ABSTRACT

Ulya, Alif Mufida. (2016). *The Comma Error in Students' Writing: A Case Study of Eight Grade Students at SMPN 25 Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training. Sunan Ampel State Islamic University, Surabaya. Advisors: Sigit Pramono Jati, M.Pd., Rachmat Efendi, M.A.

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In writing activity, there are a lot of things need to be considered. Punctuation, however, takes an important role in connecting sentences when somebody is creating paragraphs. When writer writes, then he fails putting the comma into the appropriate placement, the content of the sentences cannot be well-conveyed to the readers. Then, misunderstanding may appear between the writer and the readers. In this case, students find it difficult to come up with this. It is reflected on the errors they make. They frequently ignored the existence of the comma. Then, a research to discover the most comma error students made while writing paragraph is required. This fact encouraged the researcher to conduct a study of the comma error made by students. By the thesis, there were two problems would be discussed, they were: (1) In what category comma error mostly occurs in students' writing?, and (2) What are factors driving students to put comma incorrectly? To answer those problems, it was used the descriptive qualitative method to obtain the data in-depth and a theory as the researcher's guidance in analyzing the error. The subject of the study was the students of Class VIII-G at SMPN 25 Surabaya. Meanwhile, the sources of the data were the students' work in writing short texts through odd semester examination (document study) and through tests which was held by the researcher. Thus, the comma error could be found and soon to be analyzed through three types of different text. The result of the research showed that: (1) In each type of text, it was found the comma error occurred in different place. In invitation card, the most comma error occurred between the dates and after the year; in narrative text, the most error occurred in the use of comma for clarity; and in descriptive text was around the non-restrictive elements. (2) The error, however, was caused by the teacher that did not explain the material about punctuation, including comma in-depth. Finally, it was expected that the finding of this study will be beneficial for both the teacher and the further researchers.

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