

**MECHANICAL ERRORS IN ACADEMIC  
WRITING: A CASE STUDY AT ENGLISH  
LANGUAGE EDUCATION DEPARTMENT OF  
UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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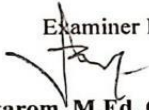
  
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## ABSTRACT

Puspitasari, Devi. (2019). *Mechanical Errors in Academic Writing: A Case Study at English Language Education Department of UIN Sunan Ampel Surabaya*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training. UIN Sunan Ampel Surabaya. Advisors: H. Mokhammad Syaifudin, M.Ed., Ph.D., Siti Asmiyah, M. TESOL.

**Key Words:** *mechanics, errors, mechanical errors, academic writing*

Writing an academic text needs to pay attention to the mechanics of writing; punctuation, capitalization, and spelling. By that, the readers can get the meaning of the text. Therefore, this qualitative research aimed to identify the mechanical errors in English academic writing and the causes that influence the students in placing mechanics in English academic writing. Subjects of this research are five students at D1 English Written class of English Language Education Department, academic year 2018/2019. Data were collected from five students' final essay in English Language Education Department, academic year 2018/2019 and semi-structured interview to the 5 students. The qualitative method is used to explain and describe the data deeply based on the theory, the result of document analysis, also from the semi-structured interview. The findings showed that all of the participants commit the errors in some categories of mechanics. The most errors are in capitalization and spelling category with the same number in total of five participants, it is 33 errors. The lowest error is in the use of period (punctuation) with 10 errors. The most errors are not capitalizing the first word in beginning paragraph and after period. For spelling, the homonym and misspelled the words are the most errors sources. The main causes are students' less knowledge and attention in class and less explanation and detail example from teachers were influenced them to place the mechanics. For the future teacher, the mechanics in writing needs to be concerned more in explaining in the class to hindered students' errors.

## ABSTRAK

Puspitasari, Devi. (2019). *Mechanical Errors in Academic Writing: A Case Study at English Language Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: H. Mokhamad Syaifudin, M.Ed., Ph.D., Siti Asmiyah, M. TESOL.

**Kata Kunci:** *mekanik, kesalahan, kesalahan dalam mekanik, teks akademik.*

Menulis teks akademik harus memperhatikan mekanik dalam tulisan tersebut; tanda baca, huruf kapital, dan ejaan. Dengan dilaksanakannya hal itu, pembaca bisa menangkap maksud dari suatu teks. Oleh karena itu, penelitian kualitatif ini bertujuan untuk menemukan kesalahan-kesalahan mekanik dalam tulisan akademik yang berbahasa Inggris dan penyebab-penyebab yang memengaruhi mahasiswa meletakkan mekanik dalam teks akademik berbahasa Inggris. Subyek penelitian ini adalah lima mahasiswa dari kelas D1 yaitu English Written Pendidikan Bahasa Inggris, tahun ajaran 2018/2019. Data diperoleh dari lima esai ujian akhir dari Pendidikan Bahasa Inggris, tahun ajaran 2018/2019 dan wawancara semi-terstruktur kepada 5 mahasiswa. Metode kualitatif digunakan untuk menjelaskan dan mendeskripsikan data lebih rinci berdasarkan teori, hasil dari analisis dokumen, dan wawancara semi-terstruktur. Hasil menunjukkan bahwa semua partisipan melakukan kesalahan dalam beberapa kategori dalam mekanik. Kesalahan yang sering terjadi adalah pada kategori kapital dan ejaan dengan hasil yang sama pada kelima partisipan, yaitu 33 kesalahan. Kesalahan yang paling rendah yaitu dalam penggunaan titik (tanda baca) yaitu 10 kesalahan. Kesalahan yang paling banyak terjadi pada penggunaan kapital di huruf pertama pada awal paragraf dan setelah tanda titik. Pada ejaan, homonim dan kesalahan eja pada kata adalah sumber kesalahan paling banyak. Penyebab utama sehingga mahasiswa melakukan kesalahan dalam mekanik adalah kurangnya pengetahuan dari siswa dan perhatian di dalam kelas dan juga kurangnya penjelasan secara rinci yang disertai contoh-contoh dari guru sehingga memengaruhi mereka dalam menempatkan mekanik. Kepada calon guru, mekanik dalam kepenulisan perlu diperhatikan lebih saat menjelaskan di dalam kelas untuk menghindari kesalahan yang dilakukan siswa.

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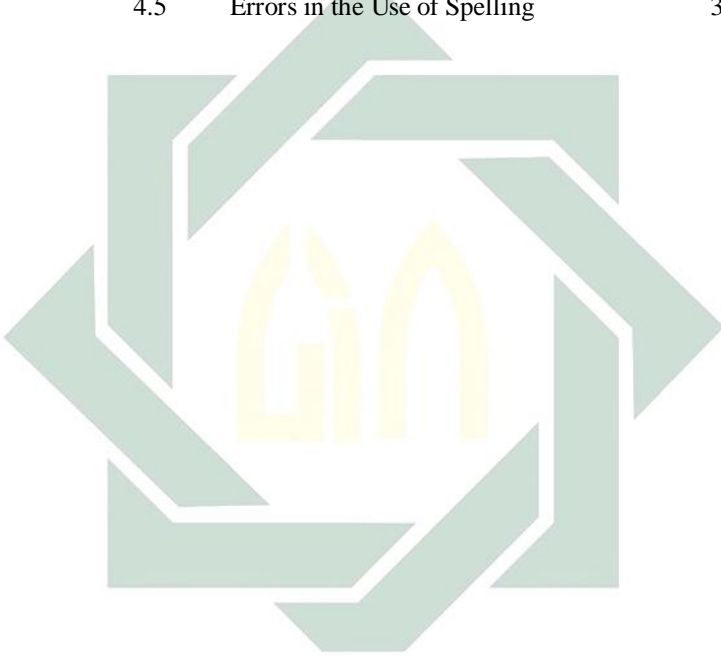
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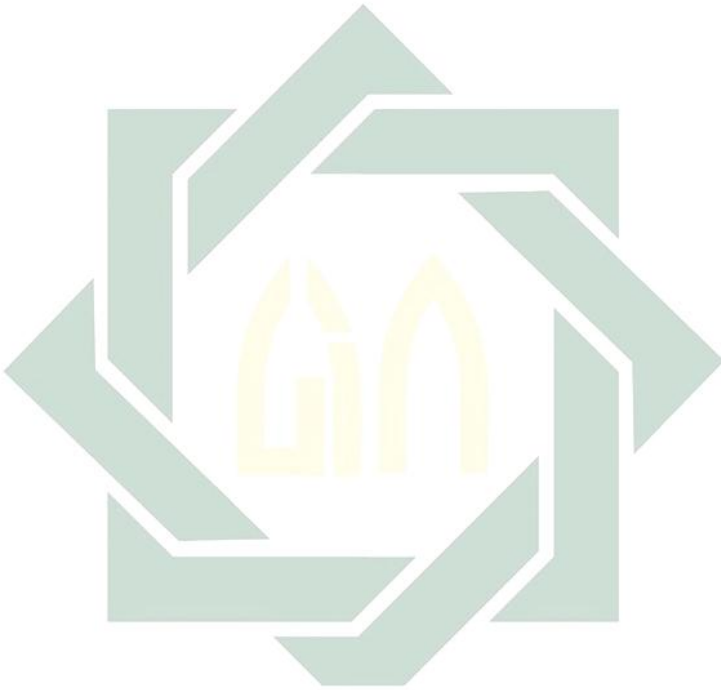
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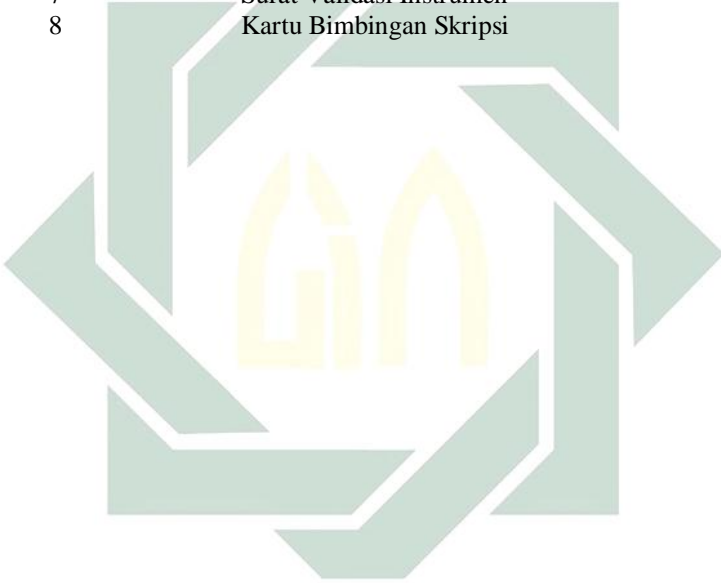
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# CHAPTER I

## INTRODUCTION

This section discusses the area of the study that will be covered in some headings (1) research background, (2) research questions, (3) objectives of the research, (4) significance of the research, (5) scope and limitation, (6) definition of key terms.

### A. Research Background

Writing as a tool to express the writers' unspoken idea that needs to be completed by choosing proper written words. Writing needs a long process and time. It is not simple because writer needs to define what they intend to write and deliver the meaning, as supported by Rolls and Wignell cited from a handbook for students of Charles Darwin University Australia that one of important thing in writing is about defining the idea or signals of thesis statement.<sup>1</sup> Evolving an idea to be a beginning of the completely written text should be logic to have it flow from paragraph to paragraph. To make it flow, writer can use transitional signal such as first, second, etc. Kate Turabian also comments that writer needs to discover many materials for supporting idea.<sup>2</sup> They have to look at the others previous study and even revise the earlier completed draft. Hence, developing an idea of academic writing is not an easy thing, especially to non-native students. However, as evolving the ideas, Oshima and Hogue wrote that writer needs to pay attention to coherence in writing.<sup>3</sup> The ideas in writing will be smoothly flowing from paragraph to paragraph if it is coherent. As a result, the reader can thoroughly and easily discover the idea in the coherent paragraph.

Even though it is difficult for some non-native students, learning academic writing is a necessary for students

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<sup>1</sup> Lesley MacGibbon, Ph.D. *Academic Essay Writing: A resource to Assist Tutors Working with Indigenous Students*. (Australian Centre of Charles Darwin University: Australia), 11.

<sup>2</sup> Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers 7<sup>th</sup> edition*. (The University of Chicago Press: Chicago and London, 2003), 22.

<sup>3</sup> Ann Hogue and Alice Oshima. *Introduction to Academic Writing, 3<sup>rd</sup> Edition*. (Pearson Education Longman, 2007), 79.

as one of final requirement in finishing undergraduate level. After defining an idea, organizing the text by using academic vocabularies are also taking a part as an important role to create flowing and understanding meaning for readers. Bailey stated that the academic vocabulary is very different in the usage of spoken word because written text tends to use formal verbs instead of informal words. <sup>4</sup> For example, replacing ‘speed up’ or ‘imagined’ into ‘accelerated’ in case of written text. Overall, academic writing is different from the other writing types because it is formal, using academic vocabulary, the ideas should be logic, and it should be coherent from paragraph to paragraph to ease the readers in understanding the text.

Recently, an academic writing especially in English is needed in every activity such as from reading an article, a bilingual book, an abstract of thesis, and many more. Having a structured idea and formal vocabularies only in academic writing is not enough. The case of mechanics of the writing (punctuation, capitalization, and spelling) also need to pay attention such as the improper placement of punctuations, capitalizations, and spellings called mechanical errors. This matter will have an effect for the meaning of text. If writers do not use those three mechanics in the right place, the readers can be confused and do not catch the messages of the writers. As Anne Stilman stated in her book, the readers tend to find the misspelling easily. A misplace of punctuation also can be an obstacle for readers to discover the ideas in text.<sup>5</sup> Finally, the writing will not result well whether the content is good or the topic is actual. So, the mechanical errors cannot be separated from academic writing, because punctuation takes important role in writing to flow the idea. If the writers misuse the punctuation, it will change the idea of the writing. While the spelling, it also have a significant role in writing. If your writings are typos or misspelling the words, it will mislead the reader of your writing. The last is capitalization. It becomes

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<sup>4</sup> Stephen Bailey. *Academic Writing: A Handbook for International Students 3<sup>rd</sup> edition*. (Routledge: London, 2011), 182.

<sup>5</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar. (Writers' Digest Book: Ohio. 1997)*, 33.

important in writing. It can give the readers information of beginning idea if you put it in the right order.

Writers around the world from different countries already notice the cases of mechanical errors; for example, the previous study of some writers from Asia stated that some of respondents still in low understanding of the use of mechanics in writing. As Alif Mufida Ulya found, the data shows 100% comma errors for clarity in narrative text, and in invitation card, the misplace of comma found out in 17 from 45 students.<sup>6</sup> A shocking result also shows from a thesis from Yeti Puspitasari also gave a shocking result, almost 40% of respondent got fallacies in punctuation marks.<sup>7</sup> Next is a study from Nurmawati, Saharuddin Barsandji, and Muhsin showed a result out of expectation, the gap from the first cycle to second cycle after is about 25%.<sup>8</sup> Different research from Kanyakorn Sermsook, Jiraporn Liannimitr, and Rattaneekorn Pochakorn also found that punctuation as the most made error as much as 14,19%, while spelling is in 9,18%, and the capitalization is 8,12.<sup>9</sup> Finally, a postgraduate thesis of Elda Yulia Ryandini (also see Susan Nauli Silitongan<sup>10</sup>) showed that students still have difficulties in using the proper punctuation, spelling, and capitalization in writing a text.<sup>11</sup> While the papers from Africa

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<sup>6</sup>Alif Mufida Ulya. *The Comma Error in Students' Writing: A Case Study of Eight Grade Students at SMPN 25 Surabaya*. (An undergraduate thesis at UIN Sunan Ampel Surabaya, 2016).

<sup>7</sup>Yeti Puspitasari. *Analisis Kesalahan Huruf Kapital dan Tanda Baca pada Paragraf Deskriptif Siswa Kelas V SD Negeri Sampray Rumpin Bogor*. (Jakarta: UIN Syarif Hidayatullah, 2014).

<sup>8</sup>Nurmawati, Saharuddin Barsandji, and Muhsin. *Peningkatan Kemampuan Menggunakan Tanda Baca Titik, Koma, dan Titik Dua dalam Kalimat dengan Menggunakan Metode Latihan Siswa Kelas IV SDN Atananga Kec. Bumi Raya Kab. Morowali*. *Jurnal Kreatif Tadulako Online* Vol. 3 No. 1 ISSN 2354-614X.

<sup>9</sup>Kanyakorn Sermsook, Jiraporn Liannimitr, and Rattaneekorn Pochakorn. *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students*. *English Language Teaching*; Vol. 10, No. 3. (Canadian Center of Science and Education, 2017.), <http://doi.org/10.5539/elt.v10n3p101>.

<sup>10</sup>Susan Nauli Silitongan. *Analisis Kesalahan Ejaan Dalam Karangan Siswa SD Negeri Gemawang Sinduadi Mlati Sleman*. (An electronic journal of State University of Yogyakarta, 2016).

<sup>11</sup>Elda Yulia Ryandini. *Students' Argumentative Writing Ability and Peer Feedback Through Instagram Application*. (A post-graduate thesis of State University of Surabaya, 2018).

were shown by Samer Masoud Ahmed Alrbsh<sup>12</sup> (also see Tsaona S. Mokgwathi and Boitshoko E. Otlhomile write that students<sup>13</sup>) showed that respondents misplace of punctuation and have no regard in placing the improper punctuation such as full stop in the end of sentences, the use of comma and quotation mark. Data shows from the thesis of Elda, some of English Language Education Departments students are confused in cutting up the length of the sentences by using the transition signal words.<sup>14</sup>

Similar with the previous research, some studies such as from Keiko<sup>15</sup> and Puteri and Don<sup>16</sup> also do a research on errors in writing but not specific to mechanical errors case. They dispose to observe many problems in writing such as the mechanics, grammar, and word formation. Meanwhile, this research will only focus to the most crucial matter that is mechanical errors of three aspects, punctuation, spelling, and capitalization. From the writer's personal experience in checking the essay of some students in English Language Education Department from second and fourth years and the data got from the lecturer of English written also highlights the importance of this research. From 30 students in each years, half of the students do not have intention in using the mechanics in proper ways. It is proven by the assessment rubric that shows the mark in mechanics almost all of the students get low score. Most of them only pay attention to the content and have low point on the mechanics. Therefore, some errors of students' documents will not be there without some causes that

<sup>12</sup>Samer Masoud Ahmed Alrbsh. *The Problems of Libyan Students in Using Correct Spelling, Punctuation, and Present Tense to Write Explanation Text*. (An undergraduate thesis of State University of Semarang, 2014).

<sup>13</sup> Tsaona S. Mokgwathi and Boitshoko E. Otlhomile under title. *Where Has All The Punctuation Gone? Of Culprits, Victims and Casualty*. (PEOPLE: International Journal of Social Sciences, Vol. 3 Issue 1. 2017. <https://dx.doi.org/10.20319/pijss.2017.31.1730>)

<sup>14</sup> Elda Yulia Ryandini. *Students' Argumentative Writing Ability and Peer Feedback Through Instagram.....*, 75.

<sup>15</sup> Keiko Muto-Humphrey. *Frequent Errors in English Grammar: Articles and Possessive Markers*. Nagoya University Journal, 60-85.

<sup>16</sup> Puteri Kharmilah and Don Narius. *Error Analysis in Writing Discussion Text Made by Students at English Departments of Universitas Padang*. (Journal of English Language Teaching Volume 8 No. 3, 2019. <http://ejournal.unp.ac.id/index.php/jelt>)



faced by students. Following the first problems, it is important to investigate why some of students do such mechanics errors. From the previous articles stated by Alfa Mitri, that one from some of the causes is the lack of detail explanation from the teacher.<sup>17</sup> This is an important problem to be observed and paid attention to make an improvement in English academic writing capability.

As this important case have been missed in previous research, this research discuss further related to the analysis of those three mechanical errors in English academic writing and the causes why the students makes some mechanical errors in their academic writing of English Teacher Education Department undergraduate students of UIN Sunan Ampel Surabaya.

#### **B. Research Questions**

1. What types of mechanical errors do students have in English academic writing at 3<sup>rd</sup> Semester of English Language Education Department?
2. What causes do students make such mechanical errors in English academic writing at 3<sup>rd</sup> Semester of English Language Education Department?

#### **C. Objectives of the Research**

1. To find out the types of mechanical errors students have in English academic writing at 3<sup>rd</sup> Semester of English Language Education Department.
2. To investigate the causes students' do such mechanical errors in English academic writing at 3<sup>rd</sup> Semester of English Language Education Department.

#### **D. Significance of the Research**

These findings of the study are expected to contribute both theoretically and practically about the using of punctuation marks, capitalization, and spelling in English academic writing. The importance of this research has some reasons: First, it can collect data about students' comprehension in placing punctuation marks, capitalization, and spelling in

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<sup>17</sup> Alfa Mitri Suhara. *Kesulitan Menyimak, Berbicara, dan Menulis dalam Pembelajaran Bahasa Indonesia pada Siswa SMA*. (Jurnal Ilmiah Program Studi Bahasa dan Sastra Indonesia: STKIP Siliwangi)

English academic writing and make the students to evaluate their knowledge in mechanics of writing. Second, to inform the teacher or lecturer about the causes of students doing mechanical errors in English academic writing. Third, for researcher, to exercise the research skill and knowledge especially in the field of English academic writing.

#### **E. Scope and Limitation**

This study point out on the analyzing students' difficulties in placing the mechanics in essay such as punctuation, capitalization, and spelling. Also, the causes students do mechanical errors in their English academic writing essay. The participants are taken from D1 English Written class on academic year 2018/2019 that contains of thirty students, but this research will take only five students. This study will have an English academic writing analysis that is an English essay. It will be an English final essay hand writing text to answer first research question. An interview will be conduct to answer the second research question that aimed to know some causes faced by students. In addition, the researcher will do an interview as a technique for collecting a valid data.

#### **F. Definition of Key Terms**

The key terms are described to provide readers' interpretation, here they are the following:

##### **1. Mechanical Errors**

Mechanical or mechanic is an orthography that structured the written text, such as capitalization, punctuation and spelling.<sup>18</sup> Meanwhile, errors are unnoticed deviations that done repeatedly by learners.<sup>19</sup> So, in this study, mechanical errors are deviations on the use of English capitalization, punctuation, and spelling and students repeat unconsciously in their English academic writing.

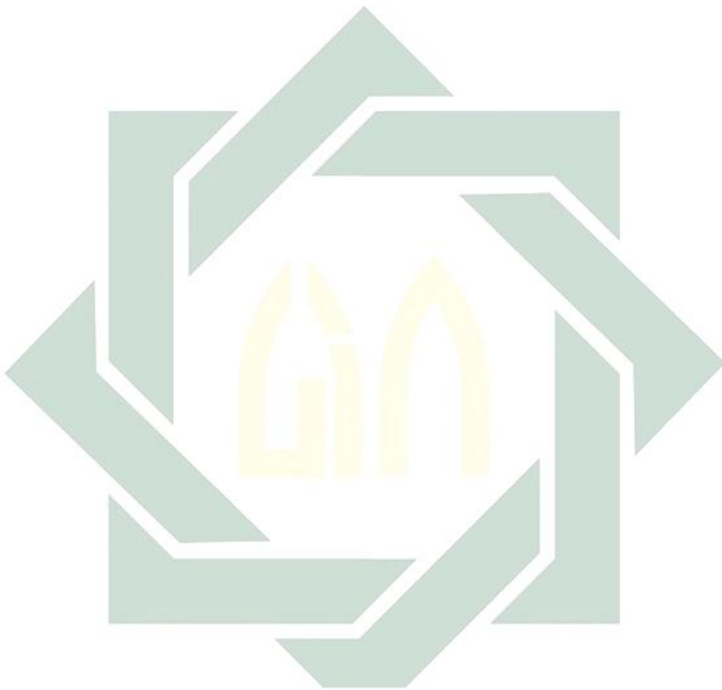
##### **2. Academic Writing**

Academic writing is a formal writing that uses academic vocabulary to flow the ideas with a specific rule of

<sup>18</sup> Lethbridge College. "Grammar & Mechanics." Canada: *eLearning Café by Lethbridge College*, (<http://www.lethbridgecollege.net/elearningcafe/index.php/writing/grammar-and-mechanics>), accessed on May 11, 2019)

<sup>19</sup> Pimpisa Rattanadilok Na Phuket and Dr. Normah Binti Othman. *Understanding EFL Students' Errors in Writing*. Journal of Education and Practice, Vol.6, No.32, 2015, 100.

structuring.<sup>20</sup> In this study, the academic writing is one of English essay as formal writing using academic vocabulary through specific structuring developed by student of English Teacher Education Department.



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<sup>20</sup> Ann Hogue and Alice Oshima. *Introduction to Academic Writing, 3<sup>rd</sup> Edition* ..... 3.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Review of Related Literature

#### 1. Academic Writing

A theory from Oshima and Hogue, academic writing is a kind of text used for university level classes and senior high school level.<sup>21</sup> Different from personal written text, Oshima and Hogue stated that this text is formal and it cannot use slang or informal words. The generic structure of academic writing for thesis research based on Bailey consists of abstract, list of contents, list of tables, introduction, main body, literature review, case study, findings, discussion, conclusion, acknowledgements, references, and appendices. Besides that, he also added, the short writing essay commonly will consist of introduction, main body, and conclusion.<sup>22</sup> Based on Oshima and Hogue, essay paragraph is kind of academic writing.<sup>23</sup> Essay's structures are consisting of introductory paragraph, body paragraph, and concluding paragraph. In introductory paragraph writer writes general statement and topic sentence. A general statement states in the first paragraph to know the phenomena in general. After that, the writer conducts the topic in specific content. Body paragraph consist of topic sentence and the explanation. Finally, the concluding concludes overall the content in body paragraph before.

#### 2. Mechanics (Punctuation, Capitalization, and Spelling)

Mechanics are basic term that usually taught in introductory writing courses. This also as the way writer uses to express their self-feelings and messages like pursue someone or else in writing. Meanwhile, these things still not handled properly by some teachers. So that, some students do not realize their fault in placing the mechanic in academic writing, called mechanical errors. Abdussalam stated that mechanical

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<sup>21</sup>Ann Hogue and Alice Oshima. *Introduction to Academic Writing, 3<sup>rd</sup> Edition* ..... 3.

<sup>22</sup>Stephen Bailey. *Academic Writing: A Handbook for International Students 3<sup>rd</sup> Edition* ..... 5

<sup>23</sup>Ann Hogue and Alice Oshima. *Introduction to Academic Writing, 3<sup>rd</sup> Edition*..... 23-168.

errors are some problems that some students not realize in writing, commonly faced by some students in English writing to put the mechanics in the proper place. Generally, the errors consist of misplacing punctuation, capitalization, and spelling. The placing of proper mechanics in writing can make the clear communication in English writing.

The mechanics rules based on Anne Stilman for Punctuation and spelling; Jane's Strauss for capitalization. They are:

a. Punctuation

According to Quirk as cited in Huda, Estefan, and Nahi, punctuation is a mark or symbol in writing that used to differentiate and separate phrases and sentences.<sup>24</sup> It is an aid to give a comprehension of flowing idea in written text. He also writes that word, as orthographic units are limited by one space or more or by punctuation mark. Moreover, Harmer states that punctuation marks are very important. The use of proper punctuation can define the quality of writing. Misusing the commas, full stops, dash, quotation, etc. can make an ambiguity to the text.<sup>25</sup> In this study, some punctuations rule based on Anne are comma, comma, period, semicolon, colon, dash, slash, ellipsis, apostrophe, and quotation mark.

The first is comma (,). Comma based on Anne, have some rules, but only some of the rules will be attached in the instruments. The first rule, do not use comma between subject and predicate. At least a subject arranges a good sentence and predicate, if they are separated by comma, the meaning will not be understandable. The second is, do not use comma in two actions in the predicate. The third, use comma to separate two independent clauses that linked by a conjunction. For example, *he missed her, so he went on his own*. The first clause is he missed her; the second clause is he went on his own; and the conjunction is so. Next, use comma if it is followed by introductory elements, for instance *finally, so, therefore*,

<sup>24</sup> Huda. D. Salman, May Estefan, and Nahi. Y. Yaseen. *Errors in Using Punctuation Marks in Selected Scientific Writing Committed By Non- Native Postgraduate*. (Scientific Research Journal (SCIRJ), Volume V, Issue IV, April 2017).

<sup>25</sup> Jeremy Harmer. *How to Teach English*. (Pearson Education Longman: England, 1998), 49.

*moreover, actually, and others.* After that, put comma between three elements. The comma also called as series comma. The example given is *his documentary employs home movies, photographs, and archival footage.* For the next rule, always put a comma before the closing quotation marks of a dialogue that followed by any text. It can be seen from the following example: *he shrugged and said, "Please yourself," and walked away.* This rule occurs in the written script of conversation. Next rule is use comma after the introductory text in a dialogue followed by any text. Need to be concerned that introductory text is different from introductory elements. The example of this rule can be like *he exclaimed, "Of course I didn't!"* Next, do not add comma if in the end of a sentence is a question mark, exclamation point, or dash, such as "*Bah!*" *he said.* Next, use comma to separate numbers such as number in the case of dates, *June 12, 1996.* Next, repeated words also separated by a comma, for instance, *whatever he does, he does well.* The last, to separate a name of places also need to put comma, for instance, *Miami, Florida.*<sup>26</sup>

The second is period (.). There are eleven sources of errors that will be analyzed in the document. The first, put period in the end of sentence. Second, no need to put on period after another punctuation mark such as question mark, exclamation mark, or apostrophe. Third, do not use period in the end of abbreviations that have a period, for instance, *he likes pancake, tart, etc.* Right after word "etc." that has a period in the end, the extra period does not need there. Next, if a list sentence use period, be consistence in using it. For example, *1.; 2.; 3.* that listed above. Also, put period in the initials of people's names such as *C.S. Lewis.* Next, put on period in title of honorific. The example is the writing of *Mr.; Mrs.; Dr.; etc.* Next is time indicators that actually optional based on every writing guide. It can be *A.M. or AM, B.C. or BC.* Next, in every metric measurement such as *39 cm, 12 km, or 14* do not ever put a comma. Another rule is the names of companies or organizations. Some of them do not use period and some of

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<sup>26</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar* ..... , 61-86.

them use it, like *NATO and H.M.O.* based on the guide of every institution. Furthermore, the common habits of writing *exempli gratia* or for example (two abbreviated words) are also discuss in this book, they are: *e.g. or exempli gratia* means for example, *i.e. or id est.* means that is, *et al. or et alia* means and others, *cf. or confer* means compare, and *viz. or videlicet* means namely.<sup>27</sup>

The third rules are about semicolon (;) that has only two sources of errors. The first, use semicolon to separate elements that usually subdivided by comma. If a sentence talk about the particle one and that particle have a sub-particle again, better to separate it by putting a semicolon. For example, *the competition drew contestants from Georgia and Alabama in the south; New York, New Hampshire and Connecticut in the northeast; and Oregon in the northwest.* It explains that competition contestant will be from three areas, they are south, northeast, and northwest which are in every area has the specific city mentioned. Last, use semicolon to unite two separate sentences. If two sentences have same topic, better to unite them by using conjunction or semicolon to help reader connect to the meaning. In this case, the example is *the early bird gets the worm; the early worm gets eaten.* By composing a text such like this will make the writing go smoother and help to clear the relationship of sentences.<sup>28</sup>

The next is about colon (:). This source of errors has eight types. The first, use colon when its sentence about question or answer. The second, colon uses to introduce a list. For example, (listed above) *the use of vitamin C: lighten the skin, tighten the pores, and repairing the skin tone.* Third, the use of colon is to separate numbers in ratio. Next, colon can be used to separate hour from minute. Next, separate a main title from the subtitle. Next, colon helps to separate lead in text from spoken words in dialogue such as *he suddenly turned around and said: "do you have a cup of tea?"* The last, separate the

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<sup>27</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*....., 106-112.

<sup>28</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*....., 88-95.

low level subheading and figure from the text followed them, for instance, *Figure 12: Algebra and Algorithm*.<sup>29</sup>

Next rule comes from dash. There are two sub-rules of dash, the em—dash and en–dash. First is em dash that serves function to mark off a description elements or digression. Using em dash is aimed to emphasize not integral sentence. For example, *even Daisy—whose her hair grey had her cheerful side*. Next function is em dash used to be used in marking a break in structure or turn in content. A direction content that suddenly turn out to be different, for instance, *dear Mr. Ahmed—or could I call you Mr. A?* That is the clear example where a sentence veered off from one direction. The next is to indicate the source of quotation. The example is, *computers in the future may weigh no more than 1.5 tons—popular mechanics, 1949*. The second sub-rule is en dash. The function is it can link the elements such as ranges of dates, times, and page number.

Next is about slash (/). Slash according to Anne is nebulous mark that often used as a casual shorthand expression. Therefore, slash generally does not suit the formal writing. There are some functions of slash, they are indicating “and” or “or” relationships and indicating various other relationships between words or numbers. The first is indicate “and” or “or” is used to replace “And” or “or” in non-formal writing. The second is indicating various other relationships between words or numbers. Inside this second function, have some sub-functions. First is separating elements that are being compared. Second, separating the numerals making up a date such as *01/01/97*. Third, indicating a period spanning two calendar years like *academic year 1997/98*. Next, indicating as shorthand *per*, for instance, *100 km/hour*. Next, indicating division or fractions in math such as  $6/3 = 2$ .<sup>30</sup>

Ellipsis is the next punctuation that will be analyzed. Ellipsis is three dots with space (. . .). The first function is indicating omission when abridge the original version of text.

<sup>29</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*....., 97-103.

<sup>30</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*....., 139-142.



The second is indicating hesitation or trail off speech. A dialogue that contains of hesitation will uses ellipsis, meanwhile the dialogue that broke-off or interrupt will use dash.<sup>31</sup>

Apostrophe (‘) in next rule is aimed to indicate omission in contracted words. It can be a “stand-in” mark to words that has been taking out. There are sub-functions of the functions above. First, apostrophe as a mark between two-words split out such as word “**don’t**” from two words “**do not.**” Next is single-word contraction, for instance, “**doin**” that actually “**doing**”. Next is numerical contraction like in example *I was born in the ’97*. Next, it indicates possessive such as *It is Budi’s book; that was Azis’ bag.*<sup>32</sup>

Last rule is quotation mark (“ ”). The functions of quotation mark as commonly known are for showing a dialogue in a story. Besides, quotation mark also functions in setting off citations such as “*We are going through!*” *The Commanders’ voice was like thin ice breaking.* Moreover; quotation mark is used to emphasize an unusual words, special senses, ironically words in a text.<sup>33</sup>

#### b. Capitalization

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt. The rules taken from Jane and Oshima Hogue’s book. The first rule is the first word of a document and the first word right after period should be capitalized. Second, capitalize proper nouns or adjectives such as *the Golden Gate*. Third, capitalize the titles such as *President Obama*. Next, capitalize the name after occupations, for instance, *owner Helen Smith*. Following rule is capitalizing a formal title when it is used as a direct address. For example, *will you sign this proposal, Director?* Next rule is, capitalize

<sup>31</sup> Anne Stilman. *Grammatically Correct: The Writer’s Essential Guide to Punctuation, Spelling, Style, Usage and Grammar* ..... , 184-186.

<sup>32</sup> Anne Stilman. *Grammatically Correct: The Writer’s Essential Guide to Punctuation, Spelling, Style, Usage and Grammar* ..... , 194-198.

<sup>33</sup> Anne Stilman. *Grammatically Correct: The Writer’s Essential Guide to Punctuation, Spelling, Style, Usage and Grammar* ..... , 172-179.

the name of relatives that place the personal name in a sentence. For example, *I found out that Mom is here*. The next is, capitalize the nicknames in all cases such as this sentence, I meet your sisters, Julie and Rose. Next rule is, using capitalization when you write geographical regions, for instance, we have three relatives visit from the West. Next, do not capitalize “the” before proper nouns such as *I am reading the London Times*. Next is, no need to capitalize words city, town, country, etc if it is coming before the proper name, such as the city of New York or the New York City. Next, capitalize the first word after quotation mark. Next, capitalize the specific course, but not the general course such as *I take history and Algebra 101*. Next, capitalize the deities such as *God, Allah, Shiva, Brahman, etc*. Next, capitalize names of person and their titles, for instance, *Mr. John, Mrs. Regina, etc*. Next, capitalize the first word of sentence after colon if it is a subtitle of title. For example, “The King’s English: A Guide to Modern Usage . . .” Capitalize the title’s first and last word. Next, capitalize the nationalities, races, religions, languages. Next, capitalize the days, months, and special days, but do not capitalize the name of seasons. Last, capitalize the name of organizations, schools, agencies, etc.<sup>34</sup>

### c. Spelling

As Anne Stilman writes in her book in the following title *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*.<sup>35</sup> She writes that spelling still be a problem to English writing for students in university. The problems stated by her are about misspelling, interchanging *ent* and *ant*, *able* and *ible* endings, interchanging soft *c* and *s*, *g* and *j*, omitting a silent letter, confusion over double consonants, common types of typo, homonyms, Spelling variations (American and (or) British): or/our endings, er/re endings, ize/ise endings, ed/t endings, single/double consonants, dropping/retaining, e/ae, oe.

<sup>34</sup> Jane Straus, Lester Kaufman, Tom Stern. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide With Clear Rules, Real-World Examples, and Reproducible Quizzes* 8<sup>th</sup> edition. San Francisco: Jossey-Bass A Wiley Brand, 2014,49-55.

<sup>35</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*....., 33.

### 3. Errors in Academic Writing

Errors are unnoticed deviations that done repeatedly by learners.<sup>36</sup> To elaborate the errors, experts will analyze it that later can be observed and find the solutions. In the late discussion about errors, the father of Error Analysis (EA), Pit Corder (as cited from Abdusalam Alhadi) have explained about how to analyze the EA into the following steps: collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors.<sup>37</sup>

Analyzing errors can lead researcher to classify the errors. Based on James as cited from Kanyakorn Sermsook categorized five categories of errors which include grammatical errors, they are: adjectives, adverbs, articles, nouns, possession, pronouns, prepositions, and verbs. While second category of errors substance are: capitalization, punctuation and spelling. For the next category of errors, James said that word formation and word selection can be categorized as lexical errors. Last, syntactic errors coordination: structure and order of a sentence; and semantic errors: the ambiguity and miscommunication in the text can lead an error in writing.<sup>38</sup>

Different with the five major of errors above, the major sources of errors specifically described by Kanyakorn Sermsook as cited from Kapolo in English academic writing are inter-lingual Error and intra-lingual error. Based on Kapolo as cited from Darus and Ching, inter-lingual error in writing is error that comes from the result of interference of L1 to be transferred to L2.<sup>39</sup> Meanwhile, the intra-lingual error have six sub-errors categories, they are: lack of ability and knowledge about writing mechanics, less focus because of noisy place

<sup>36</sup> Pimpisa Rattanadilok Na Phuket and Dr. Normah Binti Othman. *Understanding EFL Students' Errors in Writing*....., 100.

<sup>37</sup> Abdusalam Alhadi A Shweba, and Yan Mujiyanto. *Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya* ..... , 95.

<sup>38</sup> Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn. *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students*.English Language Teaching; Vol. 10, No. 3....., 103.

<sup>39</sup> Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia* . (A Post-graduate Thesis at Universit of Namibia, 2013)

when write, less reading and train to write, less experience in writing, less explanation and detail example from teacher or lecturer, and carelessness.

To sum up, the causes of errors happened in students essay are less of knowledge about mechanics, less focus because a noisy place, less reading and training to write an essay especially point out the punctuation, less experience in writing and use the mechanics in writing, less explanation from teacher also with the detail example, and the carelessness of students their-self. All of those causes can really create some errors in writing. This research is categorized as the substance errors where the mechanics be a substance or essence in academic writing.

#### 4. Cases of Mechanical Errors in Writing

Mechanical errors have led to some problems in writing such as the confusion in reading the text and interpreting the meaning of the text. That is why this case has already been observed by many researchers but in different elements of subjects and objectives. The first case comes from the case study research of Dajang and Adewale on five Vanguard Newspapers of Africa.<sup>40</sup> It is shown that there are some shortcomings that occurred in the use of punctuation marks. Unfortunately, the misinterpretation from the readers can be caused because of the misplacement of punctuation marks. The second case occurred in Nyala Locality in Africa from research by Elsadig and Abdall.<sup>41</sup> In this research, the case is also about the misuse of punctuation marks that occurred in secondary school students in English. Eighty students as participants in this observation are having problems in the use of punctuation marks such as exclamation mark, period, and comma. The last case is still in the errors of placing punctuation marks from Ahmed

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<sup>40</sup> Innocent Nasuk Dajang and Omolola Adewale. *Punctuation Marks in Newspaper Reporting: Focus on the Vanguard Newspaper*. (SEAHI PUBLICATIONS: International Journal of Innovative Language, Literature & Art Studies, vol. 4, 2016)

<sup>41</sup> Elsadig Abaker Mohamed Samhon and Abdall Yassin Abdall. *Common Punctuation Errors Made by Secondary Schools Students in English: A Case Study at Secondary Schools, Nyala Locality*. (SUST Journal of Humanities, vol. 17 no. 4, 2016)

Awad.<sup>42</sup> It is from 100 students of English and the TEFL Majors Faculty of Education and the English Department in the Faculty of Arts An-Najah National University that show various errors such as the overuses of comma, the misplace of period, and misuse of capital letters.

Although all of the cases stated before are most placing punctuation marks, the case of mechanical errors such as spelling, capitalization, and punctuation still be a problem that need to be paid attention to some novice writers and students.

##### 5. Students' Causes in Doing Mechanical Errors in English Academic Writing

Alfa Mitri explained from a case study that he did in one of senior high school, a student felt difficult in placing punctuation caused by lack of basic learning from the teacher.<sup>43</sup> Another thesis from Yeti Puspitasari clarified the difficulties in using punctuation mark and capitalization.<sup>44</sup> Those are caused by the less explanation on punctuation marks from teacher, less motivation and attitude of students during teaching process, and lack of teaching method on presenting the use of punctuation. In addition, citing from Odekula and Fatai, Awodele stated that unfortunately Nigeria elementary students still cannot use the right punctuation, even spelling and grammar. The reasons are bilingual nature, poor socio-economic, and stay in unfavorable environmental factors.<sup>45</sup> Therefore, this current study wants to know further students' causes in making mechanical errors in

<sup>42</sup> Ahmed Awad. *The Most Common Punctuation Errors Made by the English and the TEFL Majors at An-Najah National University*. (An - Najah Univ. J. Res. Humanities, vol. 26, 2012)

<sup>43</sup> Alfa Mitri Suhara. *Kesulitan Menyimak, Berbicara, dan Menulis dalam Pembelajaran Bahasa Indonesia pada Siswa SMA*. (Jurnal Ilmiah Program Studi Bahasa dan Sastra Indonesia: STKIP Siliwangi)

<sup>44</sup> Yeti Puspitasari. A Thesis. *Analisis Kesalahan Huruf Kapital dan Tanda Baca pada Paragraf Deskriptif Siswa Kelas V SD Negeri Sampray Rumpin Bogor*. (UIN Syarif Hidayatullah: Jakarta, 2014), 4.

<sup>45</sup> B. Oluwakemi Adekola and Oluseun Fatai Lawal. *Assessing Punctuation Errors Made by Secondary School Students in English Language Comprehension in Ogun State, Nigeria*. (International Journal of English Language Teaching, vol. 4, No. 2, 2017), <http://ijelt.sciedupress.com>.

their English academic writing in third semester to put on the mechanics in English academic writing.

## B. Review of Previous Studies

There are some researchers, which previously were held by some researchers related to this study. These previous studies take the issue of errors in punctuation, capitalization, and spelling.

The first previous study is under title “Peningkatan Kemampuan Menggunakan Tanda Baca Titik, Koma, dan Titik Dua dalam Kalimat dengan Menggunakan Metode Latihan Siswa Kelas IV SDN Atananga Kec. Bumi Raya Kab. Morowali” from Nurmawati, Saharuddin Barsandji, and Muhsin.<sup>46</sup> The researchers used class action research as the research method. Kemmis and Mc.Taggart were used as the research design of this research. Both consist of these activities such as planning, action, observation and reflection. The result from earlier step was classical completeness in 41,66%, classical absorptive 55,83%. The first cycle showed 58% for classical completeness and 60,83% for classical absorptivity. Likewise, the second circle already showed the result out of expectation, 91,66% classical completeness and 80% for classical absorptive.

The second previous study is an undergraduate thesis from Alif Mufida Ulya with the following title “The Comma Error in Students’ Writing: A Case Study of Eight Grade Students at SMPN 25 Surabaya.”<sup>47</sup> She used descriptive qualitative. Her problems were defined into two: in what category the most comma errors happen and what rather factors the students misplace the comma. She found 100% comma errors for clarity in narrative text, in invitation card the misplace of comma found out in 17 from 45 students.

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<sup>46</sup> Nurmawati, Saharuddin Barsandji, and Muhsin. *Peningkatan Kemampuan Menggunakan Tanda Baca Titik, Koma, dan Titik Dua dalam Kalimat dengan Menggunakan Metode Latihan Siswa Kelas IV SDN Atananga Kec. Bumi Raya Kab. Morowali*. Jurnal Kreatif Tadulako Online Vol. 3 No. 1 ISSN 2354-614X.

<sup>47</sup> Alif Mufida Ulya. *The Comma Error in Students’ Writing: A Case Study of Eight Grade Students at SMPN 25 Surabaya*. (An undergraduate thesis at UIN Sunan Ampel Surabaya, 2016)

The third is coming from Africa. The writers are Tsaona S. Mokgwathi and Boitshoko E. Othomile under title “Where Has All The Punctuation Gone? Of Culprits, Victims, and Casualty.”<sup>48</sup> This paper enrolled in first year of four engineering programmes. This is a qualitative method research. The data was taken from a text given by researcher, then the respondents were asked to write a continuous summary consist of 70 words. The result is students there still have no regard in using the punctuation in writing such as no full stop in the end of sentence, the improper use of commas and quotation mark. Some of them cannot put a proper punctuation in a length sentences and end up with a meaningless text.

The fourth previous study is an undergraduate thesis from Yeti Puspitasari.<sup>49</sup> She conducted a research with title “Analisis Kesalahan Huruf Kapital dan Tanda Baca pada Paragraf Deskriptif Siswa Kelas V SD Negeri Sampay Rumpin-Bogor.” She used descriptive qualitative and the data collection technique used classification, coding, tabulation, correction, estimation, interpretation, and inference. The results of this study were the fallacies usage of dot or full stop, question mark, and exclamation mark in 39, 13%. Those were caused by the less explanation on punctuation mark from teacher, less motivation and attitude of students during teaching process, and lack of teaching method on presenting the use of punctuation.

The fifth is from Samer Masoud Ahmed Alrbsh with the following title “The Problems of Libyan Students in Using Correct Spelling, Punctuation, and Present Tense to Write Explanation Text.” He used descriptive qualitative and simple quantification. From the result, the highest problems was coming from the misuse of punctuation marks (62,13%).<sup>50</sup>

<sup>48</sup>Tsaona S. Mokgwathi and Boitshoko E. Othomile under title. *Where Has All The Punctuation Gone? Of Culprits, Victims and Casualty*. (PEOPLE: International Journal of Social Sciences, Vol. 3 Issue 1. 2017) <https://dx.doi.org/10.20319/pijss.2017.31.1730>

<sup>49</sup>Yeti Puspitasari. *Analisis Kesalahan Huruf Kapital dan Tanda Baca pada Paragraf Deskriptif Siswa Kelas V SD Negeri Sampay Rumpin Bogor*.  
.....ii.

<sup>50</sup>Samer Masoud Ahmed Alrbsh. *The Problems of Libyan Students in Using Correct Spelling, Punctuation, and Present Tense to Write Explanation Text*. (An undergraduate thesis of State University of Semarang, 2014)

The sixth is from a State University of Yogyakarta electronic journal of Susan Nauli Silitongan with the title “Analisis Kesalahan Ejaan Dalam Karangan Siswa SD Negeri Gemawang Sinduadi Mlati Sleman.” The writers conducted this research by using read and record and using certain way called ‘agih’ as the tool for language itself. The results showed that the problems in elementary school were about capitalization and punctuation especially in the end of sentences and hyphens.<sup>51</sup>

The seventh a postgraduate thesis of Elda Yulia Ryandini under the title “Students’ Argumentative Writing Ability and Peer Feedback Through Instagram Application.”<sup>52</sup> This study employed a qualitative approach to present data through word descriptions and explanations of students’ argumentative writing and peer feedbacks on Instagram. This study used participant observation, documentation, and semi-structured interview for the data collection technique. The peer feedback in linguistic features, most students were still confused about punctuation valuing.

The last is a journal under title “An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students” from Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn. They used questionnaire, individual or group interview to 26 students with 104 pieces written text. For collecting the data, they conducted three stages; the first was all of the students’ written work were marked by the researcher. Each sentence was examined word by word. Each error was recorded according to its type in an individual error record form. The next stage was all of the students were asked to write the sources they thought led to errors made by them into the questionnaire. The last stage was either by a group or individually, each student was interviewed to obtain in-depth information pertaining to sources of errors. The

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<sup>51</sup> Susan Nauli Silitongan. *Analisis Kesalahan Ejaan Dalam Karangan Siswa SD Negeri Gemawang Sinduadi Mlati Sleman*. (An electronic journal of State University of Yogyakarta, 2016)

<sup>52</sup>Elda Yulia Ryandini. *Students’ Argumentative Writing Ability and Peer Feedback Through Instagram Application*. (A post-graduate thesis of State University of Surabaya, 2018)



information obtained from stage 2 and stage 3 was later interpreted and analyzed to identify the sources of the errors found in their writing. The results are punctuation as the most made error as much as 14,19%, while spelling is in 9,18%, and the capitalization is 8,12.<sup>53</sup>

From all of those eight previous studies, almost all of that using same research design as this current the researcher, a descriptive qualitative. Although mechanical errors have been widely discussed on the previous studies, there has been limited use on the specific types of spelling, punctuation, and capitalization. Overall, the differences are in the research question; the object of research where some of the research above observe excessively participants, while this study will analyze five documents; the more detail types of mechanics; and the data collection technique (most of them applying questionnaire, class action research, etc.), but this research will use document analysis and interview.

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<sup>53</sup>Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn. *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students*. (Canadian Center of Science and Education, Vol. 10, No. 3. 2017.), <http://doi.org/10.5539/elt.v10n3p101>.

## CHAPTER III RESEARCH METHODS

In this section, there are some fields that will be discussed, they are: (1) research design and approach, (2) research subject, (3) data and source of data, (4) data collection technique, (5) research instruments, (6) data analysis techniques, (7) trustworthiness, and (8) research stages.

### A. Research Design and Approach

Qualitative design based on Creswell's book is an interpretation of researcher from trying to make sense a theory from people.<sup>54</sup> This research only needs to make a theory exist and finds the new discovery and representation not a proof, said by Coles and Jim.<sup>55</sup> Therefore, A descriptive qualitative will be used as the research design of this research. The writer will conduct the data by analyzing the document and doing an interview to participants.

This research will analyze the final test of participants' English essay hand writing. The documents were analyzed based on the rubric and remarked the errors in every documents word by word. After done and know the place of errors of participants academic hand writing, the researcher will conduct some questions guidelines for interview section to answer the second question. Furthermore, the researcher will have a semi-structured interview in the interview section to obtain useful information from participants. The researcher uses interview because in some previous study that use questionnaire, it cannot be a valid way to collect the data. By using an interview, as Patton in Jack Fraenkel's book remarked, an interview is the way to know what the researcher cannot find in self report data or observation, even questionnaire. He said that we cannot observe feelings, thoughts, and intention. The only thing we can do is ask them orally and directly to know the answers based on their personal thoughts.<sup>56</sup>

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<sup>54</sup> John Creswell. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches 2<sup>nd</sup> Edition*. (Thousand Oaks, CA: Sage, 2007), 37.

<sup>55</sup> Anthony Coles And Jim McGrath. *Your Education Research Project Handbook*. (Pearson Education Limited: Edinburgh Gate, 2010), 57.

<sup>56</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education 8<sup>th</sup> edition*. (McGraw-Hill: New York, 2012), 451.

Interview is the way to gather data to gain some perspectives of someone about life based on their personal life. As Barker and Johnson said in the book of Lawrence that interview is displaying people's sight and knowledge of cultural forms, far from being neutral, and related to their social world.<sup>57</sup>

## **B. Research Subject**

As cited from Sugiyono, Spradley states that population used in quantitative method, while sample is used in qualitative method called social situation. It consist of three elements; place, actors, and activity.<sup>58</sup> The definition of sample itself according to Fraenkel, sample is an element where information obtained.<sup>59</sup> As this research is qualitative one, this research will use purposive sampling. That is selecting sample that matches with the purposive of the research. This kind of sample, Sugiyono states also as a purposive sampling. The samples of this study are the students of UIN Sunan Ampel Surabaya. They are from written English class in English Teacher Education Department on academic year 2018/2019. Five students as the participants are from third semester. Hence, the researcher will analyze five documents from five students after determining and choosing also sorting the papers from the five last underrated marks. It is because this study wants to analyze the most papers errors and find the specific errors in mechanics. The researcher will take them as participants because they got English academic writing as a subject in class.

## **C. Data and Source of Data**

The first data of this study is the errors that will be drawn from documents analysis of handwritten English final essay of written English subject. The data to answer the first research question. The second data will answer the second research question is taken from the result of semi-structured interview with the participants (See Appendix 2, 50-52). Meanwhile, the first source of data is from those five participants' documents, and the second source of data from participants' responds through the interview.

<sup>57</sup> Cohen, Louis, - Lawrence Manion, - Keith Morrison. *Research Methods in Education 6<sup>th</sup> edition*. (Routledge: London and New York, 2007), 351.

<sup>58</sup> Prof. Dr. Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*.

<sup>59</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education 8<sup>th</sup> edition*..... , 91.

#### D. Data Collection Techniques

Collecting the data using this research are in several ways such as questionnaires, interviews, observations individually or group and description in a word about feelings, attitudes, or even beliefs. In addition, field-notes, recording, and photograph can be applied also in qualitative research.

To answer the first research question of this research, analyzing those five documents will be employed. Analyzing the contents is technique to investigate human's act indirectly. By studying their textbook, essay, newspaper, etc. by categorizing the data indirectly, researcher can know and get illuminate result of what they are investigating.<sup>60</sup> This content analysis technique will answer the first question about what types of mechanical errors usually students have in English academic writing. A book of Anne Stilman<sup>61</sup> and Jane Straus<sup>62</sup> will be a guideline of rubrics to evaluate the document. To collect data in the semi-structured interview is the vice versa of before technique. According to Kerlinger as cited from Cohen et al., although the research aimed to influence the questions asked, the chosen words, content, and sequence are researcher's authority.

Therefore, an interview should be planned carefully. As stated before, semi-structured interview is a flexible interview where the interviewer can ask a question that already prepared before and interviewee can answer in depth and not stuck to the question. Cohen also categorizes some questions that stated by Spradley, they are descriptive questions, experience questions, behavior questions, knowledge questions, construct forming questions, contrast questions, feeling questions, sensory questions, background questions, and demographic questions.<sup>63</sup> While in this study, most of the questions are experience, background, feeling, and behavior questions. In addition, the interview guideline will be

<sup>60</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education 8<sup>th</sup> edition*.....478.

<sup>61</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar. (Writers' Digest Book: Ohio. 1997).*

<sup>62</sup> Jane Straus, Lester Kaufman, Tom Stern. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide With Clear Rules, Real-World Examples, and Reproducible Quizzes 8<sup>th</sup> edition.* San Francisco: Jossey-Bass A Wiley Brand, 2014.

<sup>63</sup> Cohen, Louis, - Lawrence Manion, - Keith Morrison. *Research Methods in Education* ..... 355-359.

also based on Cohen that stated from Kvale about the characteristics of questions in interview. The first is starting from introducing a topic of the interview, and after that followed by explaining the mean of the topic. Right after follow-up the topic, the interviewer will ask something related to the topic and discover the information until it can be specified the examples. After finding the examples, interviewer can ask for information directly or indirectly, and then last is interpreting the respondents' answers.<sup>64</sup>

#### **E. Research Instruments**

The instrument of first research question of this data will be in form of table that contains of error expressions and the errors themselves (See appendix 1). Whereas, to answer the second research question related to causes that makes students do mechanical errors in English essay. The instrument here are recording and interview guideline will be conduct (See appendix 3). The interview guideline are getting from or adjusting from the theory of Kapolo about four major sources of errors in English academic writing: inter-lingual interference, intra-lingual interference, limited knowledge of English grammar and vocabulary, and students' carelessness.<sup>65</sup>

#### **F. Data Analysis Techniques**

This study analyzes students' handwriting English final essay. The first step is collecting the data. The second is identifying the data. The research will take the English essay final test from third semester in the form of handwriting. The researcher already collects the papers after the lecturer marked them. This identification steps will just focus on those three mechanics. The second step is classifying the errors from the handwriting English essay using table that will be equipped in the appendix. Afterward, the researcher will code it into the types of every mechanical error and count it to represent the data. The next is analyzing the data will be based on Anne Stilman and Jane Straus' books. The data will be classified as participant as P1, P2, P3, P4, and P5. The last step is about interpreting the result found from the result.

<sup>64</sup>Cohen, Louis, - Lawrence Manion, - Keith Morrison. *Research Methods in Education* ..... , 359.

<sup>65</sup>Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia*. (A Post-graduate Thesis at Universit of Namibia, 2013)

Data from interview will be transcribed first. After transcribing the interview, the researcher will code the key terms and classified into the sameness causes students have in mechanical errors. Then, the conclusion will be drawn from the interview transcription.

### **G. Trustworthiness**

Trustworthiness is a section in the study to check the validity and reliability in a research.<sup>66</sup> In content analysis of qualitative method, trustworthiness needed to minimize incorrect data appliances. Besides that, the credibility of data is important besides validate the data. The credibility of the data will show whether the data is authentic or not. All of those requirements can complete by applying triangulation method. Triangulation is a process to combine various data from different sources and aimed to study some social phenomenon. There are four types of triangulation based on Norman Denzin cited from the UNAIDS: (1) data triangulation: using multiple data sources include time, person, and space in a single study; (2) investigators triangulation: the use of convergence investigator or researchers to observe a particular phenomenon in a different study; (3) theories triangulation: interpreting a result by using some theories to get various perspectives about one phenomenon; (4) methodological triangulation: various methods applied to conduct a study aimed to strengthen another weak result of study.<sup>67</sup> The use of data triangulation, which is the data, analyzed and read overtime until consistency finding is achieved.

### **H. Research Stages**

In this study, the stages purpose to get to know the detail of steps in the research. The data to answer the objectives of this study has been gained by the researcher. The stages include preliminary research, planning, implementing, analyzing data, and conclusion.

In this preliminary research, researcher makes sure whether this research can be done or not to the experts. After done with the experts, the researcher contacts the lecturer of English written

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<sup>66</sup> Prof. Dr. Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta: Bandung, 2015, 363.

<sup>67</sup> United Nations Programme on HIV and AIDS (Monitoring and Evaluation Fundamentals). *An Introduction to Triangulation*. Switzerland, 2010, 12-17.

subject of third semester to ask permission and talk about asking the data. Based on this situation, the researcher can hand the data.

For the planning, starting to prepare the instruments (tables) to get the result of first research question, that is punctuation, capitalization, and spelling. Also, for second research question, the interview guideline will be applied to get the result of interview from the interview section. The complete data above will be analyzed detail and structured by the researcher. The data are from the students' final essay of English academic handwriting in written English class of third semester academic year 2018/2019. The data was taken on April 14, 2019 by the researcher.

Then, the researcher sorted the documents that have underrated mark to be chose and analyzed them. After analyze the chosen documents, the researcher categorized them based on the table instrument. After choosing the five names of participants, the researcher prepared to contact them and make an appointment to do an interview. The first interviews (three participants) were held on June 26, 2019 in room 206 of FTK UIN Sunan Ampel Surabaya. Because of the different schedule of participants, the second interviews (two participants) section were held in different day, but the same room It was held one by one to two other participants on June 30, 2019 in the morning. An open-ended interview with 16 questions was given to participants. There is no specific time to the interview section because it is an open-ended question. The text that is analyzed is an argumentative writing with two different topics. The first topic (TP1) is about modern medicinal treatment versus alternative medicinal treatment, while the other is about the overpopulation to industrialized region (TP2).

To find the mechanical errors from the first research objective about the types of mechanical errors in students' papers, the document will be analyzed. The second objective wants to find out the causes of students' so they misplace the mechanics in their paper by interviewing the participants.

The last stage is conclusion. This aimed to sum up the process of collecting until analyzing the data from the early stage to last stage before. Here, researcher will also relate it to the theory used in chapter two. Likewise, wrapping up the discussion of findings and answering those two research question.

## CHAPTER IV RESEARCH FINDING

This section presents the findings about the types of mechanical errors that English Language Education Department student always put on the English English academic writing and the causes that makes students do some errors in placing the mechanics in English academic writing. The following section presents data collected from document analysis and semi-structured interview, after that discusses the findings in relating to the existing theories and previous studies.

### A. Findings

#### 1. Types of Students Mechanical Errors in English Academic Writing.

The most errors happened in the use of punctuation and capitalization in English academic writing. The most errors are coming from the common use of punctuation such as comma and period. While, for the capitalization, some students always repeat to have a lower word instead a capital to start new sentence after period. For the spelling in their text, they have errors to spell some specific uncommon words, such as *illiterate, sustentation, diagnosis, and undesirable.*

**Table 4.1 Overall Errors in Mechanics**

Type	Source of Errors
Punctuation Errors (Comma)	<ul style="list-style-type: none"><li>• Put comma after introductory words (then, after that, in addition, yesterday, etc.)</li><li>• Put comma between two independent clauses that followed by a conjunction (comma before <i>but</i> and <i>so</i>, and so on)</li><li>• Put comma between three elements.</li></ul>
Punctuation Errors (Period)	<ul style="list-style-type: none"><li>• Put a period in the end of sentence.</li><li>• Latin abbreviations.</li></ul>
Capitalization Errors	<ul style="list-style-type: none"><li>• Capitalize the first word of a document and first word after a period.</li></ul>



	<ul style="list-style-type: none"> <li>• Do not capitalize unspecific word in the middle of the sentence.</li> <li>• Capitalize the title's first and last words.</li> <li>• Capitalize the pronoun "I".</li> </ul>
Spelling Errors	<ul style="list-style-type: none"> <li>• Misspelled the words or typos.</li> <li>• Homonyms.</li> <li>• Confusion over double consonant.</li> <li>• Omitting a silent letter.</li> </ul>

Overall, the errors can be classified as in the table. In order to have a detail discussion, the researcher will discuss in every table provide.

**a. Errors in the Use of Punctuation**

After analyzing the data, the researcher found that the most errors were found in comma and period in common categories. In addition, their errors also found repeatedly. That can be identified as an errors based on the definition of key-term. From five participants, the misplacing of comma and period was identified that all of them have these errors.

The punctuation errors that found in the documents of P1-P5 are presented in the table 4.2 below.

**Table 4.2 Errors in the Use of Comma**

Participant	Frequency	The Errors
P1, TP1	5	"From that, many people interesting to..."
P2, TP1	6	"In my opinion, used the alternative forms of medicine..."
P3, TP1	2	"In this essay, i will discuss both views..."

P4, TP2	2	<p>“same with developing countries. The undeveloped countries...”</p> <p>It should be: “same with developing countries, the undeveloped countries...”</p>
P5, TP1	6	<p>“... only put human into dangerous, but, it generally believed that ...”</p>

The table 4.2 show result of five documents analysis of essays from first until fifth participant (P1-P5) as the final task in Written English lesson. The table presents the data in two kinds of topics. The first topic (TP1) is about the alternative and modern medical treatment, second topic (TP2) is about the overpopulation to industrialized region shows many errors happened in comma. P1 committed 5 errors in using comma from various source of errors. P2 had 6 errors and the errors committed by P2 is 6 errors. The errors of P3 and P4 are 2. Then, the P5 errors are 6. (See appendix 3).

The first participant (P1) committed five errors, and all of those errors are in the use comma after introductory words. It can be shown from P1 essays in second line: *“lately many promotion and information from breaking news...”* that shows it should be a comma after the introductory word *lately*. Moreover, the other error is, *“in my opinion I am disagree with alternative forms of medicine...”* where it should be a comma after *in my opinion* and capital in the first word *in*, because it begins the paragraph. All of the five errors also showed that the first word of paragraph is not capitalized in P1 essay.

In P2 essay, also shows the similar error. For example, it should be, *“Then, if use alternative forms, the services very*

*fast but...*” rather than “*then if use alternative forms the service very fast but...*” There is no comma after introductory word *then* can make readers interpret another meaning of the text, there is no sign to pause or take a breath when read the text. For example in the essay of P2, “*so from that may be if people use alternative...*” The text is confusing, whether *that* refers to the thing that may be affect people or anything else, by putting a comma, the meaning will be clearer.

While, the same error in using comma after introductory word also happened to P3 with only one error, “*in this essay i will discuss both views...*” Many errors happened in P3 text, such as there is no comma after introductory word *in this essay*, the word *in* is not capital even it is in the first sentence to start a paragraph, the word *i* should be capital become *I*, because it is a pronoun. Committed one error in the use of comma after introductory word also shown by P4, it is in line, “*same with developing countries. The undeveloped countries...*” The correct sentence is “*Same with developing countries, the undeveloped countries...*” Using period will only cut-off the unfinished previous sentence and the meaning will not understandable.

Three errors are also accomplished by P5 in the use of comma after introductory word, one of that such as in this sentence, “*Lately the issues of using alternative forms of medicine getting more...*” The use of capitalization where the first word should be is already correct, but there is no comma after word *lately* will make it quite confusing whether the issue is late or something else.

The source of misplace the comma is presented in the form of writing two independent clauses that followed by a conjunction, for instance, in P2, the sentence such as “*... the services that it given to their patient. but for me I except the modern forms...*” Instead of putting period that is not correct, a comma before *but* will be more correct to not confuse the reader. Another error showed by P3 essay, she wrote, “*...benefit that they believe but not everyone think the...*” The two clauses before and after the conjunction “*but*” will have ambiguity if the writer do not put a comma before *but* and after *believe*. This also happens in the essay of P5, “*...only put*

*Human into dangerous but, it generally believed that...*” In that sentence, the word “*dangerous*” is typo, the placement of “*but*” also make reader will think of another meaning such as the meaning of “*but*” in the real meaning. The comma should be after “*dangerous*” and before the “*but*” word.

Another misuse of comma is in the use of comma between three elements of parallel structure. It is happened in P4 with one error, “...*make transmigration laws, improving the facilities and infrastructure. Give people understand about family planning. And give direction...*” It is not correct when the writer wrote some examples and suddenly cut the part of the examples with using period. The right sentence as stated in the table is “...*make transmigration laws, improving the facilities and infrastructure, give people understand about family planning, and give direction...*”

To sum up, the participants still cannot recognize the use of comma in the right way, and it is definitely an error because the repetition is intense enough.

**Table 4.3 Errors in the Use of Period**

Participant	Frequency	The Errors
P1, TP1	4	“...from that many people interest to <b>try</b> , in addition...” It should be: “...from that many people interest to try. In addition...”
P2, TP1	1	“...because the medicine not from doctor but from tabib or <b>etc</b> but not all...”
P3, TP1	0	-
P4, TP2	1	“Many people prefer to move to

		industrialized countries, <b>they</b> think...”  It should be: “Many people prefer to move to industrialized countries. They think...”
P5, TP1	4	“...still have opportunity to get therapy, <b>in</b> addition..”

Next is about the error in using period. P1 and P5 committed 4 errors, while the P2 and P4 is getting 1 errors for each. The lowest is P3 with zero error in period errors.

The first source of errors from the data is in the use of period in the end of sentence, such as in the P1 essay that commits 4 errors in this type of error. P1 keeps continuing the sentence where it should be period before introductory word. It is in sentence, “...*may be cause payment For go to hospital is more expensive than before, lately...*” where it should be, “...*may be cost payment for go to hospital is more expensive than before. Lately...*” Some errors in the sentence are the use of capital word in first word of *for*, the wrong word of *cause*, which is should be *cost*, and the use of comma instead of period. It should be period because it is a new sentence begins with the introductory word *lately*. The other error is in line, “...*that the patients have cause there is no accurate check from laboratorium, in addition...*” In the sentence mentioned above, some errors need to be corrected. First, after word *have* should be comma, the word *cause* should be a formal word not slang word, *because*, the word *laboratorium* is totally influenced from P1 first language (L1), it should be *laboratory*, and the last is placing period instead of using comma before *in addition*.

In P4 essay, the sentence keeps going instead of it should be stopped, “*Many people prefer to move to industrialized countries, they think...*” to “*Many people prefer to move to industrialized countries. They think...*” It is better to cut-off because the sentence before is understandable. If the writer do not put period, the sentence will be so long and have different meaning. While, P5 committed 2 errors in the use of period in the end of sentence, one of that is in this sentence, “*...still have opportunity to get the therapy, in addition...*” If using comma, the sentence will have a meaning to continue the previous sentence, whereas it should be stopped and start new sentence. (See appendix 3).

In line with the previous errors, the misuse of period can also be seen in the use of Latin abbreviation. The P2 and P5 wrote “*etc*” without giving it period in the end, and it should be “*etc.*” After using Latin abbreviations, the writer do not need to add period to start new sentence. Meanwhile, there are no period errors in P3 essay.

#### **b. Errors in The Use of Capitalization**

After analyzing the errors of comma and period, the next analysis is error in capitalization. The role of capitalization in English academic writing is also important. The capital letter is functioned to let the reader knows that a sentence is new. Besides that, a capital letter also indicates the specific word to differentiate the words. Some students are still confused to use capital. In this analysis, data in students error on the use of capital is presented in table 4.4.

**Table 4.4 Errors in the Use of Capitalization**

Participant	Frequency	The Error
P1, TP1	6	“ <b>t</b> he use of alternative forms of medicine...”
P2, TP1	11	“ <b>t</b> hen if use alternative forms the services very fast...”

P3, TP1	7	“in this essay i will discuss both views of the use of alternative and modern medicine.”
P4, TP2	2	In a title: The Overpopulation that might occur in worldwide countries.
P5, TP1	7	“there are strong views of both side that I’ll discuss Now.”

The result shows in the previous table frequently errors in the use of capital. The high numbers of errors is in P2 essay with 11 errors. The lowest error is in P4 essay with 2 errors. The most errors in capitalize the words is capitalizing the first word in the beginning of sentence. For example, in the very first beginning paragraph of P1 essay, the sentence is, “*the use of alternative forms of medicine...*” became the opening sentence in the first paragraph without capitalize the first word of “*the*” Another error is in line, “*then they not see the background of the person...*” It can be corrected that the word *then* should be in capital word in its first alphabet.

P2 has eleven errors in total. Three of those errors are in capitalizing the first word of a sentence. For the example, “*so from that maybe if people use Alternative...*” where it should be capital in *s* of *so*, add comma after introductory word *so*, and a comma after *from that*. Besides that, word *alternative*, no need to capitalize the *A* of it.

The other example in capitalize first word of sentence is from the P3 essay, “*because nowadays, we have doctor and modern stuff in a hospital...*” where “*because*” should not be as a starting words to start a sentence and direct to says “*nowadays*” That word is suitable to be in the middle of sentence to explain the phrase before without cutting it out with period. Another errors from six errors about it is “*in this essay i will discuss both views of the use of alternative and modern medicine*” P3 have six errors about it, and two of them are in

writing pronoun *I* in the form of *i*. The word *in* should be capital become *In*, because it is a starting word of sentence.

Furthermore, the error in P4 essay is only one, in the sentence “*same with developing countries...*” where the *s* in word *same* is should be capital. While, it is contradiction so much with the P4 error, P5 have seven errors that all of that is in capitalizing the first word. The two of them are, “*some people say that it isn’t affective and only put Human into...*” It is clearly seen that word *some* should be capital become *Some*; *says* should be without *s* in the end, because *people* is plural; and the last is *Human* is having lowercase instead of uppercase in *h* word. The next finding is in the sentence “*beside that, the alternative of medicine that SPA...*” needs to be capitalized in the first word of *beside*, so it becomes “*Beside that, the alternative of medicine that SPA...*” (See appendix 3).

This type of errors happened several times in every document of each participant’s essays. Different from the errors above, other errors are these five students repeatedly wrote the unspecified that should be capitalize word in the middle text become capital without any reason. The frequency of word errors is the word *alternative* become *Alternative*. It is written several times, in P1 the word *alternative* with *A* in capital is three errors. While, the P2 have same four errors in their text.

After looking to other errors, in the table stated that, some students also made mistake in capitalizing the title. As P3 wrote the title such as, “*the use of alternative forms of medicine*”, which it should be all of the first word in capital forms except the word “*of*”. Unfortunately, the P4 also have the wrong capitalization in writing the title, “*The Overpopulation that might occur in worldwide countries.*” She needs to capitalize the word “*t*” of *that*, the word “*m*” of *might*, the word “*o*” of *occur*, and “*w*” also “*c*” in *worldwide* and *countries*.

### c. Errors in The Use of Spelling

The other error that usually happens in writing is spelling the words. Whether this word should be double consonant or not, omitting some words, or having typos. Even the readers sometimes can understand the typos, the errors in spelling the words also can change the meaning of the words.



Moreover, the uncommon words can be a boomerang to readers to understand if the spelling is not correct. Therefore, the spelling of the words is also important to be analyzed. Here are the table of spelling errors analysis of the P1-P5.

**Table 4.5 Errors in the Use of Spelling**

Participant	Frequency	The Errors
P1, TP1	6	"...and do <b>hecating</b> in patients name, ..."
P2, TP1	7	"...from the poor people until <b>reach</b> people."
P3, TP1	2	"...if we go to the hospital it's more <b>expensive.</b> "
P4, TP2	7	"...who are <b>illiterate</b> , live below the poverty..."
P5, TP1	5	"It is generally <b>bealve</b> that the products like pill or..."

Presenting the data, the analysis shows that the most errors in spelling come from the misspelled the words. Many words are misspelled are happens to some various words in a document whether in first or second topics. Most of errors happen when participants are unconsciously spell a word such as they pronounce it. The P2 and P4 committed 7 errors. The P1 committed 6 errors. P5 committed 5 errors. Last, P3 have the lowest, 2 errors. (See appendix 3).

The result from analyzing the document, for the errors of spelling is higher than punctuation and same number as capitalization, it is in 33 in total. The most errors happened in misinterpreted sound symbol or the way words uttered, that is the words written. From all of participants' errors, this error is

10 in total. The other error is homophone or homonym, where it is the same sound but different spelling word. The other errors are such as omitting silent letter, confusion over double consonant, and typo.

The six errors of P1 are one interchanging –ing and –ed, misspelling error, two spelling the word the way mispronounced or misinterpreted sound symbol errors, one error of misspelling the word, and two errors that influenced by the L1 or spelling foreign words as it is English. While the other one is about grammatical error, for instance it should use *doesn't* instead of *don't*. The P2 committed seven errors: those are two misinterpreted sound symbol errors; one error of confusing over adjective and noun; one typo error; one grammatical error, the sentence is "*used the alternative forms of medicine it's fine but...*" It should be *is* but the writer wrote *it's*; and last is one error in homophone or homonym. In P3, the two errors are from homonym error and misinterpreted sound symbol. While, P4 committed seven errors, those are four errors in misspelling the word or typo, two errors of misinterpreting sound symbol, and error confusion over double consonant. The last, P5 errors are five in total. They are three errors in misinterpreting sound symbol, error confusion over double consonant, and error in omitting silent letter. In that following result above, the detail errors will be discussed below.

The first participant (P1) commits errors in misinterpreting sound symbol. The example is on this sentence, "*...I am disagree with alternative forms...*" and "*...healing someone without any accurate diagnosys and the human body...*" the errors clearly can be identified from both sentence, those are word *disagree* and *diagnosys*. In P2 has the same error types are in these sentences, "*In modern area many people move...*" and "*...alternative forms of medicine is dangrous because the medicine...*" Word *area* tends to be era, while *dangrous* is should be dangerous. Similarly, P3, she writes, "*...if we go to the hospital it's more expensive*" There is error in the sentence, besides it should have a comma after the word *hospital*, another error is in spelling the word *expensive*. From that, the reader will surely understand that she

wants to write *expensive*, but she writes like she pronounces it becomes *expensive*.

Furthermore, the fourth participants (P4) with different topic (T2) also repeatedly have some spelling errors in the word *government*. She omits the one word “n” in the middle of it. Besides that, P4 error in misinterpreting sound symbol of *people*, where *peeple* becomes *people*. The same case is in P5 writing text, she writes *dangerous* as she pronounces it, *dangerous*. Also spell word *believe* becomes *bealive* in this sentence, “*It is generally bealive that the products like pill or...*” It is not an odd thing to know that some students usually write what they usually say in speaking.

The other error is about word that influenced from her L1 or first language. The first participants (P1) writes this error, *laboratorium*, instead of the correct one, *laboratory*. The confusing word is faced by P1 in writing *diagnosis*. She writes a sentence “*healing someone without any accurate diagnosys and the human body...*” The word *diagnosys* that should be *diagnosis*. It also happened to P4, a word *solution* is written in form *solusion*.

On the other side, the homonym is also the source of spelling error in writing. The same sound but different spelling can be so confusing the writers. After looking at the whole documents of participants, the error in homonym shown by P1 with TP1, the word *cause* where the writer actually intend to write *cost*, but the same sound turns it to be an error. Similarly, such error happened in P2 essay, where she means to write *rich* becomes *reach*, the word *accept* is spelled as *except*. (See appendix 3). This kind of errors cannot be tolerated more, besides it change the meaning, the reader will have confused to get the meaning. Indeed, the sounds of those two words are same but different in the spelling.

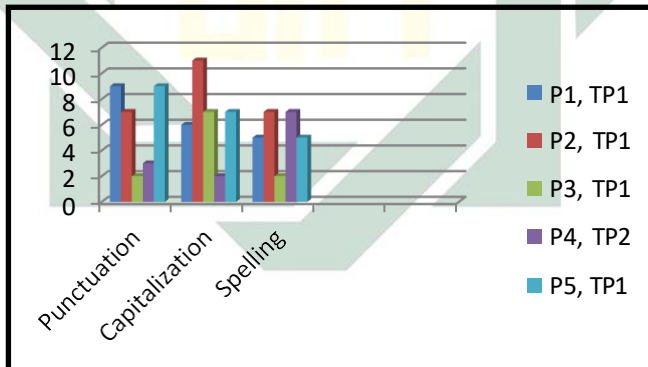
For the next error is misspelled the words and or typo. The first participant writes, “*...and do hecalling in patients’ name, ...*” The word *healing* is the correct one than *hecalling*. Another error by P4 is in the sentence “*Overpopulation is an undepirable condition*” The word *undepirable* getting error in the letter *p* that should be *s* to become *undesirable*. Still the error of P4, a sentence “*Immrigation and human population*”

*exceeds...*” A word *immrigration* is typo and should be substitutes to be *immigration*.

Some participants also have some errors in omitting silent letter, such as a sentence by P2, “...so there are some *peope* still in alternative forms of medicine” The word *peope*, consciously can be identified clearly if the *l* letter is missing between *p* and *e* in the last two letters. While, in P5 sentence, “...are the quality of *medice* tools...” For some people that less of carefulness in reading such this sentence will not be conscious. A word *medic* no need to be added by *e* letter behind.

For the last spelling error, the confusion in using double consonant is only happened to P4 text, “...who are *iliterate*. Live below the poverty...” A word *iliterate* sometimes will make the writer confuse which is double in the certain letter or not. It also happened in the word such as *misspell*, *disappointed*, *miscommunication*, *understandable*, etc.

In short, the errors that equipped from analyzing the data can be illustrated by the chart below.



**Chart 4.1 Results of Overall Errors**

By merging two category of punctuation (comma and period), the punctuation chart is getting high enough, but the highest is in the capitalization errors. Indeed, when analyzing the data, the researcher found that P4 have many errors in capitalization. While, the P1 is quite consistent with the result.

The P2 is getting high portion in capitalizing the words. The result of P3 shows the errors is stable. The P5 have many errors in punctuation.

2. Causes of Students to Do Mechanical Errors in English Academic Writing.

Presenting the result of the second research question, the researcher does an interview to the five participants (P1, P2, P3, P4, P5). The interview section has sixteen questions that need to be answered by the interviewee. Also, it is open-ended question, so the interviewees do not have a limit to answer the questions given. The interview will be transcribed to some written dialogue in the appendix. (See appendix 4).

After transcribing the interview, it will be coded based on the information that suits on the second research question about the causes to make students do mechanical errors in English academic writing. The interview run smooth, and fortunately all of five participants can be interviewed. Besides becoming the result of second research question, the interview can also answer why the participants have some errors in the result of first research question.

Writing such a formal text definitely is difficult even for the native. So do the participants in this research. They admit that writing is not easy, many things need to be carefully wrote. In this research, the result of interview shows some problems when they write a text especially English academic writing. Begin with the very basic question that researcher arrange, it is about the four skills that they know and like. Various answers from participants; the P1 and P4 loved the speaking skill so much than the writing skill. The first participant said that she feels so easy or confidence when she speaks. While, P4 feels that by speaking she can train herself to be brave and confident, also she can train her tongue to speak up in English. Different with P1 and P4, P5 prefer to the listening skill than writing. She answered that listening is very difficult because we need to be focus more than other skill. Therefore, she likes listening to be able train her focus in English language speaking.

Those answers presented before actually can be a mirror of their writing. Inverse from those three participants,

these two participants loved to write and read. It is proven from the whole errors result, P3 committed 11 errors for all of categories. Inversely to P1 who got 20 errors in the whole categories. In the other side, even though P2 likes to write, she still have a high rate in all categories errors. She got 25 errors. Actually, almost their writings are suitable as a speaking language than written language. They tend to use daily informal language style than a formal and scientific language style, such as *cause* that should be *because*, *doesn't* that should be separate *does not*. That is why, almost some of them answered fifty-fifty in a question whether they like to write or not.

Moreover, both of P2 and P3 like to write. P2 said that she likes to challenge her ability in writing, *"I like writing because I can express my feeling and train my ability to write..."* While P3 said that, she likes to find new knowledge and information when finding material for writing, *"I like to search new information and get new knowledge after searching some materials for essay writing"* The most important thing in writing a text, as also stated by P2 and P3, find an idea, do correct grammar, and have a suitable vocabularies; those are playing a role to write confidently. The same opinion from P4, having some vocabularies to write and even improve the English academic writing.

From the result, beside the causes in having errors in writing generally, the sources of error students have in mechanics also will be analyzed here. Some of them did not know enough about mechanics in writing and the other participant just guessing it. So, the interviewer should explain it to them. As the answer of P1, she said, *"I never heard that before"* also P2 uttered that she do not know what mechanic is in writing. Similarly, P3 and P4 also do not have an idea to the mechanics in writing. The only one participant that knows the mechanics in writing is P5. She said that she knows, and she mentioned the category of mechanics in this research and another category, that is number. Besides, some of them also still do not know the meaning and kinds of academic text.

On the other hand, some of participants feel difficult to place the mechanics in proper place. As P2, P3, and P5 said

in the interview that she feels difficult to cut-off the sentence. The answer from P2 said, *“I feel difficult. Sometimes I confuse to put the period and finally I always use comma in the sentences”*, so she will put comma instead stop the sentence by using period. While another respond is from P3, *“I am confused. Especially when I use the comma and period to stop the sentences”* While P5 said that *“Sometimes I cannot give comma in sentence or capitalize the word”* This problem is reflected from their errors in the use of comma, which are having 6 errors of P2, 2 errors of P2, and 5 errors of P5. Similarly, the P4 also has difficulties to put the punctuation and capitalize the word. After asking about that, the question goes through the specific question, it is about capitalization. Almost all of the participants feel that they cannot capitalize the unfamiliar words, such as scientific words.

In spelling, some of them also confused in some part that they never used to it, such as very formal and scientific words. Another reason also stated by P3, she feels confused to spell some words, because she was influenced by how she speaks instead know the spell of the words. Automatically, when the participants do not know the spelling of the words, they will have some typos on their writing. Typos can easily see when it is in handwriting form instead in the laptop. It is reflected by the errors of spelling in their writing is in the high number as same as capitalization error.

Some mechanicals errors can lead the readers to misunderstanding and miscommunication. Therefore, all of the participants are agree that learning the mechanics to hinder those problems is important in writing. The argumentation of P1 about that, *“Because the reader can have another perception if the mechanics is not in right place”*. Meanwhile, some errors that caused by several things, such as less explanation, less reading, etc. will be discussed in the next paragraph.

The sources of errors that make participants have in placing mechanics in academic writing are: they cannot focus and place the mechanics in wrong place are because of the situation. The noisy place such as at class really affects the participants' concentration to put the proper mechanics in

writing. This is from the answer of P1, “...do not know the right place of mechanics, and the effect of the situation...” Another answer from P2 that supports P1 answer, “...less focus, the noisy and disturbing place.”

Furthermore, less reading some articles and mechanics book, rarely train their-self to write a text is also influence the participants to place the mechanics in wrong place. As the answer from P2, “less reading and learning about the mechanics...” While P3 said that student usually do some errors relate to mechanics is because of less knowledge about that, and of course it is effected by less reading and writing, and pay attention to the place of mechanics. Similarly, P5 said, “Maybe students don’t have enough knowledge about the mechanics of writing, so they misplacing the mechanics.”

Less explanation and detail example from teacher or lecturer about placing the proper mechanics, and do not pay attention to the teacher or lecturer explanation also be the reasons behind the mechanical errors in English academic writing. The answer of P3 stated, “...and less examples of the placing proper mechanics from the lecturer.” These are also supported by P4, “... Because not all of them get the explanation of it or they did not pay attention to the teacher...”

Another causes students to do mechanical errors is from the interference of mother tongue or first language or L1. Mother tongue or L1 can influence the way students write, such as in the answer of P3 while the interviewer ask whether she got difficulty in spelling the word in writing or not, she answers, “Yes. In spelling I get influenced by how I speak, so I write what I usually pronounced...”

To sum up from the various answers of participants, the main causes that faced by them are about their not really interest in write an English academic writing because of some scientific words that they unfamiliar with that. Also, they do not think that mechanical errors in writing can also influence the quality of the writing.

## **B. Discussion**

Regarding to the findings above, this section will discuss and interpret the findings according to the related literatures and previous studies. There will be two discussions which are the types



of mechanical errors in English academic writing and causes so they make that kind of errors in English academic writing.

#### 1. Types of Mechanical Errors in English Academic Writing

After analyzing the whole document of participants, found some types that participants used to have an errors on it. The three mechanics analyzed here are punctuation, capitalization, and spelling. The first type is punctuation which contains some categories in it. Commonly, participants get wrong to place the comma after introductory words or a phrase. In line stated by Anne that even a single word such as introductory words can also briefly introduces the independent clause.<sup>68</sup> Almost every participant has this kind of errors in their English academic writing. Placing the comma after introductory words often be forgotten by some novice writer even the expert. This also supported by a research thesis of Alif Mufida, almost 33 from 37 which is 88% out of 100% students do not put the comma after introductory words.<sup>69</sup> Similarly, Huda also write a citation from Ebbitt and Ebbitt that comma after introductory clause is a standard form. Without comma, it can change the meaning so much.<sup>70</sup> We can see one of the participant sentences, “*same with developing countries. The undeveloped countries...*” Instead of using period, using comma is necessary to make the meaning of the text understandable. In addition, another error in placing the comma is misplacing the comma between two independent clause that connected by a conjunction. The participants keep repeating this in every writings. Anne also stated that without using a comma, the sentence will lead to a confusion and ambiguity, because it is not clear at what point it and the direction. As also supported by Elda in previous study, she observed the students’ peer feedback and found out about punctuation among the result; the uses of comma after *such as and that*, no comma

<sup>68</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar* ..... , 67.

<sup>69</sup> Alif Mufida Ulya. *The Comma Error in Students' Writing: A Case Study of Eight Grade Students at SMPN 25 Surabaya* ..... , 62

<sup>70</sup> Huda. D. Salman, May Estefan, and Nahi. Y. Yaseen. *Errors in Using Punctuation Marks in Selected Scientific Writing Committed By Non- Native Postgraduate* ..... , 10.

before but and *so* in writing argumentative text. It is indeed leads to confusion to some novice writer, so they need to learn more about the use of proper mechanics, especially in the common punctuation like comma and period.

While, in period some errors happened also in some categories. First is in placing period in the end of sentence. This kind of errors is common and often happens in writing. Such a statement from Corder and Norish cited from Huda, they argued that errors in language are a systematically deviation happens because the writer do not learn something and have errors in writing consistently.<sup>71</sup> However, this error can very influence readers to understand the text, in line with a statement of Jane Strauss in his book, the very first rule about period, stated there that in every end of sentence to put a period. While, another error also in the documents analyzed is about period in abbreviation. Even Anne said that an abbreviation is not a standard rule to have period on it, it is still necessary to have some to avoid the confusion whether it is an acronym or a letter.<sup>72</sup> Some of participants still have low attention in the writing form of abbreviation such as, *etc* that should be in form of *etc.*, *e.g.* means *exempli gratia* or “for example”, *Mr* be *Mr.* and so on. Those kinds of little things and uncommon words, students need to learn to be better to write an academic text.

In capitalization, most of participants have errors to capitalize the first word after period and first paragraph. This is in line with the found of previous researcher, Abdussalam, that 179 capitalization errors over 30 students is in using capital letter in beginning after period. It is also relate to the misuse of period. As cited from Abdussalam, Nazim and Jalal argued that the error of capitalization is suffered from the error of punctuation. If the use of period is not in correct place, the capitalization will not be used in the correct way, because there

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<sup>71</sup> Huda. D. Salman, May Estefan, and Nahi. Y. Yaseen. *Errors in Using Punctuation Marks in Selected Scientific Writing Committed By Non- Native Postgraduate*....., 8.

<sup>72</sup> Anne Stilman. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*....., 110.

is no sign whether it is the time to stop and start new sentence or not.<sup>73</sup>

Furthermore, the errors domination of spelling in this research is in the omitting a silent letter, misspelled or typo the words, and the same sounds or homonym. A line with the previous study by Kanyakorn where spelling error is rank four with the amount of 29 in frequency that contains of errors in omitting letter, adding a letter, and incorrect letter.<sup>74</sup>

It can be sum up that mechanics still be a problem of being creating an understandable and good writing text, especially English academic writing text.

## 2. Causes of Students Have Mechanical Errors in English Academic Writing.

Making some errors in English academic writing by students cannot be considered just a mistake. A mistake in writing just happened once and the writer knows that, while the error happened repeatedly and the writer do not know it. After analyzing the document and found out some mechanical errors, the researcher want to know live the causes that makes students cannot place the mechanics well in the proper place.

In this study, four out of five participants like to speaking and listening rather than writing. Writing indeed is not easy, even the native speaker is difficult to write English academic writing, especially the use of vocabularies adjustment, the idea, and others. In line with a statement of Abdusalam, writing is difficult for non-native or native speaker, because writer should master some aspects, such as the content, organization, the purpose, audience, and the mechanics.<sup>75</sup>

<sup>73</sup> Abdusalam Alhadi A Shweba, and Yan Mujiyanto. *Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya* ..... , 98.

<sup>74</sup> Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn. *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students* ..... , 107.

<sup>75</sup> Abdusalam Alhadi A Shweba, and Yan Mujiyanto. *Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya* ..... , 93.

The average results of interview section shown that the participants causes in having mechanical errors from the place conditions, less reading and vocabularies master, less detail explanation and the amount of examples, less attention to teacher explanation, the L1 influences, and students' own carelessness. Based on the previous study from Kanyakorn, he writes the source of errors into four majors: inter-lingual interference, intra-lingual interference, limited knowledge of English grammar and vocabulary, and students' carelessness.<sup>76</sup>

The sources of mechanical errors in English academic writing are details explained below.

#### 1) Inter-lingual Error

Based on Kapolo as cited from Darus and Ching, inter-lingual error in writing is error that comes from the result of interference of L1 to be transferred to L2.<sup>77</sup> In inter-lingual error, students get used to influence by its first language, where there are some absorption or imitation word that confuse them to spell the word.

The interview result, show that some participants are influenced by their mother tongue or L1, so they spell the word in wrong way. This research also support the research of Kapolo, he writes that inter-lingual error happened in the interference of first language such as the students directly translate the sentence from L1 to L2 like "*Before I am start*" that should be "*Before I start*", write what they speak like "*laidy*", "*incourage*"; this errors also happened several times in participants' document such as by P2 that she wants to write *accept* becomes *except*, P4 writes *goverment* which it should be *government*; and error in pronoun where in some first language there is no differences about the subject pronoun "*she, he*" or object pronoun "*his, her.*" Finally, many participants do two spelling errors related to the inter-lingual error. As in the

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<sup>76</sup> Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn. *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students* ..... , 108.

<sup>77</sup> Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia* . (A Post-graduate Thesis at Universit of Namibia, 2013)

sentence of P1, she writes *laboratorium* instead of *laboratory*, while P4 writes *solusion* instead of *solution*.

In line with Kapolo is ideas about the L1 interference in writing, Fonhip and Sutida also write that inter-lingual errors based on Richard that writer tend to use their L1 to write something in target language or L2. This can influence the structure and grammar of the text.<sup>78</sup> Their finding show that Thailand students that still interference by the L1 while writing the target language, but the students feel very helped. On the other hand, the L1 interference potentially makes some errors in a text that should be in L2 form.

## 2) Intra-lingual Error

The intra-lingual error in writing based on the student difficultness related to the use of target language. Kapolo said that in intra-lingual is student low ability in writing a text using target language. Consequently, the students usually get errors in the verb, using double subject, using not correct conjunction, and so on. Intra-lingual errors are related to self ability in target language. Some participants also do this kind of errors, where they are doing some errors because:

- a. Lack of ability and knowledge about writing mechanics.

The result of the interview show that the main sources of students having such errors in writing is because they are not having ability in placing the mechanics. As P1 said that, the sources of errors come from the lack of knowledge in placing mechanics in correct place. The previous study by Kanyakorn that also found that cause of errors in writing mechanics, one of that is also caused by lack of knowledge of student.<sup>79</sup> They tend to write based on their experience which are their L1 writing experience.

<sup>78</sup> Fonhip Phetdannua and Dr.Sutida Ngonkum. *An Analysis of Interlingual Errors and Intralingual Errors in Thai EFL Students's Writing at Khon Kaen University*. (KKU Res J HS (GS) 4 (2), 2016)

<sup>79</sup> Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn. *An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students.....*, 76.

Finally, the student have some spelling errors. This may be because of lack of knowledge. This finding reflect Kapolo's ideas that, the lack knowledge can make students do spelling errors in the form of singular and plural, for instance *many thing* without *s*.<sup>80</sup> Similarly, the participant document of essay also show that there are several errors such as omitting or adding a letter, for example in the P2 essay, she writes *peope* instead of *people*.

b. Less focus because of noisy place when writing.

Less focus when write a text will cause some errors, one of that is the mechanical error. This statement stated several times in the result of interview. First is from the P1 who said that the situation affect her when she writes a text. She needs a quiet place to be more focus. P2 also stated that less focus can cause in having mechanical errors.

This research also support the research of Marijke citing from Lewis and Smith, that writing need a higher-order thinking skill, which means that gather new information with the information that already stored to be rearranged and find a possible answers.<sup>81</sup> Gathering new information with that already stored needs a high concentration to hinder some errors such as interference the order sentence, arranging words and letters, or the errors in placing mechanics.

c. Less reading and train to write.

Some of the participants answer that the causes to do mechanical errors because of less reading. As stated by P2, the errors in mechanics are caused by less reading and learn about mechanics. In addition, never or rarely train to write an English

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<sup>80</sup> Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia.....*, 69.

<sup>81</sup> Marijke Keus van de Poll. *Disruption of Writing in Noisy Office Environments*. (Studies in The Research Profile Built Environment Doctoral Thesis No.6: Gävle University Press, 2018)

academic writing will also influence the writer to do some errors in writing.

Kapolo citing from Sirakis and Alexander, writes that students need to learn the way to write, the components to write by reading a lot.<sup>82</sup> Indeed, less reading can make students do not have a views of how to write good writing, especially English academic writing.

d. Less experience in writing.

Based on Kapolo, lack of experience will create many errors in writing text. He mentioned that lack of experience can caused students to do intra-lingual errors, such as mixed up tenses in a text.<sup>83</sup> It is also in line with the result of Samer Masoud in his research, where the most errors happened in punctuation errors, one of the causes is they are still novice writer, non native writer.

This research also analyzes the document of third semester students who they are not a native writer. Even though there are no answers such like this from the participants, this thing is also be a caused to have a mechanical errors and the other errors in writing, such as grammatical errors, not flowing idea, and the error of structure.

e. Less explanation and detail example from teacher or lecturer.

The next cause of students to do mechanical errors is coming from the teacher. The ability of studying mechanics also relate to their teacher that is not explain it well and detail. Teacher as the source of knowledge should try to explain the object of study in the simple but detail way. Not only that, as a teacher should try the best to explain incorrect material to hinder it from fossilization

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<sup>82</sup> Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia* . ..... , 69.

<sup>83</sup> Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia*....., 70.

of errors that will be last for a long time to students, especially the mechanics in writing. As stated by Kapolo, remain incorrect explanation relate to L2 will be fossilized. For the example, instead of saying, *there are many girls than boys*, they write *there are more girls than boys*.<sup>84</sup>

In line with Yeti, she writes that the errors in mechanics are caused by less explanation on punctuation mark and lack of teaching method on presenting the use of punctuation. All of the statements also supported from the result of interview of P3 that said, “...*because they less of knowledge about it and less example of the placing proper mechanics from the lecturer.*” P4 also stated that not all of student get well and detail explanation about mechanics from their former teacher.

f. Carelessness

The carelessness is also caused the errors in using mechanics. Due to the statement of Darus and Ching from Kapolo, said that the carelessness and lack of concentration can influenced the quality of students writing and definitely caused some errors. Even though there are no answer such like this from participants, the carelessness in writing need to be reduce to keep the students produce good essay.

To sum up, the causes of errors happened in students essay are less of knowledge about mechanics, less focus because a noisy place, less reading and training to write an essay especially point out the punctuation, less experience in writing and use the mechanics in writing, less explanation from teacher also with the detail example, and the carelessness of students their-self. All of those causes can really create some errors in writing.

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<sup>84</sup> Frieda L.N. Kapolo. *Analysis of Writing Errors Made by Grade 11 Learners in English: A Case Study of Two Secondary Schools in the Omusati Education Region in Namibia.....*, 14.



## CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion from the whole result that gained from the research objectives. There will be suggestion section also from the future teacher and future researcher.

### A. Conclusion

Paying attention in writing academic text, which has been a requirement to graduate for undergraduate student, is an essential and important thing. In English academic writing, there are some equipment that need to be known, one of those things is about mechanics. This study is aimed to know the mechanical errors students usually make in their English academic writing text: the punctuation errors, the capitalization errors, and the spelling errors.

From the result of the analysis, it is found out that some students still have low knowledge about English academic writing. Whether the types of the text, the features of that, or even the way to write it. Similarly, some students also do not know about mechanics in writing. For the first research question, they do not know that they should put a comma after an introductory word, such as “in addition, “moreover”, or “finally”. In period, students’ usually make some errors in placing the period in abbreviation and the end of sentence. The other errors is in capitalization; the use of first capital letter in the beginning of paragraph and sentences, the capitalization in pronoun “I”. While in spelling, the most errors happened in omitting silent letters, substituting the letters, and misspelled the words.

For the second research question, the causes students faced are they getting difficult to adjust the academic vocabulary. Writing an English academic writing should use some vocabularies that also scientific and formal. Writer cannot simply use daily vocabularies and slang word. The other cause is about their grammar and sequence in writing. Besides vocabulary, lack of grammar still being a fatigue thing that need to be focused on.

While another causes stated by the students are they do not know the mechanics rules or knowledge about that, the carelessness of students itself, the less focus because of the noisy place, and the less explanation and detail example from teacher or lecturer.

Even though some errors committed in their writing, it will not fully derived the readers to have another meaning of the text. From those errors analysis, it helps the researcher to make an improvement to write the next academic text.

## **B. Suggestion**

After analyzing the document and obtaining the result, the researcher tries to give suggestions to teacher and future researcher to make more improvements.

As the result of the data shows that only a low number of students who likes writing skill, and they do not know about what mechanics and English academic writing, the next teacher is suggested to have more focus on exploring about mechanics in writing. In addition, give the students some examples. As we know, the only common punctuation that students know in writing is comma and period. Even, the punctuation marks are so many and the rules to use it are complicated.

For students, they should train their selves more in writing English academic writing and read some academic literature to know the academic vocabulary and hindered the misspelling.

For future researcher, this study can be a complexion to make another research about punctuation in depth, such as to another English academic writing that more complex, for instance thesis, or others. Also, the other features, such as the way to establish the idea, or the way to achieve flowing sequence from paragraph to another paragraph in a text in English academic writing can be an option for next research. The next researcher can also do research in another universities to know whether the other students from another universities have the same mechanical errors and causes.

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