

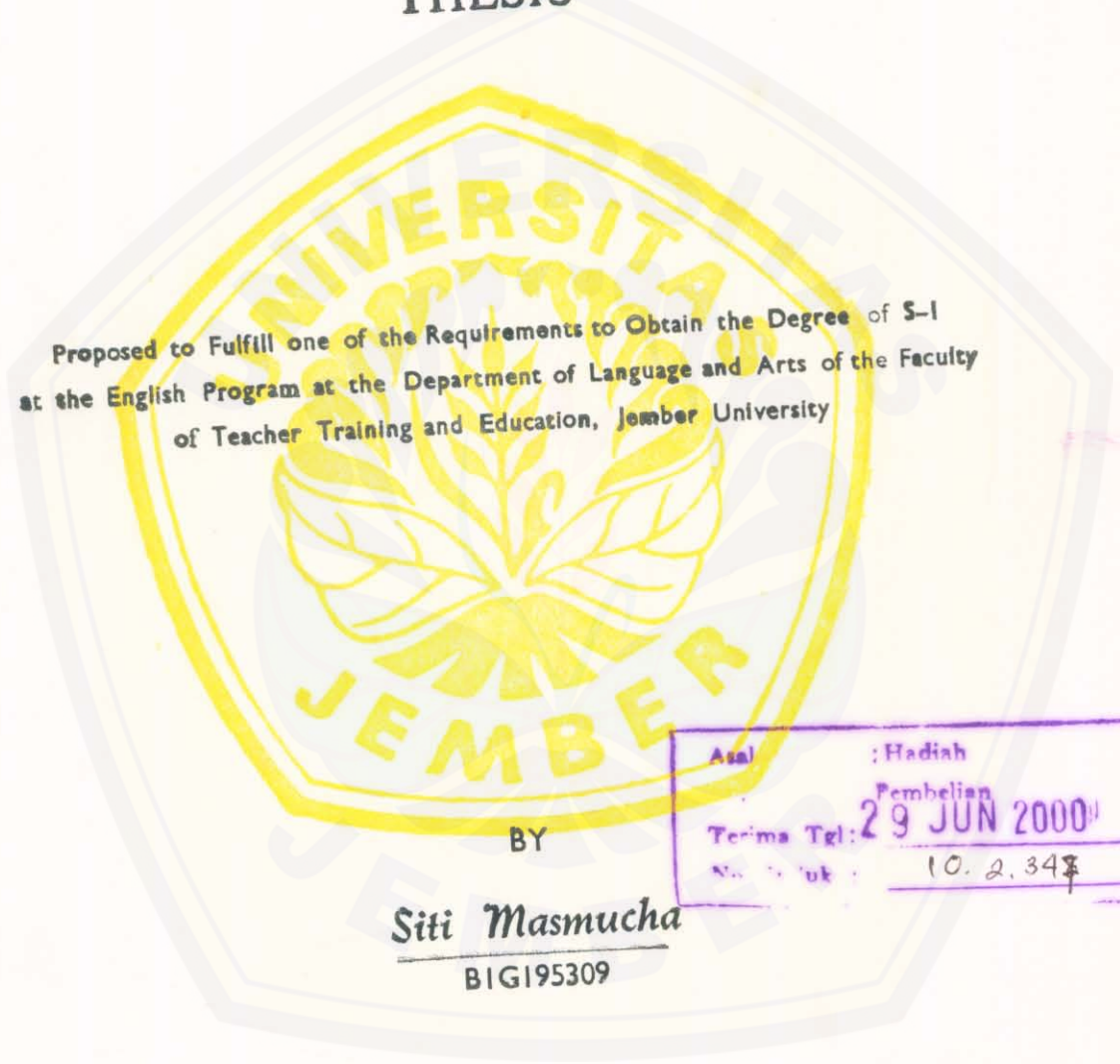


TIDAK DIPINJAMKAN KELUAR

A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY TO USE PUNCTUATION IN WRITING AT MAN 2 JEMBER IN THE ACADEMIC YEAR 1999/2000

THESIS

Proposed to Fulfill one of the Requirements to Obtain the Degree of S-1 at the English Program at the Department of Language and Arts of the Faculty of Teacher Training and Education, Jember University



BY

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MAY, 2000

Dedication

This thesis is honorably dedicated to:

- ☆ My beloved Dad (M. Chamim) and my beloved Mom (Chusnah), there is no enough words to describe your sacrifice. I LOVE YOU SO MUCH.
- ☆ My beloved Brothers (Mas Mas'ud, Huri, and Sulthon) and my beloved sisters (Ruroh, Udah, and Luluk), You make my life very wonderful. I DO LOVE YOU
- ☆ H. D. Purnomo, who always cares of me. Thanks a lot for everything you have done for me.
- ☆ All my friends in 1995 level especially Tiwi, Ria, Fat, Ida, Ulfin, Sari and Lilik. I am happy to be part of you.
- ☆ Iskandar and all my friends at Kalimantan X/103, thanks for your help.
- ☆ My almamater.

MAY GOD BLESS YOU ALL

APPROVAL SHEET

A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY TO USE
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IN THE ACADEMIC YEAR 1999/2000

THESIS

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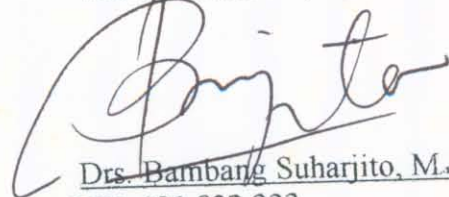
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Jember, May 2000

Siti Masmucha

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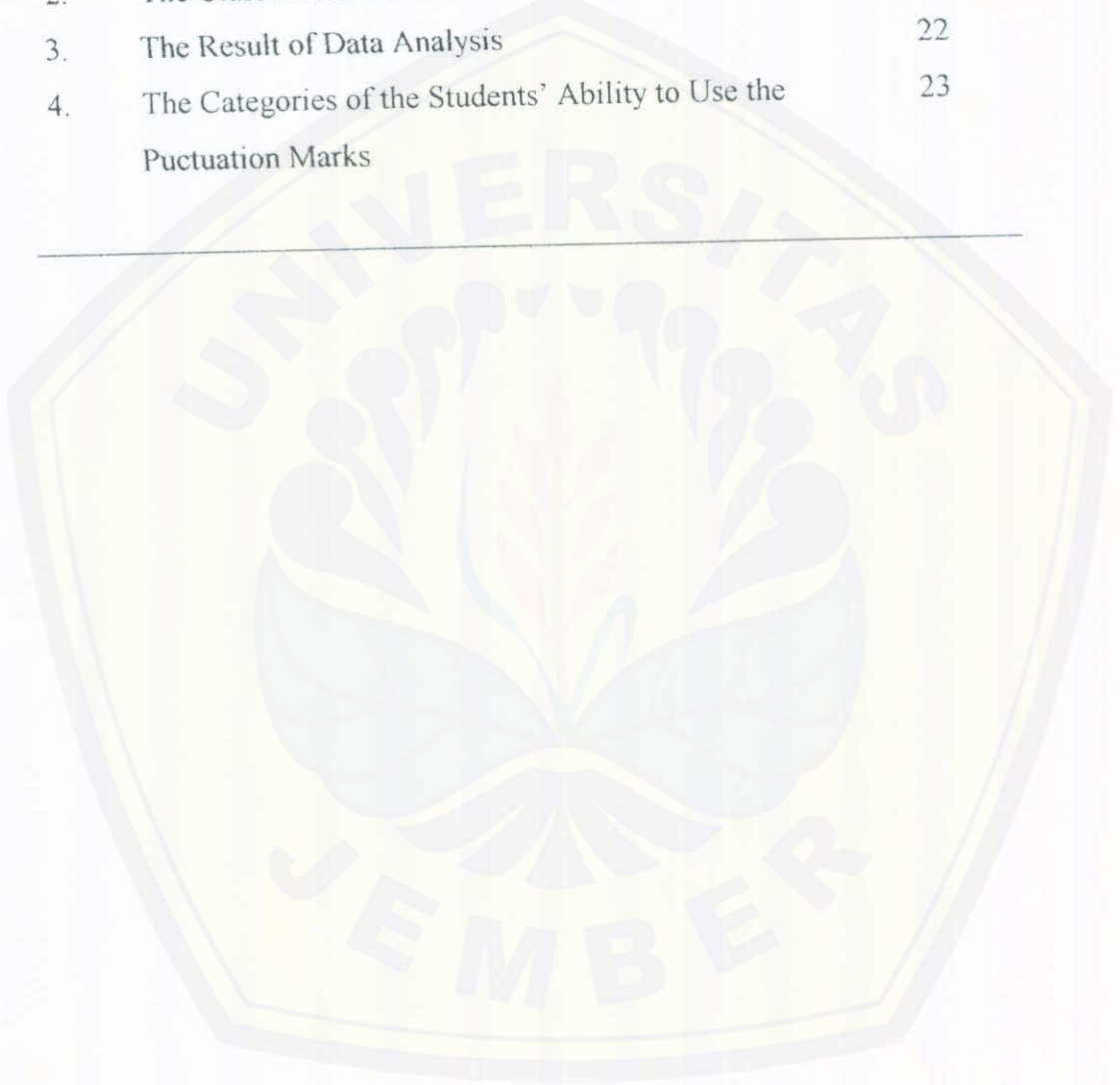
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ABSTRACT

Siti Masmucha, A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY TO USE PUNCTUATION IN WRITING AT MAN 2 JEMBER IN THE ACADEMIC YEAR 1999/2000.

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

Consultants: (1) Drs. Sugeng Ariyanto, Dipl. TESOL, MA
(2) Drs. Bambang Suharjito, M. Ed

Punctuation is one of the English components that has an important role in written communication. This thesis is intended to describe the students' ability to use punctuation in writing. The research was conducted at MAN 2 Jember on 8 April 2000. The respondents were 52 students of the second year and they were taken by using proportional random sampling. The primary data were collected by using test and analyzed by using descriptive statistics. The findings or the results show that in general, the students made many mistakes to use punctuation in writing (mostly in the category of poor (52.77%)). The students' ability to use punctuation varies, that is respectively in the category of good (5.76%), more than enough (9.61%), enough (30.76%), poor (25%), Very poor (9.23%), and bad (9.61%). The highest level of the students' ability is to use the external punctuation marks, even though it is only in the category of enough (64.12%). They mostly experience difficulties to use the internal punctuation, for example, they belong to the category of very poor (44.23%). This also happens in the other punctuation marks such as using the pairs punctuation marks (quotation marks ("...") and Hyphen (())) and the special punctuation mark (^). They are in the category of poor, that are 53.26% for the pairs punctuation marks and 52.31% for the special punctuation mark. Realizing that the students' ability to use punctuation in writing is still poor, it is important for the English teacher to help their students to improve their ability to use punctuation in writing by giving more punctuation exercises.

Key word: Punctuation and Writing

I. INTRODUCTION

1.1 Background of Study

Writing is a means of communication whereby writers transmit their ideas to their readers and its purpose is to share knowledge and ideas between the writers and their readers. The function may be to amuse, to inform, to persuade, to guide, and to enlighten its readers (Carino, 1991:12). In writing, however, it is not easy to transmit the messages to the readers successfully. The readers' comprehension in written texts may be vulnerable to the writers' ability in using punctuation mark. In other words, if punctuation marks in the texts are not properly used, the readers may experience difficulties to understand the texts. Fairbrain and Winch (1996:81) remark that punctuation helps the readers understand the written texts. This may include the ability to comprehend the messages. Furthermore, Barnwell (1983:453) states that punctuation is used to classify the meaning of writing.

The following sentences illustrate that punctuation is essential in written communication; the punctuation is omitted.

- a. *Mr Matori Abdul Jalil the leader of PKB has been assaulted by mysterious people*
- b. *To communicate we need a means a language*

The above sentences 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, the readers may be confused with whether the statement is addressed to or about Mr. Smith. In the second sentence, punctuation is necessary to avoid misunderstanding, so that the meaning of the sentence can be clarified.

Since the sentences are written without any punctuation, the readers may experience difficulties to understand the content. The same sentences will be easily and quickly understood when the correct punctuation is applied as follows:

- a. *Mr. Matori Abdul Jalil, the leader of PKB has been assaulted by mysterious people.*

(The writer tells Mr. Matori Abdul Jalil that the leader of PKB has been assaulted by mysterious people.) Or

Mr. Matori Abdul Jalil, the leader of PKB, has been assaulted by mysterious people.

(The writer tells us about the leader of PKB that has been assaulted by mysterious people.)

- b. *To communicate we need a means, a language.*

(The writer tells us that we need a language as a means for communication.)

Realizing that punctuation is important in writing, the study will be focused on the students' ability to use punctuation in writing.

1.2 The Problems of the Study

1.2.1 Major Problem

The major problem of this study is, "To what extent do the second year students at MAN 2 Jember in the academic year 1999/2000 use punctuation in writing?"

1.2.2 Minor Problems

The minor problems include:

- a. to what extent do the students use the external punctuation marks in writing?
- b. to what extent do the students use the internal punctuation marks in writing?
- c. to what extent do the students use the pairs punctuation marks in writing?
- d. to what extent do the students use the special punctuation marks in writing?



1.3 Operational Definitions

- a. *The students' ability to use punctuation* refers to the students' ability to use marks and signs in writing. The punctuation includes the external punctuation marks such as period (.), question mark (?), and exclamation mark (!), the internal punctuation marks such as colon (:), semicolon (;), and comma (,), the pairs punctuation marks (quotations marks ("...") and parentheses (())) and the special punctuation mark (^).
- b. *Punctuation* refers to marks and signs in writing used to make the meaning of written materials clear. For example, the usage of comma and apostrophe in these sentences below will lead the reader to the same interpretation.
- He does not walk, Normally. (It means that usually he does not work.)
 - Catur' s flat is much larger than Lala' s.
(It means that the flat belong to Tom is much larger than flat belong to Lala.)
- c. *Writing* deals with students' activity in expressing their thought, ideas, or opinion in written work. In this study, the students were provided with some sentences with incomplete punctuation and were asked to complete the sentences with correct punctuation needed.

1.3 The Objectives of the Study

There are two kinds of objectives in this research: general and specific objectives. The general objective is to describe the students' ability to use punctuation.

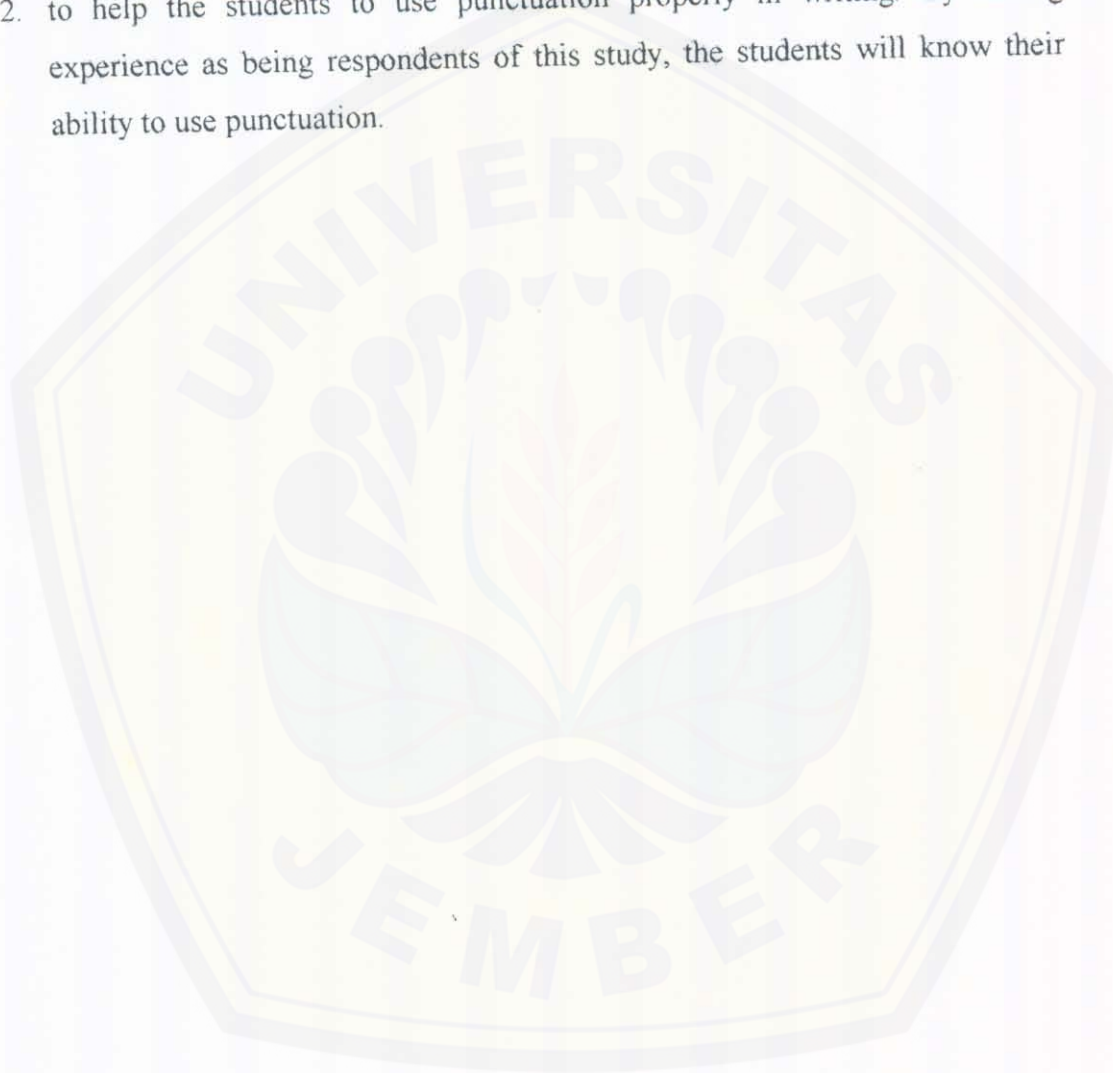
The specific objectives are to describe:

- a. the students' ability to use the external punctuation marks in writing.
- b. the students' ability to use the internal punctuation marks in writing.
- c. the students' ability to use the pairs punctuation marks in writing.
- d. the students' ability to use the special punctuation marks in writing.

1.4 The Advantages of the Study

The result of the study is expected:

1. to help teachers to consider whether they have been successful or not in teaching punctuation to the students. Besides, they can also realize their students' difficulties to use punctuation.
2. to help the students to use punctuation properly in writing. By having experience as being respondents of this study, the students will know their ability to use punctuation.



II. REVIEW OF THE RELATED LITERATURE

2.1 Types of Punctuation

Punctuation refers to the sign of marks used to clarify the writers' ideas. This agrees with Fairbrain and Winch's statement (1996:81) saying that punctuation is the name given to the varieties of punctuation devices to help readers understand the written texts. Similarly, Guralnik (1986:1090) remarks that punctuation is standardized marks in writing or printing to separate sentences or sentence elements or to clarify the text meaning.

In general, there are different kinds of punctuation such as, full stop or period (.), question mark (?), exclamation mark (!), comma (,), semicolon (;), colon (:), quotation marks ("..."), parentheses (()), brackets ([]), dash (--), apostrophe (') and hyphen (-). These kinds of punctuation marks are classified differently by different experts, for example. De Boer (in Warsono, 1995:13) divides punctuation marks into four classes: (1) *The external punctuation marks*, used principally to mark the end of sentences: full stop or period (.), question mark (?), and exclamation mark (!). (2) *The internal punctuation marks*, used to separate or to indicate the relation between elements within sentences: comma (,), semicolon (;), and colon (:). (3) *The pairs punctuation marks* are those marks used in pairs: quotation marks ("..."), parentheses (()), brackets ([]), and dash (--). (4) *The special marks* are those occur within words: apostrophe (') and hyphen (-).

Meanwhile, 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* ("..."). In line with this, Wishon and Burks (1980: A-28) state that "the standard marks of punctuation are: full stop or period (.), question mark (?), exclamation mark (!), comma (,), semicolon (;), colon (:)

quotation marks (“...”), parentheses (()), brackets ([]), dash (--), apostrophe (‘) and hyphen (-). In this research, De Boer’s classification is used as the main sources of the study.

This research, only deal with some standard marks of punctuation, namely the external punctuation marks such as period or full stop (.), question mark (?), and exclamation mark (!); the internal punctuation marks such as colon (:), semicolon (;), and comma (,); the pairs punctuation marks (quotation marks (“...”) and parentheses (()),); and the special punctuation mark apostrophe (‘). The selection is based on the fact that those marks of punctuation are commonly used in the students’ English textbooks of Senior High School.

2.2 Functions of Punctuation Marks

Marks of punctuation have an important role in written communication. They have the same function as reflection of pauses and stresses performed in speech to help their readers understand the message of the written texts (Hooper, 1980:98). A question mark in speech, for example, has different rhythm and intonation from command or imperative statement, such as “Go!” and “Go?”. Without written marks of punctuation, the readers might experience difficulties to understand the writers’ ideas.

Similarly, Wishon and Burks (1980:A-28) note 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 stated 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.

For example:

- a. Elizabeth has two boy friends? (question)
- b. Elizabeth has two boy friends. (statement)

If we read these two sentences aloud and listen to the different way they are sounded, we can find that the words are the same, but “the tune” is different. As a result, the two sentences say different things. Meanwhile, in writing, the different punctuation marks used at the end of the sentences will convey different messages namely question (the first sentence) and statement (the second sentence). Although the question mark used in the first sentence is not standard (rarely used), it can also be used to show doubt or something we are unsure about. However, the wrong placement of punctuation marks may cause the readers misunderstanding or even confusion about the message of the text. For example, if the question mark (?) is misplaced in the middle of a sentence such as, *Elizabeth? Has two boy friends*, the reader may certainly be confused. Therefore, there must be a rule of how and when to put punctuation. The rule might help the writers to choose which punctuation marks they need in particular situations and to help them to decide which punctuation marks are useful.

2.3 The Rule of Punctuation

As a matter of fact, writers may punctuate their sentences in different ways. This depends on the writer's intended meaning. The way in which the writer punctuates is, to a large extent, a matter of personal taste. There is often more than one correct way of punctuating a sentence and more importantly is punctuation should be used to help readers to gain the writer's intended meaning (Fairbrain and winch, 1996: 82). In line with this Gorell and Laird (1976:401) state that many point concerning punctuation are largely a matter of style. For example, there are many choices of punctuation marks for the statement “He had already wrecked his car, and his motorcycle was in bad shape too.”

- He had already wrecked his car, and his motorcycle was in bad shape too.
- He had already wrecked his car. His motorcycle was in bad shape too.
- He had already wrecked his car; his motorcycle was in bad shape too.

(Sedley and Bramer, 1981:496)

The above sentences have different punctuation marks. The first uses comma (,) to express two different conditions in one sentence. The second uses full stop to express the two conditions in two separate sentences. The last sentence uses semicolon (;) to describe two different conditions in one sentence without using any conjunction. However, the different punctuation marks in the above three sentences are acceptable because they have the same correct punctuation and still share the same meaning. The first sentence might be clearer and easier to understand rather than the second and the third sentences.

In this study, the following are the punctuation rules of the external punctuation marks such as period or full stop (.), question mark (?), and exclamation mark (!); the internal punctuation marks such as colon (:), semicolon (;), and comma (,); the pairs punctuation marks (quotation marks ("...") and parentheses ()); and the special punctuation mark apostrophe (').

2.3.1 The External Punctuation Marks

The external punctuation marks are used principally to mark the end of sentences. The external punctuation marks are full stop (.), exclamation mark (!), and question mark (?).

a. Full stop or period (.)

When we listen to someone speaking, we know when she comes to the end of a sentence because of stress of one word or syllable. In writing, we can use a period to mark the end of a complete thought that is not regarded as a question or an exclamation sentence. Bram (1995:93) states that:

1. A period or full stop is used to mark the end of a positive or negative statement

For examples (1996:10)

- Children love playing with water.

- Their little son is learning to walk.
- Diponegoro disappeared before he was shot.

2. A period is used after abbreviation and initials:

For examples (1996:23)

- K. E. Tsikovsi was born in Rusia in 1857.
- Mr. J.J Bryant worked very hard.

b. Question Mark (?)

Question mark (?) is used for asking questions 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. In line with this, Perrin (1972:211) states that question mark are used at the end of sentence in which the writer intends to ask as a question.

For examples:

- Can I ring you back later?
- When can I reach you?
- Is pink your favorite color?

These sentences refer to ask questions and are not regarded as statements or exclamations.

c. Exclamation mark (!)

An exclamation mark is used after words, expression, or sentences to show strong feeling or calling emphatic attention to the sentence (Stanley et. al 1992:586).

For examples (1994:45)

- Describe briefly how you send it!
- Do not cheat!
- Hurry up, Ben!
- What a careless boy he is!

2.3.2 The Internal Punctuation Marks

These marks are used to separate or to indicate the relation between elements within sentences. This kinds of punctuation marks are colon (:), semicolon (;), and comma (,).

a. Colon (:)

1. A colon (:) is used after an independent clause to precede a quotation, list or example.

for examples (1996: 47):

- She said the following: "No comment."
- The problem has two possible solutions: hire for more workers or simply give everyone a raise.
- The English language is divided into three periods: Old English from 800 to the time when the Normans conquered England in 1066, Middle English from 1066 to about 1500, and Modern English from 1500 to the present time.

2. We use a colon after salutation.

For examples:

- Dear Mr. Firdaus:
- Dear mom:

3. We use a colon after an emphatic or cautionary word if explanation follow.

For examples:

- Note: Hand-tighten the nuts.
- Caution: Wash thoroughly if mixture touches your skin.

(Gerson and Gerson, 1997:439)

b. Semicolon (;)

Semicolon is used:

1. between two independent clauses not joined by a coordinate conjunction.

For examples:

- Arri did not open her bag; she did not find her pen.
- I made many mistakes; I got bad marks.
- Don't be impolite; talk to her patiently.

2. to separate items in a series containing internal commas.

For examples:

- When the meeting was called to order, all members were present, including Purnomo, the president; Arya, the vice president; Vira, the treasurer; and Diana, the secretary.

(Gerson and Gerson, 1997:445)

c. Comma (,)

A speaker may anticipate stopping before the end of a sentence by giving the signals through the speaker's stress and pitch. In writing, the writer can anticipate break within sentences by putting comma (,).

Here are some rules of the usage of comma:

1. A comma is used to separate a series of items from the same category such as nouns, phrases, and clauses.

For examples:

- We are looking forward to buying shirts, shoes, trousers, and skirts.
- The rich, the poor, the young, and the old have right to keep order.
- Tell us why you want to work here, what you expect from us, and how you will manage your responsibility.
- They use the Latin alphabet, the Arabic alphabet and another.

2. A comma is used to separate a transitional expression in a sentence.

For examples:

- By the way, what are we going to do in the coming holiday, Karno?

- Well, I think, I can get a job at the Hyatt Hotel.
- We sometimes tend to be snobbish, for instance.

3. A comma is used after a subordinate or dependent clause (italicized) that precedes a superordinate or independent clause.

For examples:

- *When the music stopped*, the room became quiet.
- *If you hit the dog*, it will bite you.

4. A comma is used to introduce a verb phrase beginning with "to".

For examples:

- To succeed in studies, we have to be studious.
- To arrive at the party on time, you had better leave now.
- To know much about the development of science and technology, we should also understand English.

5. A comma is used to add non-defining phrase or clause or a command clause to a sentence.

For examples:

- Yuri Gagarin, a Russian, was the first man to be sent into space.
- He loves his mother, who always comforts and encourages him.
- Rice, for example, needs a different amount of water from corn.

6. To introduce adverbs of frequency, place, and time at the beginning of a sentence, we usually need a comma as well.

For examples:

- In 1912, Budi Utomo's mother died.
- Sometimes, the students just waste their time gossiping.
- In the kitchen, there are three stoves and two kettles.

(Bram, 1995:94-95)

2.3.3 The Pairs Punctuation Marks

The pairs punctuation marks used in pairs. They are quotation marks (“...”), parentheses (()), brackets([]), and dash (--). In this study, only deal with quotation marks (“...”) and parentheses (()).

a. Quotation Marks (“...”)

1. The quotation marks are used to mark quotation or written utterances, as follows:

1.1 Period and commas go inside quotation mark (“...”)

For examples (1994:45)

- Karim said, “ I am afraid we would be exhausted.”

-“ If you are ready,” she said,” he will go with you.”

1.2 Exclamation Points (!) and question mark (?) go inside quotation marks if they are a part of the quotation; otherwise, they go outside.

For examples:

- She asked, “Is it difficult?”

- Did she say, “It’s difficult”?

1.3 Colons and semicolons go outside quotation marks.

For example:

-“Give me liberty or give me death”: these are immortal words.

(Oshima and Hogue, 1991:261)

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; a meaning that is different from the common one (Bram, 1995:95).

For examples:

- The two astronauts were to spend about two hours outside the “Eagle”.

-“The Blue Danube” is still popular waltz.

- How “clever” you are to trust her.

d. Parentheses (())

Gerson and Gerson (1997:442) explains that parentheses enclose abbreviations, numbers, words, or sentences for the following reason:

1. To define a term or provide an abbreviation for later use.

For examples (1994:13)

- We belong to STC (the Society for Technical Communication).
- I was one of AFS (American Field Service) students who were sent to New Zealand.

2. Clarify preceding information in a sentence.

For examples:

- The people attendances (all regional sales managers) were proud of their accomplishments.
- On 29 February 1950, the institution becomes the Lembaga Kebudayaan Indonesia (Indonesia Culture Council).

3. To number items in a series.

For example:

- The company should initiate (1) new personal practice, (2) a probationary review board, and (3) biannual raises.

2.3.4 The Special Punctuation Marks

The special marks are those occur within word: apostrophe (') and Hyphen (-). In this research, I only discuss about apostrophe (').

a. Apostrophe (')

Langan (1997:410) describes that apostrophe are used:

1. to indicate possession

for examples:

- Mark's book (the book that belongs to Mark)
- Rina's house (the house that belongs to Rina)

2. to show where letters are omitted in forming contraction.

for examples:

- Let's (for let us)
- Hasn't (for has not)

2.4 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. Based on the English curriculum 1994, the aim of teaching and learning writing is that the students are expected to be able to write English well.

At Senior High schools, punctuation is taught implicitly through reading texts. This means that the teachers may ask their students to identify the punctuation marks used in the texts while reading. Besides, the teacher may guide the students how to read the texts aloud in the correct way. For example, when the students do not stop reading when they read the last sentence with full stop at the end, their teacher usually reminds them to stop. This often happens when punctuation lessons are not explicitly stated in the curriculum 1994.

For the students, punctuation marks seem exceedingly simple in their writing but it is hard for the students to apply punctuation when they write English sentences. They might be confused with how to put punctuation marks appropriately. This might happen because the students seldom do the exercises of using punctuation. So, it is no wonder if punctuation remains a problematic issue in English language learning. Such an issue needs the serious consideration of not only the teachers but also the applied linguistic researchers.

III. RESEARCH METHOD

3.1 Research Design

This research was a descriptive quantitative research. The research was intended to describe the students' ability to use punctuation in writing by using numbers and percentages to deal with the quantitative data. Since the research was not experimental, it did not prove hypotheses.

The research has been conducted by the following procedures:

1. Finding the problem and stating the title.
2. Studying the references.
3. Formulating the problem.
4. Choosing the variable and data resources.
5. Determining the variable and data resources.
6. Constructing the research instrument.
7. Try-out
8. Collecting the data.
9. Analyzing the collect data.
10. Concluding the result of the research.
11. Writing the research report.

3.2 Research Area

The research area was MAN 2 Jember. It was directly determined by considering some technical reasons such as time, energy, and funding. Besides, the school may have all the data required for this research. In other words, the research area was based on purposive method. Purposive method means that in determining the research area, the researcher consider some purposes (Arikunto, 1990:126).

3.3 Research Respondents

The research respondents were the second year students of MAN 2 Jember. The population (345) was divided into 8 classes. The research sample only includes some of them since the population is more than 100 students (Arikunto, 1993:120).

The respondents were determined based on proportional random sampling. Random sampling is a process to choose samples where every individual in the population has an equal and independent chance to be respondent (Dixon and Massy, 1983:12). The respondents were taken at random from 15% students of each class of the second year students. Thus, The number of students was 52 students or 15% of the population.

The formula to get the respondents is:

$$n = \frac{Ss}{N} \times Es$$

Ss: sub samples

- Es: the expected samples

n : Σ member of sub population

- N : Σ population

The number of the samples taken from each class by using proportional random sampling can be seen in the following table.

Table 1: The Number of Respondents in Each Class.

Class	Number of students	the number of samples
2.1	40	6
2.2	43	6
2.3	44	7
2.4	44	7
2.5	44	7
2.6	43	6
2.7	44	7
2.8	43	6
total	345	52

3.4 Research Instrument

In this research, the research instruments to collect the required data were test, interview and documents.

3.4.1 Test

In this research, the test was used to measure the students' ability to use punctuation marks in writing. The test used in this research was a teacher-made test, which was constructed based on the senior high school textbook, and was consulted with the English teacher. In other words, the test items made by considering the material stated in the 1994 English curriculum to meet content validity of the test. The form of the test was objective test containing completion, which enables the researcher to give score objectively (Hughes, 1994:59).

The number of test item was 50 items. The test items consist of the external punctuation marks such as full stop (5 items), question mark (5 items), exclamation mark (5 items); the internal punctuation marks such as colon (7 items), semicolon (6 items), comma (7 items); the pairs punctuation marks such as quotation marks (5 items) and parentheses (5 items), and the special punctuation mark (apostrophe 5 items). The time given for doing the test was 100 minutes. Dealing with scoring, each right answer was scored 2. Thus, the total score of the test was 100.

Before the test was given to the respondents, it was tried out to other students who were not the research respondents. The try-out test was conducted to know the reliability coefficient, the discrimination index and the difficulties index of the test items. Based on the results of the try-out test, the reliability coefficient of the test was 0,95. The result showed a reliable test. This index number belongs to high reliability coefficient (Furchan, 1982:301). The results of try out can be seen in the Appendices 5, 6, 7.

In this test, There were 2 items (number 8 and 31) in the category of too easy (the difficulty index of the items were too high) and 1 item (number 49) in the category of too difficult. Those items test were not revised to provided

motivation for the students. The difficult item might be necessary to motivate the good students; on the other hand, the very easy items will motivate and encourage the poor students.

3.4.2 Interview

Interview was used to obtain the supporting data about the English teaching, mainly the teaching of punctuation. The interview was conducted with the English teacher. In this research, I have used guided interview by preparing the questions before the interview was conducted. The guided interview was used to get the information needed effectively (focused on the information needed to avoid useless information).

3.4.3 Documents

In this research, the documents were used to get the supporting data about the school facilities, and the name of respondents.

3.5 Data Analysis Method

The data analysis method used in this research was descriptive statistic. It was used to analyze the data about the students' scores of the test given. This method was aimed to calculate the percentage of the students' ability to use punctuation in writing. The formula is as follows:

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

Notes:

E = The percentage of students' score of the ability to use punctuation in writing.

n = The students' obtained scores

N = The total score of test items.

(Adapted from Ali, 1993:186)

The result of the data analysis was analyzed descriptively based on the following classification of the scores levels.

Table 2: The Classification of the Scores Level

Scores (%)	Category
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	More than enough
56 - 65	Enough
46 - 55	Poor
36 - 45	Very poor
26 - 35	Bad
<25	Very bad

(Depdikbud, 1990:10)

The steps in analyzing the data were as follows:

1. Scoring the results of punctuation test.
2. Analyzing the result of the test statistically.
3. Analyzing the result qualitatively based on the classification of scores level.

**IV. RESEARCH RESULT:
ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 The Result of Test

The purpose of the test is to get the main data about the students' ability to use punctuation in writing (see page 16). The test was conducted on 8th April 2000. The test was given in the form of completion task. The students were asked to rewrite the sentences and put the correct punctuation in the sentences that have not been punctuated completely.

The students' scores were based on the numbers of the correct answer to the test items. It means that the more correct answer they had, the better scores they got. The test consisted of 50 items and each item carried 2 points. So the total point was 100. The result of the test can be seen in the Appendix 7.

4.2 Data Analysis and Interpretation

4.2.1 Data Analysis

The students' test scores were analyzed to know their ability to use punctuation in writing. The percentage formula used for the analysis is as follows:

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

(Adapted from Ali, 1993:186)

E = The percentage of students' scores

n = The students' obtained scores,

N = The total scores of test items

Table 3. The Result of Data Analysis

NR	External Punctuation (%)	Internal Punctuation (%)	Pairs Punctuation (%)	Special Punctuation (%)	Punctuation (%)
1	2	3	4	5	6
1	53	20	30	40	34
2	66.7	15	30	20	34
3	66.7	50	90	60	64
4	66.7	10	0	80	32
5	86.7	50	70	80	68
6	73	40	80	60	60
7	73	35	30	40	46
8	46.7	60	80	60	60
9	66.7	70	30	60	60
10	66.7	50	90	60	64
11	26.7	40	40	80	40
12	73	65	70	0	62
13	80	30	50	20	48
14	60	25	70	60	48
15	40	40	30	80	42
16	80	50	40	80	60
17	66.7	70	40	40	60
18	66.7	35	60	40	50
19	40	35	30	40	36
20	73	25	50	40	46
21	46.7	30	10	20	30
22	93	75	60	100	80
23	66.7	50	50	0	50
24	46.7	75	30	20	52
25	46.7	45	30	20	40
26	80	70	70	100	76
27	46.7	25	70	20	40
28	73	55	80	40	64
29	80	50	50	40	58
30	93	75	50	60	74
31	66.7	45	30	40	48
32	53	25	20	0	30
33	60	50	80	20	56
34	60	15	40	80	40
35	100	60	90	100	82
36	73	55	80	100	70
37	73	50	30	20	50

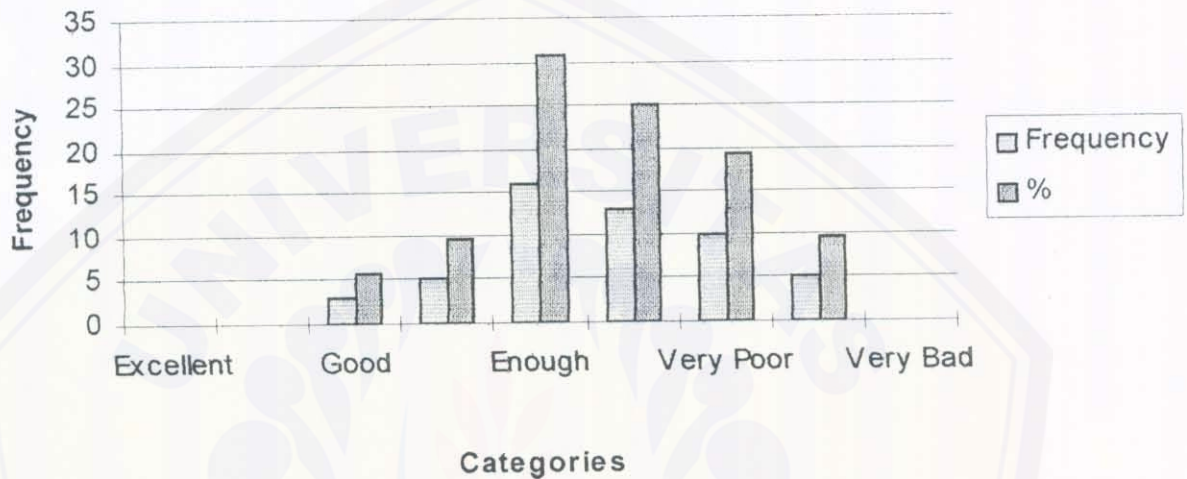
	1	2	3	4	5	6
38		53	40	60	40	48
39		40	50	40	60	46
40		46.7	25	50	60	40
41		40	45	50	20	42
42		40	30	50	60	40
43		66.7	40	40	20	46
44		66.7	60	60	40	60
45		73	50	70	60	62
46		86	25	80	100	62
47		66.7	40	60	40	52
48		53	15	40	80	38
49		46.7	75	60	100	66
50		66.7	50	60	100	62
51		93	40	90	60	68
52		53	50	80	60	58
Total		3334	2300	2770	2720	2744
Average		64.12	44.23	53.26	52.31	52.77

The students' ability to use punctuation in writing was categorized based on the classification of the score level. The categories of the Students' ability to use punctuation in general is presented in the following table, While the categories of the students' ability to use punctuation marks in details can be seen in the Appendix 11.

Table 4. The Categories of the Students' Ability to Use the Punctuation Marks

Classification	Scores (%)	Frequency	%	Rank
Excellent	96-100	0	0	-
Very Good	86-95	0	0	-
Good	76-85	3	5.76	VI
More Than Enough	66-75	5	9.61	IV
Enough	56-65	16	30.76	I
Poor	46-55	13	25	II
Very Poor	36-45	10	19.23	III
Bad	26-35	5	9.61	V
Very Bad	<25	0	0	-
Total		52	100	

Chart of the Categories of the Students' Ability to Use Punctuation Marks



4.2.2 Interpretation

Based on the above statistic analysis, I note that in general the category of the students' ability to use punctuation in writing is poor (52.77%). In details, the average of the students' ability to use the external punctuation marks are in the category of enough (64.12%); the internal punctuation marks are in the category of very poor (44.23%); the pairs of punctuation marks are in the category of poor (53.26%); and the special mark is also in the category of poor (52.31%)

Further, the detailed information of the categories of the students' ability to use punctuation in writing are as follows: 3 students are in the category of good (5.76 %), 5 students are in the category of more than enough (9.61%), 16 students are in the category of enough (30.76%), 13 students are in the category of poor (25%), 10 students are in the category of very poor (19.23%), and 5 students are in the category of bad (9.61%).

4.3 The Result of Document

As stated in the previous chapter that documents are used to get data about the school facilities, the name of respondents (see page 18). The result can be seen in the following:

4.3.1 The General Description of MAN 2 Jember

MAN 2 Jember is located at Jalan Manggar 74 Jember. This school has sufficient facilities to support English teaching and learning process, such as language laboratory, library that provide many English books. Besides, this school also has many other facilities such as computer and science laboratory. The details about the facilities can be seen in the Appendix 9

The school has 22 classes; 8 classes for the first year students; 8 classes for the second year students; and 6 classes for the third year students. MAN 2 also has some extra skills that offer to the students such as automotive, electronics, sewing, and computer.

4.3.2 The Personnel of MAN 2 Jember

MAN 2 Jember has 43 teachers and 8 administrative staffs. Most the teachers are university graduates, so they are competent in their own field of study.

4.3.3 The Research Respondents

As stated before, the research respondents were the second year students of MAN 2 Jember which were taken by proportional random sampling. Further details about the respondents can be seen in Appendix 10.

4.3.4 The Result of Interview

The interview was conducted to get the supporting data about the English teaching, mainly the teaching of punctuation. Based on the interview that has been done with the English teacher, the English teaching at MAN 2 Jember based on English curriculum 1994.

In the English teaching, punctuation was taught integratedly with reading and writing skills. The teacher asked the students to do the writing task based on the certain topic Freely or guided them by using scramble words or sentences. Besides, the teacher asked the students to do the reading task in writing form. The correction was given by explaining the weaknesses made by the students, which were usually about grammar, vocabulary, mechanics, and punctuation. The references or books used by the English teacher were **Pista**, published by **CV. Setiaji Semarang**. Besides, they also use the others books to support the material in teaching and learning process, such as from **Yudistira and Pakar Raya**.

4.4 Discussion

From the result of data analysis, it is known that the highest level of the students' ability deals with the usage of external punctuation marks, such as period (.), exclamation mark (!), and question mark (?). Their ability to use these kinds of punctuation marks are in the category of enough (64.12%). For the others kind of punctuation marks, the students experienced more difficulties because their scores of the internal punctuation, the pairs punctuation, and the special punctuation marks are lower than those the external punctuation ones. The students' ability to use the internal punctuation marks, such as colon (:), semicolon (;), and comma (,) are in the category of very poor (44.23%). Meanwhile, the students' ability to use the pairs punctuation marks such as parentheses (()) and quotations marks ("...") and the special punctuation mark (‘) are in the category of poor, that are **53.26%** for the pairs punctuation marks and **53.21%** for the special punctuation marks. The research

results show that for the students, the usage of the external punctuation marks are easier than the others punctuation. This might be happen because these marks have simpler rule. These punctuation marks cause little error because their uses are greatly restricted. Carino (1991:413) states that the external punctuation marks is not too difficult to manage. The writers can usually tell when they are making simple statement (the usage of period); when they are asking question (the usage of question mark); and when they want to show strong feeling or calling emphatic attention to the sentence (the usage of exclamation mark).

As a whole, the students' ability to use punctuation marks in writing is in the category poor (52.69% or between 46 to 55%). This shows that the students have experience difficulties to use punctuation in writing. Lack knowledge about punctuation makes the students confuse to use each punctuation mark appropriately. The students might be confuse to put certain punctuation (especially the internal punctuation marks) in their writing because the different punctuation marks might have similar usage. Besides, the students can express the same idea or thought in different ways by using the different punctuation marks in their sentences. Adelsen and Pival (1976:101) state that punctuation choices can be difficult and confusing. One reason for this is the often seemingly arbitrary way punctuation marks are used. Besides, the students seldom do exercises to use punctuation in writing.

V. CONCLUSIONS AND SUGESSTIONS

5.1 Conclusions

Based on the research result, the students' ability to use punctuation marks in writing is in the category of poor (52,77%). This varies in different categories as follows:

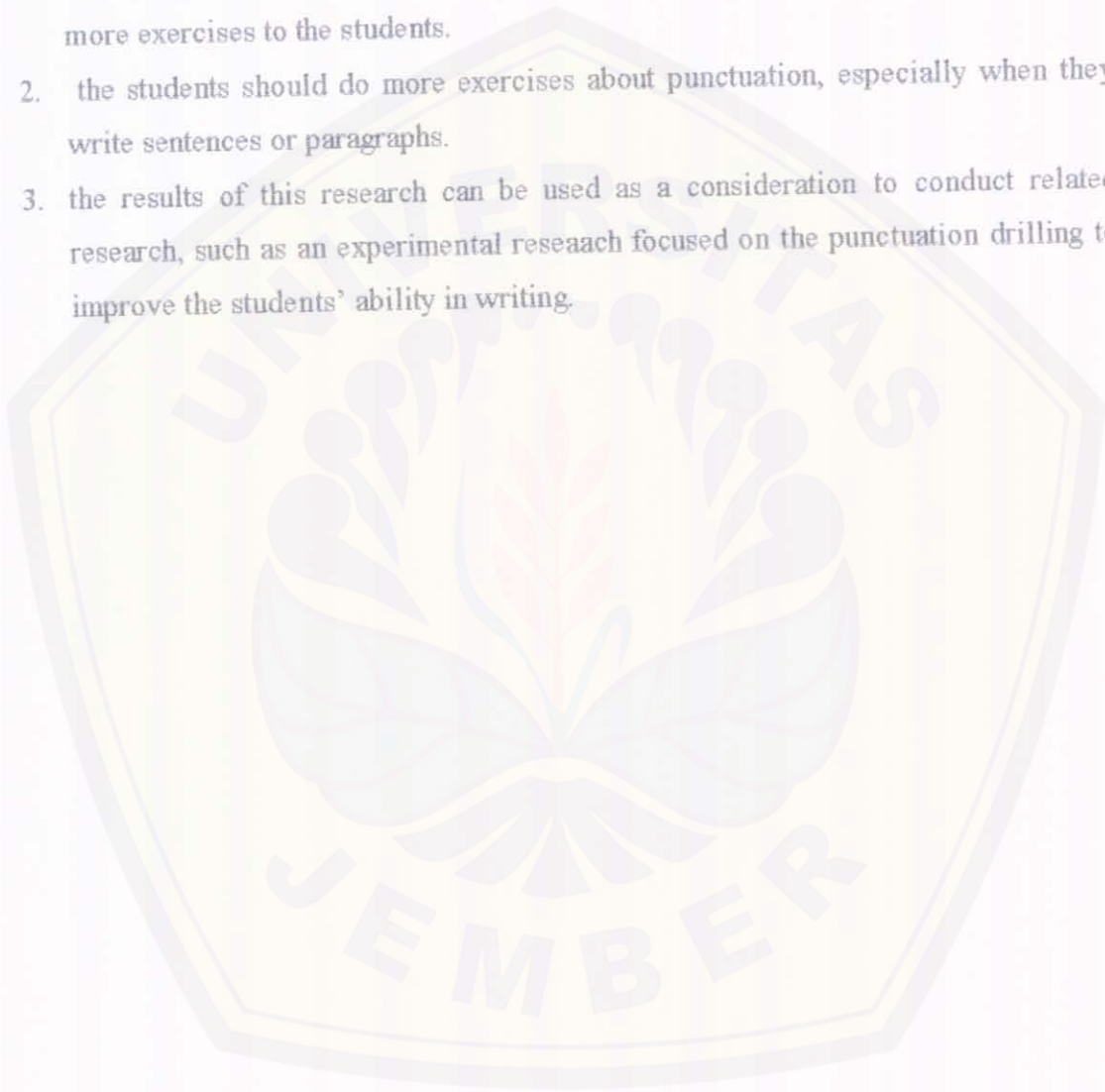
1. The second year students of MAN 2 Jember have enough ability to use the external punctuation marks such as period (.), exclamation mark (!), and question mark (?) in writing. The category of the average percentage of students' ability to use the external punctuation marks is 64.12%
2. The second year students of MAN 2 Jember have very poor ability to use the internal punctuation marks such as colon (:), semicolon (;), and comma (,) in writing. The category of the average percentage of students' ability to use the internal punctuation marks is 44.23%.
3. The second year students of MAN 2 Jember have poor ability to use the pairs punctuation marks in writing. The category of the percentage of students' ability to use the pairs punctuation marks is 53.26%.
4. The second year students of MAN 2 Jember have poor ability to use the special punctuation mark in writing. The category of the average percentage of students' ability to use special punctuation mark is 52.31%.

The research results show that in general, the students still make many mistakes in using punctuation in writing (mostly in the category of poor).

5.2 Suggestions

Given the fact that the students' ability to use punctuation is poor, I think that:

1. the teacher should realize their students' difficulties to use punctuation and give more exercises to the students.
2. the students should do more exercises about punctuation, especially when they write sentences or paragraphs.
3. the results of this research can be used as a consideration to conduct related research, such as an experimental research focused on the punctuation drilling to improve the students' ability in writing.



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RESEARCH MATRIX

VARIABLE	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
Punctuation	1. The external punctuation marks 2. The internal punctuation marks 3. The pairs punctuation marks 4. The Special punctuation marks	- Period - Question mark (?) - Exclamation mark (!) - Colon (:) - Semi colon (;) - comma (,) - Quotation marks ("...") - Parenthesis (()) - Apostrophe (')	1. Respondents : The second year students of MAN 2 JEMBER 2. Informants: The English Teacher 3. Documents	1. Research Design : Descriptive Research 2. Research Area Purposive method 3. Research Respondents: Proportional Random Sampling 4. Research Instrument: a. Test b. Interview c. Documents 5. Data Analysis Method: Percentage Statistical Method $E = \frac{n}{N} \times 100\%$ (Ali, 1993:186) E= The Percentage of the Students Scores to Use Punctuation in Writing n= The Students Obtained Scores N= The Total score Of Test Items

APPENDIX 2

TEST ON PUNCTUATION

Subject : English
Class : II
Time : 100 minutes

A. Instructions: I. Observe the sentences below carefully!

(Amatilah kalimat-kalimat dibawah ini dengan cermat)

II. Rewrite the sentences below and put full stop (.), Question mark (?), or exclamation marks (!) whenever necessary!

(Tulislah kembali kalimat-kalimat di bawah ini dan berilah tanda titik (.), Tanda tanya (?), atau tanda seru (!) jika perlu!

- FS. 1. She wondered why they had to leave so early
2. The painting on the wall was done by Issabella
3. She works with Professor Jones and Dr Martin
4. My younger brother who is studying at senior High School likes mountaineering
5. He lives in Washington DC
- Q. 6. Why are you laughing
7. Do any of you want to come to a party tonight
8. Mary's father is a famous architect, is not he
9. Can you open the door for me, please
10. My uncle asked, "What do you want to be when you grow up?"
- Ex. 11. Do not use the machine

12. "Mummy, look ~~at~~ those deer, oh how lovely" she exclaimed.
13. How delicious the soup is
14. Leave me alone
15. The boy shouted, "Fire Fire"

B. Instructions: I. Observe the sentences below carefully!

(Amatilah kalimat-kalimat dibawah ini dengan cermat)

II. Rewrite the sentences below and put colon (:), semicolon (;), or comma (,) whenever necessary!

(Tulislah kembali kalimat-kalimat di bawah ini dan berilah tanda titik dua (:), Tanda titik dua (:), atau tanda titik koma (;) jika perlu!

- Sc. 16. Heri works like a horse he starts at seven in the morning and stops at five in the afternoon.
17. Blue, black, and green are colors round, long, and triangle are shapes.
18. We are going to picnic my father carries bag my mother carries food and I carry the rest of the things.
19. He had smoked all his life as a result, he died of lung cancer.
20. Don't be impolite talk to her patiently!
21. The children are not tired they are bored.
22. Nana is a faithful worker she has worked for the same company for twenty-two years.
- Co. 23. The following materials will be needed pencil, pen, eraser, and ruler.
24. Caution Wash thoroughly if any mixture touches your skin.
25. The most important things in my life are the following health, happiness, good friends, and a lot of money.
26. My aunt needs the following groceries eggs, milk, and coffee.
27. The following words are verbs works, run, study, and read.

28. She said the following "No comment."
- Cm. 29. The rich the poor the young and the old have the same right to keep order.
30. When the music stopped the room became quiet.
31. In business people often have to work long hours.
32. Michael screamed at his sister "Turn off the radio!"
33. At the peak of Mount Semeru in East Java the climbers can enjoy a breathtaking panorama.
34. Their uncle a farmer plants onions in Riau.
35. On January the twenty-ninth 1989 he celebrated his twenty-fifth birthday.

C. Instructions: I. Observe the sentences below carefully!

(Amatilah kalimat-kalimat dibawah ini dengan cermat)

II. Rewrite the sentences below and put parenthesis (), quotation marks ("..."), or apostrophe (') whenever necessary!

(Tuliskan kembali kalimat-kalimat di bawah ini dan berilah tanda titik dua (:), Tanda titik dua (:), atau tanda titik koma (;) jika perlu!

- Qm. 36. The doctor says to me, Stay in bed for a few days.
37. I have read The Gold Bug by Poe.
38. Salman exclaimed, This is the end!
39. The article Robotics in Industry Today was an excellent choice as the basis of your speech.
40. Is it eight o' clock? she asked.
- Par. 41. The error can be stated as due to: 1 incorrect data used, 2 careless application of it, 3 unrealistic conclusion.
42. The RNID the Royal National Institute for the Deaf aims to help all who suffer from deafness.

43. The members of Metallica are as follows: Udin drums, aris bass, Tony lead guitar, and Sonya vocal.

44. Shakespeare 1564-1616 was a great dramatist.

45. The candidate spoke on three subjects: 1 better housing; 2 improved roads; 3 expanded recreation facilities.

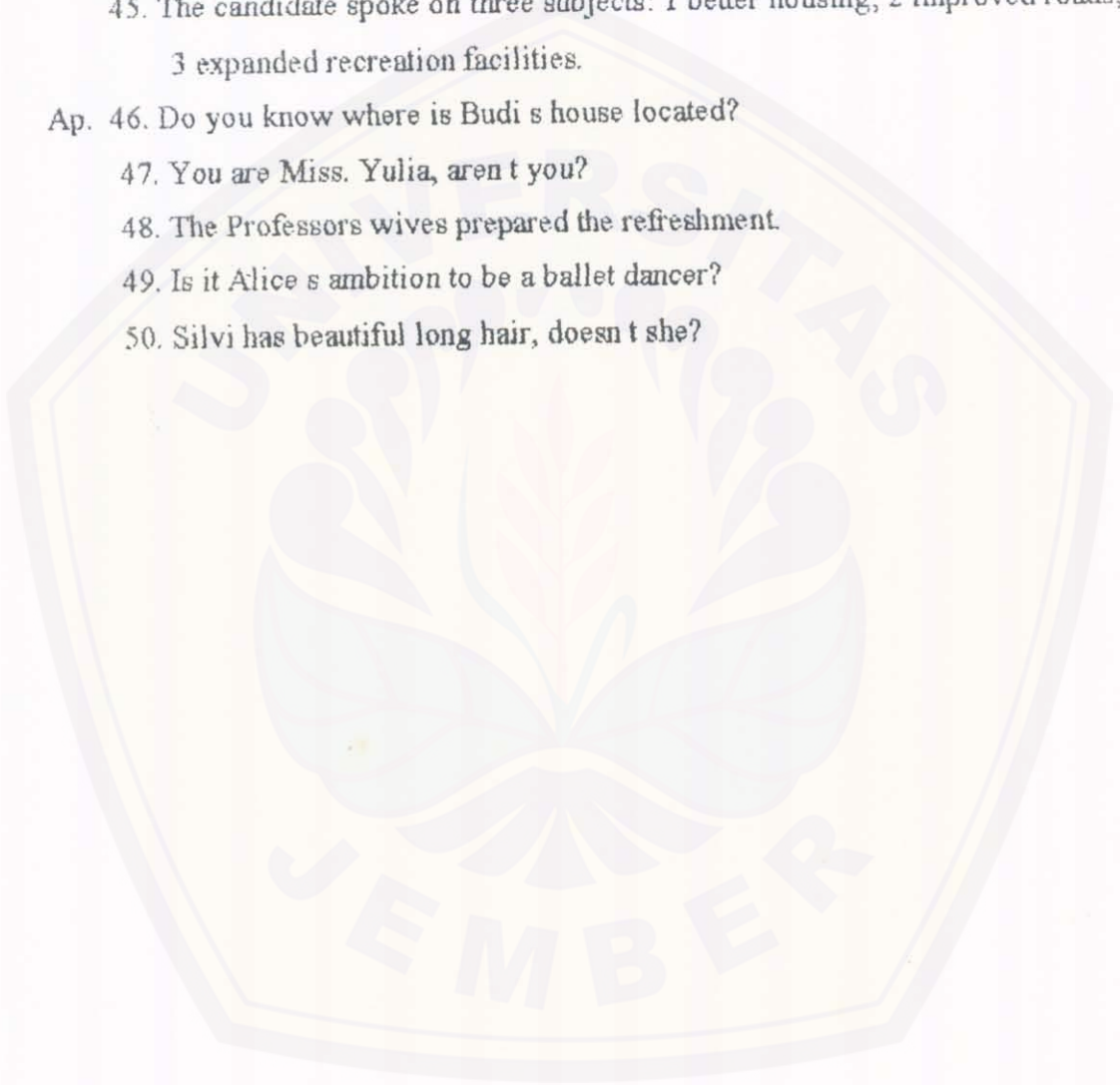
Ap. 46. Do you know where is Budi s house located?

47. You are Miss. Yulia, aren t you?

48. The Professors wives prepared the refreshment.

49. Is it Alice s ambition to be a ballet dancer?

50. Silvi has beautiful long hair, doesn t she?



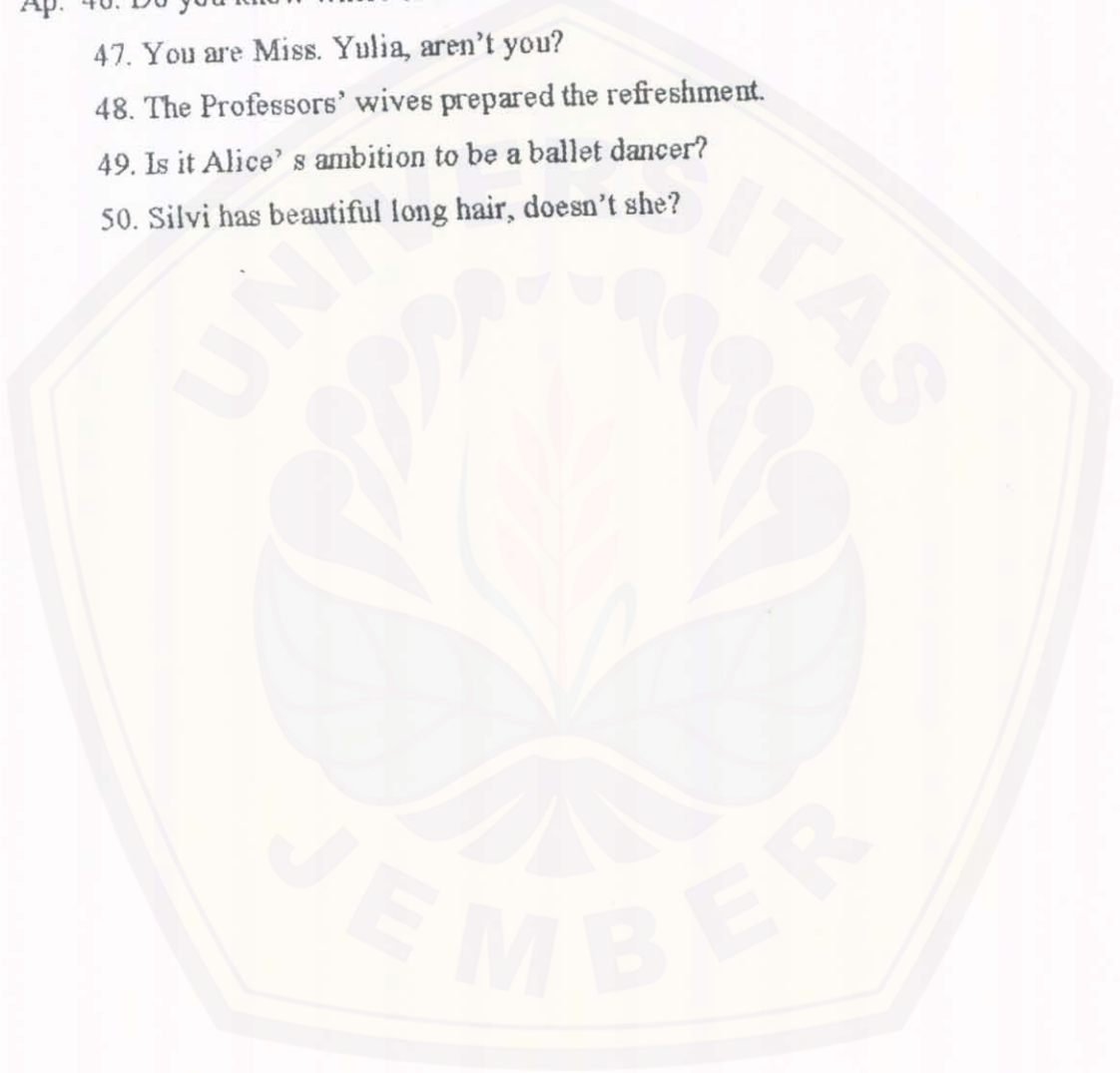
APPENDIX 3

ANSWER KEY

- FS. 1. She wondered why they had to leave so early.
2. The painting on the wall was done by Issabella.
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5. He lives in Washington D.C.
- Q. 6. Why are you laughing?
7. Do any of you want to come to a party tonight?
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9. Can you open the door for me, please?
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14. Leave me alone!
15. The boy shouted, "Fire! Fire!"
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17. Blue, black, and green are colors; round, long, and triangle are shapes.
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19. He had smoked all his life; as a result, he died of lung cancer.
20. Don't be impolite; talk to her patiently!
21. The children are not tired; they are bored.

22. Nana is a faithful worker; she has worked for the same company for twenty-two years.
- Co. 23. The following materials will be needed: pencil, pen, eraser, and ruler.
24. Caution: Wash thoroughly if any mixture touches your skin.
25. The most important things in my life are the following: health, happiness, good friends, and a lot of money.
26. My aunt needs the following groceries: eggs, milk, and coffee.
27. The following words are verbs: works, run, study, and read.
28. She said the following: "No comment."
- Cm. 29. The rich, the poor, the young, and the old have the same right to keep order.
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34. Their uncle, a farmer, plants onions in Riau.
35. On January the twenty-ninth 1989, he celebrated his twenty-fifth birthday.
- Qm. 36. The doctor says to me, "Stay in bed for a few days."
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39. The article "Robotics in Industry Today" was an excellent choice as the basis of your speech.
40. "Is it eight o' clock?" she asked.
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44. Shakespeare (1564-1616) was a great dramatist.
45. The candidate spoke on three subjects: (1) better housing; (2) improved roads; (3) expanded recreation facilities.
- Ap. 46. Do you know where is Budi's house located?
47. You are Miss. Yulia, aren't you?
48. The Professors' wives prepared the refreshment.
49. Is it Alice's ambition to be a ballet dancer?
50. Silvi has beautiful long hair, doesn't she?



Appendix 5

TABLE ESTIMATION RELIABILITY COFICIENT

x \ y	6-8	9-11	12-14	15-17	18-20	f	x	fx	fx ²	x ² y
20-18					1	1	2	2	4	4
17-15				4	2	6	1	6	6	8
14-12			10	2		12	0	0	0	0
11-9		3	4			7	-1	-7	7	3
8-6	3	1				4	-2	-8	16	14
f	3	4	14	6	3	30		-7	33	29
y	-2	-1	0	1	2					
fy	-6	-4	0	6	6	2				
fy ²	12	4	0	6	12	34				
x ² y	12	5	0	4	8	29				

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \frac{(\sum fx')^2}{N} \right\} \left\{ \sum fy'^2 - \frac{(\sum fy')^2}{N} \right\}}}$$

$$r_{xy} = \frac{29 - \frac{(-7)(2)}{30}}{\sqrt{\left\{ 33 - \frac{(7)^2}{30} \right\} \left\{ 34 - \frac{(2)^2}{30} \right\}}} = \frac{29 + 0,46}{\sqrt{(33 - 1,63)(34 - 0,13)}}$$

$$= \frac{29,46}{\sqrt{(31,37)(33,87)}} = \frac{29,46}{\sqrt{1062,5}}$$

$$= \frac{29,46}{32,49} = 0,904$$

$$r = \frac{2(r_{xy})}{1 + r_{xy}} = \frac{2(0,904)}{1 + (0,904)} = \frac{1,808}{1,904} = 0,9495 = 0,95$$

Appendix 6

THE RESULT OF THE ANALYSIS OF THE DEGREE OF DIFFICULTIES OF EACH TEST ITEM

No.	U	L	U-L	D	U+L	FV
1	8	5	3	0,2000	13	0,4333
2	12	6	6	0,4000	18	0,6
3	6	3	3	0,2000	9	0,3
4	13	5	8	0,5333	18	0,6
5	11	11	0	0,0000	22	0,7333
6	13	9	4	0,2667	22	0,7333
7	10	13	-3	-0,2000	23	0,7667
8	12	15	-3	-0,2000	27	0,9
9	11	10	1	0,0667	21	0,7
10	9	4	5	0,3333	13	0,4333
11	4	3	1	0,0667	7	0,2333
12	12	10	2	0,1333	22	0,7333
13	6	2	4	0,2667	8	0,2667
14	13	11	2	0,1333	24	0,8
15	7	5	2	0,1333	12	0,4
16	5	6	-1	-0,0667	11	0,3667
17	8	5	3	0,2000	13	0,4333
18	7	6	1	0,0667	13	0,4333
19	5	6	-1	-0,0667	11	0,3667
20	10	8	2	0,1333	18	0,6
21	10	2	8	0,5333	12	0,4
22	4	4	0	0,0000	8	0,2667
23	5	4	1	0,0667	9	0,3
24	9	6	3	0,2000	15	0,5
25	7	8	-1	-0,0667	15	0,5

No.	U	L	U-L	D	U+L	FV
26	13	6	7	0,4667	19	0,6333
27	12	5	7	0,4667	17	0,5667
28	7	4	3	0,2000	11	0,3667
29	10	9	1	0,0667	19	0,6333
30	10	6	4	0,2667	16	0,5333
31	13	13	0	0,0000	26	0,8667
32	11	6	5	0,3333	17	0,5667
33	12	6	6	0,4000	18	0,6
34	5	3	2	0,1333	8	0,2667
35	11	6	5	0,3333	17	0,5667
36	7	6	1	0,0667	13	0,4333
37	5	3	2	0,1333	8	0,2667
38	7	5	2	0,1333	12	0,4
39	9	7	2	0,1333	16	0,5333
40	9	4	5	0,3333	13	0,4333
41	10	5	5	0,3333	15	0,5
42	11	8	3	0,2000	19	0,6333
43	7	8	-1	-0,0667	15	0,5
44	13	9	4	0,2667	22	0,7333
45	12	5	7	0,4667	17	0,5667
46	10	9	1	0,0667	19	0,6333
47	9	7	2	0,1333	16	0,5333
48	8	4	4	0,2667	12	0,4
49	4	1	3	0,2000	5	0,1667
50	12	5	7	0,4667	17	0,5667

NOTES:

U : UPPER HALF

L : LOWER HALF

D : DISCRIMINATION INDEX = $(U-L):15$

FV : FACILITY VALUE = $(U+L):30$

N : TOTAL OF RESPONDENTS

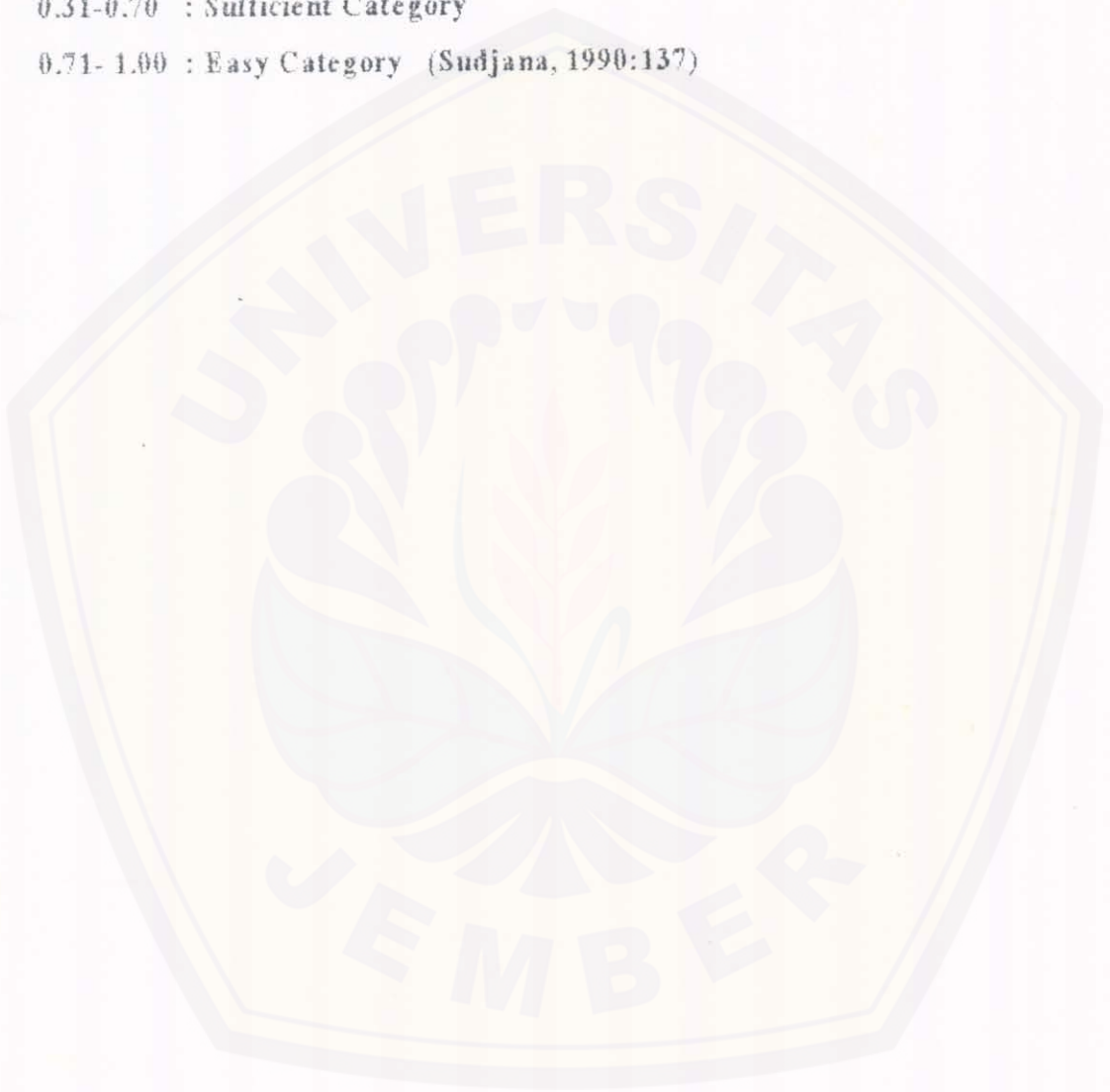
Explanation :

Each category has its own criterion described as follows:

0.00-0.30 : Difficult Category

0.31-0.70 : Sufficient Category

0.71- 1.00 : Easy Category (Sudjana, 1990:137)





APPENDIX 7

The Result of Test Scores

NR	Total Scores in Each Indicators												Punctuation
	External Punct.				External Punct.				Pairs Punct.			Special Punct.	
	!	?	Tot	Tot	Tot	"..."	()	Tot					
	5	5	5	15	7	6	7	20	5	5	10	5	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	8	4	4	16	0	2	6	8	2	4	6	4	34
2	8	4	8	20	0	2	4	6	2	4	6	2	34
3	6	8	6	20	6	6	8	20	8	10	18	6	64
4	8	6	6	20	0	0	4	4	0	0	0	8	32
5	10	8	8	26	8	8	4	20	6	8	14	8	68
6	10	8	4	22	0	6	10	16	8	8	16	6	60
7	6	4	2	12	4	4	6	14	2	4	6	4	46
8	4	6	4	14	6	8	10	24	6	10	16	6	60
9	4	8	4	16	8	10	10	28	4	2	6	6	60
10	8	8	4	20	4	8	8	20	10	8	18	6	64
11	4	2	2	8	4	6	6	16	4	4	8	8	40
12	8	8	6	22	4	10	12	26	6	8	14	0	62
13	8	8	8	24	4	2	6	12	4	6	10	2	48
14	8	6	4	18	0	2	8	10	6	8	14	6	48
15	4	6	2	12	2	6	8	16	2	4	6	8	42
16	10	8	6	24	4	8	8	20	4	4	8	8	60
17	8	8	4	20	6	10	12	28	0	8	8	4	60
18	6	6	8	20	2	6	6	14	4	8	12	4	50
19	6	6	0	12	4	4	6	14	0	6	6	4	36
20	8	6	8	22	4	2	4	10	6	4	10	4	46
21	6	2	6	14	2	6	4	12	2	0	2	2	30
22	10	10	8	28	8	10	12	30	6	6	12	10	80
23	8	4	8	20	4	8	8	20	2	8	10	0	50
24	6	2	6	14	10	8	12	30	0	6	6	2	52
25	8	0	6	14	4	4	10	18	2	4	6	2	40
26	10	8	6	24	8	8	12	28	8	6	14	10	76
27	6	2	6	14	4	6	0	10	10	4	14	2	40
28	8	8	6	22	6	10	6	22	8	8	16	4	64

1	2	3	4	5	6	7	8	9	10	11	12	13	14
29	10	6	8	24	6	10	4	20	4	6	10	4	58
30	10	10	6	26	10	10	10	30	4	6	10	6	74
31	6	8	8	22	4	10	4	18	4	2	6	4	48
32	4	2	10	16	4	4	2	10	2	2	4	0	30
33	8	4	6	18	4	10	6	20	8	8	16	2	56
34	8	6	4	18	0	2	2	4	4	4	8	8	40
35	10	10	10	30	10	6	4	20	10	8	18	10	82
36	6	8	8	22	6	10	6	22	8	8	16	10	70
37	8	6	8	22	4	10	6	20	2	4	6	2	50
38	6	0	10	16	2	8	6	16	8	4	12	4	48
39	4	4	4	12	4	10	6	20	4	4	8	6	46
40	4	2	8	14	2	4	4	10	6	4	10	6	40
41	4	6	2	12	4	10	4	18	4	6	10	2	42
42	6	4	2	12	0	8	4	12	4	6	10	6	40
43	8	6	8	22	2	8	6	16	2	6	8	2	46
44	8	8	6	22	10	6	4	20	8	4	12	4	60
45	6	8	8	22	4	10	6	20	8	6	14	6	62
46	8	8	10	26	0	4	6	10	8	8	16	10	62
47	6	8	6	20	2	8	6	16	6	6	12	4	52
48	6	6	4	16	2	4	0	6	4	4	8	8	38
49	6	4	4	14	10	10	10	30	6	6	12	10	66
50	6	6	8	20	0	12	8	20	8	4	12	10	62
51	10	8	10	28	4	10	2	16	10	8	18	6	68
52	6	4	6	16	4	10	6	20	6	10	16	6	58

Notes:

- NR : Number of Respondents
- Punct : Punctuation
- Tot : Total

APPENDIX 8

RESEARCH INSTRUMENTS

Interview Guide

No	Questions	Data Resources
1.	What technique do you use in teaching writing?	The English Teacher
2.	How is the application of the approach in teaching writing ?	The English Teacher
3.	How do you teach punctuation in the English teaching?	The English Teacher
4.	What English book do you use in the English teaching?	The English Teacher

Document Guide

No	Data Taken	Data Resources
1.	The school facilities	Document
2.	The name of respondents	Document

APPENDIX 8

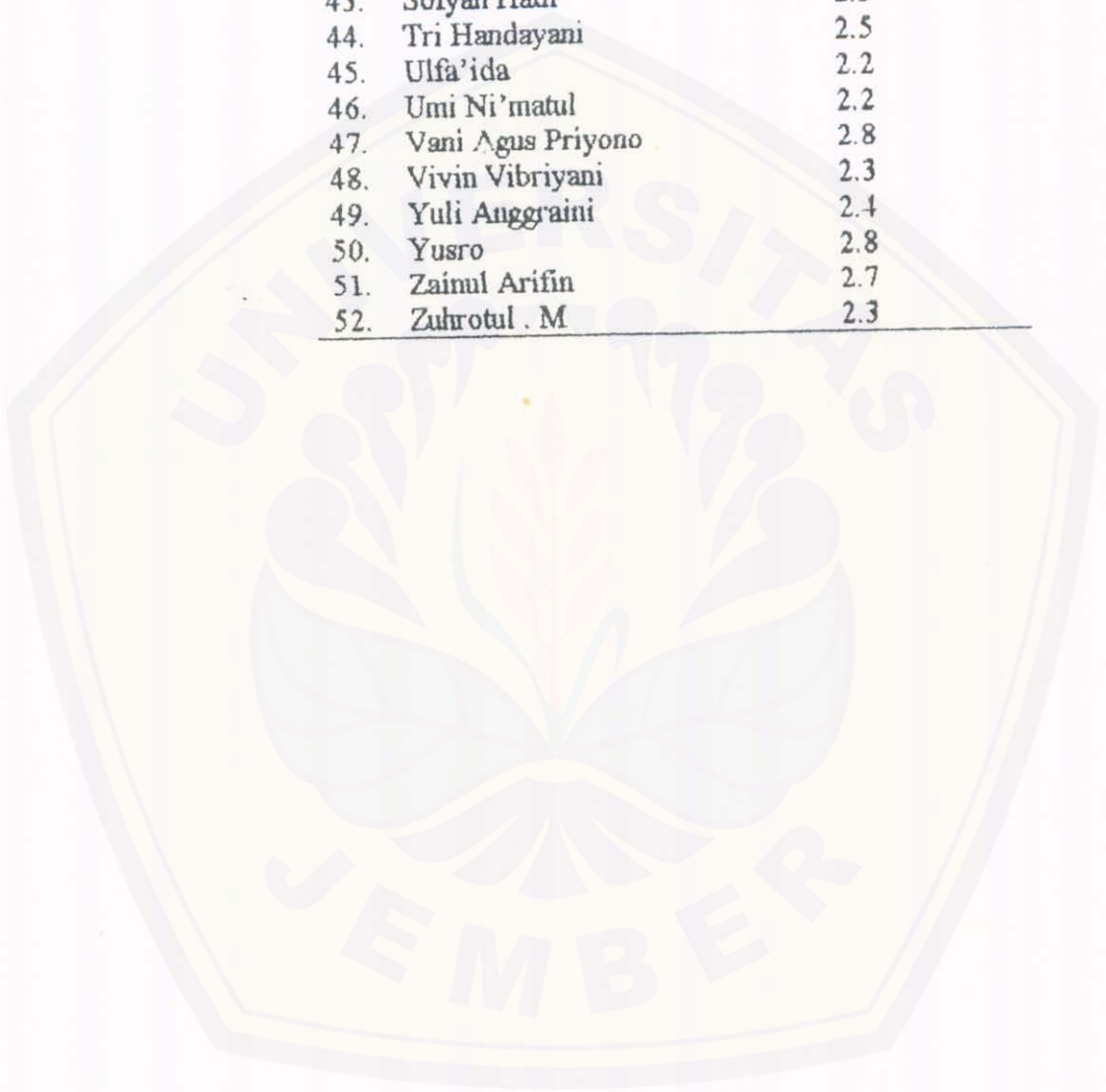
The Facilities of MAN 2 Jember

No	Kinds of Facilities	Total
1.	Classroom	19
2.	The room of teacher	1
3.	The room of headmaster	1
4.	The room of administration	1
5.	Language laboratory	1
6.	Physic laboratory	1
7.	The room of guidance and concealing	1
8.	Library	1
9.	Meeting hall	1
10.	The room of store	1
11.	The room for music activity	4
12.	The room for automotive activity	1
13.	The room for electronic activity	1
14.	The room for sewing activity	1
15.	The room for computer activity	1
16.	Mosque	1
17.	The room of OSIS	1
18.	The room of SK	1
19.	The room of PMR	1
20.	Toilet	3
21.	Gardener's house	1

APPENDIX 9

NR	Name	Class
1.	Abdul Waqi	2.2
2.	Akbar Mauludi	2.4
3.	Alif Hariyanto	2.6
4.	Andriana Iflaha	2.1
5.	Andriyana	2.2
6.	Bahagia Ayu Andriyani	2.7
7.	Budi Utomo	2.5
8.	Dadang Catur	2.1
9.	Dexi Budi Utomo	2.5
10.	Didik Haryanto	2.3
11.	Elyasin	2.2
12.	Eva Setio Rahayu	2.8
13.	Fajar Yuswodono	2.6
14.	Fathur Rokhim	2.7
15.	Fitriyah	2.5
16.	Harun Affandi	2.6
17.	Heni Dahlia	2.6
18.	Hertin Sugiartik	2.7
19.	Hisyam Maqdisi	2.1
20.	Holili	2.4
21.	Ida Riyani	2.7
22.	Ika Sunda F	2.1
23.	Izzatul Fatati	2.4
24.	Ilmi Farida	2.3
25.	Kristin	2.8
26.	Leo Firman. C	2.4
27.	Libriyanti Suryani	2.1
28.	Lilis Kurniawati	2.6
29.	Linda Hasanah	2.8
30.	M. Djodi	2.3
31.	M. Syafaatul ula	2.3
32.	Mantik Utari	2.4
33.	Masfika Farisi	2.5
34.	Muhibullah	2.1
35.	Mutik Khoiriyah	2.6
36.	Ning Dewi Ratna	2.8
37.	Nunung Alfin	2.5
38.	Nurdiana	2.7

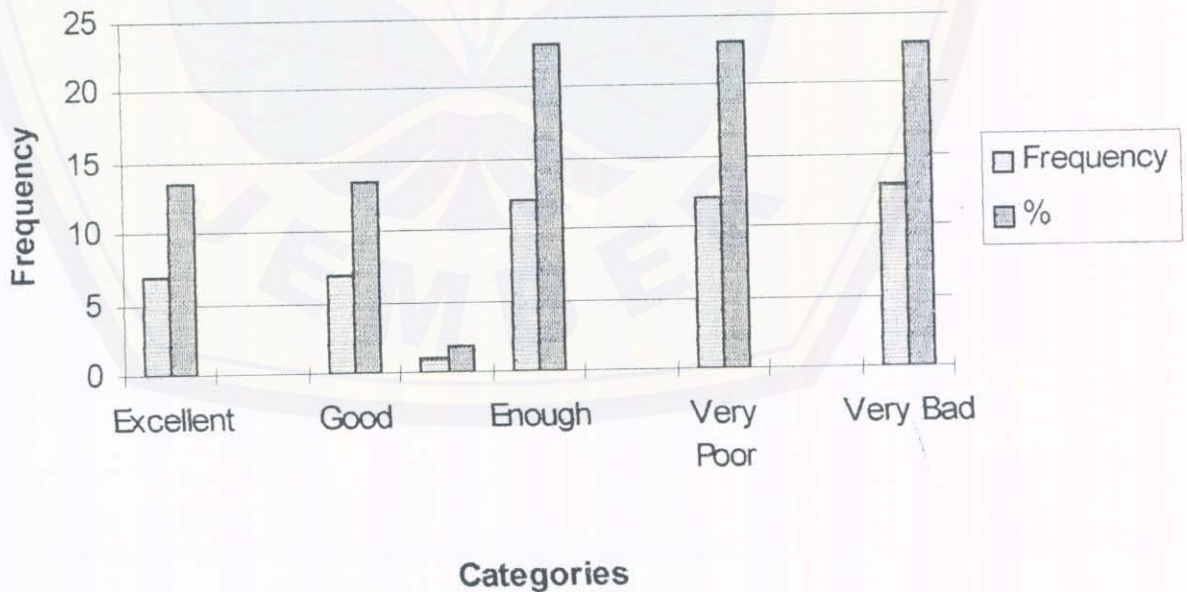
39.	Qonita Bibi	2.2
40.	Restu Wibowo	2.7
41.	Rudi Hartono	2.3
42.	Siti Rohmah	2.4
43.	Sofyan Hadi	2.5
44.	Tri Handayani	2.5
45.	Ulfa'ida	2.2
46.	Umi Ni'matul	2.2
47.	Vani Agus Priyono	2.8
48.	Vivin Vibriyani	2.3
49.	Yuli Anggraini	2.4
50.	Yusro	2.8
51.	Zainul Arifin	2.7
52.	Zuhrotul . M	2.3



The Categories of the Students' Ability to Use the Special Punctuation Marks

Classification	Scores (%)	Frequency	%	Rank
Excellent	96-100	7	13.46	V
Very Good	86-95	0	0	-
Good	76-85	7	13.46	IV
More Than Enough	66-75	1	1.92	VI
Enough	56-65	12	23.08	II
Poor	46-55	0	0	-
Very Poor	36-45	12	23.08	III
Bad	26-35	0	0	-
Very Bad	<25	13	23	I
Total		52	100	

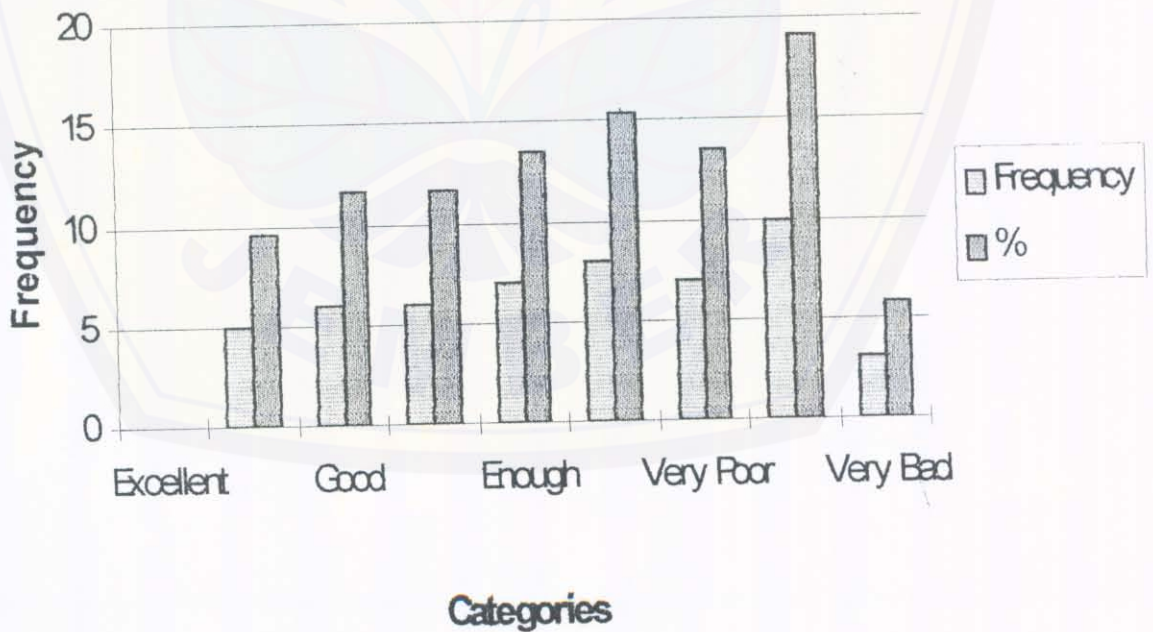
Chart of the Categories of the Students' Ability to Use the Special Punctuation Marks



The Categories of the Students' Ability to Use the Pairs Punctuation Marks

Classification	Scores (%)	Frequency	%	Rank
Excellent	96-100	0	0	-
Very Good	86-95	5	9.61	VII
Good	76-85	6	11.54	V
More Than Enough	66-75	6	11.54	VI
Enough	56-65	7	13.46	IV
Poor	46-55	8	15.38	II
Very Poor	36-45	7	13.46	III
Bad	26-35	10	19.23	I
Very Bad	<25	3	5.77	VIII
Total		52	100	

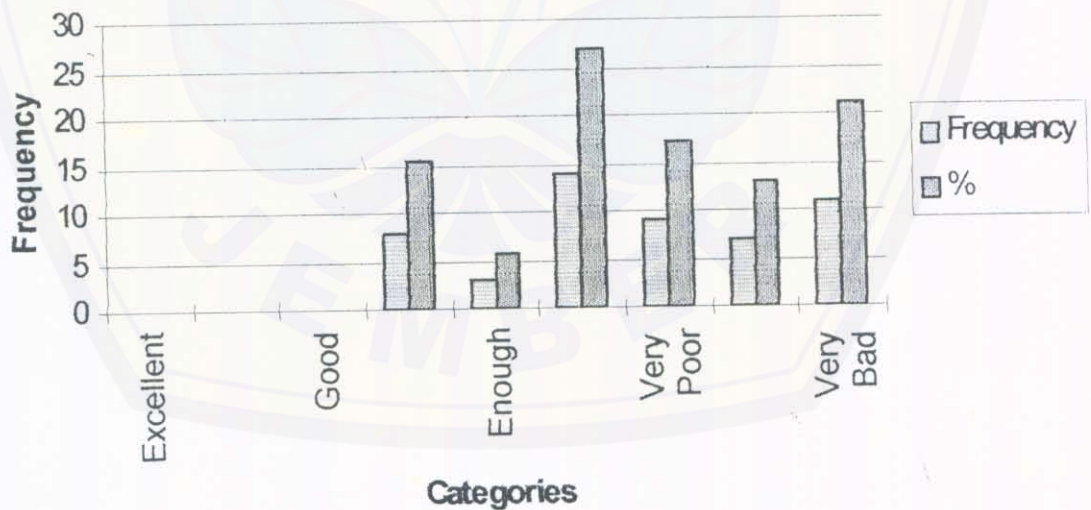
Chart of the Categories of the Students' Ability to Use the Pairs Punctuation Marks



The Categories of the Students' Ability to Use the Internal Punctuation Marks

Classification	Scores (%)	Frequency	%	Rank
Excellent	96-100	0	0	-
Very Good	86-95	0	0	-
Good	76-85	0	0	-
More Than Enough	66-75	8	15.38	IV
Enough	56-65	3	5.77	VI
Poor	46-55	14	26.92	I
Very Poor	36-45	9	17.31	III
Bad	26-35	7	13	V
Very Bad	<25	11	21.15	II
Total		52	100	

Chart of the Categories of the Students' Ability to Use Internal Punctuation Marks

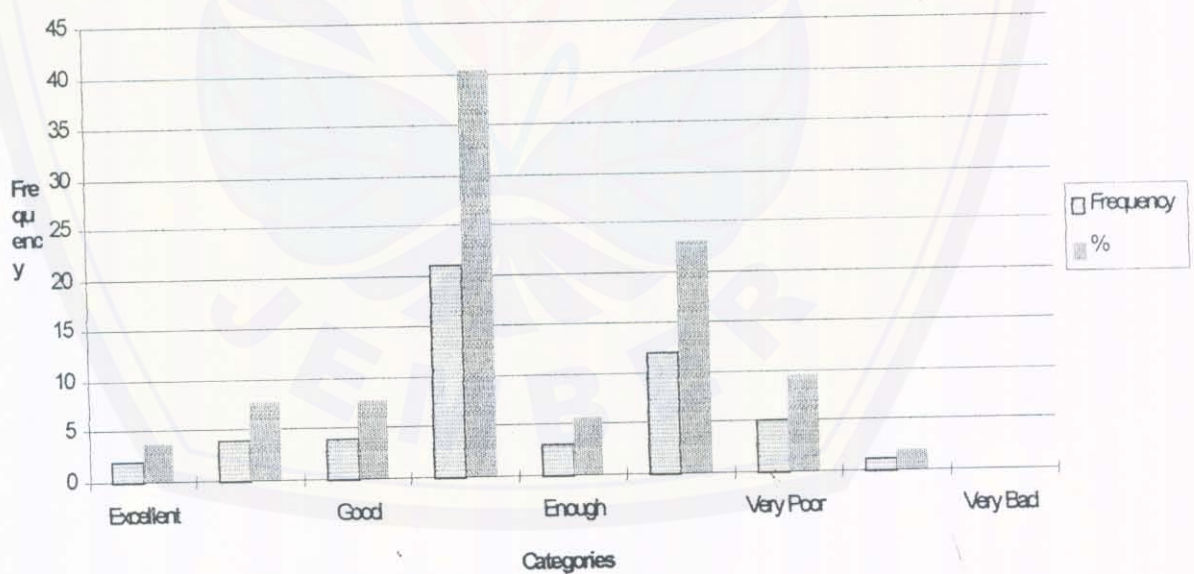


APPENDIX 11

The Categories of the Students' Ability to Use the External Punctuation

Classification	Scores (%)	Frequency	%	Rank
Excellent	96-100	2	3.85	VII
Very Good	86-95	4	7.69	IV
Good	76-85	4	7.69	V
More Than Enough	66-75	21	40.38	I
Enough	56-65	3	5.77	VI
Poor	46-55	12	23.08	II
Very Poor	36-45	5	9.62	III
Bad	26-35	1	1.92	VIII
Very Bad	<25	0	0	-
Total		52	100	

Chart of the Categories of Students' Ability to Use External Punctuation



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 210 /PT.32.H5.FKIP/I.71.2000
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, 02 FEB 19 2000

Kepada : Yth. Sdr. Bpk. Kepala MAN 2
Jember
di - Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : SITI MASHOCHA
N i m : 816195310
Program / Jurusan : PEND. BBS. INGGRIS/FBS

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber - maksud melaksanakan penelitian dengan judul :

"A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY TO USE PUNCTUATION IN WRITING OF MAN 2 JEMBER IN 1999/2000 ACADEMIC YEAR"

pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

an. Dekan
Pembantu Dekan I
Drs. BUKHO SUHUD
NIP. 190 255 107

Perihal: Permohonan ijin Penelitian

Kepada

Yth. Bapak Kepala MAN 2 Jember
di tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini:

Nama : SITI MASMUCHA
NIM : BIGI95309
Jurusan : Pendidikan Bahasa dan Seni
Program : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini mohon berkenan Bapak selaku kepala MAN 2 Jember untuk memberi ijin penelitian dalam rangka penyelesaian tugas akhir/skripsi dengan judul :


A Descriptive Study on the Students' ability to Use Punctuation in Writing at MAN 2 Jember in 1999/2000 Academic Year

Demikian Permohonan ini, atas berkenannya Bapak untuk memberikan ijin saya ucapkan terima kasih.

Menyetujui,
Kepala MAN 2 Jember


HAMDANI
NIP.150/019 243

Hormat Saya,
Pemohon


SITI MASMUCHA
NIM.BIGI95309



MADRASAH ALIYAH NEGERI 2 JEMBER

Jalan Manggar 74 Telp. 85255 Jember 68117

SURAT-KETERANGAN

No. MA.m.47/PP.00.01/ 109/2000

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Jember menerangkan dengan sebenarnya bahwa :

Nama : SITI MASMUCHA
 NIM : B16195309
 Tempat/Tgl. Lahir : Malang, 30 Juni 1975
 Program : Pendidikan Bahasa Inggris
 Fakultas : FKIP Universitas Negeri Jember
 Alamat : Jl. Kalimantan X/103 Jember

Yang bersangkutan telah selesai mengadakan penelitian di MAN 2 Jember pada 5 April sampai dengan 8 April 2000 dengan judul : " A. DESCRIPTIVE STUDY ON THE STUDENTS ABILITY TO USE PUNCTUATION DI MAN II JEMBER IN THE ACEDEMIC YEAR 1999/2000)"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 8 April 2000

Kepala



[Handwritten Signature]
 Drs. HAMDANI
 NIP. 150 019 243

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : SITI MASMUCHA
Nim / Jurusan / Angkatan : BIG195309 / PBS / 1995
Judul Skripsi : A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY
TO USE PUNCTUATION IN WRITING AT MAN 2 JEMBER
IN THE ACADEMIC YEAR 1999 / 2000
Pembimbing I : Drs. SUGENG ARIYANTO, Dipl. TESOL, MPA
Pembimbing II : _____

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Kamis, 2 September 1999	Judul	<i>[Signature]</i>
2.	Selasa, 7 September 1999	Matrix	<i>[Signature]</i>
3.	Kamis, 16 September 1999	Bab I	<i>[Signature]</i>
4.	Kamis, 30 September 1999	Bab I	<i>[Signature]</i>
5.	Kamis, 14 Oktober 1999	Bab II	<i>[Signature]</i>
6.	Sabtu, 30 Oktober 1999	Bab II	<i>[Signature]</i>
7.	Sabtu, 13 November 1999	Bab III	<i>[Signature]</i>
8.	Ramis, 25 November 1999	Bab III	<i>[Signature]</i>
9.	Rabu, 16 Februari 2000	Bab III	<i>[Signature]</i>
10.	Rabu, 9 Maret 2000	Bab I, II, III	<i>[Signature]</i>
11.	Senin, 20 Maret 2000	Seminar Proposal	<i>[Signature]</i>
12.	Rabu, 13 April 2000	Bab IV, V	<i>[Signature]</i>
13.	Sabtu, 29 April 2000	Bab I, II, III, IV, V	<i>[Signature]</i>
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi.

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : SITI MASMUCHA

Nim / Jurusan / Angkatan : B16195309 / PBS / 1995

Judul Skripsi : A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY TO USE PUNCTUATION IN WRITING AT MAN 2 JEMBER IN THE ACADEMIC YEAR 1999 / 2000

Pembimbing I : _____

Pembimbing II : Drs BAMBANG SUHARJITO, MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin, 6 September 1999	Judul	
2.	Jum'at, 20 September 1999	Matrix	
3.	Selasa, 21 September 1999	Bab I	
4.	Kamis, 7 Oktober 1999	Bab I	
5.	Selasa, 10 Oktober 1999	Bab II	
6.	Selasa 2 November 1999	Bab II	
7.	Selasa, 16 November 1999	Bab III	
8.	Rabu, 23 Februari '00	Bab III	
9.	Senin, 14 Maret 2000	Bab I, II, III	
10.	Rabu, 15 April 2000	Bab IV, V	
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi.
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.