, b) omission of words on “article”, c) omission of words on -s as a plural marker, d) omission of word on -s as a possessive.
2. Errors of addition, where some element is present which should not be there. Common errors that usually occur are: a) double marking, b) regularization, c) simple addition.
3. Errors of selection, where the wrong item has been chosen in place of the right one. It is an error in the use of the wrong form in a morpheme or structure. Common error that usually occur are: a) regularization, b) Archi-forms, c) alternating forms.
4. Errors of ordering; where the elements presented are correct but wrongly sequenced.

In writing, errors in the use of punctuation and capitalization may occur in the error classification section listed above. Brown (2000) stated that the four stage terms of error alone made the learners as: a) the stage of random errors or pre systematic in which the learner is only vaguely aware that there is some systematic order to particular class of items, b) the emergent stage of learner language finds the learner growing in consistency in linguistic production. The learner has begun to discern a system and target language standard, but they are nevertheless legitimate in the mind of the learner. In general, the learner is still, at this stage,

unable to correct errors when they are pointed by someone else, c) truly systematic stage in which the learner is now able to manifest more consistency in producing second language, d) the stabilization or post systemic stage, in development of learner language systems is a kind to what, here the learner has relatively few errors and mastered the system to point that fluency and intended meanings are not problematic.

THE DIFFERENT BETWEEN ERRORS AND MISTAKES

Ellis (1997) state, that there is the different between error and mistake, such: a) **errors**, reflect gaps in a learner's knowledge; they occur because the Learner does not know what is correct, b) **mistakes**, reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

In other words, when errors occur, the student is unable to correct them by themselves. Meanwhile, when mistakes are made by students, they are able to correct them because they have the knowledge.

ARGUMENTATIVE TEXT

Fulwiler (2002) stated that in the academic world, arguments are a means of creating belief, changing minds, and altering perceptions. In other words, an argumentative text is one whose content is stated in the form of opinions supported by evidence, reason, and examples, so that the reader can trust the author's reasoning. Mclean (2012) stated that an argument is a reasoned opinion supported and explained by evidence. To argue in writing is to advance knowledge and ideas in a positive way. Written arguments often fail when they employ ranting rather than reasoning.

According to Oshima and Hogue (2006), an argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. In an argumentative essay, you are attempting to convince the reader to share your viewpoint on a contentious issue. The reason why argumentative essay questions are so well-liked is that they require students to think critically. They must adopt a position on a subject, provide convincing arguments for that position, and provide convincing evidence to back those arguments.

An argumentative essay contains these five elements: 1) an explanation of the issue, 2) clear thesis statements, 3) a summary of the opposing arguments, 4) rebuttals to the opposing arguments (*Rebut* means to point out problems with the other side's reasons to prove that they are not good reasons), 5) your own arguments.

There are three structures of argumentative text:

- a) Introduction: The introduction serves as the thesis's opener or opening segment. The author might communicate the main points of his or her argument in this part.
- b) Body of the argument: To persuade the reader, the author offers arguments or justifications in addition to specific data facts.
- c) Conclusion: The conclusion, which is found in the final section of a text, typically comprises a summary of everything the author has tried to express.

PUNCTUATION

Stilman (1997) punctuation is the marks within a sentence point to the various meanings of its words, making sense of what otherwise might be a string of sounds. Punctuation is a

symbol or spelling used in writing to make it easier for readers to interpret it, so that there are no misunderstandings. Kirkman (2006) said that the work of punctuation is to show, or hint at, the grammatical relation between words, phrases, clauses, and sentences.

Based on Stilman (1997) there are at least 14 punctuation marks, namely: 1) Comma [,], it's basic role is to function as an interrupter, separating a sentence into distinct units; 2) Semicolon [;], the functions are to separating elements, when a comma would be insufficient or unclear and linking elements, as an alternative to joining them with a conjunction or breaking them into two sentences; 3) Colon [:], acts as a signal of anticipation, drawing the reader's attention to what comes after it. The colon can also be used to introduce a quotation; 4) Period [.] , for ending a sentence and indicating abbreviations; 5) Question Mark [?], is a terminal punctuation mark that turns a sentence into a query. It may also be used to indicate uncertainty, tentativeness or incredulity; 6) Exclamation Point [!], is a terminal punctuation mark that is used in place of the period to add emphasis or emotion; 7) Hyphen [-], the functions of the hyphen as a punctuation mark are to indicating word breaks at the end of a line, drawing together words that form a compound adjective, acting as a "stand-in" for a repeated word, and indicating special intonations or pronunciations; 8) Slash [/], the functions of the slash are to indicating "and" or "or" relationships, indicating various other relationships between words or numbers, and separating lines of poetry; 9) Parentheses [()], the function of parentheses is to set off an element that "interrupts" a flow of thought significantly; 10) Dashes: a) The Em Dash [—], b) The En Dash [–], c) 2-Em [—] and 3-Em Dashes [—]; 11) Brackets [], the function of brackets are to identifying changes to quoted material, and enclosing digressions within parentheses; 12) Quotation Marks [" "], several distinct functions of quotation marks are to setting off dialogue, setting off citations, setting off words that are meant in a special way, and setting off titles; 13) Ellipsis [...], the ellipsis (from the Greek "to leave out" or "fall short") has three distinct functions, that are to indicating omissions in quoted material, indicating hesitation or trailing off in spoken words, and imparting extra significance to a sentence; 14) Apostrophe ['], these functions are to indicating omissions in contracted words, indicating possessives, and indicating plurals.

Punctuation helps to guide the reader through a text, clarifying the meaning by adding pauses of varying length and by indicating questions.

CAPITALIZATION

The rules in the use of capitalization according to Kirkman (2006), such as: 1) Beginning a sentence. To indicate that a sentence is starting, start the first word with a capital letter, often known as an uppercase letter. 2) Signaling proper nouns or adjectives. Use capital letters at the beginning of proper nouns, adjectives, and words that are derived from them (a 'proper' noun is the name of a specific person, a place, a country, a month, a day, a holiday, a journal title). 3) Capital letters in titles, headings, and sub-headings. Titles, headings, and subheadings can all be written in capital letters. Traditionally, all 'main' words in book and chapter titles have been capitalized in the initials.

METHOD

In this research, the researchers will using qualitative descriptive research methods. The research was conducted at PGRI Silampari University. It was located at Mayor Toha Street, Air Kuti, Lubuklinggau. The researcher was taken the data on the second semester of English

Education study program University of PGRI Silampari. There were 23 students at the second semester as subject of the research. This research used a data collection tool in the form of test (especially mechanic: punctuation and capitalization test). The steps of analyzed are: 1) Identifying errors 2) Classifying errors, 3) Describing errors, 4) Making Conclusion of Errors

FINDINGS AND DISCUSSION

In this research, there were 18 students as subjects. The researcher got the data from the results of student answers on tests. The researcher found that many students made errors in using punctuation and capitalization in the test. In collecting data from the test results, the researcher gave a total of 41 questions, of which 25 were regarding punctuation and 16 were regarding capitalization. The researcher also provides error results in the form of a percentage.

THE STUDENTS' ERRORS IN USING PUNCTUATION

In the punctuation test, the researcher only used commas, periods, question mark, colon, and quotation mark as signs commonly used in writing.

Table 1. Recapitulation of Students' Error in Using Punctuation

No	Students' Number	Comma	Period	question mark	apostrophe	colon	Total errors
1	Student 1	1	1	1	1	0	4
2	Student 2	2	2	1	1	1	7
3	Student 3	1	0	0	0	1	2
4	Student 4	6	1	1	0	1	9
5	Student 5	4	3	1	0	1	9
6	Student 6	6	4	0	1	1	12
7	Student 7	2	0	1	0	1	4
8	Student 8	6	3	1	1	1	12
9	Student 9	8	3	1	1	1	14
10	Student 10	0	9	1	1	1	12
11	Student 11	1	1	1	1	1	5
12	Student 12	3	0	1	0	1	5
13	Student 13	4	1	1	0	1	7
14	Student 14	2	1	1	1	1	6
15	Student 15	0	0	1	0	1	2
16	Student 16	1	5	1	1	1	9
17	Student 17	2	1	1	1	1	6
18	Student 18	3	8	1	1	1	14
19	Student 19	5	6	1	1	1	14
20	Student 20	2	2	0	0	1	5
21	Student 21	6	5	1	1	1	14
22	Student 22	2	4	1	1	1	9
23	Student 23	3	1	1	1	1	7
Total		70	61	20	15	22	188

COMMA [,]

The functions of comma are, Marking the boundary of a ‘preliminary’ group, Enclosing parenthetic information, Signalling the function of relative clauses, Indicating the function of with ... constructions and -ing... constructions, Separating adjectives in a series, Separating two word-groups referring to a single following word, etc.

The sentence:

learning english for indonesian learners is still quite difficult □ *both in speaking and writing*

□ *because of infrequent use of english in everyday life*

Table 2. Frequency of Students’ Errors in Using Comma

No.	Alternative Answer	Frequency	Percentage
1.	Correctly	2	8.70%
	Incorrectly	21	91.30%
Total		23	100%

There are 13 commas on the test. if all students answer correctly, then there are a total of 299 commas. however, 73 errors were made by 23 students. There were five students, namely student number 1, 3, 11, 16, and 20 made only one error; 2, 7, 14, 17, and 22 made two errors; student number 12, 13, 18, and 23 made three error; student number 5 made four error; student number 19 made five errors; student number 4, 6, 8, and 21 made six errors; and student number 9 made seven errors.

From the data above, it showed that very few students answered all the use of commas correctly. From the results of the data obtained, the frequency of students who were able to answer correctly and thoroughly was only 2 students, or 8.70%. The two students who answered correctly were all student numbers 10 and 15. For example, in the sentence above, there should only be one sentence with two commas. However, some students gave a period mark after the word *difficult*, and some of them gave a period mark after the word *writing*. whereas, all the signs after the word *difficult* and the word *writing* should be a comma. In other sentences, most students use a period, which should be a comma. The total percentage of students who make mistakes is 91.30% or the frequency is 21 students, that is apart from the two student numbers mentioned.

PERIOD [.]

Period also known as full stop. Period always using to marking the end of a sentence, Marking titles, abbreviations and acronyms, using as a ‘dot’, as a decimal marker, after numbers and letters in lists, and after headings and side-headings.

The sentences:

a) *I also stand at informal English primary input* □

b) *I also listen to music and read some novels or even world news to increase my English* □

Table 3. Frequency of Students’ Errors in Using Period

No.	Alternative Answer	Frequency	Percentage
2.	Correctly	4	17.40%
	Incorrectly	19	82.60%
Total		23	100%

There are nine periods on the test. If all students answered correctly, then there was a total of 207 periods. However, only 149 correct answers from 23 students. That means, there were a total of 58 mistakes made by them. For student numbers 1, 4, 11, 13, 14, 17, 20, and 23, made only one error; student number 2, 8, and 20 made two errors; student number 5 and 9 made three errors; student number 6 and 22 made four errors; student number 16 and 21 made 5 errors; student number 19 made six errors; student number 18 made seven errors; and student number ten made nine errors.

There should be nine periods in test answers. However, many students replace them with commas. This makes only 4 students who are counted able to put the period correctly, namely students with numbers 3, 7, 12, and 15, with a percentage of 22.22%. While as many as 19 or 82.60% of students answered incorrectly.

APOSTROPHE [‘]

The functions of apostrophe are indicating possessives, indicating association or affiliation, forming plurals, and signalling contractions.

The sentence:

I have to write carefully and polishing my text with variation of words and sentences because of teacher □ s demand.

Table 4. Frequency of Students' Errors in Using Apostrophe

No.	Alternative Answer	Frequency	Percentage
3.	Correctly	8	34.78%
	Incorrectly	15	65.22%
Total		23	100%

The correct answer of that sentence should be, *I have to write carefully and polishing my text with variation of words and sentences because of **teacher's** demand*. There is only one apostrophe in the test. However, there are still many students who make errors. Students number 8, 9, 21 and 23 answer the apostrophe as a period. Student number 18 answered the space sign. while students 1, 2, 6, 10, 11, 14, 16, 17, 19, and 22 put a comma. So, there were 15 students with a percentage of 65.22% who answered incorrectly. From the data above, only 8 students, or 34.78 % of students answered correctly, namely student numbers 3, 4, 5, 7, 12, 13, 15, and 20.

QUESTION MARK [?]

The purposes of using a question mark are to indicates the end of a direct question, expresses doubt, expresses a polite request.

The sentence:

Does it give the learner English input □

Table 5. Frequency of Students' Errors in Using Question Mark

No.	Alternative Answer	Frequency	Percentage
4.	Correctly	3	13.04%
	Incorrectly	20	86.96%
Total		23	100%

There is only one question mark in the test. From the data above, it was found that a frequency of 3 students or only 13.04% of students were able to answer the test correctly. Only student number 3, 6 and 20 were able to answer correctly. Many students make error in placing punctuation marks in this sentence. This proves that there are still many students who do not understand the use of question mark. As many as 20 students, without exception, answered this test with a period, it means that as many as 86.96% of students thought that the answer to this test was a period because it was at the end of a sentence of a paragraph.

COLON [:]

Colon is using to indicating that a list of items will follow and signalling division of a sentence.

The sentence:

There are two basics type of English input I have learned □ formal and informal

Table 6. Frequency of Students' Errors in Using Colon

No.	Alternative Answer	Frequency	Percentage
5.	Correctly	1	4.35%
	Incorrectly	22	95.65%
Total		23	100%

There is only one colon in the test. The frequency shown in the data above indicates that there are many students who did not understand the placement and use of colon punctuation. Only 4.35%, or only 1 student, namely student number 1, knows that the answer to the sentence above is a colon. Student number 2 gives a space mark in his sentence; student numbers 9 and 14 answer using a period sign; and student numbers 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, and 23 answer with a comma. As many as 95.65%, or 22 students answered incorrectly.

THE STUDENTS' ERRORS IN USING CAPITALIZATION

After describing about errors in punctuation usage, the second step is the researcher describe about error in capitalization usage.

Table 7. Recapitulation of Students' Error in Using Punctuation

No.	Student's Number	Beginning of the Sentence	All Proper	Tittle, Heading,	Total errors
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			Noun or Adjective	and Sub- heading	
1	student 1	0	5	3	8
2	student 2	1	5	3	9
3	student 3	0	0	0	0
4	student 4	0	7	1	8
5	student 5	0	0	2	2
6	student 6	2	7	2	11
7	student 7	6	7	3	16
8	student 8	0	0	0	0
9	student 9	6	7	3	16
10	student 10	0	0	2	2
11	student 11	0	7	2	9
12	student 12	0	7	2	9
13	student 13	0	7	0	7
14	student 14	6	7	3	16
15	student 15	0	6	3	9
16	student 16	0	7	1	8
17	student 17	0	5	3	8
18	student 18	0	5	3	8
19	student 19	5	3	3	11
20	student 20	0	5	2	7
21	student 21	1	3	1	5
22	student 22	1	7	3	11
23	student 23	0	0	0	0
total		28	107	45	180

CAPITALIZE THE FIRST LETTER OF THE BEGINNING WORD OF A SENTENCE

Table 8. Frequency of Students' Errors in Capitalize the First Letter

No.	Alternative Answer	Frequency	Percentage
6.	Correctly	15	65.22%
	Incorrectly	8	34.78%
Total		23	100%

The sentence:

employees of the company were laid off with little hope of returning to work.

There are seven questions that must be changed into capital letters in each sentence. One of the questions was whether *employees of the company were laid off with little hope of returning to work*. However, it is a shame that there are still students who do not understand the use of capital letters at the beginning of every sentence and made errors. There are at least 8 students, or a percentage of 34.78%, who are still incorrectly in answering the questions given, namely student numbers 2, 6, 7, 9, 14, 19, 21, and 22. Two of them, numbers 2 and 6,

only correctly answered the first question, even though the first word is the name of a certain person, that was **Mark Paxton**, the vice president of the company, he embezzled over one million dollars.

In the data above, the researcher found 15 students answered correctly, with a percentage of 65.22%, namely student numbers 1, 3, 4, 5, 8, 10, 11, 12, 13, 15, 16, 17, 18, 20, and 23. It means, these 15 students have understood how to use capital letters at the beginning of a sentence.

CAPITALIZE ALL PROPER NOUNS OR ADJECTIVES

A 'proper' noun is the name of a specific person, a place, a country, a month, a day, a holiday, a journal title.

Table 9. Frequency of Students' Errors in Capitalize All Proper Nouns or Adjectives

No.	Alternative Answer	Frequency	Percentage
7.	Correctly	5	21.74%
	Incorrectly	18	78.26%
Total		23	100%

The sentences:

a) *the president of the united states wields much power.*

b) *my dear mr. simpson.*

From the data above it has been shown that there are still many students who do not understand the use of capital letters in the names of certain people or places. In the example sentence above, *united state* should be changed to *United State*. Meanwhile *mr. simpson* changed to *Mr. Simpson*. This could also indicate that many students still do not know the names of places or people.

The data obtained was only 21.74% or 5 students who were able to answer correctly all tests regarding the use of capital letters in proper names or adjectives, namely student numbers 3, 5, 8, 10, and 23. Meanwhile, the rest of the percentage, namely 78.26% or as many as 18 students have not been able to answer correctly in every test question that has been given.

CAPITALIZE THE TITLES, HEADINGS, AND SUB-HEADINGS

Table 10. Frequency of Students' Errors in Capitalize the Titles, Headings, and Sub-headings

No.	Alternative Answer	Frequency	Percentage
8.	Correctly	4	17.40%
	Incorrectly	19	82.60%
Total		23	100%

The sentence:

have you read all the king's men?

In the sentence above, there is the title of the book, namely *all the king's men*, which should be capitalized on the letters of each word to become *All the King's Men*. In the data above, it shows that only 17.40% of students actually changed the initial words in the title capitalized, namely: student numbers 3, 8, 13, and 23 or as many as 4 students. On the other hand, student number 4, 16, and only capitalized the word *King's*, and student number 5, 6, 10, 11, 12, and 20 capitalized word *King's* and *Men*. The number of students who answered incorrectly was 82.60%, or as many as 19 students.

DISCUSSION

From the test results, the percentage results show that 95.65% of students do not understand the use of a colon; this is the highest percentage of punctuation errors; in other words, only 1 student is correct in answering the test regarding a colon out of 23 students. The second highest error is the placement of commas and question marks, which is 88.89%, or 16 student errors. In the use of the period, there were 77.778%, or 14 student errors. In the use of quotation marks, there were 61.11%, or 11 student errors. The results of this test show that there are still many students who are confused about putting the correct punctuation marks in writing.

Besides that, for the use of capitalization, there is as much as 34.78%, or 8 students' errors in beginning the sentence. 78.26%, or 18 students, made errors in proper nouns or adjectives, and the highest errors made by students in using capitalization were errors in the use of capital letters in titles, headings, and sub-headings, namely 83.33%, or as many as 19; only 4 students were able to answer correctly.

Besides that, the researcher also compared the results of other researchers. The first researcher, Sudilah (2015), in his research was concerned about errors using punctuation only, by analyzing the composition of examination papers from fourth semester students. From the results of student writing, please find that of the many punctuation marks, only a few are the most used in writing, namely: commas, periods, apostrophes, and quotation marks.

The second thesis by Mega Mulianing Maharani and Emy Sholikhatun (2022). in the use of punctuation marks, not many students have difficulty in using punctuation marks. out of 38 students, only 7 students made errors and that was only in one or two sentences. Furthermore, there were very many students who made errors in capitalization, only nineteen students who did not make mistakes in writing the test. There were eighteen of thirty-eight students were in trouble of providing correct capitalization. Some of them wrote inappropriate capital and several students wrote without capital.

CONCLUSION

Based on the results of previous data analysis, it can be concluded that second semester students of the English Education Study Program at PGRI Silampari University made errors in punctuation, especially commas, periods, colon, question mark, apostrophe, and capitalization. The data obtained from the test stated that the highest error in placing punctuation marks was in placing colon marks, amounting to 94.44%. Meanwhile, the highest error in capitalization is the capital letter in title, heading, and sub-heading (83.33%), indicating that in writing, students do not only need to pay attention to grammar and others but also must pay attention to mechanics in writing, especially punctuation and capitalization, which help readers better understand the author's writing.

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