



**AN ANALYSIS ON THE ABILITY OF USING
CAPITALIZATION AND PUNCTUATION IN PARAGRAPH
WRITING OF THE GRADE EIGHT STUDENTS AT MTS
ASHRI JEMBER IN THE 2010/2011 ACADEMIC YEAR**

THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Ida Sri Hartiah and Agus Purwanto.
2. My almamater, English Education 2006

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled “An Analysis on the Ability of Using Capitalization and Punctuation in Paragraph Writing of the Grade Eight Students at MTs Ashri Jember in the 2010/2011 Academic Year” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

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15 students or 23.08%, poor was gained by 11 students or 16.92%, and there was no one in the failed category. The students' ability in using punctuation paragraph writing in the category of excellent was gained by 6 students or 9.23%, good was gained by 6 students or 9.23%, fair was gained by 14 students or 21.54%, poor was gained by 27 students or 41.54%, and failed was gained by 12 students or 18.46%. Therefore, it is recommended to give more exercises about the use capitalization and punctuation. By having more exercise about the use of capitalization and punctuation, the students may have more time to improve their ability in using capitalization and punctuation. The teacher also suggested to give feedback to the students' writing dealing with capitalization and punctuation, so the students will not make the same mistakes in writing English next time.

necessary for good writing. So, it is not easy for the students to write well in English since English is a foreign language. It is not common for them to communicate using it in their everyday life.

In teaching writing, the teacher should create conducive situation because writing is an active skill which involves the transformation of both language and thinking process. Students have to think of anything to make good writing. The aspects of writing that must be considered when students write are content, organization, vocabulary, language use, and mechanics. Heaton (1991:135) notes that writing process includes five components, namely:

- a. Language use : the ability to write correct and appropriate sentences;
- b. Mechanical skills :the ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling;
- c. Treatment of the content :the ability to think creatively and develop thought, excluding all irrelevant information;
- d. Stylistic skills :the ability to manipulate sentences and paragraphs, and use language effectively;
- e. Judgments skills :the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

All writing begins with ideas that relate to one another. Given the arrangement of words into phrases, clauses, and sentences, writing should obey the grammatical, capitalization and punctuation rules to form a series of sentences that will give the ideas (McCaskill 1998: 1). It means capitalization and punctuation cannot be neglected in writing. According to Fairbairn and Winch (1996:543) the reader's comprehension in written texts may be depending on the writers ability in using punctuation marks. In other words, if punctuation marks in the texts are not properly used, the readers may have difficulties to understand the text. From the explanation above, we can realize that capitalization and punctuation is very important in writing.

1. How is the ability in using capitalization in paragraph writing of the grade eight students at MTs Ashri Jember in the 2010/2011 academic year?
2. How is the ability in using punctuation in paragraph writing of the grade eight students at MTs Ashri Jember in the 2010/2011 academic year?

1.3 The Objectives of Research

Based on the background and the problems of the research, the research objectives were formulated as follows:

1. To describe the ability in using capitalization in paragraph writing of the grade eight students at MTs Ashri Jember in the 2010/2011 academic year
2. To describe the ability in using punctuation in paragraph writing of the grade eight students at MTs Ashri Jember in the 2010/2011 academic year

1.4 Operational Definition of Terms

To avoid misunderstanding between researcher and the readers, the following term were defined operationally.

1. The Students' Ability in Using Capitalization and Punctuation

The students' ability in using capitalization and punctuation refers to writing activities of the students to carry out their ability in applying capitalization and punctuation in paragraph writing. Their ability in paragraph writing was measured by using the writing test.

2. Capitalization

Capitalization is the first letter of a word which uses the capital letter. In this research, the capitalization covers some of its functions, they are: the first letter in the sentence, the first person singular subject pronoun "I", the first letter after speech marks, proper noun covering the names of the person, names of the days of the week and months, and the names of particular places.

classroom action research to improve the students' ability in using capitalization and punctuation in paragraph writing by giving written feedback. Besides, an experimental study to know the effect of using capitalization and punctuation in paragraph writing by giving written feedback can be as another example.

1.6 The Limitation of the Research

The try out in this research could not be held because of some reasons. First, it was due the time conflict with the national examination. Second, it was a little bit difficult to determine the similar characteristics of the respondents of the try out with the population.

- e. The name of the days of the week, month, and the holidays

The example:

This year, **Memorial Day** falls on the last **Thursday** in **May**.

- f. The names of commercial products

The example:

The business magazine gave high rating to **Milo** breakfast cereal and **Walls'** ice cream

- g. The title of books, magazines, article, films, television shows, songs, poems, and stories.

The example:

While watching **The Young and The Restless** on television, I thumbed through **Cosmopolitan** magazines and **The New York Times**.

- h. The names of companies, association, unions, club, religious and political groups, and other organizations.

The example:

My wife is **Jewish**; I'm **Roman Catholic**. We are both members of **The Democratic Party**

- i. The title of person when use with their names

The example:

Can you drive to **Dr. Stein's** office?

- j. The languages

The example:

Yasmin speaks **English** and **Spanish** equally well

- k. The geographic location

The example:

I lived in the **South** for many years.

- l. The names that shows family relationships

The example:

After school, **I** drove to the Supermarket

- 4) Capitalizing words for family members if they are substitution for their names.

The example:

Please help me do my homework, **Mom**?

- 5) Capitalizing any references to God, religious figures and group, or sacred writing

The examples:

God, Islam, Bible, Mennonite

c. Capitalizing place, events, brand names, and dates

- 1) Capitalizing specific names of places such as streets, cities, towns, states, countries, parks, buildings, and mountains

The examples:

New Orleans, Arizona, Great Britain, Golden Gate Park, Mount Rushmore

- 2) Capitalizing geographic areas but not direction

The example:

Stacy grew up in the **North**

- 3) Capitalizing the names of specific business, organizations, and institutions, associations, and clubs

The examples:

American Cancer Society, St. Joseph Hospital, Sony Ericson Corporation

- 4) Capitalizing abbreviations that stand for word that are capitalized

The examples:

IBM, USA, UNESCO

- 5) Capitalizing specific historical views

The examples:

World War I, American Revolution, Democratic National Convention

3) The names of particular places

The examples:

Hilton Hotel, Australian School, Jakarta.

2.2 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 a mark used to clarify the writer's ideas. Using punctuation correctly will help the readers understand what the writers intend to communicate. Punctuation is placed in a text to make the meaning clear and to make reading easier (McCaskill 1998: 44). It means that punctuation can help the writer expresses their meaning in writing. In conclusion, punctuation is the sign of marks to make clear the writer's ideas.

In general, there are many kinds of punctuation such as full stop (.), question mark (?), exclamation mark (!), comma (,), semicolon (;), colon (:), apostrophe (‘), dash (-), quotation mark (“...”), and parentheses (()). These kinds of punctuation marks are classified differently by different expert.

Langan (2008: 316: 373) classifies punctuation marks into punctuation at the end of sentence: full stop (.), question mark (?), Exclamation mark (!); and punctuation within sentence: comma (,), semicolon (;), colon (:), apostrophe (‘), dash (-), quotation mark (“...”), and brackets (()). In addition, Bram (1995: 92-97) classifies punctuation into marks full stop or period (.), question mark (?), comma (,), exclamation mark (!), quotation mark inverted comma (“ ” or ‘ ’), semicolon (;), colon (:),dash (-), apostrophe (‘),slash (/) and brackets (()).

This research will focus on some punctuations, they are: period (.),comma (,),quotation mark (“...”), and apostrophe (‘) because those punctuation commonly used in the students English text book for grade eight at junior high school.

2) Using a period after most abbreviations.

The examples:

- Mr. Braddy
- Dr. Ballard

b. Question Mark (?)

Using a question mark after a direct question.

The example:

- When is your paper due?

c. Exclamation Mark (!)

Using an exclamation point after a word or a sentence that expresses strong feeling.

The examples:

- Come here!
- That truck just misses us!

d. Apostrophe (‘)

The two main uses of the apostrophes are:

1) To show the omission of one or more letters in contraction.

The examples:

- Have + not = haven't
- I + Will = I'll

2) To show ownership or possession

The examples:

- The house owned by my mother = my mother's house
- The knapsack belongs to Lola = Lola's Knapsack

e. Quotation Mark (“ ”)

The two main uses of the quotation mark are

1) To set off the exact words of speaker or writer

The examples:

- My parents threatened to throw me out of the house, so I had to stop playing the drum
- The polyester bed sheets had a gorgeous design on them, but they didn't feel as comfortable as plain cotton sheets.

5) To set off a direct quotation from the rest of a sentence

The examples:

- "Please take a number," said Deli clerk
- Fred told Martha, "I've just signed up for a Dale Carnegie course."

6) For certain everyday material

The examples:

- Dates : my best friend got married on April 29, 2005.
- Addresses: Lola's sister lives at Greenway Village, 342 Red Oak Drive, Los Angeles, California 90057
- Opening and closing of letters:
Dear Vanessa,
Sincerely,

g. Colon (:)

1) Introducing a list

The example:

- My little brother has three hobbies: playing video games, racing his Hot Wheels cars all over the floor, and driving me crazy.

2) Introducing an explanation

The example:

- There are two ways to do this job: the easy ways and the right way

h. Semicolon (;)

1) Joining two complete thoughts that are not already connected by a joining word such as *and*, *but*, *for*, or *so*.

- 1) This marks the end of positive or negative statement, the end of complete thought.

The examples:

- Poison can kill.
- We have not found out the solution.

- 2) It is often to mark the end of initials or abbreviations; sometimes it is optimal.

The examples:

- *p.m. and a.m.* (also P.M. and A.M. or PM and AM)
- R.I.P or RIP

b. Question mark (?)

- 1) As its name suggest, this function mainly to signal that message or an utterance is in a direct question form.

The example:

- Is pink your favorite color?
- 2) Although rarely, it can also be used to show doubt, to show something we are unsure about.

The example:

- In December 1980 (?), John Lennon was shot dead.

c. Comma (,)

- 1) We use comma to separate a series of items from same category, such as nouns, phrases, and clauses.

The examples:

- Swimming, dancing, cooking, and sewing are Pipin's hobbies.
- To live, to die, to win, and to lose seem to be inevitable for every human being.

- 2) A comma is normally required to separate a transitional expression in a sentence.

The examples:

- “I don’t care,” he shouted angrily.
- “Take it easy,” my friend whispered

2) In addition, 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, meaning that is different from the common one. (The single-quotation mark pair is more common.)

The examples:

- We saw several ‘chicks’ in front of Dina’s house.
- Only ‘wise and experience managers’ will make decision in a hurry.

f. Semi colon (;)

1) This bridge sentences which ‘convey closely’ connected messages.

The examples:

- The children are not tired; they are ‘in fact’ bored.
- I admired Metallica very much; I like all of their song.

2) The semicolon can replace a comma if the comma is already used in a list of items.

The examples:

- Swans can fly, swim and dive; ducks can also swim and dive though they cannot fly as swans do; but chickens are good at none of these there ‘skills’

g. Colon (:)

We use this punctuation to introduce a long list or series of things.

The example:

- The prefix in-meaning not, can be found in the following; inexpensive and intolerable.

The examples:

- To begin a formal letter, we may write Dear *Sir/Madam* if we do not know who receiver is.

k. Bracket (())

This type of punctuation can indicate something optional.

The examples:

- Could you help me (to) remove the box?
- I want a spoon and (a) fork.

In this research, the writer only focuses on the following functions:

a. Period (.)

This mark is the end of positive or negative statement.

The examples:

- I don't like eating burger.
- She knows about his problems.

b. Quotation Mark (“...”)

We use quotation mark to write down the actual words spoken by somebody.

The example:

My mother said, “Can you tell me your problem”.

c. Apostrophe (‘)

- 1) The Apostrophe is used to mark possession. In this case, it is usually immediately followed by the letter “s”.

The examples:

- Susi's book
- My father's car

eight of junior high school. This paragraph writing activity here used guided writing which students can work independently under guidance of the teacher. For example asking the students to rewriting and completing the correct capitalization and punctuation which have been omitted intentionally in those paragraphs.

2.4 Teaching Writing at Beginning Level for EFL Learning

Students at the beginning level usually learn the basic conventions of writing such as identify and write down letters, words, and simple sentence, as well as learning spelling and punctuation conventions. Gebhard (1996) classifies 3 types of activities to teach these basic conventions.

First, the basic activity is tracing letters, words, and sentences. This activity can teach students letter recognition and discrimination, word recognition and basic spelling, punctuation and capitalization rules. The teacher can ask the students to saying the letters and words aloud as they trace them.

Second, copy and change activity. In this activity students are given the passage and asked to copy and change one aspects of the passage in grammatical pattern features, for example changing verb tense from present to past time. It means that activity same with rewriting activity. Besides grammatical aspect, this activity also uses the other aspects such as capitalization.

Third, having the students unscrambled muddled sentences parts. For example, students are given a list of words- such as *school, goes, friend, everyday, My, to-* and they are asked to form a sentence.

In grade eight at MTs Ashri, the teacher teaches writing by using all activities above because the students still learn the basic of writing. Besides, the teacher asks the students to make a good sentences and paragraphs

integrated with reading. The second is teaching capitalization by circling the capital words in printed materials. The third is teaching capitalization and punctuation by editing the completing paragraph. Teaching capitalization and punctuation in Mts Ashri Jember is done integratedly with writing activities that is explaining about the use of capitalization and punctuation, then teacher gives the example of them. After that, the teacher asks the students to do the exercises such as asking the students to complete the paragraph using capitalization and punctuation correctly. Teaching capitalization and punctuation in this school is also taught integratedly with teaching reading. The activities are asking the students to read the paragraph first, and asking them to make the summary of the text by applying capitalization and punctuation correctly. The other activity is circling the capital letters that the students have found in the texts, this activity only for teaching capitalization.

3.2 Area Determination Method

This research was conducted by using purposive method to determine the area. According to Mc Millan (1992: 76), purposive is employed by the researcher to decide the research area because of a certain purpose. This research was conducted at MTs Ashri Jember because of some reasons. First, it was beneficial for the students and the teacher at MTs Ashri Jember because this research gave them some information dealing with the students' ability in using capitalization and punctuation in paragraph writing. Second, the writer has known the situation and condition of the teaching learning process especially in capitalization and punctuation. Third, both the headmaster and the English teacher of the school had given the researcher permission to conduct a research. Therefore, it was very possible to conduct the research at that school.

3.3 Research Respondent Determination Method

The respondents of this research were taken from the grade eight of MTs Ashri Jember. The population here was 65 students. So this research used population research. Since, the number of grade eight was less than 100, thus all of the students were taken as the respondents (Arikunto 2006: 134).

3.4 Data Collection Method

There were two kinds of data in this research, primary and supporting data. The primary data were taken from writing test especially for measuring the students' ability in applying capitalization and punctuation. The supporting data were taken by interview and documentation. The data collection method used in this research was explained in detail in the following part

1 Writing Test

A test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence, and talent of individuals or groups (Arikunto, 2006:

of the first letter of the sentence (7), the first letter after speech marks (0), the first person singular respondent pronoun “I”(5), and proper noun (0). The punctuation mark was divided into period (7), quotation mark (0), comma (1), and apostrophe (3). The fourth paragraph consist of the first letter of the sentence (10), the first letter after speech marks (2), the first person singular respondent pronoun “I”(1), and proper noun (4). The punctuation mark was divided into period (12), quotation mark (2), comma (10), and apostrophe (4). The total number of the test was 100 items that consisted of 44 items for capitalization and 56 items for punctuation. Each element is scored 1. Thus, the total score of the whole test items was 44 for capitalization and 56 for punctuation. The time given for doing the test was 80 minutes.

The try out in this research could not be held because of some reasons. First, it was due the time conflict with the national examination. Second, it was a little bit difficult to determine the similar characteristics of the respondents of the try out with the population. However, the coefficient reliability of the test in this research was measured by using the *split-half odd-even* technique. It used to know the coefficient reliability by analyzing the result of the test with the following procedures:

1. Calculating the students' scores of odd items.
2. Calculating the students' scores of even items.
3. Giving sign (X) for the odd items and (Y) for the even items.
4. Analyzing the correlation between X and Y by using *product moment* formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2) - (\sum x)^2} \sqrt{(N \sum y^2) - (\sum y)^2}}$$

Notes:

- r_{xy} = Reliability coefficient for half of the test items
- \sum_{xy} = The total number of odd items x even number
- \sum_x = The total number of odd test items
- \sum_y = The total number of even test items
- N = the number of respondent

difficult. The items categorized as difficult and easy were not revised. (Heaton 1991: 179) states that the difficult items may be necessary in order to motivate the good students and easy items will encourage and motivate the poor students. In any case, a few easy test items can provide a 'lead in' for students - a device which may be necessary if the test is at all new or unfamiliar to the students.

2 Interview

In this research, interview was conducted with the grade eight English teacher to gain the supporting data about teaching capitalization and punctuation in paragraph writing.

There are three kinds of interview, Mc Millan (1992: 132) classified interview into three categories. They are: 1) structured interview, 2) semi- structured interview and 3) unstructured interview.

This research used structured interview in which some relevant questions relevant to the data needed were prepared.

3 Documentation

Besides test and interview, documentation was also used in this study. The documentation was used to get data about the names of the respondents and the school facilities at MTs Ashri Jember in the 2010/2011 academic year.

3.5 Data Analysis Method

Data analysis method is a way to analyze the collected data. After getting the primary data from administering the test, the next step in this research was analyzing the data. In this research the primary data were analyzed quantitatively by using percentage. Here is the formula used

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

CHAPTER IV. RESEARCH RESULT AND DISCUSSION

The following part presents the data analysis and discussion about the research results. Each part is presented in the following section.

4.1 The Result of Documentation

As stated in the previous chapter, document was used to get the data about the name of respondents and the school facilities. The research respondents were the grade eight students of MTs Ashri Jember in the 2010/2011 academic year. The respondents were taken by population sampling, since the total number of the respondents was less than 100 students. The respondents of the research were consist of class A 33 students and class B 32 students. The names of the respondents can be seen on Appendix F. The school facilities can be seen on Appendix E.

4.2 The Result of Interviews

The interview was conducted to get the supporting data about the English teaching at MTs Ashri Jember. The interview was conducted with the English teacher on the January 12th, 2011. The English teacher's name is Lisbinantin S.Pd. She graduated from Jember University. She has been teaching in MTs Ashri Jember since 2004. Dealing with the topic of the research, the results of the interview are presented as follows

1. She explained that she taught English based on English 2006 curriculum. In the English teaching learning process, she used English to communicate with the students. Sometimes, the teacher translated English into Indonesian in order to make the students more understand about her explanation.

Widiati and team. However, the students used “English on Focus” by Artono Wardiman and Team in their teaching learning process.

4.3 The Result of Test

The test was administered on May 10th, 2011. It took 80 minutes in order to get the main data about the students’ ability in using capitalization and punctuation in paragraph writing. The respondents here were 65 students. The test was given in the form of completion test. There were two activities in the test. First, the students were asked to fill the blank spaces with the correct capitalization and punctuation. Second, the students were asked to rewrite the paragraphs by completing them with the correct capitalization and punctuation. In addition, recount and narrative paragraphs were used in this research. Those paragraphs had some missing punctuation marks and uncapitalized words. The test consisted of 22 items of the first letter of the sentences, 4 items of the first letter after speech marks, 7 items of the first person singular pronouns “I”, 11 items of proper nouns, 25 items of period, 18 items of comma, 4 items of quotation mark, and 9 items of apostrophe. Each item was scored 1. So, the total score of the test items was 44 for capitalization and 56 for punctuation.

The following table shows the students’ scores in using capitalization and punctuation in paragraph writing.

Table 2. The Students’ Test Scores in Using Capitalization and Punctuation in Paragraph Writing

NO	Capitalization					Punctuation				Total
	First Letter of the sentence	I	First letter after speech mark	Proper noun (the name of person, day, month, and place)	Total	Period	Quotation mark	Apostrophe	Comma	
1	10	6	2	10	28	17	2	3	6	28
2	16	6	3	11	36	17	3	7	11	38
3	12	6	2	11	31	12	2	7	8	29

NO	Capitalization					Punctuation				Total
	First Letter of the sentence	I	First letter after speech mark	Proper noun (the name of person, day, month, and place)	Total	Period	Quotation mark	Apostrophe	Comma	
35	12	6	2	11	31	13	1	4	6	24
36	18	6	4	10	38	17	4	7	7	35
37	18	7	4	11	40	12	4	6	12	34
38	19	6	4	10	39	18	4	5	11	38
39	12	2	2	9	25	12	2	1	8	23
40	7	5	1	8	21	9	1	4	5	19
41	14	5	1	11	31	13	2	5	9	29
42	15	5	4	11	35	14	1	7	9	31
43	15	7	2	11	35	18	3	7	12	40
44	14	5	4	8	31	13	3	5	8	29
45	16	7	3	11	37	18	1	7	11	37
46	9	6	2	9	26	9	0	6	8	23
47	10	6	2	10	28	9	1	5	9	24
48	7	4	1	6	18	8	1	4	6	19
49	21	6	3	11	41	24	3	8	16	51
50	21	7	3	11	42	23	2	9	14	48
51	12	6	3	11	32	12	0	4	7	23
52	18	7	3	10	38	17	4	8	14	43
53	18	7	4	11	40	19	3	8	15	45
54	12	6	2	7	27	14	2	3	6	25
55	7	6	2	8	23	6	1	4	8	19
56	17	6	4	10	37	18	4	7	5	34
57	8	4	3	7	22	8	3	3	5	19
58	11	5	1	11	28	11	2	6	6	25
59	19	6	0	11	36	21	2	7	14	44
60	11	6	2	11	30	11	2	6	7	26
61	14	5	2	9	30	19	3	6	15	43
62	18	6	1	10	35	20	2	7	10	39
63	15	4	2	7	28	11	2	3	12	28
64	14	6	2	10	32	15	2	4	9	30
65	17	6	3	9	35	19	3	8	14	44

NO	Capitalization								Total Score	(%)
	First Letter of the sentence		I		First letter after speech mark		Proper noun (the name of person, day, month, and place)			
17	11	50.0	3	42.9	2	50	9	81.8	25	56.8
18	9	40.9	5	71.4	3	75	9	81.8	26	59.1
19	17	77.3	6	85.7	2	50	9	81.8	34	77.3
20	21	95.5	6	85.7	3	75	11	100	41	93.2
21	15	68.2	6	85.7	2	50	9	81.8	32	72.7
22	16	72.7	6	85.7	2	50	11	100	35	79.5
23	14	63.6	6	85.7	3	75	11	100	34	77.3
24	18	81.8	6	85.7	1	25	9	81.8	34	77.3
25	15	68.2	6	85.7	2	50	7	63.6	30	68.2
26	10	45.5	3	42.9	2	50	10	90.9	25	56.8
27	8	36.4	6	85.7	2	50	8	72.7	24	54.5
28	22	100.0	6	85.7	2	50	10	90.9	40	90.9
29	20	90.9	6	85.7	2	50	9	81.8	37	84.1
30	14	63.6	6	85.7	2	50	10	90.9	32	72.7
31	13	59.1	6	85.7	1	25	8	72.7	28	63.6
32	16	72.7	6	85.7	1	25	9	81.8	32	72.7
33	12	54.5	5	71.4	3	75	10	90.9	30	68.2
34	13	59.1	4	57.1	3	75	8	72.7	28	63.6
35	12	54.5	6	85.7	2	50	11	100	31	70.5
36	18	81.8	6	85.7	4	100	10	90.9	38	86.4
37	18	81.8	7	100	4	100	11	100	40	90.9
38	19	86.4	6	85.7	4	100	10	90.9	39	88.6
39	12	54.5	2	28.6	2	50	9	81.8	25	56.8
40	7	31.8	5	71.4	1	25	8	72.7	21	47.7
41	14	63.6	5	71.4	1	25	11	100	31	70.5
42	15	68.2	5	71.4	4	100	11	100	35	79.5
43	15	68.2	7	100	2	50	11	100	35	79.5
44	14	63.6	5	71.4	4	100	8	72.7	31	70.5
45	16	72.7	7	100	3	75	11	100	37	84.1
46	9	40.9	6	85.7	2	50	9	81.8	26	59.1
47	10	45.5	6	85.7	2	50	10	90.9	28	63.6
48	7	31.8	4	57.1	1	25	6	54.5	18	40.9
49	21	95.5	6	85.7	3	75	11	100	41	93.2
50	21	95.5	7	100	3	75	11	100	42	95.5

Based on the table 3 above, it can be seen that there were 18 respondents (27.69%) were able to apply capitalization in paragraph writing in the range of 80% - 100% or in the excellent category and there was no one gained < 40% or in the failed category. The respondents who were in the range of 70% – 79% or in good category were 21 (32.31%). In addition, there were 15 respondents (23.08%) were in the range of 60% - 69% or in fair category. Finally, the respondents who were in the range of 40% - 59% or in the poor category were 11 (16.92%).

To know more detail information about the students' ability in using capitalization in paragraph writing it can be seen on the following table

Table 4. The categories of the Students' Ability in Using Capitalization in Paragraph Writing

NO	Categories	Ability (%)	Frequency	%
1	Excellent	80-100	18	27.69
2	Good	70-79	21	32.31
3	Fair	60-69	15	23.08
4	Poor	40-59	11	16.92
5	Failed	<40	0	0
	Total		65	100

The next table is about the analysis result of the students' ability in using punctuation in paragraph writing.

Table 5. The Students' Ability in Applying Punctuation in Paragraph Writing

NO	Punctuation								Total Score	(%)
	Period		Quotation mark		Apostrophe		Comma			
	R	%	R	%	R	%	R	%		
1)	2)	3)	4)	5)	6)	7)	8)	9)		
1	17	68	2	50	3	33.33	6	33.33	28	50
2	17	68	3	75	7	77.78	11	61.11	38	67.9
3	12	48	2	50	7	77.78	8	44.44	29	51.8
4	16	64	0	0	7	77.78	11	61.11	34	60.7
5	16	64	2	50	4	44.44	6	33.33	28	50.0

NO	Punctuation								Total Score	(%)
	Period		Quotation mark		Apostrophe		Comma			
41	13	52	2	50	5	55.56	9	50.00	29	51.8
42	14	56	1	25	7	77.78	9	50.00	31	55.4
43	18	72	3	75	7	77.78	12	66.67	40	71.4
44	13	52	3	75	5	55.56	8	44.44	29	51.8
45	18	72	1	25	7	77.78	11	61.11	37	66.1
46	9	36	0	0	6	66.67	8	44.44	23	41.1
47	9	36	1	25	5	55.56	9	50.00	24	42.9
48	8	32	1	25	4	44.44	6	33.33	19	33.9
49	24	96	3	75	8	88.89	16	88.89	51	91.1
50	23	92	2	50	9	100	14	77.78	48	85.7
51	12	48	0	0	4	44.44	7	38.89	23	41.1
52	17	68	4	100	8	88.89	14	77.78	43	76.8
53	19	76	3	75	8	88.89	15	83.33	45	80.4
54	14	56	2	50	3	33.33	6	33.33	25	44.6
55	6	24	1	25	4	44.44	8	44.44	19	33.9
56	18	72	4	100	7	77.78	5	27.78	34	60.7
57	8	32	3	75	3	33.33	5	27.78	19	33.9
58	11	44	2	50	6	66.67	6	33.33	25	44.6
59	21	84	2	50	7	77.78	14	77.78	44	78.6
60	11	44	2	50	6	66.67	7	38.89	26	46.4
61	19	76	3	75	6	66.67	15	83.33	43	76.8
62	20	80	2	50	7	77.78	10	55.56	39	69.6
63	11	44	2	50	3	33.33	12	66.67	28	50.0
64	15	60	2	50	4	44.44	9	50.00	30	53.6
65	19	76	3	75	8	88.89	14	77.78	44	78.6

Notes:

R = Right answer

% = The percentage of right answer

- 1) = The number of students
- 2) = Right answer of period
- 3) = The percentages of right answer of period
- 4) = Right answer of quotation mark
- 5) = The percentages of quotation mark
- 6) = Right answer of apostrophe
- 7) = The percentages of right answer of apostrophe

or 16.92%. Most of the students mastered the use of capitalization in the first letter of the sentence, the first person singular respondent pronoun “I”, and proper noun because they are familiar with those capitalization. However, the first letter after speech marks was little difficult to the students because they rarely practice in their writing.

The students’ ability in using punctuation in the category of poor was gained by 27 respondents or 41.54% and there were 12 respondents (18.46%) failed. In good category there were 6 respondents or (9.23%) and in excellent category , there were 6 students (9.23%). Finally, there were 14 respondents (21.54%) in the fair category. Therefore, it can be said that the teaching learning process in using punctuation was not successful because the number of the respondents under fair category was big that was 39 respondents or 60%. Based on the interview, the students did not master in using punctuation mark especially in apostrophe and quotation mark, because they have difficulties to determine which one the direct speech, indirect speech and possession pronoun.

To be more specific, this discussion was continued by the following facts focusing on the indicators of the test items. First of all, it dealt with the total items of each indicator. The total items of each indicator were not proportional because each text had different numbers of capitalization and punctuation . The number of items of each indicators was as follow: the first letter of the sentence were 22 items, the first letter after speech marks were 4 items, the first person singular subject pronoun “I” were 7 items, proper nouns were 11 items, periods were 25 items, quotation marks were 4 items , commas were 18 items, and apostrophes were 9 items. The contribution of capitalization on indicators on the students’ ability was mostly influenced by their score on the items dealing with capitalization in the first letter of the sentence and proper noun. For example, the respondents who were in excellent category (see respondents number 10, 20,28,36, 45 in table 2) commonly made 0 – 6 mistakes on the items in the first letter of the sentence and 0 - 1 mistake in proper

concluded that whether the students got good score or not, in the item of capitalization in the first person singular pronoun “I”, the first letter after speech marks, and punctuation in quotation mark, their position in the category level will not be great influenced.

Further, the discussion was focused on the lowest and the highest score gained by the respondents in each indicator. The first was the use of capital letter in the first letter of the sentence. Surprisingly, there were 3 respondents (number 35,43,50 see table 3) got score 7 as the lowest score or 31.8% of 22 as the the highest score on the capitalization of the first letter of the sentence. From the result, we knew that they made the most mistakes in the items dealing with the first letter of the sentence. On the other hand, there were 1 respondent (see table 3) who got the highest score among others in the same indicator. She got score 22 as the highest score or 100% in capitalization in the first letter of the sentence. It can be said that he comprehended well on the use of capital letter in the first letter of the sentence. So, we can conclude that the students' ability in using capitalization of the first letter of the sentence was in the range of 31,8% – 100%.

Secondly, it was about the use of capitalization in proper noun. The lowest score was 6 or 54.5% of 11 as the highest score in capitalization of proper noun. There was 1 respondent (number 43) who got score 6 as the lowest score. In this case, this respondent was in doubt to apply the capital letter in proper noun. Surprisingly, there were 21 respondents who got score 11 or 100% of 11 as the highest score. From those finding, the use capitalization in proper noun was in the range of 54.5% - 100% .

Thirdly, it focused on the use of punctuation in period. The lowest score was 6 or 24% of 25 as the high score in period. There was 1 respondent (number 50) who got the lowest score. The period was difficult for her because she was confused with the meaning of the sentences in the paragraph. On the other hand, there were 1 respondent who got the highest score among others. She got score 24 or 96 % of 25

those three indicators were smaller compared to the capitalization in the first letter of the sentence, proper noun, punctuation in period, comma, and apostrophe.

In summary, teaching learning process of using capitalization was relatively successful because the number of the respondents under fair category was relatively small that was 11 respondents or 16.92%. It was contradiction with Fidianingsih's findings research that there were 53% of students did not use the capitalization correctly. However, the teaching learning process in using punctuation was not successful because the number of the respondents under fair category was big that was 39 respondents or 60%. So, it is recommended to give more exercises about the use capitalization and punctuation. By having more exercise about the use of capitalization and punctuation the students may have more time to improve their ability in using capitalization and punctuation.

1. The English Teachers

In order to develop the students' writing ability, especially on using capitalization and punctuation in paragraph writing, the English teachers are suggested to give more exercises about the use capitalization and punctuation. By having more exercise about the use of capitalization and punctuation the students may have more time to improve their ability in using capitalization and punctuation. The teacher also explain the use of capitalization and punctuation clearly to the students. Moreover, the teacher should give feedback to the students' writing dealing with capitalization and punctuation, so the students will not make the same mistakes in writing English next time.

2. The Students

The students should pay attention to the teaching of writing. They need to know more about the rules of some capitalization and punctuation. The students should do more exercises about capitalization and punctuation, so that they can apply capitalization and punctuation correctly.

3. The Other Researcher

Other researchers can make a further research dealing with similar topic with a different research design. For example a classroom action research to improve the students' ability in using capitalization and punctuation in paragraph writing by giving written feedback. Besides, an experimental study to know the effect of using capitalization and punctuation in paragraph writing by giving written feedback, can also be conducted.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
1. An Analysis on the Ability of Using Capitalization and Punctuation in Paragraph Writing of the Grade Eight Students at MTs Ashri Jember in the 2010/2011 Academic Year	<p>Problems</p> <p>1. How is the ability in using capitalization in Paragraph Writing of the Grade Eight Students at MTs Ashri Jember in the 2010/2011 Academic Year?</p> <p>2. How is the ability in using punctuation in Paragraph Writing of the Grade Eight Students at MTs Ashri Jember in the 2010/2011 Academic Year?</p>	<p>1. Capitalization</p> <p>2. Punctuation</p>	<p>Capitalization for:</p> <ul style="list-style-type: none"> - the first letter in the sentence - the first letter after quotation mark - the first person singular subject pronoun "I" - Proper noun: <ul style="list-style-type: none"> ▪ the names of the person ▪ names of the days of the week, months, and holidays ▪ the names of particular places <p>Punctuation</p> <ul style="list-style-type: none"> ▪ The period (.) ▪ The quotation mark ("...") ▪ The apostrophe (') ▪ The comma (,) 	<p>1. Respondents: The Eight Grade Students at MTs Ashri Jember in the 2010/2011 Academic Year</p> <p>2. Informant: English teacher</p> <p>3. Documents</p>	<p>1. Research Design: descriptive</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondents Determination : Population research</p> <p>4. Data Collection</p> <ul style="list-style-type: none"> ▪ Writing Test ▪ Interview ▪ Documentation <p>5. Data Analysis Method:</p> <p>$E = n/N \times 100\%$</p> <p>E = the total score in percentage n = the obtained score N = the total score (Adapted from Ali, 1993: 186)</p>

28)... 29)..... There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple 30)... As a result 31)... Snow White was put into sleep for years. 32)..... fortunately 33)... in the end, Prince Charming revived her with a kiss 34)... They lived together happily ever after.

The instruction :

Rewrite the following paragraph and put the capitalization and punctuation dealing with full stop, comma, quotation mark, and apostrophe correctly!

For example:

Task : one day a monkey wanted to cross a river he saw a crocodile in the river so he asked the crocodile to take him across the other side

Answer: **One** day, a monkey wanted to cross a river. **He** saw a crocodile in the river, so he asked the crocodile to take him across the other side.

Note: the bold words is the anwer

Task 3

my family and i went to my neighbors wedding party last night it was the wedding party of my neighbors son well in the party i had rawon and sate its really nice to have them in a traditional wedding like this one then i had some dawet after that i sang for the happy couple at afternoon we went home and i felt really very happy

Task 4

once upon a time there was a beautiful girl called cinderella she lived with her stepsister and stepmother they were very bossy she had to do all the housework one day an invitation to the ball came to the family you cant go cinderella said her stepsister she didnt let her go so cinderella was very sad the stepsister went to the ball without her fortunately the fairy godmother came and said dont worry ill make you like a beautiful princess and you can go to the ball with my magic at the ball cinderella danced with the prince and made the prince fell in love with her then he married her later and they lived happily ever after

do all the housework **68**). **69**)One day **70**), an invitation to the ball came to the family**71**).
72)“ **73**)You can**74**)’t go **75**)Cinderella**76**),**72**)” said her stepsister**77**). **78**)She didn**79**)’t
let her go**80**), so **81**)Cinderella was very sad**82**). **83**)The stepsister went to the ball
without her **84**). **85**)Fortunately **86**), the fairy godmother came and said **87**), **88**)“
89)Don **90**)’t worry **91**), **92**)I **93**)’ll make you like a beautiful princess and you can go to
the ball with my magic **94**).**88**)” **95**)At the ball **96**), **97**)Cinderella danced with the prince
and made the prince fell in love with her **98**). **99**) Then he married her later and they
lived happily ever after **100**).

DOCUMENTATION GUIDE

No	The Data Taken	Data Resources
1.	The names of the respondents	School documents
2.	The school facilities at MTs Ashri Jember in the 2010/2011 academic year	School documents

THE NAMES OF THE RESEARCH RESPONDENTS

NO	Name	Class
1	Abidah Ula Banati	VIII A
2	Afifah Maria Ulfa	VIII A
3	Ainun Noficho	VIII A
4	Aminatus Zehro	VIII A
5	Ayu Putri Habibatul	VIII A
6	Defi Permatasari	VIII A
7	Evi Ayati Ulinnuha	VIII A
8	Faizatul Izma	VIII A
9	Fiki Muflihati	VIII A
10	Ken Iklima Ulya	VIII A
11	Liyatul Qomariah	VIII A
12	Lusiawati Ningsih	VIII A
13	Masruroh	VIII A
14	Nuril Mahmuda	VIII A
15	Ovie Arvistasari	VIII A
16	Qotrotul Lalil	VIII A
17	Roidhatul Hasanah	VIII A
18	Siska Riana	VIII A
19	Siti Makiyah Hakiki	VIII A
20	Ulifia Naila Akbari	VIII A
21	Wardatul Arifah	VIII A
22	Wildah Al-Aluf	VIII A
23	Windsari	VIII A
24	Witri Arum Doni	VIII A
25	Yuliana Puji Lestari	VIII A
26	Yuliatin	VIII A
27	Zheinatul Jannah	VIII A
28	Yinda Sari	VIII A
29	Fadilatul Faiza	VIII A
30	Hafifah	VIII A
31	Mekdalina Rofiah	VIII A
32	Siti Khofia R	VIII A
33	Putri Agustina	VIII A

Students' Score

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1		
2	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	
3	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	
4	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	
5	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	
6	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	
8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1
9	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	
11	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	0	1	0	0	0	1	
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	1	
14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	
15	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	
16	1	1	0	1	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	0	0	1	
17	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1
18	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	
19	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	
20	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	
21	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	
23	1	1	0	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	1	
24	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	
26	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1
27	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	1	
28	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	
29	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	0	0	1	1	
30	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1
31	1	1	1	0	1	1	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1
32	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1
33	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	
34	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	0	1	1	0	1	0	0	0	1	
35	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	1
36	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
37	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1
40	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	1
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NO	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	
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21	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	
22	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	
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24	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	1	1	
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38	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	
39	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
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NO	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	SCORE
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5	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	60
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9	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	86
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14	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	58
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19	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	63
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39	0	1	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	48
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An Analysis of Test Reliability
(Odd Number)

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11	1	0	0	1	1	0	1	1	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	
12	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1
13	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	0	0
14	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1
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26	1	0	1	1	1	0	1	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	0
27	1	0	1	1	1	0	1	1	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0
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NO	53	55	57	59	61	63	65	67	69	71	73	75	77	79	81	83	85	87	89	91	93	95	97	99	Total
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19	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	32
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21	1	0	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	27
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27	0	1	1	0	0	1	0	0	0	1	1	0	1	1	0	0	0	1	0	0	1	0	1	0	22
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37	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	33
38	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	33
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41	0	0	1	1	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	1	1	0	22
42	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	36

Analysis of Test Reliability

(Even Number)

NO	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52
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6	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	1	0	1	0
8	1	1	1	0	0	1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	1	0	1	1	0
9	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
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13	1	1	0	1	0	1	1	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1
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25	1	1	0	1	0	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0
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NO	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98	100	Total
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9	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	42
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36	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	38
37	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	31
38	1	0	1	0	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0	34
39	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	24
40	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	1	0	1	0	0	19
41	1	0	1	0	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	28
42	0	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	1	30

Reliability Test

NS	Odd(X)	Even (Y)	X ²	Y ²	XY
1	27	29	729	841	783
2	35	39	1225	1521	1365
3	34	26	1156	676	884
4	37	34	1369	1156	1258
5	29	31	841	961	899
6	32	31	1024	961	992
7	35	29	1225	841	1015
8	28	25	784	625	700
9	44	42	1936	1764	1848
10	46	43	2116	1849	1978
11	22	28	484	784	616
12	40	37	1600	1369	1480
13	31	30	961	900	930
14	30	28	900	784	840
15	28	26	784	676	728
16	22	23	484	529	506
17	24	25	576	625	600
18	21	24	441	576	504
19	32	31	1024	961	992
20	41	39	1681	1521	1599
21	27	27	729	729	729
22	38	39	1444	1521	1482
23	28	32	784	1024	896
24	34	30	1156	900	1020
25	33	26	1089	676	858
26	24	22	576	484	528
27	22	23	484	529	506
28	43	42	1849	1764	1806
29	40	36	1600	1296	1440
30	35	33	1225	1225	1155
31	28	29	784	841	812
32	29	34	841	1156	986
33	32	34	1024	1296	1088
34	27	23	729	529	621

The Result of the Coefficient Reliability of the Test

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2) - (\sum x)^2} \sqrt{(N \sum y^2) - (\sum y)^2}}$$

$$r_{xy} = \frac{65(66633) - (2040)(2035)}{\sqrt{(65.68213) - (4161600)} \sqrt{(65.66365) - (4141225)}}$$

$$r_{xy} = \frac{4331145 - 4151400}{\sqrt{(272245)} \sqrt{(172500)}}$$

$$r_{xy} = \frac{179745}{\sqrt{46962262500}}$$

$$r_{xy} = \frac{179745}{216707.8}$$

$$r_{xy} = 0.82$$

$$r_{11} = \frac{2 \times 0.82}{1 + 0.82}$$

$$r_{11} = 0.90$$

NO	JS	B	p	Categories
34	65	33	0.508	Moderate
35	65	55	0.846	Easy
36	65	52	0.8	Easy
37	65	18	0.277	Difficult
38	65	36	0.554	Moderate
39	65	33	0.508	Moderate
40	65	23	0.354	Moderate
41	65	15	0.231	Difficult
42	65	14	0.215	Difficult
43	65	31	0.477	Moderate
44	65	49	0.754	Easy
45	65	39	0.6	Moderate
46	65	38	0.585	Moderate
47	65	30	0.462	Moderate
48	65	16	0.246	Difficult
49	65	15	0.231	Difficult
50	65	50	0.769	Easy
51	65	26	0.4	Moderate
52	65	22	0.338	Moderate
53	65	30	0.462	Moderate
54	65	47	0.723	Easy
55	65	21	0.323	Moderate
56	65	16	0.246	Difficult
57	65	47	0.723	Easy
58	65	47	0.723	Easy
59	65	49	0.754	Easy
60	65	52	0.8	Easy
61	65	52	0.8	Easy
62	65	51	0.785	Easy
63	65	47	0.723	Easy
64	65	37	0.569	Moderate
65	65	31	0.477	Moderate
66	65	32	0.492	Moderate
67	65	35	0.538	Moderate
68	65	37	0.569	Moderate
69	65	27	0.415	Moderate
70	65	27	0.415	Moderate

NAME: Mur Loughydol Arach
VIII B

INSTRUMENT GUIDE

Test Instrument Of Writing Test Ability

The material is four texts consist of three indicators of capitalization and four indicators of punctuation.

Subject : English
 Class : VIII
 Time allocation : 80 minutes

The instruction :

1. Change the underlined word with the correct capitalization if it is necessary
2. Fill in the blanks with the correct punctuation dealing with full stop, comma, question mark, and apostrophe

For example,

Task : (1)..... little (2)..... manna lived in a village deep in the jungle where elephants helped the men with their work(3).....
 Answer : (1) Little (2) Mantra manna lived in a village deep in the jungle where elephants helped the men with their work(3).

Note: the bold words is the answer

Task 1

We went to 1) Paris..... Bell last 2) July..... It was our first visit there 3) ..
 We visited 4) London..... 5) London..... 6) Beograd..... 7) .. and other resorts. 8) ..
 At 9) Paris 10) .. my brother went surfing 11) ..
 12) .. I went parasailing at 13) Beograd..... 14) ..
 pictures of us 14) .. 15) We..... He really enjoyed our family 16) ... vacation.

Task 2

Long ago, in the Neveand 17) .. there lived a very beautiful princess,
 18) Snow White..... Snow White 19) .. The Queen was her stepmother 20) ..
 21) one day..... the Queen asked to the magic mirror, 22) .. 23) ..

magic mirror on the wall, who is the pretties one of all? 22b) .. Then the magic mirror answered 24) .. 25a) .. 26) Snow White is the pretties of all. 25b) ..
 That 27) .. s way, she was very jealous of her beauty. So she wanted her to die.
 Snow White knew about the evil plan. She escaped into a forest 28) .. 29) There ..
 There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple 30) ..
 As a result 31) .. Snow White was put into sleep for years 32) Fortunately ..
 fortunately 33) .. in the end, Prince Charming revived her with a kiss 34) .. They lived together happily ever after.

The instruction :

Rewrite the following paragraph and put the capitalization and punctuation dealing with full stop, comma, quocation mark, and apostrophe correctly!

Task 3

my family and i went to my neighbors wedding party last night it was the wedding party of my neighbors son well in the party i had jawon and sate its really nice to have them in a traditional wedding like this one then i had some dawet after that i sang for the happy couple at afternoon we went home and i felt really very happy

Task 4

once upon a time there was a beautiful girl called cinderella she lived with her stepstister and stepmother they were very bossy she had to do all the housework one day an invitation to the ball came to the family you cant go cinderella said her stepstister she didnt let her go cinderella was very sad the stepstister went to the ball without her fortunately the fairy godmother came and said dont worry ill make you like a beautiful princess and you can go to the ball with my magic at the ball cinderella danced with the prince and made the prince fell in love with her then he married her lover and they lived happily ever after

NAME: Olivia Yelanda VIII B

INSTRUMENT GUIDE

Test Instrument Of Writing Test Ability

The material is four texts consist of three indicators of capitalization and four indicators of punctuation.

Subject : English
Class : VIII
Time allocation : 80 minutes

The instruction :

1. Change the underlined word with the correct capitalization if it's necessary.
2. Fill in the blanks with the correct punctuation (dealing with full stop, comma, quotation mark, and apostrophe)

For example:

Task 1) D..... little 2) man lived in a village deep in the jungle where elephants helped the man with their work 3)

Answer: 1) Little 2) Maura man lived in a village deep in the jungle where elephants helped the man with their work 3) .

Note: the bold words is the answer

Task 1

We went to 1) Coat... Ball last 2) July. July it was our first visit there 3) .
We visited 4) Kita... lala 5) 3. 6) Bedugul bedugul 7) 4. and other resorts, 8)
.. At 9) Kita Kita 10) 3. my brother went surfing 11) ..
12) .. 1. I went parasailing at 13) Bedugul Bedugul, mum and dad took pictures of us 14) 4. 15) Ue... We really enjoyed our family 16) 3. s vacation.

Task 2

Long ago, in the Neverland 17) 4 there lived a very beautiful princess, 18) Snow White Snow White 19) 4. The Queen was her stepmother 20) 1. One... one day, the Queen asked to the magic mirror, 22) 4. 23) magic

magic mirror on the wall, who is the pretties one of all? 22) 4. Then the magic mirror answered 24) 4. 25) 4. 26) 2. One. snow White is the pretties of all. 25) 4. That 27) 4. s way, she was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest 28) 4. 29) There There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple 30) 4. As a result 31) 4. Snow White was put into sleep for years. 32) Fortunately fortunately 33) 4. in the end, Prince Charming revived her with a kiss 34) 4. They lived together happily ever after.

The instruction :

Rewrite the following paragraph and put the capitalization and punctuation dealing with full stop, comma, quotation mark, and apostrophe correctly!

Task 3

my family and i went to my neighbors wedding party last night it was the wedding party of my neighbors son well in the party i had rawon and ate its really nice to have them in a traditional wedding like this one then i had some down after that i sang for the happy couple at afternoon we went home and i felt really very happy

Task 4

once upon a time there was a beautiful girl called cinderella she lived with her stepister and stepmother they were very bossy she had to do all the housework one day an invitation to the ball came to the family you cant go cinderella said her stepister she didnt let her go so cinderella was very sad the stepister went to the ball without her fortunately the fairy godmother came and said dont worry ill make you like a beautiful princess and you can go to the ball with my magic at the ball cinderella danced with the prince and made the prince fell in love with her then he married her later and they lived happily ever after

NAME: AUREA AZIZAH

INSTRUMENT GUIDE

Test Instrument Of Writing Test Ability

The material is four texts consist of three indicators of capitalization and four indicators of punctuation.

Subject : English
Class : VIII
Time allocation : 80 minutes

The instruction :

1. Change the underlined word with the correct capitalization if it is necessary
2. Fill in the blanks with the correct punctuation (ending with full stop, comma, quotation mark, and apostrophe)

For example:

Task : 1) Little (underline) 2) Maanta (underline) lived (underline) in a village deep in the jungle where elephants helped the men with their work.3) ...

Answer: 1) Little (underline) 2) Maanta (underline) lived (underline) in a village deep in the jungle where elephants helped the men with their work.3) ...

Note: the bold words is the answer

Task 1

We went to 1) Bali (underline) last 2) July (underline) It was our first visit here 3) ...

We visited 4) Kuta (underline) 5) ... 6) Belegh (underline) 7) ... and other resorts. 8) ... 9) ... 10) ... my brother went surfing 11) ...

12) ... went parasailing at 13) ... 14) ... 15) ... really enjoyed our family 16) ... a vacation.

pictures of us 14) ... 15) ... really enjoyed our family 16) ... a vacation.

17) ... these lived a very beautiful princess.

18) ... Snow White 19) ... The Queen was her stepmother 20) ...

21) ... one day, the Queen asked to the magic mirror, 22a) ... 23) ...

Task 2

Long ago, in the Neverland 17) ... these lived a very beautiful princess.

18) ... Snow White 19) ... The Queen was her stepmother 20) ...

21) ... one day, the Queen asked to the magic mirror, 22a) ... 23) ...

magic mirror on the wall, who is the pretties one of all? 22b) ... Then the magic

mirror answer: 24) ... 25a) ... Snow White is the pretties of all. 25b) ...

That 27) ... why, she was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest 28) ... 29) ...

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Rewrite the following paragraph and put the capitalization and punctuation dealing with full stop, comma, quotation mark, and apostrophe correctly!

Task 3

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sung for the happy couple at afternoon we went home and i felt really very happy

Task 4

once upon a time there was a beautiful girl called cinderella she lived with her stepisiter and stepmother they were very bossy she had to do all the housework

one day an invitation to the ball came to the family you cant go cinderella said her stepisiter she didnt let her go so cinderella was very sad the stepisiter went to the

ball without her fortunately the fairy godmother came and said dont worry ill make you like a beautiful princess and you can go to the ball with my magic at the

ball cinderella danced with the prince and made the prince fall in love with her then he married her later and they lived happily ever after

NAME: Fariisa Camya

INSTRUMENT GUIDE

Test Instrument Of Writing Test Ability

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Subject : English
Class : VIII
Time allocation : 80 minutes

The instruction :

1. Change the underlined word with the correct capitalization if it's necessary
2. Fill in the blanks with the correct punctuation dealing with full stop, comma, quotation mark, and apostrophe

For example:

Task
 1) ... little 2) manly lived in a village deep in the jungle where elephants helped the men with their work 3)
 Answer: 1) Lets little 2) Mantu manly lived in a village deep in the jungle where elephants helped the men with their work 3)
 Note: the bold words is the answer

Task 1

We went to 1) P.a.i. Bali last 2) July July. It was our first visit there 3) .
 We visited 4) Kuta Kuta 5) . 6) Bedugul bedugul 7) . and other resorts. 8)
At 9) Kuta Kuta 10) . my brother went surfing 11) .
 12) I. I went parasailing at 13) Bedugul Bedugul. mum and dad took pictures of us 14) . 15) we He really enjoyed our family 16) . s vacation.

Task 2

Long ago, in the Neverland 17) there there lived a very beautiful princess, 18) Snow White 19) . The Queen was her stepmother 20) . 21) and ... one day, the Queen asked to the magic mirror, 22) " 23) magic

magic mirror on the wall, who is the pretties one of all? 22) ." Then the magic mirror answered 24) ." 25) ." 26) Snow snow White is the pretties of all. 25) ." That 27) ." s why, she was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest 28) ." 29) There There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple 30) ." As a result 31) ." Snow White was put into sleep for years. 32) Fortunately fortunately 33) ." in the end, Prince Charming revived her with a kiss 34) ." They lived together happily ever after.

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Rewrite the following paragraph and put the capitalization and punctuation dealing with full stop, comma, quotation mark, and apostrophe correctly:

Task 3

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Task 4

once upon a time there was a beautiful girl called cinderella she lived with her stepister and stepmother they were very bossy she had to do all the housework one day an invitation to the ball came to the family you cant go cinderella said her stepister she didnt let her go cinderella was very sad the stepister went to the ball without her fortunately the fairy godmother came and said dont worry ill make you like a beautiful princess and you can go to the ball with my magic at the ball cinderella danced with the prince and made the prince fell in love with her then he married her later and they lived happily ever after

NAME :
LUSIAWATI AJUNGSIH

INSTRUMENT GUIDE

Test Instrument Of Writing Test Ability

The material is four texts consist of three indicators of capitalization and four indicators of punctuation.

Subject : English
Class : VIII
Time allocation : 80 minutes

The instruction :

1. Change the underlined word with the correct capitalization if it's necessary
2. Fill in the blanks with the correct punctuation dealing with full stop, comma, quotation mark, and apostrophe

For example:

Task
jungle where elephants helped the men with their work3)
Answer : 1) Little 2) Mantu 3) Mantu lived in a village deep in the jungle

where elephants helped the men with their work3).

Note: the bold words is the answer

Task 1

We went to 1) Beach last 2) July. It was our first visit there 3) in.
We visited 4) the beach 5) at 6) the beach 7) at and other resorts. 8)
At 9) the beach 10) at my brother went surfing 11) at.
12) I I went parasailing at 13) the beach. Beach, mum and dad took pictures of us 14) at. 15) at We really enjoyed our family 16) at ... s vacation.

Task 2

Long ago, in the Neverland 17) at there lived a very beautiful princess, 18) at the beach. Snow White 19) at. The Queen was her stepmother 20) at. 21) at the beach one day, the Queen asked to the magic mirror, 22a) at 23) at.

magic mirror on the wall, who is the pretties one of all? 22b) at. Then the magic mirror answered 24) at. 25a) at 26) at Snow White is the pretties of all. 25b) at. That 27) at s why, she was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest 28) at, 29) at. Here There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. 30) at. As a result 31) at. Snow White was put into sleep for years. 32) at at. Fortunately 33) at in the end, Prince Charming revived her with a kiss 34) at. They lived together happily ever after.

The instruction :

Rewrite the following paragraph and put the capitalization and punctuation dealing with full stop, comma, quotation mark, and apostrophe correctly!

Task 3

my family and i went to my neighbors wedding party last night it was the wedding party of my neighbors son well in the party, i had a wown and sang its really nice to have them in a traditional wedding like this one then, i had some daret after that i sang for the happy couple at afternoon, we went home and i felt really very happy.

Task 4

once upon a time, there was a beautiful girl called cinderella, she lived with her stepister and stepmother, they were very bossy, she had to do all the housework one day, an invitation to the ball came to the family, you cant go cinderella said her stepister, she didnt let her go so cinderella was very sad the stepister went to the ball without her, fortunately, the fairy godmother came and said dont worry ill make you like a beautiful princess and you can go to the ball with my magic, at the ball cinderella danced with the prince, and made the prince fell in love with her then he married her later and they lived happily ever after.



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 162
Telp/Fax (0331)334988
Jember 68121

17 MAR 2011

Nomor : 1565/H25.1.5/PL.5/2011
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala MTs Ashri Jember
Jember

Diberitahukan dengan hormat bahwa mahasiswa di bawah ini:

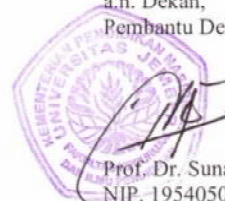
Nama : Anggraini Novianti
NIM : 060210401160
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul "AN ANALYSIS ON THE ABILITY OF USING CAPITALIZATION AND PUNCTUATION IN PARAGRAPH WRITING OF THE GRADE EIGHT STUDENTS AT MTs ASHRI JEMBER IN THE 2010/2011 ACADEMIC YEAR".

Sehubungan dengan hal tersebut di atas mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Dekan,
Pembantu Dekan I,



Prof. Dr. Sunardi, M.Pd.
NIP. 19540501 198303 1 005