



**THE SECOND YEAR STUDENTS' ABILITY IN USING
PUNCTUATIONS
IN ENGLISH TEXTS AT SMPN 3 JEMBER
IN THE 2005/2006 ACADEMIC YEAR**

THESIS

*Proposed to fulfill one of the requirements to obtain the Degree of S-1 at the English
Education Program of the Language and Arts Education Department, the Faculty of*

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Teacher Training and Education*

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TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2006**

CONSULTANT APPROVAL

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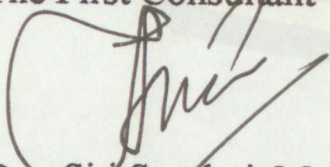
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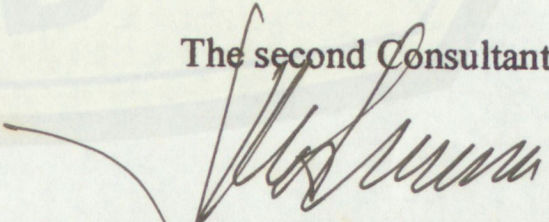
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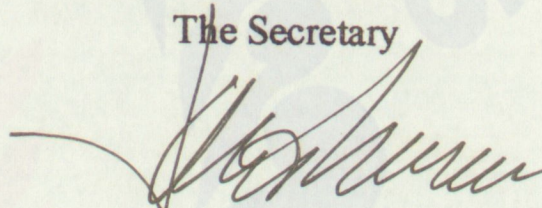
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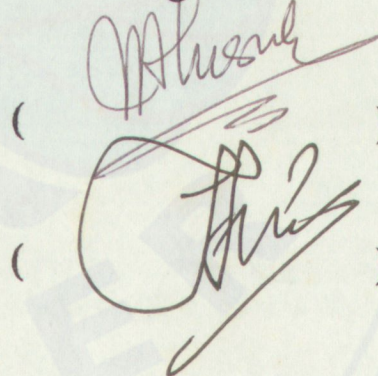
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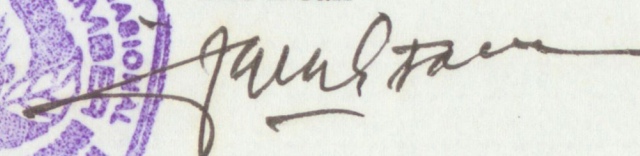
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MOTTO

**Word is wonderful magic
Word is beautiful
Word is peaceful
Word is war
Word is worst
Word is money
Word is extraordinary**

(no name)

**Live is too short, do the best for your live
Live must die
Save for tomorrow
Worship to God
Make Him smile**

(no name)

DEDICATION

Bismillahirrohmanirrohim. This thesis is honorably dedicated to:

1. My beloved Mother and Father that gave me chance to attend in the college education. They have given me love by hard work to collage the money for my lecture.
2. My Father and Mother in law that often remind me to finish this thesis as soon as possible.
3. My beloved brother (Ali Musthofa) and my sister (Nur Lina Fithria, M.B.A) that always support me to be patient.
4. The big family of "Bani Ronontiko" that gives me motivation. I believe about your unity.
3. My soul Nining Darwati, SPd who always give love that makes this live so beautiful give me motivation, spirit to face any stones in front of my way.
4. All my best friends in BTN Mastrip T-1
5. My Mother in Perum Sumber Alam F-3 that always advises me to do something better
6. All of my friends in English Department, Teacher Training and Education Faculty, especially 2001 generation.
7. All of my friends that know me and you all that support finish this thesis.
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2. The first consultant and the second consultant who gave me guidance and valuable suggestion so that I can write and finish this thesis
3. The Chair person of the Language and Arts Educational Department and also the Chairperson of The English Educational Program
4. The Head Master and The English Teacher of SMPN 3 Jember

Finally, I do realize that this thesis is still far from being perfect. Therefore, I expect it will be useful to the readers. However, any criticism and suggestion will be appreciated to improve this thesis.

Jember, September 2006

the Writer

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ABSTRACT

Arifuddin Hanif, August, 2006, The second Year Students' Ability in Using Punctuations in English Texts at the SMPN 3 Jember in the 2005\2006 Academic Year.

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

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The application of appropriate punctuations in English Texts was important. It was due to the fact that punctuations could make the messages conveyed the meaning clearly and understandable to the readers. Therefore, it was important for the students to master them. This research was descriptive quantitative research on the second year students' ability in using punctuations in English texts at SMPN 3 Jember in the 2005/2006 academic year. The problem of the study is "How is the second year students' ability in using punctuations in English texts at SMPN 3 Jember in the 2005/2006 academic year?". The research objective was to describe the second year students' ability in using punctuations in English texts at SMP Negeri 3 Jember in the 2005/2006 academic year. The respondent determination method used was cluster random sampling by lottery. The number of respondents was 44 students, taken by cluster random sampling by lottery from 206 students that were divided into four classes. The primary data was collected by using objective test in the form of completion test, while the supporting data was taken from the interview with the English teacher and documentation. The main data were analyzed statistically by using the percentage formula. The result of the second year students' ability in using punctuations in English texts at SMPN Jember was in the good category (77.99). Even though the result was good, the teacher had to give motivation and more exercises to the students, besides the teacher had to find the best technique to increase the students' ability.

The Key Words: Students' Ability, Punctuations, English Texts



I. INTRODUCTION

This chapter presents the background of the research, the problem of the research, the operational definitions of the terms, the objective of the research, and the significance of the research.

1.1 Background of the Study

In language communication, human beings use oral and written form of language. Oral language is used as the purpose for sending message from the speaker to the listeners (Winch and Fairbairn, 1991:3). Besides, Carino (1991:35) says that in writing, the writer can transmit their ideas to the readers. In fact, people use oral and written language to communicate with others. In real life, oral language is easier to be understood than written language (Fairbairn and Winch, 1996:3). It is because in oral language the speakers can change their pitch and tune of voices, give some certain pauses, give some gestures and etc. to convey the meaning of their speaking. So, the speakers' ideas can be transmitted to the hearer easily.

It is different in written communication. In gaining the success of transmitting the ideas is quite difficult than in oral communication (Fairbairn and Winch, 1996:3). In written communication, the writers' ideas are difficult to understand by the readers, because no sign such as in speaking and the writer only arranges some words and some sentences (Bramer and Sedley, 1981:489). These statements show that written language will be meaningful when the writer uses punctuations in his/her writing.

Dealing with punctuations, Fairbairn and Winch (1996:81) state that punctuations can help to indicate the meanings of speech in writing. It is conveyed by the tone of voice, gesture and some stresses in particular words or syllables. From this statement, the use of punctuations helps the readers understand the meaning of what they read. In this case, Brookes and Grundy (1990:153) state that good application of

punctuations could contribute in the excellent value writing. They also state that punctuations can contribute to the value of writing result. From the statement above, it is known that the use of punctuations is very important in writing. So, as the writer, she/he should master the uses of punctuations. Writings completed by the uses of punctuations will be understood by the readers easily.

The importance of using punctuations in writing can be seen in the following texts. Observe two texts below. The first text is written without punctuations, while the second one uses punctuations.

Text 1. The text is written without punctuations

last week i went to the theatre i had very good seat the play was very interesting i did not enjoy it a young man and young women were sitting behind me they were talking very loudly i got very angry i could not hear the actors i turned round i looked at the man and the young women angrily they did not pay any attentions in the end i could not bear it i turned round again i can not hear a word i said angrily it is none of your business the young man said rudely this is a private conversation

Text 2. The text is written using appropriate punctuations.

last week i went to the theatre. i had very good seat. the play was very interesting. i didn't enjoy it. a young man and young women were sitting behind me. they were talking very loudly. i got very angry. i couldn't hear the actors. i turned round. i looked at the man and the young women angrily. they didn't pay any attentions. in the end, i couldn't bear it. i turned round again. 'i can't hear a word!' i said angrily. 'it is none of your business!' the young man said rudely. "this is a private conversation".

(Taken from Alexander, 1984:13)

From the examples above, it is clear that the text with appropriate punctuations is easy to read and understand than the other one. When we read the first text, we feel out of breath. We do not know where to stop, pause, and using appropriate voice, because there are not signs (punctuation) that inform us to pay any attention in our reading. The second text is easy to understand and easy to read. The second text uses appropriate punctuations that give us signs in reading and we can

comprehend the intended meaning easily. So the use of punctuations is so important in writing. It is to reflect some pauses, rising and falling intonations and to help indicate the meaning. This research was focused on the students' ability in using punctuations in English texts.

According to English teacher of SMPN 3 Jember, there are no special exercises about the use of punctuations in the English book. Punctuations are implicitly taught through reading and writing skills. It means that the students have learned punctuations through reading and writing skill.

To know the students' ability in using punctuations in texts, the researcher was conducted this research with the title "The Second Year Students' Ability in Using Punctuations in English Texts at SMPN 3 Jember in the 2005/2006 Academic Year."

1.2 Problem of the Study

The research problems were divided into general and specific problems.

1.2.1 General Problem

The general problem of this research was "How is the second year students' ability in using punctuations in English texts at SMPN 3 Jember in the 2005/2006 academic year?"

1.2.2 Specific Problems

The specific problems of the research were as follows:

- a. How is the students' ability in using full stop (.) in English texts at SMP N 3 Jember in the 2005/2006 academic year?
- b. How is the students' ability in using comma (,) in English texts at SMPN 3 Jember in the 2005/2006 academic year?
- c. How is the students' ability in using question mark (?) in English texts at SMPN 3 Jember in the 2005/2006 academic year?

- d. How is the students' ability in using exclamation mark (!) in English texts at SMPN 3 Jember in the 2005/2006 academic year?
- e. How is the students' ability in using apostrophe (') in English texts at SMPN 3 Jember in the 2005/2006 academic year?

1.3 Operational Definitions of the Terms

An operational definition is needed to understand the concepts of the research. It brings the writer and the readers in the same perception in understanding the concepts of this research. The concepts that are necessary to be defined operationally was punctuations, the students' ability in using punctuations, and English texts.

1.3.1 Punctuations

The punctuations that were used in this research were full stop (.), comma (,), question mark (?), exclamation mark (!), and apostrophe (').

- a. Full stop (.) is used to mark the end of a positive or negative statement, the end of a complete thought (Bram, 1995:93).
- b. Comma (,) is a punctuation mark that is used to separate a series of item from the same category (Bram, 1995:93).
- c. Question mark (?) is used to give signal that a message or utterance is a direct question form (Bram, 1995:93).
- d. Exclamation mark (!) is useful to show the strong emphasis (Bram, 1995:93).
- e. Apostrophe (') is used to indicate that one, or more than one, letter has been deleted. Quite often, the apostrophe represents the omitted letter. It is also to mark possession (Bram, 1995:93).

1.3.2 The Second Year Students' Ability in Using Punctuations

The second year students' ability in using punctuations in this research is the ability in using full stop (.), comma (,), question mark (?), exclamation mark (!), and

apostrophe (‘) in the narrative and descriptive texts. Their ability was indicated by their scores of punctuations test in English texts.

1.3.3 English Texts

English text is the written form of speech, a play, an article, a material in a lesson and also a passage. English texts in this research mean texts that are written in English and they are in the form of narrative and descriptive texts. The types of text were chosen based on the curriculum that is used in SMPN 3 Jember. The texts were used as media to test the students' ability in using punctuations. In this case, the punctuation marks in the text were deleted.

1.4 Objectives of the Research

Based on the research problems, there are two objectives in this research, namely general and specific objectives.

1.4.1 General Objective

The general objective of this research was to describe the second year students' ability in using punctuations in English texts at SMP Negeri 3 Jember in the 2005/2006 academic year.

1.4.2 Specific Objectives

The specific objectives of the research were as follows:

- a) To describe the students' ability in using full stop (.) in English texts at SMP N 3 Jember in the 2005/2006 academic year;
- b) To describe the students' ability in using comma (,) in English texts at SMPN 3 Jember in the 2005/2006 academic year;
- c) To describe the students' ability in using question mark (?) in English texts at SMPN 3 Jember in the 2005/2006 academic year;
- d) To describe the students' ability in using exclamation mark (!) in English texts at SMPN 3 Jember in the 2005/2006 academic year;

- e) To describe the students' ability in using apostrophe (') in English texts at SMPN 3 Jember in the 2005/2006 academic year.

1.5. Significance of the Research

The results of the research are expected to be beneficial to give some contributions to the English teacher, the second year students of SMPN 3 Jember and other researchers.

1.5.1 The English Teachers

The results of this research are expected to give some information to the English teacher about the students' ability in using punctuations in narrative and descriptive texts. The teacher can consider the students' problems dealing with punctuations in English texts and then she/he can find the best way to teach punctuations to the students more intensively through reading and writing skills to improve their ability in using punctuations in writing.

1.5.2 Other Researchers

The research results could be used as a reference by other researchers to conduct a similar research by using another research design, such an action research to improve the students' mastery of using punctuations in English writing through the teaching of punctuations.



II. REVIEW OF RELATED LITERATURE

This chapter presents the literature review of the topics that related to the problem. The theories reviewed cover: types of punctuations, the function of punctuations, the rules of the use of punctuations, and the advantages of learning punctuation in junior high school.

2.1 Types of Punctuations

Punctuation is the name given to a variety of devices used in order to help readers understand the meaning of the language in the written form (Fairbairn and Winch, 1996:81). Punctuations refer to the signs of marks used to clarify the writer's ideas. It will help the readers understand what the writer intends to communicate.

According to Bram (1995:93), kinds of punctuation are: full stop (.), question mark (?), comma (,), exclamation mark or exclamation point (!), quotation mark inverted comma ("..." or '...'), semi colon (;), colon (:), dash (--), hyphen (-), apostrophe ('), stroke (/), omission mark (...), brackets (). Gerson (1997:438), divide punctuation marks to be: apostrophe ('), colon (:), comma (,), dash (--), ellipsis (...), exclamation point (!), hyphen (-), parentheses (), period (.), question mark (?), quotation mark ("..." or '...'), and semi colon (;).

In this research, there are some kinds of punctuation marks that will be investigated. They are: full stop (.), comma (,), exclamation mark (!), question mark (?), and apostrophe ('). They are chosen based on the fact that those marks of punctuation are commonly used in the students' English hand books of junior high school. It is believed that the students sometime still have difficulties with the use of them in the written form. The use of punctuation in a text is not as easy as they think.

2.2 The Functions of Punctuations

In writing, the use of appropriate punctuations will help the readers read and understand the signs where the readers must pause, rise the intonation, or stop in

order to have correct perception of what the readers read. As Wingersky et.al. (1999:310) States that the use of appropriate punctuations as traffic signals in guiding someone through a city. The traffic here is the consequence when the readers have to stop or slow down, when to be aware of danger, when to pause, and when to go on dealing writing communication. Thus, the functions of punctuations can be regarded as a reflection of pauses, rising and falling intonation patterns and stress pattern of spoken language. Without punctuation marks, a piece of writing will be difficult to read and its meaning will be unclear. Stanley (1992:153) gives the example of this case. The text below is written differently, one text is written by omitting the punctuations and the second text is written using proper punctuations.

Text1. (Punctuations are omitted)

last week i went to the theatre i had very good seat the play was very interesting i did not enjoy it a young man and young women were sitting behind me they were talking very loudly i got very angry i could not hear the actors i turned round i looked at the man and the young women angrily they did not pay any attentions in the end i could not bear it i turned round again i can not hear a word i said angrily it is none of your business the young man said rudely "this is a private conversation"

The first text does not use punctuation marks. When we read the text above, we feel tired and out of breathe. Moreover, in reading this text, we just read without any signs such as falling, rising intonation, do not know where to stop, pause etc. Further, the meaning of the text makes the reader confused.

Text 2. (Punctuations are used properly)

last week i went to the theatre. i had very good seat. the play was very interesting. i didn't enjoy it. a young man and young women were sitting behind me. they were talking very loudly. i got very angry. i couldn't hear the actors. i turned round. i looked at the man and the young women angrily. they didn't pay any attentions. in the end, i couldn't bear it. i turned round again. 'i can't hear a word!' i said angrily. 'it is none of your business!' the young man said rudely. "this is a private conversation".

(Taken from L.G.Alexander, 1984:13)

The second text uses the punctuations correctly. In addition, the capital letters are also used properly. It is easy to read and the meaning is clear. It can be concluded that the use of punctuations is essential in written communication.

2.3 The Rules of the Use of Punctuations

2.3.1 Full Stop (.)

a. It is a punctuation mark that is used at the end of a positive or negative statement, the end of complete thought.

For examples:

- a. *Poisson can kill.*
- b. *We have not found out the solution.*
- c. *Their little son is learning to walk.* (Bram, 1995:93)

b. The full stop may be used to end a mild command.

- a. *Think about it.*
- b. *Let me know.* (Stanley, 1992:584)

c. The full stop may also be used to end an indirect question, or a report of what someone has asked.

For examples:

- *She wondered why they had to leave early.*
- *He said Anton was sick.*

(Stanley, 1992:584)

d. The full stop used to mark the end of initials or abbreviations; sometime it is optional.

For examples:

- a. *R.I.P or RIP (Rest In Peace)*
- b. *Mr. and Mrs. (also Mr and Mrs)*
- c. *Prof. (the full stop is obligatory, because the letter f is not the last letter in the word professor.)* (Bram, 1995:93)

e. According to Stanley (1992:584) full stop is also used in many abbreviations:

- a. *Cities: N.Y.C. (New York City), L.A (Los Angles)*

- b. *States: Pa. Ariz.*
- c. *Names: Franklin D. Roosevelt*
- d. *Titles: Mr. Mrs. Ms.*
- e. *Degrees: B.A., Ph. D., M.Ed.(Bachelor of Art, Doctor of Philosophy)*
- f. *Months: Sept., Oct.*
- g. *Addresses: St., Ave. (Stanley et al., 1992:584)*

When an abbreviation is the element in the sentence, a single period is used both, namely in the end of abbreviation and in the end of the sentence.

Example:

- *He lives in Washington. D.C.*
- *Elisabeth stays in England. U.K.(United Kingdom)*

The full stop is not commonly used with capital letter abbreviations of technical term (FM (, IQ); organization NFL, AFL- CIO); corporation (CBS, IBM); or government agencies (FBI, TVA). Besides that full stop is not used with acronyms, pronounceable words formed from the initial letters in a multiword title (NATO (*North Atlantic Trade Organisation*), VISTA) (Stanley, et al., 1992:585).

2.3.2 Comma (,)

a. It is a punctuation that is used to separate a series of items from the same category, such as noun phrases, and clauses.

For examples:

- a. *We are looking forward to buying shirts, shoes, trousers, and skirt.*
- b. *The rich, the poor, the young, and the old have the right to keep order.*
(Bram, 1995:94).

b. Comma is normally required to separate a transitional expression in a sentence. For examples:

- a. *Well, she is attractive and understanding.*
- b. *By the way, what do you think about his girl friend?*

c. Comma is also used after a subordinate or dependent clause that precedes a superordinate or independent clause. This punctuation is sometimes, however, left out.

For examples:

a. *When the music stopped, the room become quite.*

b. *If I won a lottery, I would buy a new corona.*

(Bram, 1995:94)

d. It is also used to introduce a verb phrase beginning with 'to', a reduced clause or verb less clause. For examples:

a. *To succeed in studies, we have to be studious.*

b. *To arrive at the party on time, you had better leave now.*

(Bram, 1995:94)

e. It is used to add a non-defining phrase or clause or a comment clause to a sentence.

For examples:

a. *Their uncle, a farmer, plans a union in Riau.*

b. *He loves his mother, who always comforts and encourages him.*

(Bram, 1995:94)

f. It is used to introduce adverbs of frequency, place, and time at the beginning of a sentence.

For examples:

a. *Sometimes, the students just waste their time gossiping.*

b. *Frequently, my friend and I go to cinema together.*

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

(Bram, 1995:95)

2.3.3 Exclamation mark (!)

It is a punctuation that is used after a sentence, phrase, or a word that express a strong emotion.

For examples:

a. *Leave me alone!*

- b. *What a wonderful day!*
 c. *Yes! I must go home right now!*

(Stanley, 1992:586)

According to Bram (1995:96), the exclamation mark or the exclamation point is useful to show strong emphasis.

For examples:

- a. *Mind your step!*
 b. *How delicious the soup is!*
 c. *Go to hell!*

From the theory above, the exclamation mark is used to express strong emotion or strong speak emphasis put in the end of a sentence, phrase, or a word.

2.3.4 Question mark (?)

A question mark is a punctuation mark used to signal that a message or an utterance is in a direct question form (Bram, 1995:93).

For examples:

- a. *Is pink your favorite color?*
 b. *How about a cup of coffee?*

Stanley (1995:585) stated that in writing a series of questions, each is followed by a question mark.

For examples:

- a. *He asked, "what profession do you think you will enter? Medicine? Law? Business?"*
 b. *What do you want to eat? Stick? Hamburger? or bread?*

The question mark (?) is used instead of a full stop at the end of every sentence, but a question is asked in direct speech (Fairbairn and Winch, 1996:85).

For examples:

- a. *'What time is it?' he asked.*
 b. *She asked, "How can we insure our candidate's victory"?*

Therefore, the question mark is unnecessary to be used in writing an indirect speech sentence.

For examples:

- a. *He asked what time it was.*
- b. *She asked how we could insure our candidate's victory.*

2.3.5 Apostrophe (')

An apostrophe is a punctuation mark indicating where letters have been taken out in a contraction or used with an *s* to show possession (Carino, 1991:440). Concerning with this, Wingersky (1999:320) explains about the use of apostrophe along with the examples as follows:

- a. From the possessive of singular nouns by adding an apostrophe and an *-s*.

For examples:

- a. *Put John's book on the car's fender.*
- b. *I want to borrow Nining's camera.*

- b. Plural nouns that end in *-s* form the possessive by adding just an apostrophe. For examples:

- a. *The books' edges have been torn.*
- b. *The students' assignments were all completed on time.*

- c. An apostrophe is also used to form the possessive from of indefinite pronouns. For examples:

- a. *One's work must be done well.*
- b. *He is everybody's favorite melodist.*

- d. In contractions, an apostrophe indicates that one or more letters have been left out.

For examples:

- a. *He'll have to get there early to get a parking spot.*
- b. *That's a nice place to go on vacation.*

2.4 The Teaching of Punctuations in Junior High School

In junior high school, punctuations are taught implicitly through reading texts and writing. It means that while reading and writing, the teacher may ask the students to identify the punctuation marks from the text. Besides, the teacher may guide the students how to use punctuation marks in reading a text and writing a text correctly. As the example, when they're reading aloud, the teacher should give attention whenever the students make a mistake in using the punctuations. The teacher reminds the students when to stop, pause, use rising or falling intonation while reading a text. The corrections are not in reading only, but it is also done in writing; such as correcting the punctuations in the students' assignment and gives the example of the using punctuations correctly.

Bramer (1997:489) said that spoken sentences could be recognized as sentences. It means that in sentences, the utterances are the vocal intonations that act as signals. So, in the writing form, the punctuation marks are mostly needed to give the sentence meaningful such as in the spoken language. He also stated that punctuations can tell the readers which words are to be taken together as a unit of meaning and can suggest how the units of meaning relate to one another. Moreover, he said that the choosing the appropriate punctuation marks can give signals to the readers.

In conclusion, the use of punctuations takes an important role in writing. The use of punctuations in writing accurately will give the same perception between the reader and the writer. The problem of using punctuations correctly is to be the serious consideration by the English teacher and linguistics researcher to improve the students to become good writers.



III. RESEARCH METHODS

This chapter presents the methods used in this research. They cover the research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

The design of this research was descriptive quantitative. Quantitative was used because the research results were in the form of numbers. The research was intended to describe the second year students' ability in using punctuations in English texts. So, the appropriate design was descriptive quantitative.

The procedures used in this research were as follows:

1. Determining the research area purposively.
2. Determining the respondents by cluster random sampling by lottery.
3. Determining the methods of collecting the data.
4. Constructing the Punctuations test
5. Conducting the try-out
6. Revising the test instruments
7. Giving punctuations test to the respondents to get the main data.
8. Constructing the supporting data (*interview guide*)
9. Analyzing the test results quantitatively.
10. Classifying the results of the data analysis qualitatively based on the level classifications.
11. Drawing the conclusion of the results of the data analysis to answer the research problems.

3.2 Area Determination Method

According to Arikunto (1998:39) the research area refers to the place, location, or things where the research is conducted. This research was conducted at

SMPN 3 Jember in the 2005\2006 academic year. The school was determined purposively. There were some reasons for choosing the school as the research area. First, the school provided the data required for this research. Second, the respondents had learned about punctuations (Full stop, Question Mark, Comma, Exclamation Mark and Apostrophe) from the English teacher through reading and writing skill. Third, the headmaster gave permission to conduct the research at this school.

3.3 Respondent Determination Method

Respondents are people who are able to respond or answer the questions, either in oral or written form (Arikunto 1998:114). The respondents of this research were the second year students of SMPN 3 Jember in the 2005/2006 academic year.

Based on the preliminary study that was conducted on August 25th, 2005, it was known that the total number of the second year students that became the research population was 206 students. They were divided into 5 classes. One class had about 45 students.

In this research, cluster random sampling by lottery was used to determine the research respondents. The homogeneity test of the population was done before taking the samples to know weather the population was homogenous or not. To test the homogeneity of the population, the students' scores of the report of Block test (Ulangan Blok) were analyzed by using ANOVA formula. The sample was taken 25% of the population by Cluster Random Sampling by lottery from the homogenous population.

3.4 Data Collection Methods

In this research, there were two kinds of data, namely primary and supporting data. The Primary data were taken by punctuations test through English texts to get the data about the students' ability in using punctuations in English texts. The supporting data were taken from the interview and documents.

3.4.1 Test

Test in this research was test of the use of punctuations through texts. It was used to measure the students' ability in using punctuations in English texts. The test was objective in the form of completion. The test was given to the students in the form of texts that the punctuations were deleted. The students only completed the sentences in the texts with the correct punctuations. The results of the test were scored objectively. The scores were obtained from the number of the correct items of each indicator divided by the total number of the items of each indicator multiplied by 100%.

The test instrument was constructed based on the syllabus and the students' English handbook. It was done to gain the content validity of the test. According to Hughes (1989:22), the test had content validity if the test intervals constituted a representative sample of the language skill, structure to be measured. He also states that a test is said to be valid if it measures accurately what is intended to be measured. The test in this research was constructed based on content validity. It means the test materials were constructed based on the indicators to be measured. The materials were taken from the English book used by the teacher, and the test materials suitable with the students' level.

The test materials were taken from some English books they were chosen based on the students' level. The test consisted of 3 texts. Two texts were narratives and the other was descriptive. The total of the test item was 100 items. It covered the use of full stop 50 items, comma 26 items, Question mark 5 items, exclamation mark 4 items, and apostrophe 15 items. The test was teacher-made test. It means that the test was made by the researcher by considering the indicators to be measured.

Dealing with reliability, Huges (1989:29) stated that test was reliable, if it had the same results when it was given to the students in another time. According to Arikunto (1998:160) the test was said to be reliable if it had content validity. Based on the idea, this test was reliable since it had content validity. Therefore the test reliability test was not done. The test instrument is enclosed on Appendix 3.

3.4.2 Interview

Interview is a dialogue between the interviewer and interviewee. Arikunto, (1998:132) stated that interview is a dialogue that is done by the interviewer to get information from the interviewee. From the statement, interview is a way to get information from the interviewee orally.

In this research, interview was conducted with the English teacher to get the supporting data about the teaching of punctuations and the students' problem in the use of punctuations. The type of interview used was structured interview. It means that a list of questions was prepared and used as a guide during the process of interview. The interview guide is enclosed on Appendix 2.

3.4.3 Documentation

In this research, documents were used to get the supporting data about the names of respondents. They were used to complete the main data. The names of the respondents are enclosed on Appendix 4

3.5 Data analysis Method

The data analysis method that was applied in this research was descriptive quantitative. The data about the students' scores of each indicator of the punctuation test through English texts were analyzed quantitatively in the percentage. The formula used to analyze the main data was as follows:

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

Notes:

E = the percentage of the students' scores of each indicator.

n = the scores of each indicator obtained by the students

N = the total score of the test items of each indicator.

(Adapted from Ali, 1993: 186)

Then, the results of the data analysis were classified quantitatively based on the classification of the score levels below.

Table 1. The Classification of the Score Levels

Scores	Category
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	More than enough
56 – 65	Fair
46 – 55	Bad
25 – 45	Very bad
... < 25	Failed

(Adopted from Depdikbud, 1994:10)



IV. RESEARCH RESULTS AND DISCUSSION

4. I. The Primary Data

4. I.2. The Results of Punctuations Test in English Texts

The punctuations test was conducted to get the main data about the students' ability in using punctuations in English texts. The test was in the form of completion test and it was conducted on May 11th, 2006. The students were asked to put the correct punctuations in the sentences in the texts.

The test consisted of three texts, with 100 items of punctuations. Every correct item was scored 1 point and 0 for incorrect items. So, the total score was 100 when the students answer all the items correctly.

Table 2. The Number of Correct Item of Indicator in Using Punctuations in English Texts.

N R	Indicators					Total Score
	Full Stop	Question Mark	Comma	Exclamation Mark	Apostrophe	
1	42	1	20	2	13	78
2	38	2	19	1	11	71
3	40	5	22	1	14	82
4	39	5	21	3	15	83
5	40	4	19	2	15	79
6	46	5	21	2	15	89
7	43	5	22	3	14	87
8	34	4	19	2	12	71
9	39	4	16	3	13	75
10	45	5	20	2	15	87
11	48	5	22	3	15	93
12	48	5	20	1	14	87
13	42	4	21	1	12	81
14	42	5	18	2	15	82
15	43	5	19	3	15	84
16	42	4	21	3	14	85

25	3	75	15	100
26	2	25	13	86.7
27	2	25	15	100
28	2	25	15	100
29	3	75	13	86.7
30	0	0	15	100
31	2	50	14	93.3
32	3	75	15	100
33	3	75	13	86.7
34	3	75	14	93.3
35	2	50	15	100
36	2	50	15	100
37	2	50	15	100
38	3	75	15	100
39	1	25	14	93.3
40	0	0	13	86.7
41	2	50	15	100
42	1	25	12	80
43	2	50	14	93.3
44	2	50	12	80
Σ	86	2150	618	4119.3
M		48.86		93.62

17	41	5	19	1	15	81
18	48	5	19	1	15	87
19	41	5	25	3	15	89
20	41	5	16	1	15	78
21	33	4	15	2	10	64
22	45	4	19	1	15	85
23	41	4	17	1	15	79
24	44	5	22	2	14	86
25	43	5	21	3	15	86
26	38	4	19	2	13	76
27	49	5	22	2	15	93
28	45	5	20	2	15	86
29	38	5	18	3	13	76
30	42	5	19	0	15	81
31	43	5	19	2	14	85
32	45	4	21	3	15	89
33	33	5	18	3	13	72
34	32	5	19	3	14	73
35	43	3	20	2	15	87
36	45	5	22	2	15	89
37	45	5	21	2	15	84
38	44	5	22	3	15	89
39	39	5	21	1	14	80
40	38	4	15	0	13	70
41	44	5	21	2	15	87
42	40	2	18	1	12	73
43	38	4	20	2	14	78
44	39	4	19	2	12	75
Σ	1828	195	867	86	618	3594

4.2. Data Analysis

The students' scores from Table 3 above were analyzed to know the mean score of each indicator by using Sujana's formula. To know the percentage of their ability in using punctuations in English texts, the percentage formula used to analyze the frequency and to distinguish the category of the second year students' ability of SMPN 3 Jember in English texts of each indicator as described in Chapter III.

Table 4 below shows the mean score of the students' ability in using punctuations in English texts of each indicator.

Table 3. The Mean Score of the Students' Ability in Using Punctuations of Each Indicator in English Texts.

NO	Components					
	Full stop	%	Question Mark	%	Comma	%
1	42	84	1	20	20	76.9
2	38	76	2	40	19	73
3	40	80	5	100	22	84
4	39	78	5	100	21	80
5	40	80	4	80	19	73
6	46	92	5	100	21	80
7	43	86	5	100	22	84
8	34	68	4	80	19	73
9	39	78	4	80	16	61.5
10	45	90	5	100	20	76.9
11	48	96	5	100	22	84
12	48	96	5	100	20	76.9
13	42	84	4	80	21	80
14	42	84	5	100	18	69
15	43	86	5	100	19	73
16	42	84	4	80	21	80
17	41	82	5	100	19	73

18	48	96	5	100	19	73
19	41	82	5	100	25	96
20	41	82	5	100	16	61.5
21	33	66	4	80	15	57.6
22	45	90	4	80	19	73
23	41	82	4	80	17	65
24	44	88	5	100	22	84
25	43	86	5	100	21	80
26	38	76	4	80	19	73
27	49	98	5	100	22	84
28	45	90	5	100	20	76.9
29	38	76	5	100	18	69
30	42	84	5	100	19	73
31	43	86	5	100	19	73
32	45	90	4	80	21	80
33	33	66	5	100	18	69
34	32	64	5	100	19	73
35	43	86	3	60	20	76.5
36	45	90	5	100	22	84
37	45	90	5	100	21	80
38	44	88	5	100	22	84
39	39	78	5	100	21	80
40	38	76	4	80	15	57.6
41	44	88	5	100	21	80
42	40	80	2	40	18	69
43	38	76	4	80	20	76.5
44	39	78	4	80	19	73
Σ	1828	3656	195	3900	867	3333.9
M		83.09		88.64		75.77

Table 3. The Mean Score of the Students' Ability in Using Punctuations of Each Indicator in English Texts.

NO	Components			
	Exclamation Mark	%	Apostrophe	%
1	2	50	13	86.7
2	1	25	11	73
3	1	25	14	93
4	3	75	15	100
5	2	50	15	100
6	2	50	15	100
7	3	75	14	93.3
8	2	50	12	80
9	3	75	13	86.7
10	2	50	15	100
11	3	75	15	100
12	1	25	14	93.3
13	1	25	12	80
14	2	50	15	100
15	3	75	15	100
16	3	75	14	93.3
17	1	25	15	100
18	1	25	15	100
19	3	75	15	100
20	1	25	15	100
21	2	50	10	66.7
22	1	25	15	100
23	1	25	15	100
24	2	50	14	93.3

25	3	75	15	100
26	2	25	13	86.7
27	2	25	15	100
28	2	25	15	100
29	3	75	13	86.7
30	0	0	15	100
31	2	50	14	93.3
32	3	75	15	100
33	3	75	13	86.7
34	3	75	14	93.3
35	2	50	15	100
36	2	50	15	100
37	2	50	15	100
38	3	75	15	100
39	1	25	14	93.3
40	0	0	13	86.7
41	2	50	15	100
42	1	25	12	80
43	2	50	14	93.3
44	2	50	12	80
Σ	86	2150	618	4119.3
M		48.86		93.62

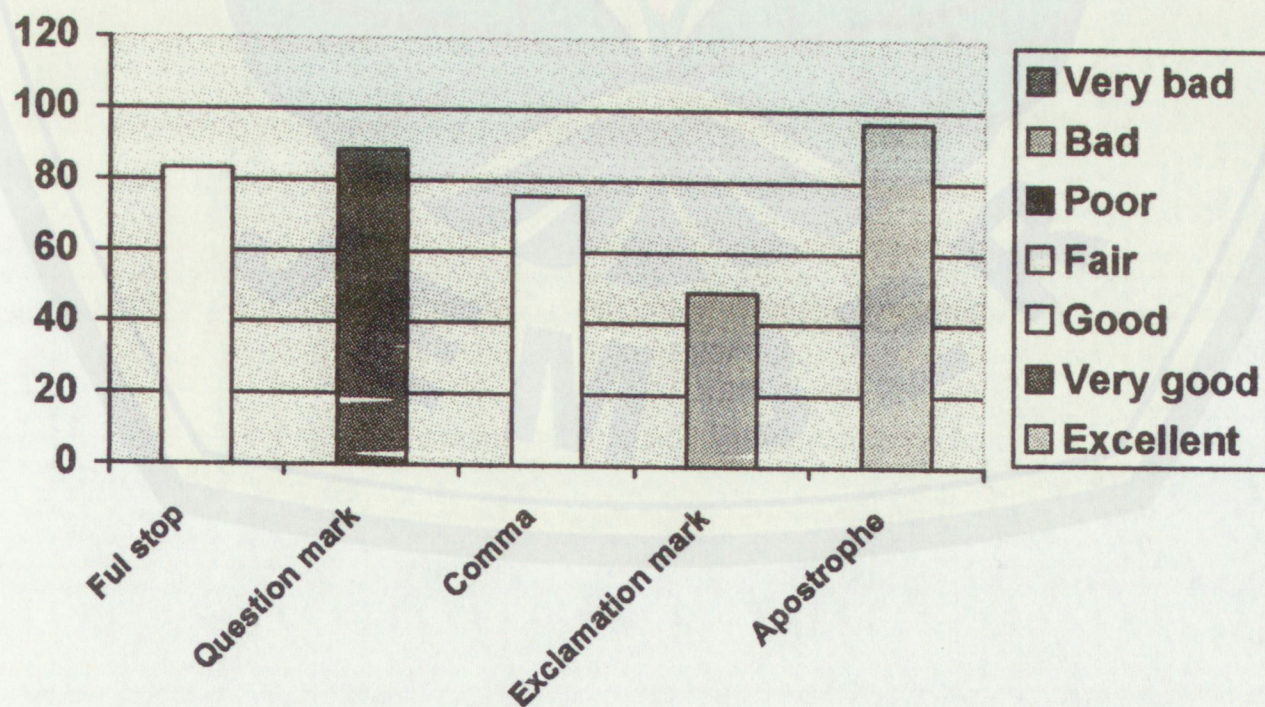
From the Table above it could be concluded the score of each indicator in Table 4 below,

Table 4. The Summary of the Students' Mean Score of Each Indicator in Using Punctuations in English Texts.

No	Indicators	Students' score	Categories
1	Full stop	83.09	Good
2	Question mark	88.64	Very good
3	Comma	75.77	Fair
4	Exclamation mark	48.86	Bad
5	Apostrophe	93.62	Very good

From on the table above, the students' ability in using punctuation in English texts could be applied in the following chart based on the categories.

Chart I. The Categories of the Students' Mean Score in Using Punctuations of each indicator in English Texts.



From the summary of the analysis of each indicator above could be calculated the students' ability in using punctuations in English texts. The calculation was using Sujana's formula to find the mean score. By finding mean score, the general problem solved. The formula was:

$$M = \frac{\sum x}{N}$$

M = Mean score

\sum = Summary of the percentage of each indicator

N = Total indicator

(Adapted from Sujana: 1991: 22)

The calculation was:

$$M_{\text{tot}} = \frac{\sum x}{N}$$

$$M = \frac{M(.) + M(?) + M(,) + M(!) + M(')}{N}$$

$$M = \frac{83.09 + 88.64 + 75.77 + 48.86 + 93.62}{5}$$

$$= \frac{389.98}{5}$$

$$= 77.99$$

So, based on the category that used in this research, the score 77.99 was belong to good category. By this analysis, the general research problem could be solved.

Finally it could be concluded that the second year students' ability in using punctuations in English texts was belong to Good category with the mean score (77.99).

4.2. The Supporting Data

4.2.1. The Result of Interview

The interview was conducted to get the supporting data about the English teaching at SMPN 3 Jember. Based on the interview that was done with English teacher on May 8th, 2006, the English teaching at SMPN 3 Jember was done based on the CBC (Competence Base Curriculum 2004) and it was scheduled twice a week. In the English teaching learning process, the teacher used English to communicate with the students. She tried to use English more than Indonesian because she wanted the students familiar with English in the class room.

In the English teaching, specifically teaching of punctuation was done integrately with reading and writing skills. The teacher asked the students to do the writing task based on certain topics. Indirectly, she asked the students to use the correct punctuations in their writing. It was like to compose a text of their previous experience. The teacher gave corrections to the errors of punctuations made by the students in their writing and she gave the correct examples on the black board.

According to the English teacher, the kinds of punctuations that had been taught in SMPN 3 Jember were the common punctuations that the students often find them in texts. It was like full stop, comma, question mark, exclamation mark, and mark. The teacher taught these punctuations when she asked the students to read the text from the English book. The teacher interrupted the students immediately when they failed in reading and she gave correction for the mistake. According to the teacher, the students commonly made mistakes in the use of comma and full stop. It was happen because the function of comma almost the same with full stop. When she was correcting the students' work, she found the sentence that must use full stop but the students replace it with comma. She also informed that the students commonly

made mistakes to distinguish what the mark that they must be used when they found strong expressions but in the form of questions. Example: What the beautiful day, What a day, What a wonderful, ect.

Beside, most of students had problems with the use of punctuations in writing, especially when she was correcting the students' works, she found some errors of the use of punctuations. She informed that most of the students claim that punctuations were not important in their writing. Therefore, the teacher taught punctuations integratedly with reading and writing.

The English text book used by the English teacher and the students was "Pelajaran Bahasa Inggris Kelas VIII Berdasarkan Kurikulum Berbasis Kompetensi dengan Pendekatan Kontesktual" (Depdiknas.2004.) The teacher also suggested the students to use other English books that still had relation with their main book. It was such "English on Sky" written by Mukarto, Msc. Published by Erlangga.

4.2.2. The Result of Documentation

As stated in the previous chapter that documentation method was used to get the supporting data about the names of the respondents. The research respondents were the second year students' of SMPN 3 Jember in the 2005/2006 academic year. The respondents were taken 25% of the population by using Cluster Random Sampling by lottery. The names of respondents can be seen in Appendix 4.

4.2.2.1. The Results of ANOVA Analysis

To know the Homogeneity of the population, the ANOVA formula was used to analyze the students' English scores taken from the English teacher of SMPN 3 Jember. The computation results are reported in the following table.

Table 11. The Result of ANOVA

Source of Variation	SS	Df	MS	F _o (F Computation)	F. Table
Between Group	628.6	5	157.2	1.5	2.41
Within Group	22223.1	219	101.5	--	--
Total	22851.7	224	258.7	--	--

Based on the results above, it was known that the F_o value was 1.5 and the value of F table was 2.41. The value of F_o was less than the value of F table ($1.5 < 2.41$). It means that the second year students' English ability of SMPN 3 Jember was not significant. In other words, there was no difference on the students' English ability among the five classes population or it was homogenous. (The detailed computation of the ANOVA analysis is enclosed in Appendix 5).

4.3. Discussion

Based on the results of data analyses, it was found that the students' ability in using punctuations was good, with the mean score (77.99). It means that the second year students of SMPN 3 Jember have understood well about the use of punctuations especially in the use of full stop, question mark, comma, exclamation mark and apostrophe in English texts. So it can be concluded that the second year students of SMPN 3 Jember have comprehend about the use of punctuations in English texts. They can put the punctuations in the proper place in English texts that have given. However, some of the students still made some mistakes in using punctuations like ending a sentence without full stop, omitting comma after clause, without apostrophe after *s* in possessive plural and etc. Therefore, based on the research results, the students' score still belong in to good category. The students' mean score was

(77.99). This shows that almost all the students able to use punctuations in English texts appropriately.

Specifically, based on the result analyses, the students' mean score in using full stop was (83.09), in using question mark (88.64), in using comma (75.77), in using exclamation mark (48.86) and in using apostrophe (93.62). It means that the students had comprehended well about full stop, in using question mark, in using command also in using apostrophe. Therefore, based on the research results had been known that the students found difficulties in using exclamation mark in English texts. From the students' score had been known that belong to Very bad category. It means that the students' ability in using exclamation mark to be the lowest. From the students works had been known that the students could not differentiate strong emphasize with common sentences. It was because some of the strong emotions (expressions) in writing were written beginning with "what". They were predicting the sentence beginning with "what" was a question sentence. It was such "What a day!, What a wonderful!"

Based on the research results I, it was inform to the teacher that the students absolutely face difficulties in using exclamation mark. As the consideration, she had to pay more attention in giving exclamation mark to her students. She had to take a exclamation mark to be serious problem in her students. She had to find out the solution in solving this problem. Meanwhile, other researcher could help the English teacher to find the best way to solving that problem by conducted the action research to improve the students ability in using exclamation mark.

On the other hand, this research in diagnosing the students' problem by the English texts still had weaknesses. Perhaps, it was less of reliability, because the amount of the indicator did not balance each other. However, most of an English text had full stop and comma more than other punctuation. It was the fact that almost all sentences ending with full stop. So the other punctuation was in less of amount.

In summary, based on the result of this research, the students' ability in using punctuations in English texts were in the category of "Good", because the mean score

was 77.99. It means that even though punctuations was taught implicitly in reading and writing skill, the students still have good result in using of punctuations. It was supported with the result of the interview. Although punctuations had no special session in English textbook, but the teacher often reminds the students' mistakes in using punctuations in reading and also in writing. Beside, most of the students took private course out of the school time that made them familiar with English. Further, they also like read short English stories and also Magazines (Hallo). Improving the students' ability in mastering of the use of punctuations, the teacher must give some motivations (remind the important of punctuations) especially in using exclamation mark and also gives more exercises about the use of punctuations in English texts. Finally, they will be used punctuations appropriately in their English. So, their writing will be understandable and clear.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

5.1.1. General Conclusion

Based on the results analyses were known that the students' ability in using punctuations in English texts was 77.99 and it was belong to good category. The students' score was get from the mean of the indicator and divided by the number of indicator. So, from the research results could be concluded that the students' ability in using punctuations in English texts belong to good category with the mean score 77.99.

5.1.2. Specific Conclusion

The students' mean score in using full stop was (83.09), in using question mark (88.64), in using comma (75.77), in using exclamation mark (48.86) and in using apostrophe (93.62). It means that the students had comprehended well about full stop, in using question mark, in using command also in using apostrophe. Therefore, based on the research results had been known that the students found difficulties in using exclamation mark in English texts. From the students' score had been known that belong to Very bad category. It means that the students' ability in using exclamation mark to be the lowest and it was to be the teacher's consideration to solve this problem so that the students' ability could be increased.

5.2 Suggestions

Based on the research results, some suggestions are given to the following people.

5.2.1 The English Teacher

The English teacher is suggested to pay more attention to the students' exercise in using punctuations in reading and also give feed back to the students' errors in using punctuations to increase their ability in using punctuations in English.

5.2.3 The Other Researcher

The other researcher are suggested to do a specific research with a similar problem by using another research design such as an experimental research on the effect of giving exercise of using punctuation on the students' ability in using punctuations or Classroom Action Research to improve the students' ability in using punctuations by giving exercise of using punctuations.

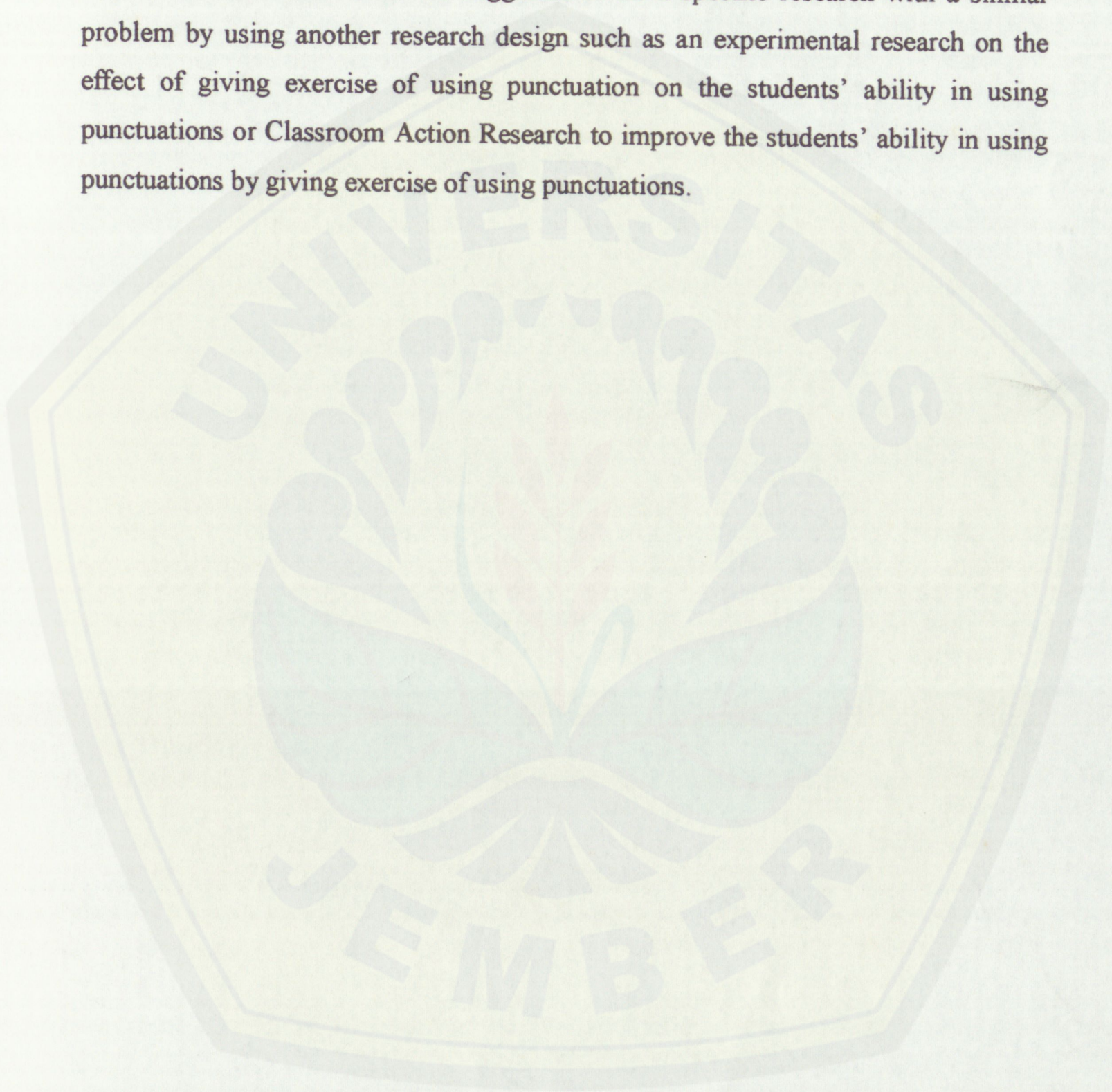


TABLE LIST

Table 1. The Classification of the Score Levels

Table 2. The Scores of the Students' Ability in Using Punctuations in English Texts

Table 3. The Mean of Percentage Score of the Students' Ability in Using Punctuations of Each Indicator in English Tests.

Table 4. The Summary of Mean Score of the Students' Ability in Using Punctuations of Each Indicator.

Table 5. The Categories of the Students' Ability in Using Punctuations of Each Indicator in English Texts.

Table 6. The Frequency and the Category of the Students' Ability in Using Full Stop in English Text

Table 7. The Frequency and the Category of the Students' Ability in Using Question mark in English Texts

Table 8. The Frequency and the Category of the Students' Ability in Using Comma in English Texts

Table 9. The Frequency and the Categories of the Students' Ability in Using Exclamation mark in English Texts.

Table 10. The Frequency and the Categories of the Students' Ability in Using Apostrophe in English Texts

Table 11. The Result of ANOVA

31	Haggi a.s.	F
32	Vivin Kurnia S.	F
33	Andhika B.T.	M
34	M. Mirza P.	M
35	Moh. Ilyas Fiqri	M
36	Risky Vidi A.	F
37	Okki Verizky Nobelta	F
38	Ricky Eka Sari R.W.	F
39	Angger Prasetyo	M
40	Erin Resita Dewi	F
41	Novaris Setianti	F
42	Nila Permata Sari	F
43	Ari Yanuar Hidayat	M
44	Rio Rizki P.	M

11	Wahyu Duda Manungga	
12	Mahendra Iqbal	
13	Diana Sunardi	
14	Venny A.M.	
15	Fer Pradwi Nasrullah	
16	Latifa Arifianah	
17	Gian Zalla E.W.	
18	Demas Herdanto	
19	Dedi Dwi M.	
20	Parkas	
21	Bina Dewa	
22	Mochry Ramadani	
23	Di Firdi Hoodiyem	
24	Megawati M.	
25	Yusuf Nur I.	
26	Sherly Eka A.	
27	Feri Sunwan	
28	Levi Hasyemi R.	
29	Aradea Bramadinda	
30	Novita Sari	

The List of the Research Respondents of the Second Year Students of SMPN 3 Jember

No	Names	Male / Female
1	Muammar Fahriza	M
2	Rizky Pam's	M
3	Fitria Ika S.	F
4	Yudha Agus T.P.	M
5	Mevita Cahayani	F
6	Bestaria Herdiana	F
7	Ariestia Ilhaimi	F
8	Aga Wiranata	M
9	Oxzy Zefanya H.	M
10	Risda Restu F.	F
11	Wahyu Huda Niangrum	F
12	Mahbubil Iqbal	M
13	Ratna Suminar	F
14	Vemmy A.M.	F
15	Eka Pratiwi Nasrullah	F
16	Latifa Arifianah	F
17	Gian Zalla E.W.	F
18	Dimas Herdianto	M
19	Dedi Dwi M.	M
20	Parka A.	M
21	Bima Sepiyan	M
22	Fachry Ramadhan	M
23	Nia Fitri Handayani.	F
24	Dian Septian M.	F
25	Yusuf Nur I.	M
26	Sherly Eka A.	F
27	Feri Stiawan	M
28	Devi Hasyemi R.	F
29	Aradea Bramadinda	F
30	Novita Sari	F

Text 3

Brazil

Does anyone know about Brazil[73]..... Yes[74]..... the football team is the best in the world[75]..... it has great players like Ronaldo[76]..... Ronaldinho[77]..... Adriano[78]..... Now let me tell you more about Brazil[79]..... You know[80]..... Brazil is the largest country in South America[81]..... It is also the fifth largest country in the world[82].....

Does anybody know where Brazil is[83]..... Yes[84]..... it[85]..... s location in the eastern part of South America[86]..... Now what about the people [87]..... They [88]..... re friendly[89]..... out going[90]..... and they also like to have fun[91]..... They[92]..... re loving people[93].....

If you[94]..... re heard about samba dance[95]..... then you must know that the samba dance is from Brazil[96].....

The people love to sing and dance the samba[97]..... They also love to sunbathe[98]..... They[99]..... re often lying on the beach to make their skin dark[100].....

(Proyek Peningkatan Mutu SLTP, Ditjen Dikasmen, Depdiknas, 2004: 44)

The answer of the example:

There one lived a nervous little chipmunk [1]..... She was always afraid that something terrible would happen to her [2]..... One day she said over and over again [3]..... Suppose the sky fell in [4]..... “what would happen to me[5].....” She heard a slight noise [6]..... It was really only an apple that fell to the ground [7]..... But the little chipmunk was so nervous that she was ready to believe anything and said in a frightened voice [8]..... “the sky is falling [9].....” Then she run away as fast as she could go [10].....

(Proyek Peningkatan Mutu SLTP, Dirjen Dikdasmen, Depdiknas, 2004: 27)

Text 1

Breakfast or Lunch

It was Sunday[1]..... I never get up early on Sunday [2]..... I sometimes stay in bed until lunch time[3]..... Last sunday[4]..... I got up very late[5]..... I looked out of the window[6]..... It was dark out side[7]..... “ what a day[8].....” I though[9]..... Just then[10]..... the telephone rang [11]..... It was my aunt Lucy[12]..... “ I[13].....ve just arrived by train [14].....” she said[15]..... “I[16]..... m coming to see you[17].....”

“ But I[18].....m still having breakfast[19].....” I said[20].....

“ what are you doing[21].....” she asked[22].....

“ I[23]..... m having breakfast[24].....” I repeated[25].....

“dear me[26].....” she said[27].....

“Do you always get up so late[28].....” It[29]..... s one o[30].....clock [31].....

(Taken from L.G. Alexander, Practice and Progress 1990: 15)

Name: _____

Class: _____

The Use of Punctuations Test

Level : 2 SMP (Junior High School)
Subject : English
Skill : Structure (The Use of Punctuations)
Time : 50 Minutes

Instructions: read the following text carefully, then:

Give the correct application of punctuations that covers: full stop, comma, question mark, exclamation mark, apostrophe and also capital letters.

(berilah tanda titik (.), koma (,), tanda tanya (?), tanda seru (!), dan tanda petik (') yang tepat pada teks yang ada).

Example:

The Chipmunk That Ran Away

There one lived a nervous little chipmunk [1]..... She was always afraid that something terrible would happen to her [2]..... One day she said over and over again [3]..... Suppose the sky fell in [4]..... “what would happen to me[5].....” She heard a slight noise [6]..... It was really only an apple that fell to the ground [7]..... But the little chipmunk was so nervous that she was ready to believe anything and said in a frightened voice [8]..... “the sky is falling [9].....” Then she run away as fast as she could go [10].....

Interview Guide

No	The Data Taken	Data Resource
1.	How often do you teach English in a week?	The English Teacher
2.	Do you teach the use of punctuations to your students?	
3.	How do you teach punctuations to your students?	
4.	What kinds of punctuations have you taught to the students?	
5.	Do they have difficulties in using punctuations in writing English?	
6.	How do you overcome the students' problems in using punctuations?	
7.	What kinds of textbooks do you use in teaching English to the students?	

Documentation Guide

No	The Data Taken	Data Resource
1.	The names of the respondents	Document

THE HOMOGENIETY TEST OF THE RESPONDENT
It was taken from English Teacher's Score of Ulangan Blok of SMPN 3 Jember

No	II-A		II-B		II-C		II-D		II-E	
	XA	XA ²	XB	XB ²	XC	XC ²	XD	XD ²	XE	XE ²
1	60	3600	92	8464	68	4624	92	8464	93	8649
2	83	6889	72	5184	93	8649	82	6724	73	5329
3	80	6400	75	5625	80	6400	88	7744	90	8100
4	83	6889	70	4900	78	6084	88	7744	73	5329
5	80	6400	75	5625	78	6084	80	6400	88	7744
6	73	5329	80	6400	90	8100	92	8464	93	8649
7	85	7225	80	6400	55	3025	80	6400	83	6889
8	60	3600	88	7744	60	3600	80	6400	78	6084
9	85	7225	88	7744	88	7744	80	6400	93	8649
10	80	6400	72	5184	90	8100	80	6400	98	9604
11	95	9025	76	5776	75	5625	88	7744	63	3969
12	100	10000	80	6400	75	5625	100	10000	75	5625
13	83	6889	60	3600	80	6400	80	6400	93	8649
14	93	8649	96	9216	98	9604	92	8464	78	6084
15	85	7225	88	7744	88	7744	96	9216	75	5625
16	63	3969	92	8464	90	8100	92	8464	93	8649
17	93	8649	96	9216	100	10000	80	6400	93	8649
18	83	6889	76	5776	53	2809	80	6400	75	5625
19	83	6889	92	8464	80	6400	100	10000	70	4900
20	78	6084	80	6400	83	6889	80	6400	91	8281
21	80	6400	68	4624	80	6400	84	7056	60	3600
22	88	7744	76	5776	90	8100	68	4624	73	5329
23	78	6084	80	6400	85	7225	84	7056	80	6400
24	81	6561	68	4624	88	7744	80	6400	93	8649
25	75	5625	80	6400	85	7225	88	7744	93	8649
26	100	10000	82	6724	93	8649	72	5184	98	9604
27	70	4900	88	7744	90	8100	76	5776	63	3969
28	60	3600	88	7744	95	9025	84	7056	83	6889
29	63	3969	88	7744	90	8100	88	7744	63	3969
30	93	8649	88	7744	95	9025	80	6400	95	9025
31	85	7225	96	9216	80	6400	88	7744	100	10000
32	82	6724	88	7744	80	6400	72	5184	86	7396
33	70	4900	88	7744	93	8649	100	10000	78	6084
34	73	5329	92	8464	75	5625	84	7056	80	6400
35	60	3600	88	7744	65	4225	76	5776	80	6400
36	83	6889	88	7744	63	3969	88	7744	90	8100
37	83	6889	88	7744	75	5625	80	6400	93	8649

38	96	9216	92	8464	90	8100	80	6400	98	9604
39	78	6084	76	5776	55	3025	80	6400	93	8649
40	70	4900	60	3600	85	7225	80	6400	80	6400
41	75	5625	76	5776	75	5625	92	8464	88	7744
42	80	6400	88	7744	63	3969	80	6400	80	6400
43	88	7744	88	7744	75	5625	80	6400	75	5625
44	76	5776	80	6400	65	4225	84	7056	80	6400
45			72	5184	90	8100			95	9025
46									85	7225
Σ	3512	285058	3694	306938	3622	297986	3698	313092	3850	327266

The Application of the ...

$$1. SST = \sum_{i=1}^n x_i^2 - \frac{(\sum_{i=1}^n x_i)^2}{n}$$

$$= 1530940 - \frac{(\sum_{i=1}^n x_i)^2}{n}$$

$$= 228517$$

$$2. SSB = \frac{Q_1^2}{n_1} + \frac{Q_2^2}{n_2} + \frac{Q_3^2}{n_3} + \frac{Q_4^2}{n_4}$$

$$= \frac{280321,5}{5} + \frac{303236}{5} + \frac{274400}{5} + \frac{274400}{5}$$

$$= 1308177 - 1309480$$

$$= 628,5$$

$$3. SSW = SST - SSB$$

$$= 228517 - 628,5$$

$$= 227888,5$$

$$4a. Df_b = 2 - 1$$

$$= 5 - 1$$

$$= 4$$

$$b. Df_{\text{error}} = Df - K$$

$$= 224 - 5$$

$$= 219$$

	Class II-A	Class II-B	Class II-C	Class II-D	Class II-E	Total
n	44	45	45	44	46	N=224
Σx	3512	3694	3622	3698	3850	24376
Σx^2	285058	306938	297986	313092	327266	1530340
$(\Sigma x)^2$	12334144	13645636	13118884	13675204	14822500	67596368
$(\Sigma x)^2/n$	280321,5	303236	291531	310800	322228,3	1508177

The Application of the values of variance Computation in ANOVA Formula:

$$1. SST = \Sigma x^2_{total} - \frac{(\Sigma x_{total})^2}{N}$$

$$= 1530340 - \frac{(24376)^2}{224}$$

$$= 22851,7$$

$$2. SSB = \frac{(\Sigma X_1)^2}{n_1} + \frac{(\Sigma X_2)^2}{n_2} + \frac{(\Sigma X_3)^2}{n_3} + \frac{(\Sigma X_4)^2}{n_4} + \frac{(\Sigma X_5)^2}{n_5} - \frac{(\Sigma x_{total})^2}{N}$$

$$= 280321,5 + 303236 + 291531 + 310800 + 322228,3$$

$$= 1508177 - 1507488$$

$$= 628,6$$

$$3. SSW = SST - SSB$$

$$= 22851,7 - 628,6$$

$$= 22223,1$$

$$4.a. Dfb = \Sigma N_{Group} - 1$$

$$= 5 - 1$$

$$= 4$$

$$b. Dfw = Dft - K$$

$$= 224 - 5$$

$$= 219$$

$$\begin{aligned}
 5. \text{MSB} &= \frac{\text{SSB}}{\text{Dfb}} \\
 &= \frac{628,6}{4} \\
 &= 157,2
 \end{aligned}$$

$$\begin{aligned}
 \text{MSW} &= \frac{\text{SSW}}{\text{Dfw}} \\
 &= \frac{22223,1}{219} \\
 &= 101,5
 \end{aligned}$$

$$\begin{aligned}
 f_o &= \frac{\text{MSB}}{\text{MSW}} \\
 &= \frac{157,2}{101,5} \\
 &= 1,5
 \end{aligned}$$

f_o (Dfb), (Dfw) at the 5% significant level

$$f(5), (224) = 2,21$$

$$f_{\text{table}} > f_o, (2,21 > 1,5)$$

Notes:

- SST : Sum of squares of total group
- SSB : Sum of squares between group
- SSW : Sum of squares within group
- Dft : Total degree of freedom
- Dfb : Total degree of freedom between group
- Dfw : Total degree of freedom within group
- MSB : Means squares between group
- MSW : Means square within group

It means that the result is non significant (the mean of population is homogenous), because the value of f Statistics is smaller than the value of f Table. So the samples can be taken from the homogenous population.

The Distribution of the Test Items

No	Punctuations				
	Full stop	Comma	Apostrophe	Question mark	Exclamation mark
1	V				
2	V				
3	V				
4		V			
5	V				
6		V			
7	V				
8					V
9	V				
10		V			
11	V				
12	V				
13			V		
14	V				
15	V				
16			V		
17	V				
18			V		
19		V			
20	V				
21				V	
22	V				
23			V		
24		V			
25	V				
26					V
27	V				
28				V	
29			V		
30			V		
31					V
32	V				
33		V			
34		V			
35	V				
36	V				
37	V				
38			V		
39	V				

40	V				
41	V				
42		V			
43			V		
44		V			
45	V				
46		V			
47	V				
48		V			
49	V				
50		V			
51	V				
52	V				
53	V				
54	V				
55		V			
56	V				
57		V			
58	V				
59		V			
60			V		
61	V				
62	V				
63		V			
64	V				
65		V			
66	V				
67					V
68	V				
69	V				
70		V			
71			V		
72	V				
73				V	
74		V			
75	V				
76		V			
77		V			
78	V				
79	V				
80		V			
81	V				
82	V				
83				V	

Daftar hadir Puncunglora Tesis pada

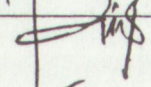
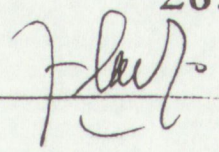
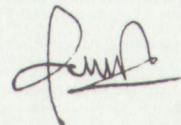



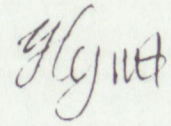


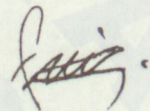
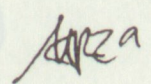

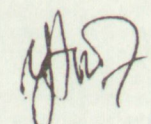

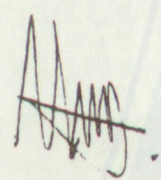
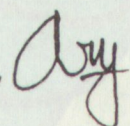
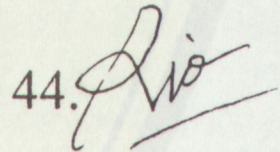
1.	84		V			
2.	85			V		
3.	86	V				
4.	87				V	
5.	88			V		
6.	89		V			
7.	90		V			
8.	91	V				
9.	92			V		
10.	93	V				
11.	94			V		
12.	95		V			
13.	96	V				
14.	97	V				
15.	98	V				
16.	99			V		
17.	100	V				
18.	Σ	50	5	26	4	15

19. Lita Pradiw Ningsih
20. Anisa Bramandita
21. Aristya Irfani
22. Nivita Cahyani
23. Yaka
24. Devi Pertiwi
25. ...
26. ...
27. ...
28. ...
29. ...
30. ...
31. ...
32. ...
33. ...
34. ...
35. ...
36. ...
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40. ...
41. ...
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43. ...
44. ...
45. ...
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47. ...
48. ...
49. ...
50. ...



Daftar hadir Punctuations Test pada siswa kelas II SMP 3 Jember

No	Nama	Kelas	Tandatangan
1.	Sherly Uka A	2	1. Sherly
2.	Rezky vidi A.	2	2. Rezky
3.	Latifa Arifianah	2	3. Latifa
4.	DEDY Dwi . M.	2	4. Dedy
5.	JUSUF Nur i	2	5. Jusuf
6.	Vemmy a.m	2	6. Vemmy
7.	Fitria Ika S	2	7. Fitria
8.	Katrina Nurani	2	8. Katrina
9.	Rinda Firdausy	2	9. Rinda
10.	Exulano Giordania	2	10. Exulano
11.	Fitria Ika S	2	11. Fitria
12.	Eka pratiwi Nasrullah	2	12. Eka
13.	Aradea Bramadinda	2	13. Aradea
14.	Ariestya Ilhaimi	2	14. Ariestya
15.	Mevita cahayani	2	15. Mevita
16.	Parka	2	16. Parka
17.	ErOn Pepit@	2	17. ErOn
18.	Gia Rizka Eka	2	18. Gia
19.	Nia Fitri Handayani	2	19. Nia
20.	ANDHIKA B.T	2	20. Andhika
21.	Dimas Herdianto	2	21. Dimas
22.	Mahbubul Iqbal	2	22. Mahbubul
23.	Latifa Arifianah	2	23. Latifa
24.	Wahyu Huda Ningrum	2	24. Wahyu
25.	DEVI Hasyemi R	2	25. Devi
26.	Viviv Kurnia .S.	2	26. Viviv
27.	Novaris Setianti	2	27. Novaris

28.	RICKY EKASARI R.W.	28.	
29.	Okky Verizky Nobelta	29.	
30.	Aga. Wiranata	30.	
31.	RIZKY PAM'S	31.	
32.	MUAMMAR FAHRIZA	32.	
33.	Haggi - A.S	33.	
34.	Moch Ilyas F.	34.	
35.	Novitasari	35.	
36.	Feri Setiawan	36.	
37.	Fachry Ramadhan	37.	
38.	M. Mirza .P	38.	
39.	BIMA. Septian	39.	
40.	Yudha Agus T P.	40.	
41.	Angger Prasetyo	41.	
42.	Xlila Permatasari	42.	
43.	Ari Yanuar Hidayat	43.	
44.	Pio Rizky P.	44.	
45.		45.	
46.		46.	
47.		47.	



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH MENENGAH TINGKAT PERTAMA

SMP 3 JEMBER

Alamat : Jalan Jawa No.8 ☎.335334 Jember 68121

SURAT KETERANGAN

Nomor : 421.3/030436.316.27SMP 3//2006

Yang bertanda tangan di bawah ini Kepala SMPN 3 Jember dengan ini menerangkan bahwa :

Nama : ARIFUDDIN HANIF
NIM : 010210401128
Jurusan/Program : Pend. Bahasa dan Seni/Pend. Bhs. Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas
Jember

Bahwa yang bersangkutan benar-benar telah melakukan penelitian pada SMPN 3 Jember dengan judul :

“The second Year Students’ Ability in Using Punctuations in English Texts at the SMPN 3 Jember in the 2005/2006 Academic Year “

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 26 Mei 2006
Kepala Sekolah,


Drs. Poniman, MM
NIP. 130 808 842



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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

Nomor : 1389

Jember, 4 Mei 2006

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMPN 3 Jember
di

Jember



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

Nama : Arifuddin Hanif

Nim : 010210401128

Jurusan/Program : Pendidikan Bahasa dan Seni/ Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga Saudara dengan judul:

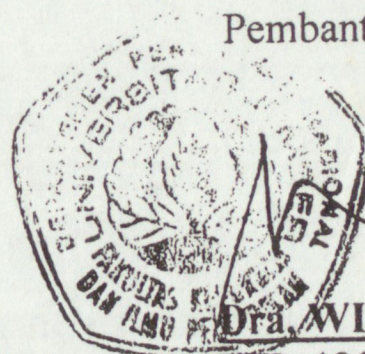
The second Year Students' Ability in Using Punctuations in English Texts at the SMPN 3 Jember in the 2005/2006 Academic Year

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

Demikian atas perkenan dan kerjasamanya kami ucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,



Dra. WIWIEK EKO B. M.Pd.

NIP. 131 475 844