

the time that the researcher took to come to the school was ineffective time, in which it was held the odd semester examination, so that the teacher recommended the researcher to do the researcher by one week.

On December 14th, 2016, the researcher came to the school to make sure that the odd semester examination was finished. Besides, the researcher was intended to meet the English teacher to ask for students' written work. It was given 37 (thirty seven) papers, as those were the number of students in Class VIII-G, with students' work on it. It was the students' work on last odd semester examination and had marked by the teacher. It became the first source of data for document study to be analyzed. In addition, the researcher talked to the teacher about the research design which has planned by the researcher. Furthermore, the researcher also asked for the allowance and possible time to do the tests and give questionnaire to the students that would be conducted on the next day.

Next, on December 15th, 2016, the researcher was ready to do the research with all the research instruments prepared. On the day, the researcher was intended to conduct tests and give questionnaire sheets to the students, and undertake interview to the teacher. Then, the teacher took the researcher to the selected class. The situation of the class was informal. It was because there were no more teaching-learning processes and students were free doing their own activities. It is found half number of students staying inside the classroom, while some others were playing outside the class. Thus, the teacher asked a representative student to call his friends to come to the class immediately. After all of students were gathered in the classroom, the

teacher started introducing the researcher's attendance and purpose to come to their class.

It was test time that was held two times. The test was begun at about 09.15 am. The researcher gave two printed passages with no commas on them, to the teacher that next, to be given to all of students in different time and required them to punctuate it. It was the teacher becoming the test taker. It was caused by the consideration previously about the informal class situation. When the teacher took role as the test taker, the situation of the class felt like the real teaching and learning process. Students, however, became well-controlled under the teacher's existence in the class. Yet, the teacher's interest in this case was not to teach, otherwise to guide. Meanwhile, the researcher took a sit behind and joined the class.

In each passage to do, it was given 15 (fifteen) minutes. The rule of the test taking was after having finished with the first passage, it was given back to the teacher in front of the class and it would be given the next passage. The instruction for both of the passages was to put commas on them because all of the commas were omitted. While students were doing the passages, the researcher took some pictures showing the class' activity. These two forms of students' work through printed passages would be the second data obtained that soon to be analyzed by the researcher to providing the answer for the first research question.

After 30 minutes, the teacher's role as test taker was finished. The teacher might leave. It was researcher's turn to do the following step of that day's research. Thirdly, it was questionnaire time. The questionnaires were spread out to all of

students. They were 15 (fifteen) questions with 13 (thirteen) questions in the form of multiple choice and the 2 (two) questions were in the form of open questions. It was given 10 (ten) minutes for the students to fill of questions. In this step, it was not allowed for students to cheat the other students' answer. The students' honesty, indeed, needed in the process of tracing root. It was the end of the data collection technique conducted by the researcher with the students of Class VIII-G as the source of the data. It was finished and the researcher came out from the class by about 10 am.

Fourthly, it was an interview activity. Coming out from the class, the researcher met the English teacher in the staff's room and reported that the research using students as the source of data was clear. Then, the researcher asked for the teacher's time to do an interview. The interview was started at 10.29 am. There are 10 questions prepared by the researcher which were all related with the questions in questionnaire. It took about 9 minutes and obtained the verbal data from the teacher. Thus, the research stages were completely done.

This study was departed from problems in the field in which it was represented by the statement of the problem in research questions. To give the easiest way of reading the findings, they were classified based on each of the research question, as follows:

1. To answer the first research question that asked about in what category or where comma error mostly occurs in students' writing, it employed two instruments in collecting the data. They were the document study and the tests. To give the better

Table 4.1

The Percentage of Comma Error Occurrence in Invitation Card

No.	Categories of comma placement	Frequency	Percentage
1.	Between parts of dates and after the year	17	45%

After those 37 papers were analyzed by the researcher, it was found that 17 (seventeen) students were incorrect putting the comma between the dates and after the year. To know the result of its percentage, a formula is used to calculate it by the researcher (see Chapter III). And it was known 45% of 100%. It was simply means, even if the use of comma between date and after year was familiar with the students' daily routines specifically, or people generally, it cannot be denied that most of them were still incorrect to write the date and year with comma in it.

b. Test

It was the turn for showing the second data collected and elaborating it into paragraphs. It was obtained by holding tests. The tests were conducted twice that both of them required the students to put the lost commas in the correct place. So, it simply meant, all of students got the same printed passage and what they had to do with the passage they had gotten was to put commas in the place of where the commas should be. From the first data though narrative text entitled "SURABAYA", it was found the information as mentioned in the table.

Table 4.2

The Percentage of Comma Error Occurrence in Narrative Text

No.	Categories of comma placement	Frequency	Percentage
1.	After an introductory clause, phrase or adverb		
	a. After adverb of time;	34	91%
	b. After adverb of manner;	34	91%
	c. After an introductory clause;	32	86%
	d. After a dependent phrase.	31	83%
2.	Between two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so)	25	67%
3.	Around parenthetic expressions	-	-
4.	Between items in series	-	-
5.	Around non-restrictive elements	-	-
6.	Before direct quotations	30	81%
7.	Between a place name and a province, territory or its abbreviation	-	-
8.	Between parts of dates and after the year	-	-
9.	Between names and title or degree	-	-

non-restrictive elements; between a place name and a province, territory or its abbreviation; and the use of comma for clarity.

In the first column, it was written that the placement of the comma after an introductory clause, phrase or adverb. Within all of the passages which were done by the students and were analyzed by the researcher, it was found that from 37 students, as many as 17 students or 45% of them did not put comma after an introductory clause, phrase or adverb in descriptive text.

While, the error placement of comma that should be put between two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) were found bigger than the first one, that were 29 students of total 37 students, with percentage 78%. It indicated that more than half students in the class did not understand the correct placement of comma when there were two independent clauses joined by a coordinating conjunction, such as for, and, nor, but, or, yet, so).

Moreover, 37 students were known that they did not put the comma around non-restrictive elements which implies in the passage. It meant all of students had the error understanding about comma in it where they thought it was unnecessary to put comma around non-restrictive elements. Thus, it was stated that 100% failed putting the comma in the correct placement.

Putting comma between a place name and a province, territory or its abbreviation was already known by a lot of people. It had been familiar with people's daily writing, like when writing a letter or a passage that involved the

name of a place in detail. Unfortunately, it was found the error where the students did not put the comma to separate the name of place, and its province or territory within this passage. 32 of 37 students were not aware enough of the use of comma in separating them. In the percentage, it was known 86%.

The last correct placement of comma implied in the table was the use of comma for clarity. There were two parts found in the passage of where comma had function to make the main clause clear and it obtained different result. Firstly, as much as 91% or 34 students gave no comma on the phrase aimed to give an additional information for the previous clause Secondly, it was less than the first issue in which 81% or 30 students were found error putting comma in this place.

2. To answer the second research question that asked about what factors driving students to put comma incorrectly, it employed two instruments in collecting the data. They were the questionnaire and the interview. To give the better understanding of the research findings through those two activities, each of the results were elaborated according to the instruments used, as follows:

- a. Questionnaire

In the questionnaire, there provided 15 questions; 13 multiple-choice and 2 open questions. The 13 multiple choices were the introductory questions. The questionnaire was in *Bahasa* because the respondent was the

difficult to write it in English or not. From the table, it could be seen that 15 students found it difficult to write paragraphs in English, 8 students said no, while the rest 14 students from 37 students stated they might get difficulties sometimes, but some other times were not.

Table 4.6

Students' Answer Number 3 in Questionnaire Sheet

No.	Question	Answer		
		Selalu	Sering	Tidak pernah
3.	Apakah Anda sering menulis paragraf dalam Bahasa Inggris?	-	28	9

The third question in the questionnaire asked about the students' frequency to write paragraph in English. It was found that no students admitted that they wrote paragraphs in English every time, 28 students said they quite often wrote paragraphs in English, and the 9 students remained were never write paragraphs in English.

Table 4.7

Students' Answer Number 4 in Questionnaire Sheet

Answer	4. Apa yang menjadi momok menakutkan bagi Anda ketika guru meminta Anda untuk menulis paragraf dalam Bahasa Inggris?
Bahasa	12
Grammar/Structure	21

Tanda baca	14
Jawaban lain	1 (Jawaban A & B)

The fourth question in the questionnaire asked about the students' anxiety of the teacher's instruction when asked them to write paragraphs in English. It was provided 3 possible answers for *bahasa*, grammar/structure, and *tanda baca*, and 1 open answer. From the table shown, it was known that 12 students were afraid of making mistake on the language itself when they were faced by a must to write paragraphs in English. Besides, more than it, 21 students stated their anxiety on the grammatical/structural elements when writing English paragraphs. Meanwhile, the punctuation became the third thing that the students' were afraid of. It was also found 1 student answered the question in the open answer in which the answer covered the option *a* and *b* which were language and grammar/structure.

Table 4.8

Students' Answer Number 5 in Questionnaire Sheet

No.	Question	Answer		
		Ya	Tidak	Terkadang
5.	Apakah Anda memberi perhatian khusus pada tanda baca (terutama koma) ketika menulis paragraf?	8	3	26

The fifth question in the questionnaire asked about the students' attitude to the punctuation (comma) whether they gave specific attention when writing paragraphs. It was known from the table above where 8 students said

they paid attention to the punctuation (comma) when writing paragraphs, 3 were not, and the biggest number of students, that was 26, were sometimes yes, sometimes not.

Table 4.9

Students' Answer Number 6 in Questionnaire Sheet

No.	Question	Answer		
		Ya	Tidak	Terkadang
6.	Apakah Anda merasa kesulitan membubuhkan tanda baca (terutama koma) ketika menulis paragraf?	17	4	16

The fifth question in the questionnaire asked about the students' response toward the punctuation (comma) giving in writing paragraphs whether it was difficult. In the table, it was presented the information that of 37 students in the class, 17 of them found it difficult in it, 4 were fine about it, and the last 10 students were in half of the answer yes and no. Those 10 students sometimes felt they could not cope with it but sometimes they could.

Table 4.10

Students' Answer Number 7 in Questionnaire Sheet

Answer	7. Apa yang membuat Anda merasa kesulitan membubuhkan tanda baca (terutama koma) ketika menulis paragraf dalam Bahasa Inggris?
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known. Then, the other 3 students said that they tended to give punctuation (comma) as they wish with no consideration. The next 3 students did not take it seriously. Meanwhile, the rest 5 students wrote their own answer in the blank space stated that to overcome the difficulties they faced with punctuation (comma), they preferred to comprehend the English sentences than doing another thing.

Table 4.12

Students' Answer Number 9 in Questionnaire Sheet

No.	Question	Answer		
		Ya	Tidak	Terkadang
9.	Jika Anda berhasil mengatasi rasa kesulitan itu, apakah Anda seterusnya menerapkan penggunaan tanda baca (terutama koma) ke dalam paragraf Anda?	11	14	12

The ninth question in the questionnaire asked about the students' attitude toward the following writing activity that required them to put punctuation (comma) in it whether they would apply the punctuation (comma) continuously. There were mentioned in the table that 11 students gave their vote for the yes answer, 14 for no, and the rest 12 were in sometimes answer.

Table 4.13

Students' Answer Number 10 in Questionnaire Sheet

No.	Question	Answer		
		Ya	Tidak	Terkadang
10.	Apakah Anda sadar akan bahaya miss communication atau salah tangkap informasi yang mungkin terjadi antara penulis dan pembaca jika Anda mengabaikan penggunaan tanda baca (terutama koma) dalam kegiatan kepenulisan?	11	13	13

The question number 10 in the questionnaire asked about the students' awareness of the harmful issue of miss communication appeared when punctuation (comma) was ignored. The table indicated that 11 students were aware enough of the issue, while the rest of the students gave their vote for the *tidak* and *terkadang* answers. 13 students did not realized about it and 13 others said sometimes they were aware of and some other times might be not.

Table 4.14

Students' Answer Number 11 in Questionnaire Sheet

No.	Question	Answer		
		Penting	Tidak penting	Terkadang

11.	Apakah Anda menganggap pembubuhan tanda baca (terutama koma) itu penting dalam penulisan paragraf?	25	2	10
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The question number 11 in the questionnaire asked about the students' response toward the punctuation (comma) in writing paragraphs whether it was important. The table assisted the readers to show up the information about it. As many as 25 students admitted that to write paragraphs, the punctuation (comma) was important in it. 2 students said oppositely and the other 10 students were in half position of both.

Table 4.15

Students' Answer Number 12 in Questionnaire Sheet

No.	Question	Answer		
		Penting	Tidak penting	Terkadang
12.	Apakah Anda menganggap belajar tentang pembubuhan tanda baca (terutama koma) secara spesifik/mendalam itu penting dalam belajar Bahasa Inggris?	10	2	15

The question number 12 in the questionnaire asked about the students' response toward the importance of learning punctuation (comma) specifically in English lesson. In the help of the table, it provided the information to the readers that 10 of 37 students admitted that to learn about the punctuation

(comma) in specific was an important thing to do, 2 of them said it was unimportant, and the other 15 students stated that they sometimes agreed that learning the punctuation (comma) in-depth in the learning of English was important and sometimes they did not.

Table 4.16

Students' Answer Number 13 in Questionnaire Sheet

No.	Question	Answer		
		Ya	Tidak	Terkadang
13.	Apakah guru Bahasa Inggris Anda mengajarkan/memberi pelajaran secara khusus tentang pembubuhan tanda baca (terutama koma)?	2	20	15

The question number 13 in the questionnaire asked whether the teacher taught the punctuation (comma) to the students. Of the table shown, it indicated that 20 students or most of the students said that the teacher did not teach the punctuation (comma) to them, and 15 said sometimes, otherwise the left 2 students stated that the teacher taught it to the students.

The question number 14 written: *Apakah Anda termasuk orang yang sering mengabaikan tanda baca (terutama koma) ketika menulis paragraph? Mengapa demikian! Paparkan alasannya!* was one of two open questions provided in the questionnaire sheet. It was the core question on the questionnaire that required the students' answer by their own. After the questionnaire was collected and analyzed, it was obtained the data on the

about the students' sigh involved another subject. It went to the reason of the untold material. About 27% or 10 students of 37 total students in the class, they wrote that the teacher did not explain the commas in detail within teaching and learning activity.

The questionnaire was ended up by question number 15: *Apakah harapan Anda untuk krisis/masalah “sepele namun berdampak besar” akan penggunaan tanda baca koma yang mulai betul-betul tak diindahkan keberadaannya dalam dunia pengajaran Bahasa di sekolah?* It required the students to give two answers; *bagi siswa* dan *bagi guru*. It possessed the deeper question for each student. Actually, it was not a main question in the study. It was an additional question inserted by the researcher to know the students' willingness towards punctuation in English. It asked about what students expected on the following teaching and learning activity for overcoming the problem of giving comma. And it was in the form of open question.

This part presented the discussion of the research findings. As mentioned in the statement of the research question (see Chapter I), there were two questions needed to be met with its answers. The discussion was focused on the finding of the two proposed research questions. The first discussion was about the finding of the comma error occurred in three types of the students' work. Meanwhile, the second discussion focused on the factor drove the students to put comma incorrectly.

1. In three types of the students' work, it was found that the comma error occurred in each type of texts.
 - a. In invitation card, the most comma error occurred in the category between the dates and after the years, 17 or 45% errors came up from the students.
 - b. By narrative text entitled "SURABAYA", the error in the use of comma was mostly found in comma placement for clarity. There was not found even one student used the comma for the use of clarity in which it was 100% error detected.
 - c. By descriptive text entitled "MONAS", the error in the use of comma was mostly found in comma placement around the non-restrictive elements. There was not found even one student used the comma for the use of separating the non-restrictive element with the main clause in a sentence in which it was 100% error detected.

Those three document studies through invitation card, narrative text and descriptive text provided the answer for the first research question in this study that was “in what category comma error mostly occurs in students’ writing?”

2. The second discussion was about to discuss the second finding of the research through the questionnaire gave to the students and the interview conducted to the teacher. Everything happened for reasons. It was happened to the students in this case the causes of driving them to make some errors in comma. This was the process of tracing root.
 - a. After conducting the questionnaire that was spread out to the students, it was known the core problem of the study reflected through the statement of the second research question. The comma error occurred mostly in students’ writing because of 6 (six) different factors, they were the unimportance use of punctuation, the low comprehension about English, the unawareness of comma placement, the distraction things (grammar/structure) grabbed the students’ attention from commas, the unknown placement of the correct comma, and the untold material by the teacher. The factor written by the amount of huge number of students than the other factors was because the teacher did not explain the commas in detail.
 - b. Based on the research finding on the result of the interview, there was a statement came up from the teacher itself where the teacher did not teach the use of punctuation to the students frequently except the material of the lesson to be taught required various punctuations to be conveyed. The teacher looked

for the easiest way. Thus, the teacher stated that they skipped the teaching of punctuation to the students. If the most answer obtained from the students for the second research question was because the teacher did not explain the commas in detail within teaching and learning activity, then it was match with the teacher's answer that had been stated previously. Therefore, the dominant factor drove the students to put comma incorrectly was caused by the teacher that did not explain the commas in detail within teaching and learning activity was being confirmed. And it answered the second research question in this study that was "what are factors driving students to put comma incorrectly?"

What commas certainly do, whether by their presence or their absence, is to powerfully change the meaning of a sentence. So the accidental omission or inclusion of commas in the wrong place can lead to some hilarious grammar mistakes, as one of children's writing mistake shows in *Let's eat grandpa!*. In this case of course, the comma is intended to separate the intention of the sentence from the addressee, or person being spoken to. Always remember to include a comma before the name of the person being spoken to in dialogue.

In lists, commas often separate different items from one another – a simple enough concept. However, accidentally missing out a comma will automatically have the effect of making the two consecutive terms it should separate.

Commas as a whole are useful; they are grammatical tools that allow writers to keep their intended meaning clear. When writers use them correctly, they guide their readers to understand writers' words in the right way, preserving writers' ideas

with the right separations, or pauses. When commas are misused, whether it is overuse or under use, you run the risk of confusing, irritating and frustrating the writers' readers because their sentences are chopped into too many pieces. In some cases, they are unintentionally misinforming readers as well.

As was mentioned in the introduction to this series of guides, overuse of commas is one of the most common grammatical mistakes. Using too many commas results in stilted, disjointed sentences that are difficult, if not impossible, to read. Avoid the following common mistakes in comma usage, and writers' words are sure to make more sense to those who read them. Why do intelligent people make the error? I think people worry about the situation where they will come across too informally or too plainly if they use such short sentences. They believe using 4-to-6 words sentences, especially in two of them in a row, can't be professional.

Speaking of all the comma rules presented in this series of guides, for sure, it may seem confusing. It is important to avoid breaking them, whether people generally and the students specifically tend to overuse or under use commas. The best ways to master commas is through learning the individual rules as the students go and through reading what they write out loud, inserting pauses in the words they speak to replace the commas. If the students cannot imagine using the pause at a location within a sentence to provide clarity, omit the comma. If the sentence is confusing or a pause seems natural, include the comma. As the students gain knowledge, practice applying rules and proofread the students' works thoroughly, the mastering of comma usage comes naturally.