



The Students Errors in Using Punctuation in Descriptive Texts in the Fifth Grade (Mo 5) at Pratheep Vittaya School

Riski Angreini¹, Shoufi Nisma Dewi², Abdul Rahman Siagian³,
Muhammad Darwis⁴

^{1,2,3}Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas
Muhammadiyah Tapanuli Selatan, Sumatera Utara

⁴Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas
Muhammadiyah Tapanuli Selatan, Sumatera Utara

Article Info	Abstract
Received: 2026-02-15 Revised: 2026-06-29 Accepted: 2026-06-30 Keywords: <i>Error; Punctuation; Writing</i> DOI: 10.24256/ideas.v14i1.9701 Corresponding Author: Shoufi Nisma Dewi shoufi.nisma@um-tapsel.ac.id Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Tapanuli Selatan, Sumatera Utara	<i>This study was designed to examine the use of punctuation errors in the writing of 5th-grade students at Pratheep Vittaya. Students were recruited as samples for this study. To collect data, the researcher applied a mixed method, namely writing tests and interviews. The results of the study showed that comma omission was the most frequent error made by students (35 comma errors made by 11 students). Furthermore, this study sought the causes of errors made by students. The results found several factors that influence students to make errors in using punctuation: (1) Omission of some punctuation marks, (2) Lack of accuracy, (3) Misuse of the use of some marks, such as question marks and commas before quotation marks, (4) Misunderstanding the meaning of the text.</i>

1. Introduction

English is a very important language for every student to learn, as we know that English is an international language. In the process of learning English there are four skills that must be owned by each student. They are listening, speaking, reading, and writing (Kumar, 2024). It is based on the goal of teaching. To be able to use English well, writing is one of skills students' must possess, the benefits of writing skill for students are to expressing their ideas, knowledge, or even experience.

Writing skill can be a benchmark of English proficiency. According to the article stated by (Parapat & Huda, 2021) Writing skills require the ability to use language patterns in writing to express an idea. These writing skills encompass various abilities, such as the ability to organize discourse into a composition, the ability to use appropriate style and word choice, and so on. A person who can write in English well and correctly often has good English skills as well.

In writing there are several aspects that must be mastered are grammar and vocabulary (Sa'adah, 2020). Interms of writing there are still many people or students who write with punctuation that is wrong and not too concerned. Based on the researcher's observation at Pratheep Vittaya School, it was found that the students were still confused in use punctuation.

From the teacher information in that school, it was reported that most of students still had difficulties to use punctuation. Based on the student information they just write the punctuation as note, and they are not using the punctuation well. It is necessary for English teacher to make writing easy and more pay attention to the punctuation that they wrote.

In the context of English as a Foreign Language (EFL), writing instruction, which plays a crucial role in enabling students to express their thoughts, feelings, and experiences in words, has received increasing attention in educational research (Wenjuan & Abdullah, 2024). English Foreign Language (EFL) make some mistake in using punctuation.

There are many definitions of error. Error is a scientific measurement means the inevitable uncertainty that attends all measurement (James, 2013). It means that when students make an error, that's where we can see the extent of their ability to learn the material they are working on. According to Brown an error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner (Brown, 2018). It means that the benchmark of students' ability to receive lessons is mistaken, the more they are wrong it means they still don't understand the lesson.

According to Jabeen errors are not always bad rather they are crucial parts and aspects in the process of learning (Jabeen et al., 2015). Meanwhile, Yang Wenfen stated that error is a thing that everyone tends to make mistakes in process of language learning and use, especially for foreign language (Yang, 2010).

James explains that one of the causes of errors that can occur is a foreign language involved in foreign language learning operations, namely the student's mother tongue. It also shows that a person or student who is competent or multilingual may make any mistakes in other foreign languages (James, 2013). Meanwhile, Shancez state in his article students often make more mistakes when learning a foreign language than they do in their own language. So, with this error, teachers can understand to improve the teaching of the subject, and then students can understand their mistakes or abilities (Sánchez Calderón & Pacheco Plaza, 2021).

Sometimes, errors and mistakes look the same for some reason. But basically, the two are different according to Brown mistakes are what researchers are referred to as performance errors, while errors are the result of one's systematic competent (Brown & Lee, 2025). It means are mistakes that we accidentally make and we know when it's wrong, we can figure it out ourselves.

Error analysis is a discussion of errors in writing or language, especially language or foreign languages. Brown stated that, "Error analysis is something that can make teachers focus on students' abilities" (Brown & Lee, 2025). Meanwhile Jabeen stated that, "Error analysis is a very important area of applied linguistics and of the second and foreign language learning" (Jabeen et al., 2015). It means that an error analysis is something that can make teachers focus on students' abilities in various aspects, including foreign languages.

According to Jabeen there are five the causes of error (Jabeen et al., 2015) :

a. Language transfer

The position where one language is sometimes because of the language similarity between the first language and the second language. This has a positive effect on language learning, but can sometimes be distracting as well

b. Overgeneralization

A formal or linguistic rule is equivalent, and sometimes the equivalence is overdone, which can lead to learning errors.

c. Simplification

A situation when students do not use the correct structure and prefer something simple or easy.

d. Fossilization

Refers to certain linguistic development stalled while in other linguistic fields it develops.

e. Lack of the knowledge of the rule

Lack of knowledge of rules is also the fault of learners, and this can hinder language learning.

The cause of the error above is something that every student must pay attention to, but not only for students, but the teacher is also obliged to look at the causes of the causes of students being difficult during the learning period.

To describe the types of error according to Jabeen there are four types of error(Jabeen et al., 2015):

a. Addition

Addition is adding articles or grammar to each word and not in accordance with the existing language rules.

b. Omission

Omission is contrary to addition; the omission is the omission of text or grammar that requires a sentence.

c. Selection

Selection is the problem of choosing wrong or inappropriate words without being included in certain sentences.

d. Ordering

Ordering is the wrong order of words in a sentence written by students.

According to Annisa Raudatus Sa'adah writing is a writing is a complex process, a skillful ability to put words together, and writing skills can be developed using various strategies(Sa'adah, 2020). Meanwhile Wenjuan and Abdullah stated that Writing instruction is a prominent topic in the field of English as a Foreign Language (EFL)(Wenjuan & Abdullah, 2024). It means that writing is a tool used by teachers in the process of teaching grammar or the correct order of language.

As stated by Murni Mahmud, it is one English language skill that requires more attention is writing. This is because writing is considered a difficult skill, and therefore, teaching writing requires more specific strategies(Mahmud, 2017). As for what is said by writing formally, it is writing by not using slang sentences or even abbreviations that are not taught in writing and of course teachers have to teach the correct way to write.

Considering definition above, writing is something that can sometimes confuse students. Therefore, students must really concentrate on writing with the correct grammar rules or arrangements by means of lots of writing exercises.

According to Welch Collin they are (Welch, 2017) one of that is Descriptive is writing paints in a picture. Descriptive is identical to explain a person's personality or the characteristics of a person, object, place, etc. The process of writing has roughly four steps. They are(Bray, 2025) Prewriting can also include generating ideas. At this step, the author is required to have several ideas to describe a predetermined topic.

Organizing is the process of writing the ideas that we have gotten into a simple outline. Writing in this step, the writer starts to write all the outlining as quickly as possible so as not to stop in the middle of writing, and without having to think about wrong grammar or punctuation. Polishing in the last step in writing at this step the writer must re-examine the writing by paying attention to all the sentences written as well as grammar, spelling, and punctuation.

Descriptive text is a text that describes other people, places, or things. As described by Oshima that “Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind” (Bray, 2025). Collin Welch wrote in his journal that descriptive text is “Descriptive text writing is a truthful description without any changes, no different explanations of objects, people, feelings, and so on” (Welch, 2017).

Meanwhile, Annisa Raudatus Sa’adah states in his journal that “A descriptive text is a report that contains accurate information about a specific subject rather than a group, for example, a specific animal or a specific person. Therefore, a descriptive text provides detailed information, enabling the reader to visualize the object described as real” (Sa’adah, 2020).

According to Abel Yohanes Romrome, the key characteristics of descriptive text include (Romrome, 2024) sensory language and imagery. In short, that descriptive text has a goal so that every reader can feel, and imagine the object written by the author.

The generic structure of a descriptive text consists of two main parts: identification or general statement and description (Sipayung et al., 2021) identification and description.

According to Allan Gaw Grammar and punctuation are like the soul of a piece of writing; if punctuation is incorrect, the meaning or purpose of the piece will be different (Gaw, 2015). Meanwhile Jaezzir et al stated that Punctuation is crucial in a sentence to convey the intended message and meaning (Arquiola et al., 2022). It means punctuation is a symbol that is needed by every writer and reader.

Types of punctuation used in descriptive texts:

a. Capital Letter

According to Frank Danes Capital letters are used for (Danes, 2016) the first word in a sentence. The first-person pronoun “I”. Days of the week. Months of the year, special days of the year (Christmas Day, New Year's Day). Names of places of entertainment (The Almeida Theatre, Odeon, Old Trafford). Shop names (Sainsbury's, Aldi). Titles of books, bands, films, television programs, songs, plays, poems, novels. Nouns (my Mother [particular noun] but anyone's mother), and proper nouns. People's names, nicknames, street names, towns, countries.

b. Full Stop

Jane et al stated that the principal rules for the use of the period are the following (Straus & Kaufman, 2016). Use a full stop at the end of a complete sentence that is a statement. If the last word in the sentence ends in a full stop, do not follow it with another period. Use a full stop after an indirect question. Example: He asked where his suitcase was.

c. Comma

According to Jane and Lester Commas customarily indicate a brief pause; they're not as final as periods (Straus & Kaufman, 2016). It means it is used to separate some words to make the meaning in the sentence meaningful and easy to read. Rules for using commas (Straus & Kaufman, 2016).

Related to this research, some research has done as below. Therefore, the researcher made theirs as related finding. There are three researchers was used as related finding. First is the research which conducted by Widia Siska. The result of her research is the most common errors in using punctuation mark personal pronouns used by the students in writing narrative text at senior high school. There were 38 sheets of student writing about narrative text.

The research finding was the students still made mistakes in using personal pronouns such as subject pronoun (correct 61.1%), object pronoun (correct 32.2%), possessive adjective pronoun (correct 49.7%), possessive pronoun (correct 0%) and reflexive pronoun (correct 0%). It can be concluded the ability of the students in using personal pronouns still less (Siska, 2024).

Second is the research which conducted by Lailatul Munawaroh. The result of the study showed that students made thirteen types of errors. Those were singular-plural, word form, word choice, verb tense, add or omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. Students' highest error frequency is adding or omitting a word (25.67%). The lowest frequency of errors made by learners are word form (0.68%), word order (0.68%), and article (0.68%). Besides, the highest cause of the error is carelessness (64.19%), while the lowest cause of the error is translation (9.46%) (Munawaroh, 2023).

Third is the research which conducted by Jaezzir et al. The result of the study showed by 30 participants in the research composed of 15 Thai (EFL) students and 15 Filipino (ESL) students. The sources of data were the written essays of the 30 participants. The total percentage was used to treat the data to identify the average punctuation errors committed by the participants and the significant difference in the committed errors between the Thai EFL and Filipino ESL learners. The result showed a significant difference in the punctuation errors committed between Thai and Filipino students (Arquiola et al., 2022)

It is undeniable that when teachers teach writing skills, prior research is essential, especially regarding grammar and punctuation.

Based on the explanation previously, particularly previous research on punctuation among students in Thailand and the Philippines, the researcher is very interested in researching writing errors, particularly the use of punctuation, in descriptive texts in fifth-grade (Mo 5) students at Pratheep Vittaya School, Naratiwat. The novelty of this research can be seen as a guide for future teaching.

This research focuses not only on punctuation errors but also on the reasons for their ability or inability to use punctuation marks, as well as comparisons with Thai writing, which differs significantly from English writing.

1. What types of punctuation errors are frequently used in descriptive texts by fifth-grade (Mo 5) students at Pratheep Vittaya School?
2. What are the causes of errors made by fifth-grade (Mo 5) students at Pratheep Vittaya School in using punctuation marks in descriptive texts?

2. Method

The research was conducted at Pratheep Vittaya School, Naratiwat, South Thailand. After conducting a direct inspection of the research site, the author selected a research design deemed appropriate for this study. Therefore, the author chose mixed methods as the appropriate research method for the variables and objectives of this study. According to John Cresswell, mixed methods is a method that focuses on data collection, analysis, and interpretation (Creswell, 2020).

Meanwhile Vebrianto et al stated that mixed methods provide clarity in every research result. This is because mixed methods encompass both quantitative and qualitative methods (Vebrianto et al., 2020). Therefore, the results are more valid, and each study yields diverse and in-depth results. The researcher used this method to calculate and describe the frequency of punctuation errors.

Then, to select research participants, the researcher used purposive sampling. In this type of sampling, according to (Tajik et al., 2024), purposive sampling is a frequently used non-probability method and is an important component of qualitative and mixed methods research because of its emphasis on in-depth and contextual understanding. Purposive sampling, defined as the conscious selection of specific units (such as individuals, cases, or events) based on their relevance to the research problem, allows researchers to gain an in-depth understanding of complex phenomena.

So, this method is used to make a description about a situation or event which only intended to accumulate data. Therefore, this method is used to find out the students' errors in using punctuation mark in writing descriptive text which is viewed by its types and causes. Besides, it is also calculated the percentage on each types of errors made. The sources of data in this research were:

A. Primary Source of Data

The source of data in this research was students in the fifth-grade (Mo 5) who have abilities from other semesters. The researcher took one class to examine this research. This research was completed by using purposive sampling. It is a nonrandom technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information. That means the researcher is the person who decides who will be studied without any underlying theory or rules in the research.

B. Secondary Source of Data

The second source of data is that there are approximately 30 students in one class who will answer the test. Students made dominants error when filling out the test that focuses on punctuation.

C. Instrument of Collecting Data

The instrument of collecting data was used in this research are:

1. Test

The researcher gives the test to students about descriptive text which has no punctuation and then collected it. In collecting data, the writer gave a test in the form of descriptive text that did not have punctuation. Then, students will fill out the test with the punctuation they think is correct. The punctuation that students will fill in is a capital letter, comma, and full stop that the researcher explained in the previous chapter.

In this research, the researcher will divide it into several indicators of error, namely omission, addition, misinformation, and disorder. So, the indicators of this test are:

Table 1 Indicator of Test

No	Indicator	Sub- Indicator
1	Omission	a. Omision of capital letter b.Omision of comma c. Omision of full stop
2	Addition	a. Addition of capital letter b. Addition of comma c. Addition of full stop
3	Misinformation	a. Misinformation of capital letter b. Misinformation of comma c. Misinformation of full stop
4	Misordering	a. Misordering of capital letter b. Misordering of comma c. Misordering of full stop

The techniques for collecting data with the test as follow:

- Preparing the test.
- Giving the test to students.
- Determining the time of doing the test.
- Reminding the students not to cheat and to do the text by their own self.
- Giving chance to students to check their answer sheets before collecting it.
- After checking the test

Technique of Data Collecting

The technique of collecting data with the test as follow:

1. Researcher identified students' error in using punctuation from the test.
2. Researcher classified the error based on the types of the errors.
3. Researcher counted the errors according to the types of the error.
4. Percentages of the answer subject and to take on table.
5. Researcher made the conclusion.

The researchers use Sugiyono's formula which has been used by previous researchers (Fitri, 2021):

$$P = \frac{f}{N} \times 100\%$$

Where:

p = Percentage

f = Frequency of errors made

N = Number of sample which is observed.

Then, mean score formula was used to find out the average percentage of the students' errors. The formula was as follow:

$$\bar{x} = \frac{\sum fx}{N}$$

$\bar{x}$ = Mean of Students' Errors

$\sum fx$ = The Total Numbers of Error Percentages

N = The Total Number of Students

2. Interview

In analyzing the interview data, the researcher asked teachers questions to provide additional information to support the test data. As a result, the researcher obtained valid and accurate data. The results of these interviews also provided accurate information about the factors causing errors made by students in placing punctuation marks.

As previously stated this research aims to know the types of punctuation errors that were most frequently made by the fifth-grade (Mo 5) students of Pratheep Vittaya School. Therefore, a writing test that has no punctuation was used in this research. The students were required to use all 25 punctuation marks in the text. The data from the test were collected in a day. The names of the students can be seen in the table below:

Table 2 Name of The Students

No	Name	Age
1	Hamidah	21
	Palamuming	
2	Rosuha Cheputeh	19
3	Munifah Cheleh	16
4	Azyan Pa'dah	17
5	Afeenee Yakoh	19
6	Firdaw Ma'	18
7	Naseeha Bueraheng	18
8	Ibtisam Mayohkaseh	17
9	Khoirulhanas	17
	Hayeesor	
10	Nur'aida Kabae	17
11	Azming Yusof	18
12	Ilban Chenah	16
13	Sufyan Wandee	18
14	Hamdan Yunus	17
15	Muslimah Salaeh	17
16	Murnee Salaeh	17
17	Nurhidaya Ma'ila	16
18	Nordeen Yakoh	20
19	Hakmani Liming	18
20	Adilan Ni'tae	17
21	Azhar Madeng	17
22	Khosib Yusoh	18
23	Kholaf Mayohkaseh	18
24	Furkon Dohat	17
25	Abdul-hakim	17
	Daramae	
26	Ismail Masae	18
27	Muhammad Qosim	17
	Ali	
28	Faosan Padosoh	17
29	Atif Palamuming	17
30	Ismaae Samateh	18

3. Results

After collecting the data, the researcher analyzed the data and categorized the errors made by students into omission, addition, misinformation, and misordering. Errors classified as omission and addition included full stops, commas, and capital letters. Then, errors classified as misinformation included full stops, commas, and capital letters.

Table 3 Total of Errors

Error Types	Total of Errors	Persentage (%)
Omission Full Stop	12	15,78
Omission Comma	35	46,05
Omission Capital Letter	29	38,15
Total	76	100
Addition Full Stop	4	10,81
Addition Comma	23	62,16
Addition Capital Letter	10	27,02
Total	37	100
Misordering Full Stop	5	10,41
Misordering Comma	32	66,66
MisorderingCapital Letter	11	22,91
Total	48	100
Misinformation Full Stop	2	100
Total	2	100

Regarding the table above, the most errors that occurred in the omission category, the addition category, and the misordering category were commas. While in the misinformation category, there is only an error of using a full stop. Two errors in using full stops occurred in this category.

1. Description of The Errors

The errors were described in each category: omission, addition, misinformation, and misordering:

a. Omission

Punctuation errors in the omission category were full stops, commas, and capital letters. The following were the descriptions of each punctuation mark and examples of errors made by a student.

1) Full stop.

There were 12 errors made by students in the full stop. The errors occur when the students omitted full stop that should be used in the correct place. The errors were described as the following examples:

- Errors made by students:

a) their drivers honking their horns in a rhythmic melody Golden temple, adorned with intricate carvings and shimmering
b) and invites you to explore its hidden treasures Whether you are wandering through the bustling markets

- Suggested punctuations:

a) their drivers honking their horns in a rhythmic melody. Golden temples, adorned with intricate carvings and shimmering
b) and invites you to explore its hidden treasures. Whether you are wandering through the bustling markets.

2) Comma

There were 35 errors made by students in using commas that were found in omission category. They can be seen as the following examples:

- Errors made by students:

a) A vibrant tapestry of sight sounds and smells.
b) The bustling streets of Bangkok Thailand are vibrant tapestry of sight

- Suggested punctuations:

a) A vibrant tapestry of sight, sounds, and smells.
b) The bustling streets of Bangkok, Thailand, are a vibrant tapestry of sight.

3) Capital Letter

There were 29 errors made by students in using capital letters that were found in omission category. They can be seen as the following examples:

- Errors made by students:

a) golden temples, adorned with intricate carvings and shimmering
b) A cup of fragrant ghai tea, bangkok offers

- Suggested punctuations:

a) Golden temples, adorned with intricate carvings and shimmering
b) A cup of fragrant Thai tea, Bangkok offers

b. Addition

1) Full stop

4 errors were made by students in the full stop. The errors occurred when the students added a full stop, which must not appear in the sentence. The errors were described as the following example:

- Errors made by students:
- a) Sipping on a cup of fragrant Thai tea. Bangkok offers a sensory experience unlike any other.
- Suggested punctuations:
- a) Sipping on a cup of fragrant Thai tea, Bangkok offers a sensory experience unlike any other.

2) Comma

In addition to the category of using commas, there were 23 errors were made by students. They can be seen as the following examples:

- Errors made by students:
- a) The air is thick with the aroma of street food, a symphony, of sizzling meats, fragrant, spices, and sweet mango sticky rice
- Suggested punctuations:
- a) The air is thick with the aroma of street food, a symphony of sizzling meats, fragrant spices, and sweet mango sticky rice

3) capital letter

There were 10 errors made by students in using capital letters that were found in addition category. They can be seen as the following examples:

- Errors made by students:
- a) The bustling streets of Bangkok, Thailand, .are a vibrant tapestry of sights, sounds, and smells.
- Suggested punctuations:
- a) The bustling streets of Bangkok, Thailand, are a vibrant tapestry of sights, sounds, and smells.

c. Misordering

1) Full stop

4 errors were made by students in the full stop. The errors occurred when the students misordered a full stop, which must not appear in the sentence. The errors were described as the following example:

- Errors made by students:
- a) A symphony of sizzling meats, fragrant spices, and sweet mango. sticky rice. Everywhere you look
- Suggested punctuations:
- a) A symphony of sizzling meats, fragrant spices, and sweet mango sticky rice. Everywhere you look

2) comma

In misordering the category of using commas, there were 23 errors were made by students. They can be seen as the following examples:

- Errors made by students:
- a) Bangkok offers a sensory experience unlike, any other.
- Suggested punctuations:
- a) Bangkok offers a sensory experience unlike any other.

3) capital letter

There were 10 errors made by students in using capital letters that were found in the misordering category. They can be seen as the following examples:

- Errors made by students:
- a) Golden Temples, adorned with intricate carvings and shimmering mosaics
- Suggested punctuations:
- a) Golden temples, adorned with intricate carvings and shimmering mosaics

d. Misinformation

2 errors were made by students in the full stop. The errors occurred when the student's misinformation a full stop, which must not appear in the sentence. The errors were described as the following example:

- Errors made by students:
- a) Sipping on a cup of fragrant Thai tea. Bangkok
- b) The air is thick with the aroma. of street food, a symphony of sizzling meats
- Suggested punctuation
- a) Sipping on a cup of fragrant Thai tea, Bangkok
- b) The air is thick with the aroma of street food, a symphony of sizzling meats

The number of punctuation marks that students made can be seen in the following table:

Table 4: Distribution of Students" Errors and No Errors

No	Name	incorrect	correct
1	Hamidah Palamuming	7	18
2	Rosuha Cheputeh	3	22
3	Munifah Cheleh	5	20
4	Azyan Pa'dah	3	22
5	Afeenee Yakoh	3	22
6	Firdaw Ma'	10	10
7	Naseeha Bueraheng	3	22
8	Ibtisam Mayohkaseh	7	18
9	Khoirulhanas Hayeesor	7	18
10	Nur'aida Kabae	5	20

11	Azming Yusof	3	22
12	Ilban Chenah	3	22
13	Sufyan Wandee	4	21
14	Hamdan Yunus	10	15
15	Muslimah Salaeh	4	21
16	Murnee Salaeh	7	18
17	Nurhidaya Ma'ila	6	19
18	Nordeen Yakoh	8	17
19	Hakmani Liming	7	18
20	Adilan Ni'tae	3	22
21	Azhar Madeng	4	21
22	Khosib Yusoh	10	15
23	Kholaf Mayohkaseh	10	15
24	Furkon Dohat	4	21
25	Abdul-hakim Daramae	5	20
26	Ismail Masae	14	11
27	Muhammad Qosim Ali	8	17
28	Faosan Padosoh	4	21
29	Atif Palamuming	4	21
30	Ismaae Samateh	3	22
Total		178	571

From the table above, it can be seen that the correct punctuations made by students were more than the incorrect ones. It was proven that the total number of correct punctuations made by students was 571. The highest number was 22, and the lowest was 10. On the other hand, the total number of incorrect punctuations made by students was 178. The highest number of errors made by students was 14, and the lowest was 3.

Table 5 Total Number of Incorrect Punctuation in Its Types and Percentage

Type of error	Total of Incorrect	Percentage (%)
Full Stop	23	14,11
Comma	90	55,21
Capital Letter	50	30,67
Total	163	100

Table 6 Total Number of Correct Punctuation in Its Types and Percentage

Type of error	Total of Correct	Percentage (%)
Full Stop	175	25,43
Comma	382	55,52
Capital Letter	131	19,04
Total	688	100

Table 7 Number of Students in Each Type of Errors

Error Types	Total of Errors	Number of Students	Percentage (%)
Omission Full Stop	12	10	33,33
Omission Comma	35	11	36,66
Omission Capital Letter	29	16	53,33
Addition Full Stop	4	4	13,33
Addition Comma	23	7	23,33
Addition Capital Letter	10	6	20
Misordering Full Stop	5	5	16,66
Misordering Comma	32	15	50
MisorderingCapital Letter	11	2	6.66
Misinformation Full Stop	2	2	6,66

From the table above, it can be concluded that students produced the most errors (90) and the most frequent errors (35) errors distributed to 11 of 30 students, in using a comma

2. Interview analysis

In an interview I conducted with Ms. Nurmi Tayeh, she stated that all students had learned a lot of punctuation. Punctuation is usually also covered in Malay language lessons. In Thai, punctuation is also taught. The most difficult aspect is getting students used to using punctuation in every writing session, as well as in English spelling. The first student mentioned that they rarely use punctuation, especially commas. Commas themselves are rarely used because they usually follow the rhythm or sound. The second student reported difficulty with capitalizing punctuation. The reason is that they rarely use it in writing, causing

them to forget where to place it, for example, when capitalizing a period. Another student said that commas are too confusing because they rarely use them in everyday writing.

Therefore, the answer was suitable for the result of data analysis as stated in previous discussion. The most frequent errors occurred when using a comma. There were 35 errors of using a comma in the omission category made by 11 students, 23 errors in the addition category made by 7 students, and 32 errors in the misorder category made by 15 students.

After presenting the number and the factor of punctuation errors, the writer intended to discuss the findings and how they answered the research questions proposed in the first chapter. There were two research questions that were concerned respectively with the most frequent type of errors and the factors of errors that students made in writing.

Name : Class : The bustling streets of Bangkok, Thailand, are a vibrant tapestry of sights, sounds, and smells. The air is thick with the aroma of street food, a symphony of sizzling meats, fragrant spices, and sweet mango sticky rice. Everywhere you look, colorful tuk - tuks weave through the traffic, their drivers honking their horns in a rhythmic melody. Golden temples, adorned with intricate carvings and shimmering mosaics, stand tall against the backdrop of towering skyscrapers. The city's energy is infectious, a constant hum of activity that draws you in and invites you to explore its hidden treasures. Whether you are wandering through the bustling markets, haggling for souvenirs, or sipping on a cup of fragrant Thai tea, Bangkok offers a sensory experience unlike any other.	<u>Test</u> Put the punctuation marks: Period/Dot (.), Comma (,) and Capital Letter whenever they are necessary in the text below! Bangkok Streets the bustling streets of bangkok thailand are a vibrant tapestry of sights sounds and smells. the air is thick with the aroma of street food a symphony of sizzling meats fragrant spices and sweet mango sticky rice Everywhere you look colorful tuk-tuks weave through the traffic their drivers honking their horns in a rhythmic melody Golden temples, adorned with intricate carvings and shimmering mosaics stand tall against the backdrop of towering skyscrapers the city's energy is infectious a constant hum of activity that draws you in and invites you to explore its hidden treasures Whether you're wandering through the bustling markets, haggling for souvenirs or sipping on a cup of fragrant thai tea, bangkok offers a sensory experience unlike any other
--	---

Figure 1. Instrument Test for Writing

4. Discussion

The first research question is about the most frequent types of errors that students make in writing. The findings of the analysis suggested that the three types of punctuation errors were found in students' writing. The three types were full stop, comma, and capital letter. The most frequent type of punctuation error out of these three types in students' writing was the omission of a comma. The error appeared 35 times or 36,66 % of the overall number. In addition, this kind of error was distributed to 11 of 30 students.

Moreover, the second research question was about the factors influencing the students to make errors in using punctuation marks. Based on the findings of the analysis of interview, the four factors of errors were found in the students. There were some punctuation marks, a lack of accuracy, misuse of some marks, such as question marks and commas before quotation marks, and a misunderstanding of

the meaning of the text. Accordingly, some important implications of this study are derived from the findings of the present and the previous study. The first implication pointed out that the appropriate strategy and technique in teaching punctuation should be applied, the comma in particular. This implication led the teacher to be aware of the students' errors in writing and to anticipate the errors that students make.

5. Conclusion

This study was designed to examine the use of punctuation errors in the writing of 5th-grade students at Pratheep Vittaya. Students were recruited as samples for this study. To collect data, the researcher applied a mixed method, namely writing tests and interviews. The results of the study showed that comma omission was the most frequent error made by students (35 comma errors made by 11 students).

Furthermore, this study sought the causes of errors made by students. The results found several factors that influence students to make errors in using punctuation: (1) Omission of some punctuation marks, (2) Lack of accuracy, (3) Misuse of the use of some marks, such as question marks and commas before quotation marks, (4) Misunderstanding the meaning of the text.

The results of this study are expected to provide teachers with information about several punctuation errors frequently made by students in their writing. Teachers can pay more attention to teaching the most common punctuation elements. This way, student errors can not only be reduced but also prevented from recurring in the future.

Regarding the factors that influence students' use of punctuation, students are expected to consistently apply the punctuation theory taught by their teachers. This can help them use various punctuation marks. After punctuating, students should review their punctuation assignments. Furthermore, they should practice punctuation both inside and outside of class.

6. References

- Arquiola, J. M., Leyga, C. R., Sarsuelo, R., & Cadio, E. C. H. (2022). *Punctuations used by Filipino and Thai students in their essays: A corpus-based inquiry*. 5(1), 14–23. <https://jurnal.ustjogja.ac.id/index.php/ELP/article/view/13509>
- Bray, N. (2025a). Introduction to Academic Writing. In *Introduction to Academic Writing* (Third Edit). <https://doi.org/10.29173/oer/a1ia9upy>
- Bray, N. (2025b). Introduction to Academic Writing. In *Introduction to Academic Writing*. <https://doi.org/10.29173/oer/a1ia9upy>
- Brown, H. D. (2018). *Principles of Language Learning And Teaching* (4th ed.). Hama University. <https://hama-univ.edu.sy/newsites/humanities/wp-content/uploads/2018/11/كتاب علم لغة تطبيقي.pdf>

- Brown, H. D., & Lee, H. (2025). Principles of Language Learning and Teaching. In *Principles of Language Learning and Teaching* (5th ed.). <https://doi.org/10.4324/9781003494294>
- Creswell, J. W. (2020). *John Cresswell Buku Penelitian Mixed Methods* (H. Malini (ed.)). Pustaka Pelajar. [https://repo.unand.ac.id/46665/1/Buku Penelitian Mixed Methods Creswell.pdf](https://repo.unand.ac.id/46665/1/Buku%20Penelitian%20Mixed%20Methods%20Creswell.pdf)
- Danes, F. (2016). *English Language and English Literature - The Little Book of Spelling, Punctuation and Grammar (SPAG)*. Oxford Cambridge and RSA Examinations. www.ocr.org.uk/i-want-to/find-resources/
- Fitri, R. (2021). Peningkatan Kemampuan Mengenal Warna melalui Metode Eksperimen pada Anak Usai 5-6 Tahun (Kelompok B). *Didaktika: Jurnal Kependidikan*, 10(2), 95–106. <https://doi.org/10.58230/27454312.85>
- Gaw, A. (2015). English Grammar & Punctuation A Study Guide. In *Religious Conversion* (4th ed.). The University of Edinburgh. <https://doi.org/10.1002/9781394259748.oth2>
- Jabeen, A., Kazemian, B., & Shahbaz Mustafai, M. (2015). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. *Education and Linguistics Research*, 1(2), 52. <https://doi.org/10.5296/elr.v1i2.8189>
- James, C. (2013). Errors in Language Learning and Use: Exploring Error Analysis. *Errors in Language Learning and Use: Exploring Error Analysis*, 1–304. <https://doi.org/10.4324/9781315842912>
- Kumar, A. (2024). The Voice of Creative Research Pandita Ramabai. *The Voice of Creative Research*, 6(4), 108–116. <https://www.thevoiceofcreativeresearch.com/index.php/tvcr/index>
- Mahmud, M. (2017). Teaching students to develop paragraphs by poetry writing. *International Journal of Language Education*, 1(1), 37–50. <https://doi.org/10.26858/ijole.v1i1.2870>
- Munawaroh, (2023). (2023). Error Analysis on Students' Writing of Descriptive Text (A Mixed Method at Second Grade Students of MTs Khazanah Kebajikan). https://Repository.Uinjkt.Ac.Id/Dspace/Bitstream/123456789/71372/1/11160140000033_LAILATUL%20MUNAWAROH-.Pdf, 1–83.
- Parapat, L. H., & Huda, R. (2021). *PROBLEMATIKA KETERAMPILAN MEMBACA DAN MENULIS PADA MAHASISWA PENDIDIKAN BAHASA INDONESIA UM-TAPSEL*. 32(3), 167–186. [file:///C:/Users/ACER V5/Downloads/5440-14691-2-PB \(2\).pdf](file:///C:/Users/ACER%20V5/Downloads/5440-14691-2-PB%20(2).pdf)
- Romrome, A. Y. (2024). *An Introduction To Academic Writing* (1st ed.). Eureka Media Aksara. <https://repository.penerbiteitureka.com/media/publications/568778-an-introduction-to-academic-writing-b065ef60.pdf>
- Sa'adah, A. R. (2020). Writing Skill in Teaching English: An Overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35. <https://doi.org/10.21462/educasia.v5i1.41>

- Sánchez Calderón, S., & Pacheco Plaza, M. (2021). The Impact of Error Analysis and Feedback in English Second Language Learning. *English Literature and Language Review*, 71, 5–14. <https://doi.org/10.32861/ellr.71.5.14>
- Sipayung, K. T., Tampubolon, S., Napitupulu, F. D., & Tobing, F. L. (2021). Generic structure of descriptive text written English language learner and teachers. *Linguistics and Culture Review*, 5(S3), 1636–1650. <https://doi.org/10.21744/lingcure.v5ns3.1950>
- Siska, W. (2024). An Analysis of Personal Pronouns Used by The Students in Writing Narrative Text at Senior High School. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 10(1), 155. <https://doi.org/10.32884/ideas.v10i1.1679>
- Straus, J., & Kaufman, L. (2016). *Blue Book of Grammar and Punctuation Eleventh Edition* (T. Stern (ed.); 11th ed.). Jossey Bass.
- Tajik, O., Golzar, J., & Noor, S. (2024). Research Education Non-empirical Article: Purposive Sampling. *International Journal of Education & Language Studies*, 2(2), 1–9.
- Vebrianto, R., Thahir, M., Putriani, Z., Mahartika, I., Ilhami, A., & Diniya. (2020). Mixed Methods Research: Trends and Issues in Research Methodology. *Bedelau: Journal of Education and Learning*, 1(2), 63–73. <https://doi.org/10.55748/bjel.v1i2.35>
- Welch, C. (2017). Types of Writing. *Colin Welch's Education Resources*, 1–2.
- Wenjuan, S., & Abdullah, R. (2024). English as a Foreign Language (EFL) Writing Instruction: A Review of Bibliometric Analysis. *English Language Teaching*, 17(10), 67. <https://doi.org/10.5539/elt.v17n10p67>
- Yang, W. (2010). A Tentative Analysis of Errors in Language Learning and Use. *Journal of Language Teaching and Research*, 1(3), 266–268. <https://doi.org/10.4304/jltr.1.3.266-268>