







it was empowered by the researcher's experience when having internship there for two months. And during the months, the researcher figured out a number of mistakes when teaching a certain class dealing with students' written work, moreover in the case of punctuation marks.

SMPN 25 Surabaya is located in Jalan Simomulyo No. 25 Sukomanunggal, Surabaya. The school has its vision distinguishing from the other schools. The vision of the school is "Creating Schools that Have Excellent Quality in the Standard of National Education Based on Faith and *Taqwa* and Educated Environmentally" (*Membentuk Sekolah yang Berkualitas Unggul Dalam Standar Nasional Pendidikan, Berdasarkan Iman dan Taqwa serta Berwawasan Lingkungan*).

The geographical location of the school is quite strategies. It is found no difficulties to get to the school location as the caution which is written "SMPN 25 Surabaya" is now everyone able to see easily standing at the bank of the main street before the aisle as the access to get to the school. The school is not too far to the main street. Furthermore, public transportations, like *lyn*, are easily found around the school that indicates both the teachers and the students can use them and there is no need to feel worried about how to go to and from the school. The other aspect to elaborate is that the safety of the school. It is good to know that there are three security guards who are available to keep the school, so that the school's safety can be guaranteed.

SMPN 25 Surabaya is supported by many facilities to improve the students' comfort, interest and motivation in learning at school. First, there are several good



researcher and the English teacher of the class. The aim was to match the students' answers through questionnaire with teachers' answer through interview. The second data answered the second research question. It was about the students' difficulties in putting comma that would be elaborated in detail by the researcher on the following chapter.

Meanwhile, based on the research questions that were stated previously in Chapter I, the data sources of the research were a teacher and the students of eight grade at SMPN 25 Surabaya. A teacher that the researcher took for the study was a female English teacher who taught the class and it was found that she often held writing activity to drill students' writing skill in the class. In this case, the researcher expected that the teacher might assist the researcher by providing information that was required by the researcher about students' error in putting comma and the factors of why it happened.

After determining the setting or research location, then the researcher obtained the subject for the research, which was obviously important step in conducting a qualitative research. The researcher took eight grade students of SMPN 25 Surabaya as the subject and source of the data. There are 10 (ten) classes in the school for eight grade. The researcher took ascertain class, Class VIII-G, as the subject of the study. The numbers of the students in Class VIII-G were 37 students. The process of deciding which class to be researched is after an interview with a number of teachers at the school, and the researcher found out that Class VIII-G was well-known of students with average ability; neither high nor low. Average ability meant the class

































