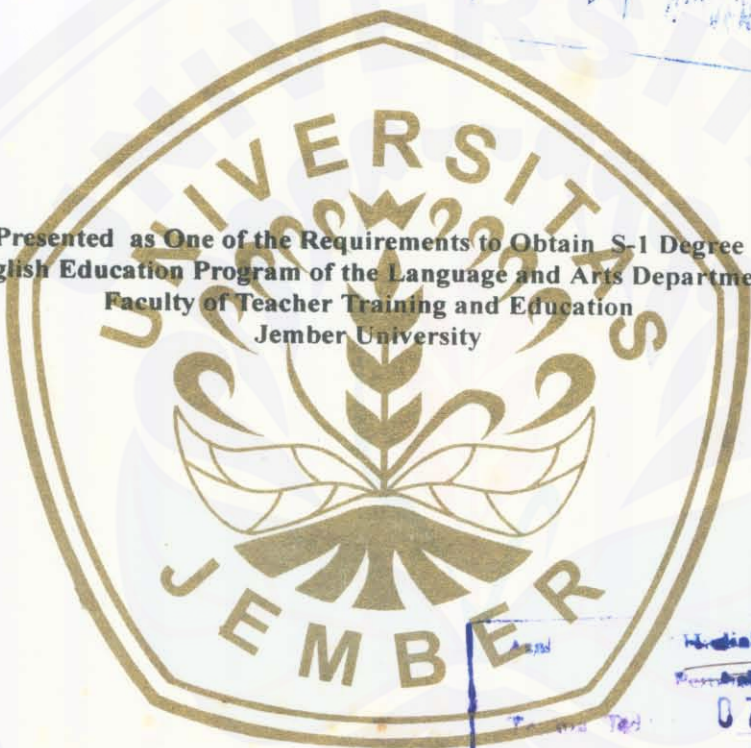


**A DESCRIPTIVE STUDY ON THE ABILITY IN APPLYING
PUNCTUATION IN PARAGRAPHS OF
THE SECOND YEAR STUDENTS OF
SMU MUHAMMADIYAH BONDOWOSO
IN 2002/2003 ACADEMIC YEAR**

THESIS



Presented as One of the Requirements to Obtain S-1 Degree
at the English Education Program of the Language and Arts Department of the
Faculty of Teacher Training and Education
Jember University



By :

Agustia Nurul Bararah

970210401136

**ENGLISH EDUCATION DEPARTMENT
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JEMBER UNIVERSITY
OCTOBER, 2002**

MOTTO

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا
اِنَّ مَعَ الْعُسْرِ يُسْرًا

Exactly, there is a difficulty that will be followed
by ease (Q.S. Al Insyirah : 5-6)

DEDICATION

This thesis is dedicated to :

- ❖ *My beloved father, MOCH. SALAM who always guides me very patiently. Nothing compared to you. I feel regret for " the late present ". Thanks a million.*
- ❖ *My mother, SITI RUKAYAH who made me strong facing the life. Your motivation and love made me realized that you are the candle of my heart.*
- ❖ *My oldest brother, MOCH. KURDI. Your failure in study motivated me to wake up all the time. Thanks so much on your spirit to finish my study.*
- ❖ *My younger brother, ACHMAD HISBULLAH HUDA. Your "smart words" made me know how deep you love me. Wish you succeeded on your study.*
- ❖ *My oldest sister, OKFI IANATIS SIRRIYAH. I always love you. Your smile has "a special meaning", but everything you've done expressing your beautiful heart. Face your future and wish you succeeded.*

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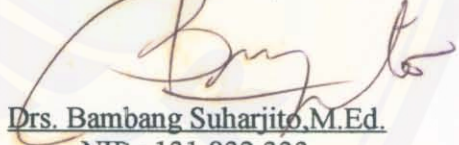
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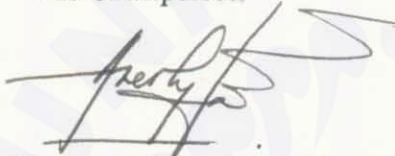
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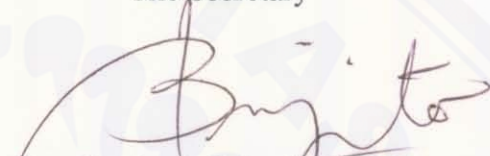
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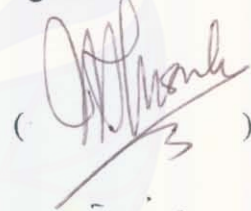


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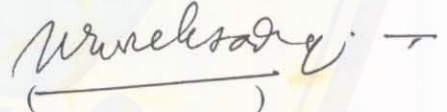
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Jember, October 2002

The writer

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ABSTRACT

Agustia Nurul Bararah, 2002, *A Descriptive Study on the Ability in Applying Punctuation in Paragraphs of the Second Year Students of SMU Muhammadiyah Bondowoso in 2002/2003 Academic Year.*

Thesis, English Education Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

The consultants : Dra. Wiwiek Istianah, M.Kes., M.Ed.
Drs. Bambang Suharjito, M.Ed.

Punctuation is one of the English components that has an important role in the written communication. This thesis was intended to describe the students' ability in applying punctuation in paragraphs. The research was conducted at SMU Muhammadiyah Bondowoso. The respondents were 35 students of the second year students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year. They were taken by using population method. The primary data were collected by using test. The test was conducted on August 15, 2002. Then, the test results were analyzed by using percentage formula. The supporting data was taken by interview and documentation. Next, the results of the data analysis were described to answer the research problem. The results showed that on the average the second year students' ability in applying punctuation in paragraphs was 47.97%. Based on the Classification of the Score Level, this was classified poor.

Specifically, the results showed that the second year students' ability in applying full stop (.) were 52.64% or poor. The ability in applying comma(,) were 54.80% or poor. Next, the ability in applying quotation mark ("...") were 50.42% or poor. The last is the students' ability in applying question marks (?) were 34.02% or bad. Realizing that the students' ability in applying punctuation in paragraphs is still poor (mostly all indicators), it is important for the English teacher to pay more attention in teaching punctuation in order to help the students to improve their ability in applying punctuation in paragraphs.

Key words : Punctuation and Paragraphs

CHAPTER I INTRODUCTION

This chapter consists of some aspects dealing with the topic under study. They are the background of the study, the problem of the research, the operational definition of the variables, the objectives, and the advantages of the study. They will be presented respectively in the following parts.

1.1 The Background of the Study

Expressing ideas directly to the people whom we are talking to is considered as one of the forms of communication. Expressing ideas in the form of writing is the other way of communication process. It means that communication can be done orally (directly) or in the written form (indirectly). As one of the ways of communication, writing is very important. We can communicate our ideas to thousands of people through written articles or journals among others.

In the Indonesian Senior High School curriculum, students have to learn English as one of the compulsory subjects. For this subject, they learn the four language skills; listening, reading, speaking and writing integratedly as it is stated in the 1994 English Curriculum by *Departemen Pendidikan dan Kebudayaan Republik Indonesia (Depdikbud, 1994:30)*

Related to this issue, the basic course outline (*Garis-garis Besar Program Pengajaran/GBPP*) states that the objective of learning English is to develop the ability in communication. The students are expected to master the four language skills namely; reading, listening, speaking and writing properly because this objective is suitable with the need in the globalization era (*GBPP, 1992:2*). In the other words, the main objective of learning English in Indonesian Senior High Schools is to make the students to have the four language skills in order to enable them to communicate both orally and in the written form.

Writing is a means of communication whereby writers transmit their ideas to their readers. According to Fairbairn and Winch (1996:543) the readers' comprehension in written texts may be vulnerable to the writers ability in using



punctuation marks. In other words, if punctuation marks in the texts are not properly used, the readers may experience difficulties to understand the texts. Furthermore, Barnwell (1983:453) points out that punctuation is used to classify the meaning of writing. The following sentences show that punctuation is essential in written communication.

- a. Mr Smith our milkman has been hurt
- b. What did he say

The two sentences above are ambiguous and difficult to be understood and may be difficult for the readers to catch what exactly the writer wants to express. In the first sentence (a), the readers may be confused whether that statement is addressed to or about Mr. Smith. While the second sentence(b), punctuation is necessary to clarify the meaning of sentence. The readers may get difficulties to understand the content because the sentences are written without any punctuation. Those two sentences will be easily and quickly understood when the correct punctuation is used properly, as it is shown in the following explanation.

<i>Confused</i>	<i>Explanation</i>	<i>Clear</i>
<i>Mr Smith our milkman has been hurt</i>	<i>Is this a statement to or about Mr. Smith?</i>	<i>Mr. Smith, our milkman has been hurt. Or Mr. Smith, our milkman, has been hurt.</i>
<i>What did he say</i>	<i>Is this a statement positive, negative or interrogative?</i>	<i>What did he say?</i>

Based on the preliminary study which was done while the researcher undertaken the teaching practice, it was found there were students who still did not use punctuation in paragraphs properly, though the punctuation marks that should be used are simple and familiar to them, such as comma and full stop.

Realizing that the punctuation is very important in writing, and based on the fact occurred in that school that many high school students still neglect the issue in their writing, this study will be focussed on the students' ability in

applying punctuation in paragraphs. In order to have a clearer picture of the phenomena, through this study the reason why students still have difficulties in the application of punctuation will also be sought for. This research is entitled “A Descriptive Study on the Ability in Applying Punctuation in Paragraphs of the Second Year Students of SMU Muhammadiyah Bondowoso in academic year 2002/2003”

1.2 The Research Problem

Based on the background above, the problems of this study are formulated as follows:

1.2.1 The General Problem

How is the ability in applying punctuation in paragraphs of the second year students of SMU Muhammadiyah Bondowoso in academic year 2002/2003?

1.2.2 The Specific Problems

The specific problems consist of four questions as follows:

1. How is the ability in applying full stop (.) in paragraphs of the second year students of SMU Muhammadiyah Bondowoso in academic year 2002/2003?
2. How is the ability in applying comma (,) in paragraphs of the second year students of SMU Muhammadiyah Bondowoso in academic year 2002/2003?
3. How is the ability in applying question mark (?) in paragraphs of the second year students of SMU Muhammadiyah Bondowoso in academic year 2002/2003?
4. How is the ability in applying quotation mark (“...”) in paragraphs of the second year students of SMU Muhammadiyah Bondowoso in academic year 2002/2003?

1.3 Operational Definition of the Variables

The operational definition of the variables are given to the following terms; punctuation, paragraphs, the ability in applying punctuation in paragraphs.

1.3.1 Punctuation

Punctuation marks in this research covers full stop (.), comma (,), quotation mark (“...”), and question mark.

- a. Full stop (.) is a punctuation mark used at the end of a positive or negative statement (Bram, 1995:94).
- b. Comma (,) is a punctuation mark used to separate a series of item from the same category, to introduce adverbs of frequency, place, and time at the beginning of a sentence (Bram, 1995:94).
- c. Question mark (?) is a punctuation mark used to signed that a message or an utterance is in a direct question form (Bram, 1995:93).
- d. Quotation mark (“...”) is a punctuation mark used to mark quotation or others’ speech (Bram, 1995:97).

1.3.2 Paragraphs

The term of a paragraphs means a paragraphs which consist of a group of related sentences that develop one main idea stated in the topic sentence (Barret, 1992:3)

1.3.3 The Ability in Applying Punctuation

The ability in applying punctuation means the students’ ability in applying full stop, comma, question mark, and quotation mark in paragraphs.

1.4 The Objectives of the Research

The objectives of the study include the general objective and the specific objectives.

1.4.1 The General Objective

This research is intended to describe the students' ability in applying punctuation in paragraphs. To be more specific these objectives are stated based on each indicator.

1.4.2 The Specific Objectives

The following are the specific objectives of the study, which are intended:

1. to describe the students' ability in applying full stop (.) in paragraphs.
2. to describe the students' ability in applying comma (,) in paragraphs.
3. to describe the students' ability in applying question mark (?) in paragraphs.
4. to describe the students' ability in applying quotation mark ("...") in paragraphs.

1.5 The Advantages of the Research

It is highly expected the findings of the study will give advantages for the following people.

1.5.1 The English Teacher

The results of this research are expected to be useful for the teacher in order to be more intensive in teaching punctuation particularly in the application of the punctuation in paragraphs.

1.5.2 The Students

The results of this research are expected to encourage the students to learn about punctuation more seriously and to use them more appropriately and confidently so as to produce a concise paragraphs in English.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents the previous research, the basic theory including the types of punctuation, the function of punctuation, the rules of applying punctuation marks, paragraph, and the punctuation practice at Senior High School. They will be presented respectively.

2.1 The previous Research

There was a research about the students' ability in using punctuation in sentence writing conducted by Masmucha (2000). The topic she discussed was the ability of the students in using punctuation dealing with semicolon, colon, dash, and parentheses in sentence writing. The second year students of MAN 2 Jember in the academic year 1999/2000 was chosen as the respondents of the research. The primary data was taken by using test. The sample taken was 104 students of 585 populations. The result of research showed that the ability in using punctuation in sentence writing of the second year students of MAN 2 Jember in the academic year 1999/2000 was 52,77% or in the category of poor. Further, the result of each indicator showed that the students' ability in using semicolon was 50,25% or in the category of poor, colon was 50,39% or in the category of poor, dash was 34,56% or in the category of bad, and parentheses was 52,01% or in the category of poor. Based on that facts, it can be concluded that the second year students of MAN 2 Jember in the academic year 1999/2000 was mostly poor in using punctuation in sentence writing.



2.2 The Basic Theory

This sub title presents the review of related literature in types of punctuation, and function of punctuation.

2.2.1 Types of Punctuation

Punctuation is the names given to the varieties of punctuation devices to help readers understand the written text (Fairbrain and Winch, 1996: 81). In other words, punctuation refers to the sign of marks used to clarify the writers' ideas. Used well, punctuation will help the readers understand what the writers intend to communicate. Similarly, Barnwell (1983: 453) states that punctuation is used to classify the meaning of writing. In sum, punctuation is the sign of marks which function as devices to help the readers understand the writers' ideas, and the meaning of writing.

In general, there are many kinds of punctuation such as Full stop (.), Question mark (?), Exclamation mark (!), Comma (,), Semicolon (;), Colon (:), Apostrophe ('), Hyphens (-), Quotation mark ("..."), Ellipses (...) and Parentheses (). But, these kinds of punctuation marks are classified differently by different experts.

Fairbrain and Which (1996:86-97) classify punctuation marks into the Full Stop (.), Capital letter, the Question mark (?), the Exclamation mark (!), the Comma (,), the Semicolon (;), the Apostrophe ('), Inverted commas, the Hypens (-), Brackets ([]), and the dash (-).

Meanwhile, Wishon and Burks (1980:A-28) divide punctuation into Period (.), Question mark (?), Exclamation point (!), Comma (,), Semicolon (;), Colon (:), Dash (-), Parentheses (), Brackets ([]), and Quotation mark ("...").

In addition, Sedley and Bramer (1981: 490 - 495) divide punctuation marks into three classes: (1) Terminal punctuation marks, used when the writer comes to the end of sentence: Full stop or Period (.), Question mark (?), and Exclamation mark (!). (2) Internal punctuation are those marks occurring within sentences: Comma (,),

Semicolon (;), Colon (:), Parentheses (()), Dash (--), Apostrophe (‘), and Hyphen. (3) Quotation marks (“...”).

This research only deals with some standard mark of punctuation namely: Full stop (.), Comma (,), Question mark (?), and Quotation mark (“...”). The selection based on the fact that those four punctuation marks are commonly used in the students’ English Textbook of Senior High School in paragraph. As indicated in the previous researches, these punctuation marks which look like simple such as full stop and comma yet the students still find them difficult to use them properly in sentence writing. Besides, it is the suggestion from the English teacher to use those punctuation marks only. As the teacher believes that the students sometimes still face difficulties concerning with the use of them in their writing. Thus, the application of punctuation in a paragraph is not as easy as they think. Through this study, some reasons caused the occurrence will be investigated well.

2.2.2 The Functions of Punctuation Marks

Smedley (1983:7) states in his book “Teaching The Basic Skills” discussing about aspects which can be a hindrance for students’ written work suggests that accurate punctuation is important because otherwise the effectiveness of pupils’ written work is impaired. In line with this, Fairbrain and Winch (1996:97) support the idea by saying that it is important that you learn to use punctuation marks appropriately if you want to develop as a writer. Similarly, Wishon and Burks (1980: A-28) have noted that correct punctuation, like correct spelling and word order, is essential in writing because it guides the readers when to pause, raise the intonation and when to stop. In other words, each mark of punctuation signals the nature of pauses and the sentence stresses that are useful for reading comprehension.

Thus, the function of punctuation can be regarded as a reflection of pauses, raising and falling intonation patterns and stresses pattern of spoken language.

Without the marks of punctuation, a piece of writing will be difficult to read and its meaning will be unclear. Stanley, et al (1992:153) gives example of this issue. The paragraphs below which are written differently one by omitting the punctuation and the other with proper punctuation, can be compared :

In winter the ware house is cold and damp there is no heat the large steel doors that line the warehouse walls stay open most of the day in the cold months wind rain and snow blow across the floor in the summer the warehouse becomes an oven dust and send form run way mix with the toxic fumes of forklifts leaving a dry state taste in your mouth the high windows above the doors are covered with a thick black dirt that kills the sun the men work in shadows with the constant roar of jet engines blowing dangerously in their ears (Stanley, et al, 1992:153).

The above paragraph is written without using any punctuation marks. What a difficult paragraph to read! Is its meaning clear? It can be compared with the following paragraph:

In winter, the warehouse is cold and damp. There is no heat. The large steel doors that line the warehouse walls stay open most of the day. In the cold months, wind, rain and snow blow across the floor. In the summer, the warehouse becomes an oven. Dust and sand from the runways mix with the toxic fumes of forklifts, leaving a dry, state taste in your mouth. The high windows above the doors are covered with a thick, black dirt that kill the sun. The men work in shadows with the constant roar or jet engines blowing dangerously in their ears. (Stanley, et al, 1992:153).

This last paragraph is punctuated correctly. In addition, the capital letters are also used properly. It is easy to read and the meaning is clear. It can be concluded that punctuation is essential in written communication.

2.3 The Rules of Punctuation

The rules of punctuation consist of the rules of applying full stop (.), the rules of applying comma (,), the rules of applying quotation mark (“...”), and the rules of applying question mark (?).

2.3.1 The Rules of Applying Full Stop (.)

1. According to Bram (1995:93), full stop marks the end of a positive or negative statement, the end of a complete thought, as in the following examples:
 - a. *Their little son is learning to walk.*
 - b. *We have not found the solution.*
 - c. *When I was trying to finish writing this book, in a space of three months, I had to work hard day and night.*
2. Full stop is often used to mark the end of initials or abbreviations; sometimes it is optional (Bram, 1995: 93), as it is shown in the instances:
 - a. *p.m and a.m (also P.M and A.M. or PM and AM).*
 - b. *Mr. and Mrs. (also Mr and Mrs).*
 - c. *Prof. (Full stop is obligatory because the letter f is not the last letter in the professor)*

2.3.2 The Rules of Applying Comma (,)

Dealing with the rules of applying comma (,), Bram (1995: 94 - 96) suggests that the rules are given below along with the examples:

1. Comma is used to separate a series of items from the same category, such as nouns, phrases, and clauses. Examples of this usage are as follows:
 - a. *We are looking forward to buying shirts, shoes, trousers, and skirts.*
 - b. *To live, to die, to win, and to lose seems to be inevitable for every human being.*
 - c. *That he often behaves, that he smokes a little too much, and that he seldom finishes his work on time, make us reluctant to co-operate with him in future.*
2. A comma is normally required to separate a transitional expression in a sentence, as in:
 - a. *By the way, what do you think about his girl friend?*
 - b. *A few girls, however, appear not to like her much.*
 - c. *We sometimes tend to be snobbish, for instance.*
3. The comma is used after a dependent clause that precedes an independent clause. Here are some examples.
 - a. *If I had known you better, I would not have misunderstood you.*
 - b. *When the music stopped, the room became quite.*
 - c. *While we were chatting, a white cat ran into the room.*
4. Comma is used to introduce a verb phrase beginning with 'to', as in:
 - a. *To succeed in studies, we have to study.*
 - b. *To arrive at the party on time, you had better leave now.*
 - c. *To find a would-be wife, I might need more than twenty-five years.*
5. To introduce adverb of frequency, place, and time at the beginning of a sentence, comma is usually needed as well. The examples are as follows:
 - a. *Frequently, my friends and I go to the cinema together.*
 - b. *Sometimes, the students waste their time gossiping.*

c. *In the kitchen, there are three stoves and two kettles.*

In addition, Wishon and Burks (1980:A-29) adds the rules of applying comma are as follows:

1. Nouns of direct address are set off from the rest of the sentence by commas:
 - a. *Mark, have you found my book?*
 - b. *I am going to have my examination next month, Maria.*
 - c. *I know, Chris, that you think I have not been studying.*
2. Statements or clauses connected by a coordinate conjunction (and, but, for, or, etc) are separated by comma. These are the examples:
 - a. *Everybody expected rain, and it really poured.*
 - b. *The man never came, but we did not know it.*
 - c. *He passed his tests, so Bruce and he went home.*
3. A comma is used to indicate an omitted repetition of a word or phrase:
A bus is used for a short trip; a plane, for a long one.
4. A comma is used to separate the introductory statement from the quotation:
Pedro said, "Will you go with us?"

2.3.3 The Rules of Applying Question Mark (?)

Question mark (?) is used for asking question in written form. Fairbrain and Winch (1996: 85) describe that the question mark is used instead of full stop at the end of every sentence in which a question is asked in a direct speech. Hayden (1985: 226) supports that question mark is used at the end of direct questions.

The following are the examples:

- a. *Is he there?*
- b. *Who said that?*
- d. *Will you please help me?*

Another expert, Fairbrain and Winch (1996:85) explain that the question mark is equivalent to the full stop or period in the term of the length of pause intended. It is used in the following condition:

1. to end or close every sentence in which a question is asked in direct speech. The following are the examples:

- a. *"What time is it?" he asked*
- b. *"Where do they intended to work?" one of us asked.*

2. to end incomplete sentences and they can just one word. The examples are below:

- a. *"Who?"*
- b. *"What?"*
- c. *"Why?"*
- d. *"Where"*
- e. *"How?"*

2.3.4 The Rules of Applying Quotation Mark ("...")

Concerning with the quotation mark, Bram (1995: 97) gives the explanation along with examples:

1. This mark is use to mark quotation or others' speech. The following are the examples:

- a. *"I don't care," he shouted angrily.*
- b. *"Take it easy," my friend whispered.*
- c. *"If necessary," the editors stated, "We will edit your article."*

2. Quotation marks are used to give more attention to a certain word or term. They can also be used to show that a word in a certain context has a particular meaning.

The following are the examples:

- a. *The word "ambitious" usually carries a negative meaning to Indonesian.*
- b. *Only "wise and experienced manager" will make decisions in a hurry.*
- c. *How "clever" you are trust her!*

Stanley, et al (1992:596) said that quotation mark can be used in the following ways:

1. When citing direct quotation.

Example: *He said, "Your division sold the most compressors last year".*

2. To note the title of an article or subdivision of a report.

Examples:

a. *The article "Robin in Industry Today" was excellent choice as the basis of your speech.*

b. *Section III, "Waste Water in District 9", is the pertinent to our discussion.*

When using quotation mark, abide by the following punctuation convention:

1. Commas and periods always go inside quotation mark.

The example: *She said, "Our percentages are fixed".*

2. Colons and semicolons always go outside quotation mark.

The example: *He said, "The supervisor hasn't decided yet"; however, he added that the decision would be made soon.*

3. Exclamation marks and question marks go inside the quotation mark if the quoted material is either exclamatory or question. The example: John said, "Don't touch that liquid. It is boiling !".

2.4 Paragraph

A paragraph is a group of related sentences that develop one main idea stated in the topic sentence. In other words, a paragraph deals with the organization of the ideas in the written form. It is not a mere collection of sentences, but it is what Barret (1992:3) states as "a paragraph is a basic unit of organization in writing which a series of sentences develops one main idea that is stated in a topic sentence".

In this study, the paragraph would be described with two factors consisting of cohesion and coherence. Cohesion means that in a paragraph, only one main idea is discussed. Every supporting sentences must directly explain the main idea, which is stated in the topic sentence (Bram, 1995:13). Coherence means the paragraph is

readable and understandable because the ideas are connected using the appropriate transition signals (Adam, 2000:50).

In short, a paragraph in this study is concerned with the organization of the ideas in the written form containing the topic sentence, supporting sentences, and concluding sentence.

In addition, there are four items that will be intended in a paragraph, they are full stop (.), comma (,), quotation mark (“...”), and question mark (?). Thus, the focus in this study would be put on how the students can apply the four punctuation marks in form of paragraph which is written without any punctuation marks.

2.4.1 Kind of Paragraphs

There are some kinds of paragraphs. Wong (1998:371) divides the paragraph into seven classification. She named them narrative, definition, descriptive, example, process, explanation, comparison/contras formula. In addition, Adam (2000:8) divides the sort of paragraph into eight classification; description, narration, analysis, illustration and example, division and classification, comparing and contrasting definition, and cause and effect paragraph. According to Wishon and Burks (1980:127) paragraphs can be divided into; description, argumentation, narration, explanation, and definition. In sum, some experts have agreed that there are some kinds of the paragraph. In this case, the writer do not judge what kind of paragraph is the most useful because the focus of this study is on how the students apply the punctuation on the paragraph itself. Thus, as long as the paragraph consists of the indicators understudy, any kind of the paragraph is considered correct. To make it clear, the writer would use Adam’s classification to describe the kind of paragraphs because he describes it clearly and completely. The eight of paragraphs are:

1. Description

It is used when the author want to reach one or all our five senses, sound, smell, touch, and taste. The following is the example of the paragraph:

Unable to pay taxes or incapable of influencing the city to live up to its duty to serve all citizen, the poorer barrio families remain trapped in the nineteenth century and survive the best they can. The backyard has well-worn paths to outhouses, which sits near the alley. Running water is considered a luxury in some parts of the barrio. Decent drainage is usually unknown, and when it rains, the water stands for days, and incubator of health hazard and avoidable nuisance. Streets, costly to pave, remain rocky trails. Trails do not last long, and constant rattling and shaking grind away a car's life and spread dust through screen windows. (Adam, 2000:8)

2. Narration

Narration is often used when the author wants to tell a story or relate an anecdote about something that has happened in their lives. A paragraph using narration moves from one occurrence to another, generally in chronological order.

Here is the example:

Hodja, a famous character from folkore in the Middle of East, was working in his fields. The work became too difficult for man alone. He told himself that as long as he was working like an animal, he really should have an animal. He also thought that he was too poor to buy a donkey to help him in the fields. He went to his neighbor and, after greeting him and asking about his health, he said that he would like to borrow his donkeys for a few weeks. The neighbor said that he would be happy to lend Hodja his donkey. He said that, after all, neighbor should be good neighbor by helping each other. (Adam, 2000:9)

3. Analysis

It is used when the author may wish to take a subject and examine its parts. For instance, a writer could analyze a poem by looking at the way it is structured, examining the number of lines and stanzas, identifying the rhyme scheme, or weighing the reason behind the use of certain words. An author may wish to show

how to rotate a rotary engine, which would be called a process analysis, a step-by-step explanation the way the engine works. The paragraph below shows us an analysis paragraph:

An algorithm is a step-by-step procedure for solving a problem in a finite amount of time. When you start your car, you go through a step-by-step procedure. First, insert the key. Second, you make sure the transmission is in neutral or park. Third, you depress the gas pedal. Fourth, you turn the key to the start position. If the engine starts within a few seconds, you wait ten seconds, you release the key to the ignition position. If the engine doesn't start, you wait ten seconds and repeat steps three through six. Finally, if the car doesn't start, you call the garage.

(Adam, 2000:10)

4. Illustration and example

It is used when someone wants to explain to someone else who doesn't quite understand, you might say, "for instance," and then proceed to give an example or to clarify what you mean. Here is the paragraph that uses the illustration and example pattern:

Dr. Wayne Dyer, in his book *Your Erroneous Zone*, claims that we have grown up in a culture which has taught us that we are not responsible for our feeling even though the truth is that we always were. He claims we have a "host of saying" to defend ourselves against the fact that we control our feelings. For example, here are some of utterances that we use over and over to take the blame off ourselves and place it on others:

"You hurt my feelings".

"You make me feel bad".

"I can't help the way I feel".

"He makes me sick".

"You are embarrassing me".

"You made me look foolish".

Dyer feels that these sayings has a built-in-message that we are not responsible for how we feel, when in fact we are in charge of how we feel.

(Adam, 2000:13)

5. Division and classification

This paragraph is used to divide a subject into group or parts on the basis of similarities. In the following paragraph, notice on how the author divides and classifies “baby boomers,” a term applied to people born between 1946 and 1964. Below is the paragraph of division and classification:

Understandably, the younger half of the baby boom is much more concerned with finances. Since 1967, a UCLA questionnaire has asked incoming students why they want to go to college; among the choices provided are “to become well off financially,” or “to gain a meaningful life philosophy”. In 1967, as the oldest boomers were entering college, nearly 85 % said they were going to school for philosophical reasons, and less than half went to school to get rich. By 1985, as the youngest boomers were entering school, three-fourth said, “give me the money”. Only 44 percent said they wanted a meaningful philosophy. (Adam, 2000:15)

6. Comparing and contrasting

It is used to show similarities (comparison) and differences (contrast) in the subject under discussion. The following is the instance:

Crime is presented on television is different from what it is in reality. On television, murder, assault, and armed robbery are the most common crimes. However, in a real life, quite burglaries, clever larcenies, unspectacular auto thefts, and drunkenness are the most common. Video detectives solves 90 percent of their cases. But in reality, the figure is much lower. On TV, only 7 percent of violence occurs between relatives, while this account for more than 25-30 percent of interpersonal violence in real life.

(Adam, 2000:16)

7. Definition

This paragraph is purposed to show that someone clearly understand a specific topic. In order to clarify words and terms by providing more explanation than a dictionary, or to explain the writer's interpretation of something, a longer definition is sometimes used. The paragraph below is the example:

A chair is s piece of furniture which may be used indoors or outdoors. It provides a seat for one person and has a back for support. Sometimes, a chair may have armrests. A chair is portable; it is not fixed permanently to the floor or wall. It may be made of wood, metal, or plastic. Some chairs are fully or partially covered with fabrics.

(Adam, 2000:17)

8. Cause and effect

It explains why something happens or happened. Some key words that serve as clues in such paragraphs are because of this, for this reason, as a result, and resulting in. Here is the example of cause and effect paragraph:

Television commercials brought a lot of fun and fun-loving folks into the picture. Everything that people in those commercials did looked like fun: taking Polaroid snapshots, swilling beer, buying insurance, mopping the floor, bowling, taking the aspirin. We all wished, I'm sure, that we could have half as much fun as those rough-and-ready guys around the locker room, flicking each other with towels and pouring champagne. The more commercials people watched, the more they wondered when the fun would start in their own lives.

(Adam, 2000:18)

2.5 Punctuation Practice at Senior High School

Punctuation is one of the language components in writing and it is taught integratedly with the other language skills. The aim of teaching and learning writing is that the students are expected to be able to write well in English (Depdikbud, 1994: 36).

In the preliminary study, both the English teacher and the students through personal interview reveal the phenomena of some practice of using punctuation in paragraph. For the students, punctuation marks seem simple but it is hard for them to apply punctuation properly when they write paragraph. They often forget to use the required punctuation because they only focus on the content. This generally happens because not only the students seldom practice in paragraph but also they cannot remember all the rules of how to apply the punctuation marks well. They often neglect such simple punctuation marks: full stop or comma in composing a paragraph because they think as long as the sentences are correct and the idea is well-expressed then the punctuation mark is not too important. In fact, the absence of correct punctuation will not enable other people to read the writing with ease.

On the other hand, the teacher sometimes does not pay a closer look on the use of punctuation in the students' writing. The teacher only focuses on the meaning and order of the sentences. To overcome with the students' difficulties in mastering all of the rules of punctuation, and then to enable them to apply them in their writing, the teacher confessed that once in a while she had checked the students' sentences by asking them to write the sentences on the board. In that case, she would be able to make some correction on the mistakes the students' produced. However, due to the limited time for writing English class, the activity is not regularly done. One reason why it was not done frequently because writing is not a specific subject but it is a part of the general English teaching. So, the students' chance to write a good paragraph with proper punctuation is also rare.



CHAPTER III RESEARCH METHODS

This chapter deals with the research methodology applied in this research. They are the research design, area determination method, respondent determination method, data collection methods, and data analysis. They will be explained respectively in the following parts.

3.1 The Research Design

The research design of this research started from formulating research problems and objectives. The problem was how is the second year students' ability in applying punctuation covering full stop (.), comma (,), quotation mark("..."), and question mark (?) in paragraph at SMU Muhammadiyah Bondowoso in 2002/2003 academic year. The objective was to describe the second year students' ability in applying punctuation in paragraph at SMU Muhammadiyah Bondowoso in 2002/2003 academic year. At the second place, the research design of this research dealt with determining variables and data resources. The variable was the students' ability in applying punctuation in paragraph writing. The indicators were full stop (.), comma (,), quotation mark("..."), and question mark (?). Meanwhile, the data resources we got from writing test, interview, and documentation. At the third place, the research design dealt with choosing the design of the research. The design used in this research was descriptive quantitative or descriptive which is dealing with numbers. Next, at the fourth place, the research design dealt with constructing research instrument. In this research, the research instrument dealt with writing test covered four paragraph which was the punctuation intentionally omitted. At the fifth place, the research came to collecting the data needed. The data, in this study, was writing test, which distributed to the research respondents. Then, the collected data was analyzed by using percentage formula. At last, the design of this research dealt with making analysis that was followed by making a conclusion of the research. The conclusion was achieved on the basis of the discussion analysis of the research.

3.2 Area Determination Method

The research area refers to the place or location where the research was conducted (Arikunto, 1998: 12). In this study, the method will be used in determining the research area is purposively chosen.

The research area of this study is SMU Muhammadiyah Bondowoso. There is one class of each year level. This area is chosen purposively by considering some reasons such as: English has been taught consistently throughout the curriculum, the problems of not using punctuation properly is still occurred, and permission to undertake a research is obtainable.

3.3 Respondent Determination Method

Respondents are persons who are able to respond or answer the researcher's questions, either oral or written from (Arikunto, 1998:114). The respondents of this research will be taken from the second year students of SMU Muhammadiyah Bondowoso in the 2001/2002 academic year.

According to Arikunto (1998:120) if the number of the subjects is more than a hundred, the sampling research can be conducted, and the sample can be taken between 10 % - 15 % or 20 % - 25 % or more of the population (Arikunto, 1998:120). Since the population of the second year student of SMU Muhammadiyah Bondowoso is less than a hundred, population is used to determine the respondent. The total number of the second year students is 35, and they are taken as the respondents. The second year students as the respondents because the four punctuations are written in the four paragraph. The paragraphs itself were written without any punctuation marks. As it was stated in the Basic Course Outline (Garis-garis Besar Program Pengajaran/GBPP) that the second year students must be able to write a paragraph. In addition, punctuation was one of the element of paragraph.

3.4 Data Collection Method

There are two kinds of data will be collected in this research namely primary data and supporting data. Some methods will be used to obtain the data. The primary data will be collected by test while the supporting data will be from interview and documentation.

3.4.1 Test

A test is a set question, exercises, or other instruments used to measure the skill, knowledge, intelligence, or aptitude of an individual or a group (Arikunto, 1998:139). Meanwhile, McMillan (1992:114) defines test as an instruments that presents to each subject a standard set of questions that requires the completion of cognitive tasks.

Concerning with the instrument of collecting data, Arikunto (1998:195) divides test into teacher made test and standardized test. The teacher made test which are constructed by the teacher will be given to the respondents because it is easier to arrange in case of fulfilling of the whole indicators.

In this research, the test is used to measure the students' ability in applying punctuation in paragraph writing. The test that will be used in this research is adapted from the standard English textbook that is being used Senior High School. The test material will be consulted first to the English teacher. The type of the test is objective test containing a paragraph that must be completed by punctuation mark, which enables the researcher to give score objectively (Hughes, 1994: 59). All punctuations in the paragraph were intentionally omitted.

Furthermore, Hughes (1994:22) states that to be a good test, it must fulfill some requirements. Those are validity and reliability. A test is said to be valid if it can measure what is intended to measure. The validity of the test can be classified into content validity, criterion-related validity, constructed validity, and content validity. In this research, the validity used is the construct validity that just measures just the ability that is supposed to measure (Hughes, 1994:26). What is to be measured is the students' ability in applying punctuation marks in paragraph. In sum, the validity of the test will be established by constructing the test items representatively of the content of material in the syllabus of SMU, especially in the second grade. In this research, the test can be considered valid because it measures the application of punctuation in paragraph that is written in English based on the materials given to the students on the second grade. Of course, the writer consulted first the items to the English teacher, where she gave some advice and correction to the test items.

As to reliability, Hughes (1994: 42) states that a valid test must be reliable. In line with this, Joni (1986:38) states that if the test is valid, it must be reliable. Based on the ideas, it can be concluded that the test that is valid must be reliable as well.

In this research, the test was administered to measure the students' ability in applying punctuation marks in paragraph including the four punctuation namely; full stop (.), comma (,), quotation mark ("..."), and question mark (?).

The test consists of four paragraphs without any punctuation marks. The researcher was intentionally omitted them. The whole paragraph must be completed by 54 full stops, 30 commas, 8 quotation marks, and 25 quotation marks. The allocated time for doing the test was 60 minutes. This was suggested by the English teacher. At the same time, she would give the test evaluation to the students. In this study, each indicator of punctuation marks has 100 as the total point. The students' right answers would be divided with the numbers of items of each indicator. Then the result was multiplied 100%.

3.4.2 Interview

McMillan (1992:132) defines the interview as a form of data in which questions are asked orally and the students' responses are recorded. Another expert supports that the interview is a face to face conversational done by two or more person which is directed to a certain problem (Kartono, 1990:102). In line with this, Surachmad (1982:74) states that the interview needs a direct conversation between the researcher and the respondents or the samples. In sum, the interview was done between the researcher and the respondents orally for gaining the data.

The interviewees were the English teacher and the students. The teacher would be required to answer some questions dealing with the teaching of English in general and the application of punctuation in paragraph in particular. The students were asked some questions dealing with their problems of using punctuation in paragraph. The interview guides were used to get the information needed. The interview guides can be seen on Appendix 2a (for the English teacher), and Appendix 2b (for the students).

3.4.3 Documentation

Arikunto (1998: 149) says that documentary studies are held for the purpose to find the data in form of notes, transcripts, books, newspaper, magazines, etc. In this research, the supporting data was taken from the school document dealing with the personnel of the school and the name of respondents, and the school profile.

3.5 Data Analysis Method

Suryabrata (1983:85) states that the important step in a research is analyzing the data. The purpose of the data analysis is to analyze and interpret the data into meaningful information. Further, he says that there are two ways of data analysis methods, statistical and non-statistical methods. The use of them depends on the kind of data. If the data quantitative, statistical method is used. On the contrary, if the data are qualitative, non-statistical method is used.

The data analysis method applied in this research is descriptive quantitative using the percentage formula.

$$E = \frac{n}{N} \times 100\%$$

Where:

E : The percentage of the students' score in applying punctuation in paragraph writing.

n : The score of the test

N : The total score of the test

(Taken from: Ali, 1993: 186)

The result of the data computation will be analyzed descriptively based on the categorization of the score level. The following is the table of the score level.

Table 1. Classification of the Score Level

Score (%)	English term	Indonesian term
96 – 100	Excellent	Istimewa
86 – 95	Very good	Baik sekali
76 – 85	Good	Baik
66 – 75	More than enough	Lebih dari cukup
56 – 65	Enough	Cukup
46 – 55	Poor	Kurang
36 – 45	Very poor	Kurang sekali
26 – 35	Bad	Buruk
... < 25	Very bad	Buruk sekali

(Adapted from Depdikbud, 1990: 85)

The steps in analyzing the data are as follows:

1. Scoring the assignment of the writing test.
2. Analyzing the result of each indicator of the test using the percentage formula
3. Analyzing the results of the test score descriptively based on the categorization of the score level.

CHAPTER IV

RESEARCH RESULTS, ANALYSIS AND DISCUSSION

The following part will present the research results, the analysis of the data and the discussion of analysis. Each parts will be presented in the following section.

4.1. The Results of the Documentation

Documentation was used to get the supporting data. The writer got the documents from the administration staff. The results of the documents were about the research area, the name of respondents, the name of the teachers, and the school profile. From the documents, it was known that the name of the school was SMU Muhammadiyah Bondowoso. It is located on Jln. Mayjen Panjaitan No. 48 Bondowoso. The research respondents were the second year students of SMU Muhammadiyah Bondowoso in the academic year. The respondents were taken by population method since each class level has only one class. The names of the respondents can be seen on Appendix 5. Appendix 6 contains the name of the teachers of SMU Muhammadiyah Bondowoso and the school profile is on Appendix 8.

4.2. The Results of Test

The purpose of the test is to get the main data about the students' ability in applying punctuation in paragraph. The test was given in the form of completion test. The writer omitted the punctuation used in paragraph intentionally. Then, the students were asked to complete the paragraph with correct punctuations that are full stop, comma, quotation mark and question mark.

The students' scores were based on the number of correct answers. Each indicator has 100 as the total point. The test consisted of 54 items of full stops, 30 items of commas, 25 items of quotation marks, and 8 items of question marks.

4.3. The Data Analysis

The students' test scores were analyzed by using percentage formula. The percentage formula used for analysis as follows :

$$E = \frac{n}{N} \times 100\%$$

Where:

E : The percentage of the students' score in applying punctuation in paragraph.

n : The right answers of the test items

N : The total of the test items

(Taken from: Ali, 1993: 186)

From results of the test, the table of the students' score in applying punctuations marks namely : full stop, comma, quotation mark, and question mark in paragraph can be seen in the Table 1. Thus, the following table presents the data on the classification of the students' ability in applying those punctuations.

Table 1 : Percentage of the students' correct answer of the ability in applying punctuation in paragraph.

No.	FULL STOP (54 Items)		COMMA (30 Items)		QUOTATION MARK (25 Items)		QUESTION MARK (8 Items)	
	R	%	R	%	R	%	R	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	25	46.3	17	56.67	10	40	4	50
2.	30	55.56	10	33.33	11	44	5	62.5
3.	35	64.81	15	50.00	15	60	6	75
4.	40	74.07	20	66.67	9	36	5	62.5
5.	15	27.7	15	50.00	15	60	4	50
6.	21	38.89	19	63.33	17	68	5	62.5
7.	38	70.37	18	60.00	9	36	3	37.5
8.	16	29.63	17	56.67	11	44	2	25
9.	27	50.00	23	76.67	9	36	5	62.5
10.	34	62.96	19	63.33	10	40	3	37.5
11.	30	55.56	18	60.00	9	36	2	25
12.	18	33.33	15	50.00	11	44	3	37.5
13.	16	29.63	17	56.67	12	48	1	12.5
14.	29	53.70	12	40.00	10	40	2	25
15.	25	46.30	13	43.33	13	52	4	50
16.	23	42.60	16	53.33	16	64	3	37.5
17.	36	66.67	18	60.00	12	48	3	37.5
18.	22	40.74	12	40.00	15	60	2	25
19.	30	55.56	12	40.00	12	48	1	12.5
20.	26	48.15	25	83.33	13	52	1	12.5
21.	26	48.15	12	40.00	10	40	3	37.5
22.	20	37.04	19	63.33	17	68	1	12.5
23.	38	70.37	18	60.00	11	44	2	25

24.	35	64.81	16	53.33	10	40	1	12.5
25.	22	40.47	16	53.33	16	64	4	50
26.	37	68.52	13	43.33	11	44	3	37.5
27.	29	53.70	21	70.00	13	52	4	50
28.	26	48.15	17	56.67	14	56	2	25
29.	30	55.56	18	60.00	11	44	1	12.5
30.	29	53.70	17	56.67	14	56	1	12.5
31.	37	68.52	20	66.67	17	68	1	12.5
32.	28	51.85	17	56.67	16	64	3	37.5
33.	29	53.70	15	50.00	14	56	2	25
34.	28	51.58	12	40.00	13	52	3	37.5
35.	47	87.04	15	50.00	17	68	1	12.5
Total		1842.69		1918.33		1765		1191
Average		52.64		54.80		50.42		34.02

Note : R= Right answer %= Percentage of right answer

Average= Average of total percentage of right answer

Total= Total percentage of right answer of each indicator

(1)= The number of the students

(2)= Right answer of full stop

(3)= The percentage of right answer of full stop

(4)= Right answer of comma

(5)= The percentage of right answer of comma

(6)= Right answer of quotation mark

(7)= The percentage of right answer of quotation mark

(8)= Right answer of question mark

(9)= The percentage of right answer of question mark

Based on the table of the data analysis, the average score of full stop is 52.64%; the average score of comma is 54.80%; the average score of quotation mark is 50.42% and average score of question mark is 34.02%.

To know the degree of the students' ability in applying punctuation in paragraph, the writer consulted the results of the computation in the Table 1 with the Table 2.

Table 2. Classification of the Score Level

Score (%)	English term	Indonesian term
96 – 100	Excellent	Istimewa
86 – 95	Very good	Baik sekali
76 – 85	Good	Baik
66 – 75	More than enough	Lebih dari cukup
56 – 65	Enough	Cukup
46 – 55	Poor	Kurang
36 – 45	Very poor	Kurang sekali
26 – 35	Bad	Buruk
.... < 25	Very bad	Buruk sekali

(Taken from Depdikbud, 1990: 85)

4.4 The Result of Interviews

The interview was conducted with the English teacher and the students. The students here are number 5, 35, 2, 20, 3, 31. The reason is that those students have different score in different indicator.

4.4.1 The interview results with the English teacher are as follows :

The interview is conducted with the English teacher on Monday, August 5, 2002. The English teacher's name is Dra. Munifah. She graduated from Muhammadiyah Jember University. She has been teaching in SMU Muhammadiyah since 1997.

She explained that in teaching English subject, she combined the four language skills. For example, she taught reading and speaking integratedly. First, she would discuss about certain passage. Then, she would ask the students to retell the passage in front of the class. Lecturing is used to explain about structure or English grammar. Dealing with the topic understudy, the result of interviews are presented below:

1. The methods usually used in teaching English punctuation is lecturing. The students were asked to listen the punctuation material as it is explained on the blackboard.
2. So far, the English teaching, punctuation is taught integratedly with reading and writing skill. Although sometimes the teacher explains about the punctuation by using blackboard as the media. It means the teacher asked the students to write on the board a sentence, for instance. So, the teacher knew whether the student's sentences are right or wrong,
3. She confessed that the punctuation was not taught separately from the other components of the language but she combined punctuation with the reading and writing skills.
4. Dealing with the paragraph, she usually asked the students to make homework in the form of composition. The students are asked to write a paragraph with certain topic. So. In this case, the topic is given by the teacher. Then, they must submit their homework to the teacher. So, the teacher know how far the students understand in applying punctuation.
5. The most common mistakes made by the students as long as she taught concerning with the full stop. She did not know how the students forget to apply full stop in paragraph.
6. Solving the problem, she often gave the homework beginning with by asking the students to made some simple sentences . The sentences must be clear with punctuation used.
7. The text book used is Mahir Bahasa Inggris by P.T. Rosdakarya. Bandung

4.4.2 The result of interview with the students are as follows :

The interview was conducted on August 19, 2002. The interview was done after the students have done the test.

The most difficult problem dealing with the punctuation was they did not remember the rule well and how to apply it correctly. Honestly, they confessed that the teacher seldom explained how to use the punctuation properly. In addition, she never gave an explanation about punctuation in detail . Of course, if they were asked to apply them, they used feeling only. To overcome the problems dealing with the punctuation, the students learned by themselves. The most easiest for them is about full stop. At least, “ at the end of a sentence, the students must apply full stop”, they finished their explanation.

There is an unique phenomena, the teacher said that the most common mistakes by the students as long as she taught concerning with the full stop (see on the result of interview with the English teacher, section 4.5.1). On the contrary, the result of interviews with some students shown that the most easiest in applying punctuation is full stop. In this case, I conclude that the students could apply full stop properly if it is in the form of sentences. But if the punctuation in paragraph was omitted, the students felt in doubt.

4.5 Discussion Analysis

Based on the result of the data analysis, the description of the percentage students' ability in applying punctuation in paragraph can be described as follows

Table 3 : The result of the data analysis of the student's average score in applying the four punctuation in paragraph.

No	Indicators	%
1	Full stop	52.64
2	Comma	54.80
3	Quotation mark	50.42
4	Question mark	34.02

To know the students' ability in applying punctuation in paragraph based on the Depdikbud's classification of the score level, the following is the table of the students' category.

Table 4 : The students' ability result in applying the four punctuation in paragraph

No	Indicator of the four punctuation	Average Score(%)	Interval Score Based on Depdikbud Classification	Name of the Classification
1.	The results of the students' ability in applying full stop in paragraph	52.64	46-55	Poor (Kurang)
2.	The results of the students' ability in applying comma in paragraph	54.80	46-55	Poor (Kurang)
3.	The results of the students' ability in applying quotation mark in paragraph	50.42	46-55	Poor (Kurang)
4.	The results of the students' ability in applying question mark in paragraph	34.02	26-35	Bad (Buruk)

Based on the results, it is revealed that the students' abilities in applying punctuation in paragraph dealing with the four punctuation is still *poor*. Each indicator of the punctuation has different category, full stop is classified poor (52.64%), comma is also classified poor(54.80), quotation mark is classified poor (50.42%) and question mark is classified bad(34.02%). This shows that the students still have difficulties in applying punctuation in paragraph. One important reason based on the result of the interview with the students is that they seldom practice the punctuation regularly.

To be more specific, this discussion is continued by the following facts. First of all, it is dealing with full stop as the common punctuation. Surprisingly, the respondent number 5 got 27.77 in which there are 54 items and her right answer is 15. The full stop is difficult for her because she is confused with the meaning of the sentences in the paragraph. On the other hand, the respondent number 35 got the highest score among other. He got 87.04. it can be concluded that he was familiar with the full stop, how to apply it correctly.

Secondly, it is about comma. How to apply comma in the paragraph which is written without punctuation mark is not easy for them. In fact, the respondent number 2 got 33.33. Her score level concerning with comma is bad. In case, this respondent is in doubt to apply comma properly. The highest score of this indicator is 83,33 which is obtained by the respondent number 20. This respondent is capable to apply comma in paragraph. The classification of the score level is good.

The third is dealing with how to apply quotation mark in form of paragraph. The lowest score is 36. There are some respondents who took 36 for this indicator. The classification of the score level is very poor. Those respondents do not know what kind of the sentences in a paragraph, whether it is direct or indirect sentences or quotation. Because they never thought before that although it is a paragraph but it is possible to be written in an indirect or a direct sentences. The highest score of the indicator obtained by the respondents number 6,22,31,35. The score is 68. The classification is more than enough.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

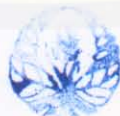
This chapter presents the conclusions and suggestions. They will be presented respectively.

5.1 Conclusions

Based on the results and the data analysis, the second year students' ability in applying punctuation in paragraph is the category of poor (47,97 %). This varies in different categories as follows :

1. The second year students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year in applying full stop in paragraph is poor (52.64%).
2. The second year students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year in applying comma in paragraph is poor (54.80%).
3. The second year students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year in applying quotation mark in paragraph is poor (50.42%).
4. The second year students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year in applying question mark in paragraph is poor (34.02%).

The research results have shown that in general, the students made mistakes in the application of punctuation in paragraph with 47.97% in the average. Based on the Classification of the Score Level published by Depdikbud is considered poor. Mostly indicators of this research are categorized poor.



Unit UPT Perpustakaan
UNIVERSITAS JEMBER

5.2 Suggestions

In fact, punctuation is one of the essential things in English writing, the writer wants to suggest :

5.2.1 The English Teacher

In order to develop the student's knowledge in English, especially in English punctuation, the teacher should pay much attention to the function and form of the punctuation. It should be done because the punctuation, if written properly, can convey the writer's message to the readers.

5.2.2 The Students

The students should pay more attention to the teaching of punctuation in paragraph. They should have certain way in enlarging their knowledge of this issue. In this case, the punctuation in paragraph. Besides, they must try harder to apply the punctuation properly when they express their ideas in the form of writing.

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RESEARCH MATRIX

Appendix 1

Title	Problems	Variable	Indicator	Data Resources	Research Method
<p>A Descriptive Study on the Ability in Applying Punctuation in Paragraphs of the Second Year Students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year</p>	<p>A. General Problem How is the ability in applying <i>punctuation</i> in paragraphs of the second year students at SMU Muhammadiyah Bondowoso in 2002/2003 academic year ?</p> <p>B. Specific Problem 1. How is the ability in applying full stop in paragraphs of the second year students at SMU Muhammadiyah Bondowoso in 2002/2003 academic year ?</p> <p>2. How is the ability in applying comma in paragraphs of the second year students at SMU Muhammadiyah Bondowoso in 2002/2003 academic year ?</p> <p>3. How is the ability in applying question mark in paragraphs of the second year students at SMU Muhammadiyah Bondowoso in 2002/2003 academic year ?</p> <p>4. How is the ability in applying quotation mark in paragraphs of the second year students at SMU Muhammadiyah Bondowoso in 2002/2003 academic year ?</p>	<p>The ability in applying punctuation in paragraphs</p>	<p>Punctuation marks: 1. Full stop (.) 2. Comma (,) 3. Question mark (?) 4. Quotation mark (“ ... ”)</p>	<p>1. Respondents The second year students of SMU Muhammadiyah Bondowoso in 2002/2003 academic year</p> <p>2. Informants : 2.1 The English Teacher 2.2 The Principal 2.3 Documents</p>	<p>1. Area Determination Purpose 2. Data Collection : 2.1 Test 2.2 Interview 2.3 Documentation 3. Data analysis</p> <p>$E = \frac{n}{N} \times 100\%$ E = The total score in percentage n = The score of the test N = The total score (Ali, 1993:186)</p>

The Guideline of Instruments

A. Interview Guide for the English Teacher

No	The Questions	Data Resources
1.	What teaching methods do you usually use in teaching English?	The English teacher
2.	How do you teach punctuation mark?	The English teacher
3.	Do you ever teach punctuation separately from the other component of the language?	The English teacher
4.	What kind of exercises do you use to practice punctuation?	The English teacher
5.	How do you teach punctuation in paragraphs writing?	The English teacher
6.	What are the common mistakes made by students dealing with punctuation in paragraphs writing?	The English teacher
7.	How do you solve the problem concerning with the students' difficulties in applying punctuation in paragraphs writing?	The English teacher
8.	What kinds of textbooks do you use in English teaching learning process?	The English teacher

B. Interview Guide for the Students

No	The Questions	Data Resources
1.	What is your problem dealing with punctuation?	The Students
2.	Does your teacher always give the explanation about how to apply punctuation properly?	The Students
3.	Does the teacher explain the rules of punctuation separately, or integratedly?	The Students
4.	How do you overcome the problem dealing with punctuation?	The Students

C. Documentation Guide

No	The Data	Data Resources
1.	The name of respondents	School document
2.	The personnel of SMU Muhammadiyah Bondowoso in the Academic Year 2002/2003	School document

Test instrument of writing ability.

The material is four paragraph consisting the four indicators of punctuation.
Senior High School Students of SMU MUHAMMADIYAH BONDOWOSO.

The Academic Year : 2002/2003

The level class : Second year students

Time allocation : 60 minutes

The instruction :

1. Write your name and class number .
2. Read first the following paragraph, the put the correct punctuation dealing with full stop, comma, quotation mark and question mark.
3. Do it carefully.

Paragraph 1

it was sunday i never get up early on sundays i sometimes stay in bed until lunch time last sunday i got up very late i looked out of the window it was dark out side what a day i thought it is raining again just then the telephone rang it was my aunt lucy i have just arrived by train she said i am coming to see you but i am still having breakfast i said what are you doing she asked i am having breakfast i repeated dear me she said do you always get up so late it is one o'clock!

Paragraph 2

i had an amusing experience last year after i had left a small village in the south of french i drove on to the next town on the way a young man waved to me i stopped and he asked me for a lift as soon as he had got into the car i said good morning to him in french and he replied in the same language apart from a few words i do not know any french at all neither of us spoke during the journey i had nearly reached the town when the young man suddenly said very slowly do you speak english as i soon learnt he was english himself!

Paragraph 3

after i had had lunch at a village inn i looked for my bag i had left it on a chair beside the door and now it was not there! as i was looking for it the inn-keeper came inn did you have a good meal he asked yes thank you i answered but i can not pay the bill i have not got my bag the inn-keeper smiled and immediately went out in a few minutes he returned with my bag and gave it back to me i am very sorry he said my dog had taken it into the garden he often does this

Paragraph 4

the play may begin at any moment i said it may have begun already susan answered i hurried to the ticket-office may i have two tickets please i asked i am sorry we have sold out the girl said just then a man hurried to the ticket-office can i return these two tickets he asked certainly the girl said i went back to the ticket-office at once could i have those two tickets please i asked certainly the girl said but they are for next wednesday's performance do you still want them i might as well have them i said sadly

Test instrument key of writing ability.

Paragraph 1

It was Sunday.(1) I never get up early on Sundays.(2) I sometimes stay in bed until lunch time.(3) Last Sunday,(4) I got up very late.(5) I looked out of the window.(6) It was dark out side.(7) "What a day!"(8) I thought.(9) It is raining again.(10) Just then,(11) the telephone rang.(12) It was my aunt Lucy.(13) "I have just arrived by train,(14)"(15) she said.(16) "I am coming to see you.(17)"(18) "But I am still having breakfast,(19)"(20) I said.(21) "What are you doing?(22)"(23) she asked.(24) "I am having breakfast,(25)"(26) I repeated.(27) "Dear me,(28)"(29) she said.(30) "Do you always get up so late?(31) It is one o'clock!(32)"
(Alexander, Practice and Progress, Longman Inc, 1990:15)

The paragraph 1 consists of 32 items of punctuation. The classification is 15 full stop, 6 comma, 9 quotation mark, 2 question mark.

Paragraph 2

I had an amusing experience last year.(1) After I had left a small village in the south of French,(2) I drove on to the next town.(3) On the way,(4) a young man waved to me.(5) I stopped and he asked me for a lift.(6) As soon as he had got into the car, I said good morning to him in French and he replied in the same language.(7) Apart from a few words,(8) I do not know any French at all.(9) Neither of us spoke during the journey.(10) I had nearly reached the town,(11) when the young man suddenly said,(12) very slowly,(13) "Do you speak English?(14)"(15) As I soon learnt,(16) he was English himself!
(Alexander, Practice and Progress, Longman Inc, 1990:39)

The paragraph 2 consists of 16 items of punctuation. The classification is 7 full stop, 8 comma, 1 quotation mark, 1 quotation mark.

Paragraph 3

After I had had lunch at a village inn,(1) I looked for my bag.(2) I had left it on a chair beside the door and now it was not there! As I was looking for it,(3) the inn-keeper came inn.(4) "Did you have a good meal?(5)"(6) he asked.(7) "Yes,(8) thank you,(9)"(10) I answered,(11) "but I can not pay the bill.(12) I have not got my bag.(13)"(14) The inn-keeper smiled and immediately went out.(15) In a few minutes,(16) he returned with my bag and gave it back to me.(17) "I am very sorry,(18)"(19) he said.(20) "My dog had taken it into the garden.(21) He often does this.(22)"(23)
(Alexander, Practice and Progress, Longman Inc, 1990:47)

The paragraph 3 consists of 23 items of punctuation. The classification is 10 full stop, 7 comma, 5 quotation mark, 1 quotation mark.

Paragraph 4

"The play may begin at any moment,(1)"(2) I said.(3) "It may have begun already,(4)"(5) Susan answered.(6) I hurried to the ticket-office.(7) "May I have two tickets please?(8)"(9) I asked.(10) "I am sorry,(11) we have sold out,(12)"(13) the girl

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said.(14) Just then,(15) a man hurried to the ticket-office.(16) "Can I return these two tickets?(17)"(18) he asked.(19) "Certainly,(20)"(21) the girl said.(22) I went back to the ticket-office at once.(23) "Could I have those two tickets please?(24)"(25) I asked.(26) "Certainly,(27)"(28) the girl said,(29) "but they are for next Wednesday's performance.(30) "Do you still want them?(31)"(32) "I might as well have them,(33)"(34) I said sadly.(35)

(Alexander, Practice and Progress, Longman Inc, 1990:49)

The paragraph 4 consists of 35 items of punctuation. The classification is 12 full stop, 9 comma, 10 quotation mark, 4 quotation mark



The name of the respondents

No	Name of respondents
1.	Veni Andriani
2.	Astutik
3.	Rasyid
4.	Tolak Imam
5.	Rudi Salam
6.	Toriq
7.	Ahmad Raffi
8.	Siti Sulaeha
9.	Dian Maulani
10.	Bachruddin
11.	Hesti Yusdiningtyas
12.	Zamir
13.	Agung Triatmoko
14.	Rahmad Hasanudin
15.	Slamet Effendi
16.	Furhan
17.	Imam Wahyudi
18.	Deddy Eka Putra
19.	Sugeng Widodo
20.	Fitria Endang Rohmaniyah
21.	Laila Nuraini
22.	Ayyub Ihsan
23.	Ivan Hamadi
24.	Siti Wuriani
25.	Hafsah
26.	Dewi Bareta
27.	Wulan Rizki
28.	Abdul Rasyid
29.	Tolak Mukri
30.	Zaenillah
31.	Rukiani
32.	Huda Achmadi
33.	Kartika Susilowati
34.	Lutviati
35.	Puryanto



MAJELIS PENDIDIKAN DASAR DAN MENENGAH

BIODATA GURU SMU MUHAMMADIYAH BONDOWOSO
TAHUN PELAJARAN 2002/2003

NO	NAMA GURU	MATA PELAJARAN
1.	Drs. Wayan Gede Suantara	Antropologi
2.	Sutarjo,BSc	Geografi
3.	Nurhadi,BA	Ekonomi
4.	Nanikmah	Akuntansi
5.	H.M. Syahrul	Bahasa Arab
6.	Albert Bambang,SPd	Tajwid Al Qur'an
7.	Dra. Widartik	PPkN
8.	Santoso,SPd	Tata Negara.
9.	Syamsul Arifin,SPd	P A I
10.	Nanik Kusuma,SPd	KMD
11.	Yeti Yuni AR,SPd	Matematika
12.	Cung Sunyoto	Bahasa Indonesia
13.	Dra.Munifah	Kimia
14.	Leli Suciati	Sejarah
15.	Dra.Sri Indah Yani	Biologi
		Fisika
		Penjaskes
		Bahasa Inggris
		BP/BK
		Ekonomi/Akuntansi
		Pendidikan Seni



Mengetahui :

Kepala SMU Muhammadiyah Bondowoso

Drs. Wayan Gede Suantara

No. 131 833 962



DEPARTEMEN PENDIDIKAN NASIONAL UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : **2.743** /J25.1.5/PL5/2002
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, **31 JUL 2002**2002

Kepada : Yth. Sdr.....Kepala.....
..... S M U Muhammadiyah I.....
di. -
.....Dondowoso.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

N a m a : AGUSTIA NIZKI DARAFAN
N i m : 970210401136
Jurusan/Program : PBS/BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

ANALISIS KREATIFITAS STUDENYIN TERHADAP PENGGUNAAN TANDA BAYANG
PUNCTUATION IN PARAGRAPH WRITING OF THE SECOND YEAR
STUDENTS OF SMA MUHAMMADIYAH J. BONDOWOSO IN THE
ACADEMIC YEAR 2002/2003.....

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

..... a.n. Dekan
..... Pembantu Dekan I,

M. MISNO AL, M.Pd
Telp. 150 937 191



PROFIL SEKOLAH

1. **Nama Sekolah** : SMU Muhammadiyah Bondowoso
 Kabupaten : Bondowoso
 Propinsi : Jawa Timur
2. **Kepala Sekolah**
 - a. Nama lengkap : Drs. Wayan Gd Suantara
 - b. Pendidikan terakhir : Sarjana (S 1)
 - c. Jurusan : Bimbingan dan Penyuluhan (BP)
 - d. Pelatihan yang pernah diikuti:

No.	Tahun	Nama Pelatihan	Penyelenggara
1.	1990	MGMP Bidang Studi PMP/ PSPB	KANDEP
2.	1990	Mgmp Bidang Studi PSPB	KANDEP
3.	1994	LKG	KANWIL
4.	1998	MGMP Bidang Studi Sejarah	KANWIL
5.	2000	Pelatihan Guru BP	KANWIL
6.	2000	Seminar dan Lokakarya Profil Guru Tinggi	TK 1
7.	2002	Seminar dan Lokakarya Profil Guru Tinggi	TK 1

3. Profil Tamatan (3 tahun terakhir)

Tahun Pelajaran	Tamatan (%)		Rata-Rata Nem		Siswa Yang Melanjutkan ke PT (%)	
	Jumlah	Target	Hasil	Target	Jumlah	Target
1999/2000	36	100	29,42	35,86	16	20
2000/2001	18	100	23,34	27,20	22	25
2001/2002	44	100	24,22	30,98	36	40

4. **Prestasi Yang Pernah dicapai oleh sekolah (akademik dan non akademik)**
 1. Juara Sepak bola tingkat Kabupaten Tahun 1999
 2. Juara Harapan tingkat Karesidenan Tahun 1999/2000
 3. Juara Tartil Tahun 1999/2000

5. Angka Mengulang siswa (3 tahun terakhir)

Tahun Pelajaran	Kelas 1 (orang)	Kelas 2 (orang)	Kelas 3 (orang)
1999/2000	-	-	-
2000/2001	-	-	-
2001/2002	-	-	-

6. Keadaan Siswa (3 tahun terakhir)

Tahun Pelajaran	Jumlah Siswa				Rasio siswa baru terhadap pendalar
	Kelas 1	Kelas 2	Kelas 3	Jumlah	
1999/2000	43	18	36	97	
2000/2001	38	40	18	96	
2001/2002	50	32	44	126	

7. Keadaan Guru

Ijazah Tertinggi	Jumlah	
	GT	GTT
S3/S2	-	-
S1	1	10
D3	1	1
D2/D1/SLTA	-	1

8. Sarana dan Prasarana

Ruang	Jumlah	Luas (m2)	Buku	
			Jumlah Judul	Jumlah Buku
Teori/Kelas	4	224	25	500
Laboratorium	1	56		
Perpustakaan	1	56		
Ketrampilan	-	-		

9. Kondisi Orang Tua

Pekerjaan	Jumlah (%)	Penghasilan Per-bulan (Rp)	Jumlah (%)	Tingkat Pendidikan	Jumlah (%)
PNS	15	< 200.000,-	69	SD/lebih rendah	10
TNI/Polri	1	201.000-400.000,-	20	SLTP	51
Karyawan Swasta	10	401.000,-600.000,-	19	SLTA	30
Petani	20	601.000,-1.000.000,-	8	Perguruan Tinggi	0

Pedagang	69	> 1.000.000,-	10		
Nelayan	0				
Lain-lain	0				

10. Anggaran Sekolah (sesuai dengan RAPBS)

Tahun Pelajaran	Dari Penerimaan (Rp)	Dari Orang Tua/Masyarakat (Rp)	Jumlah (Rp)
1999/2000	10.000.000,-	4.875.000,-	14.875.000,-
2000/2001	10.000.000,-	7.800.000,-	17.800.000,-
2001/2002	10.000.000,-	12.600.000,-	22.600.000,-

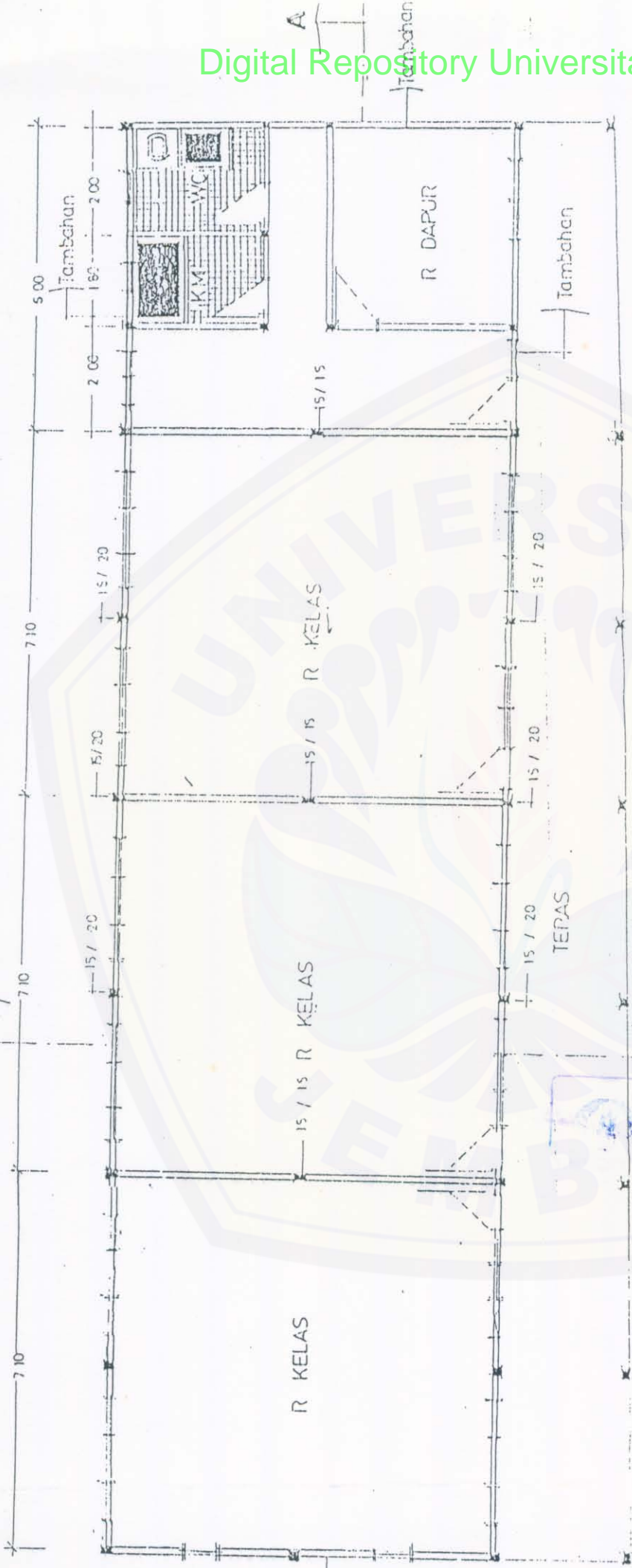
11. Potensi lingkungan yang diharapkan mendukung program sekolah.

- Adanya tenaga kerja yang cukup potensial
- Tersedianya sarana/ prasarana yang cukup memadai.
- Lokasi SMU Muhammadiyah merupakan satu-satunya SMU Swasta di Bondowoso.
- Kerja sama SMU Muhammadiyah dengan wali murid (BP3) sangat harmonis.

Bondowoso, 29 Mei 2002
 Kepala Sekolah

 DRS. Wayan Gd Sukantara
 NIP. 131 833 962





DENAH
SKALA 1 : 100

UPT Perpustakaan

GEDUNG S M U MUH
BONDOWOSO

PROYEK

GAMBAR RENCANA RENOVASI
DAN TAMBAH LOKAL

LOKASI

KEC KOTA

PENGESAHAN

TANDA TANGAN

KEPALA S M U
MUHAMMAD BIAKUI
BONDOWOSO



W. WAYAN Gd SUANTARA
NIP: 131.833.962

KEPALA DAERAH MUH. M. H. H.
DARBAH MUH.
BONDOWOSO



Dr. H. ABD. SALAM SH. M. HUM

S M U NEGERI

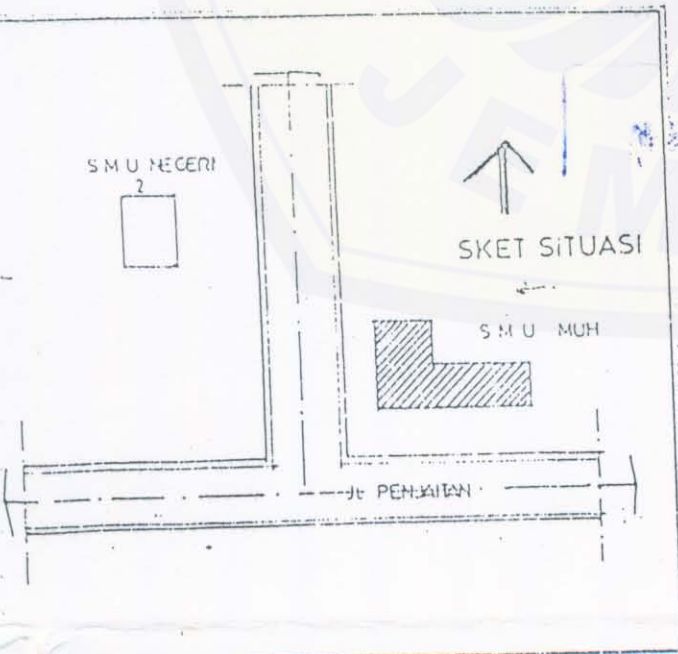


SKET SITUASI

S M U MUH



Jl. PENJAJARAN



SMU MUHAMMADIYAH : DIAKUI

DAERAH : BONDOWOSO - WILAYAH : JAWA TIMUR
 JALAN MAYJEN PANJAITAN NO.48 TELP. 421950



SURAT KETERANGAN

Kepala S M U Muhammadiyah Bondowoso menerangkan bahwa:

Nama : Agustia Nurul Bararah
 Nim : 970210401136
 Fakultas : Keguruan Ilmu Pendidikan
 Jurusan/Program : Pendidikan Bahasa dan Seni/Bahasa Inggris

Telah melakukan penelitian sehubungan dengan penyelesaian tugas akhir skripsinya di SMU Muhammadiyah Bondowoso Tahun Pelajaran 2002/2003.
 Demikian surat ini kami buat untuk dijadikan periksa

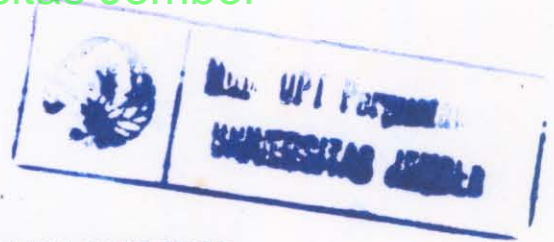
Kepala SMU Muhammadiyah Bondowoso



[Handwritten Signature]
 Drs. Wayan Gede Suantara

NIP. 131 833 962

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : AGUSTIA NURUL BARARAH.....
 NIM/Angkatan : 970210401136.....
 Jurusan/Program Studi : PBS/BAHASA INGGRIS.....
 Judul Skripsi : A DESCRIPTIVE STUDY ON THE ABILITY IN APPLYING
 PUNCTUATION IN PARAGRAPH WRITING OF THE SECOND
 YEAR STUDENTS OF SMU MUHAMMADIYAH BONDOWOSO
 IN THE ACADEMIC YEAR 2002/2003.....
 Pembimbing I : Dra. WIWIEK ISTIANAH, M. Kes, M. Ed.....
 Pembimbing II : Drs. BAMBANG SUHARJITO, M. Ed.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu/2 Jan '02	Research matrix	
2.	Senin/14 Jan '02	Revision	
3.	Senin/28 Jan '02	Chapter I	
4.	Rabu/12 Feb '02	Revision	
5.	Senin/11 Mrt '02	Revision	
6.	Senin/1 April '02	Chapter II	
7.	Senin/15 Apr '02	Revision	
8.	Jumat/26 Apr '02	Revision	
9.	Kamis/1 Mei '02	Chapter III	
10.	Jumat/17 Mei '02	Revision	
11.	Rabu/22 Mei '02	Test instrument	
12.	Sabtu/1 Juni '02	Revision	
13.	Senin/26 Agt '02	Chapter IV & V	
14.	Selasa/2 Sep '02	Revision	
15.	Senin/30 Sep '02	All parts	

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi