

An Analysis Of Students' Ability to Using Punctuation In Writing Texts of English Education Students in the Fourth Semester at State Islamic University of Sjech M. Djamil Djambek Bukittinggi Academic Year 2021/2022

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***Abstract:** The purpose of the research was to find out the level of students' ability about using punctuation marks in writing the text of English Education Students in the Fourth Semester at IAIN Bukittinggi academic year 2021/2022. The design of this research was descriptive quantitative research. The instruments of this research were punctuation tests in writing the text for measuring students' ability in Using Punctuation in Writing Text. The population of this research was all Students in Fourth Semester at IAIN Bukittinggi Academic Year 2021/2022 which consists of 4 classes. The sample was 32 students taken by simple random sampling technique. The results of the research show that the mean score was 66 and the lowest score was 33 and a higher score was 93 from 67 students' Fourth Semester at IAIN Bukittinggi academic year 2021/2022. As a result, the researcher used a ranting scale to arrange the level of students' ability in using Punctuation Marks in Writing Text. The interpretation table showed that the percentage of the students' mean score was 66 with ranting 66%-79%. The finding showed that the level of students' ability in using Punctuation Marks in Writing Text with a score percentage of 66 was a good category.*

INTRODUCTION

Writing is one of the productive skills that should be learned by students. It is one way to communicate besides speaking. According to Nunan (2003) states that writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to a reader. It means that when the students want to write something, they have to be able to express their ideas and develop them to be a paragraph. In writing, students need to organize to make their paragraphs to be perfect written text. So, writing is a process of expressing ideas, and thoughts and to convey in the mind in written form.

When the students write, they certainly have some purpose. They have to consider the purpose of their writing since this would influence, not only the type of text they wish to produce, but also the language they use, and the information that they choose. According to Grenville, the purpose of writing includes writing to entertain, writing to inform, and writing to persuade. It means writing has many aspects; it does not only deal with writing the sentence.

Punctuation was a small thing in writing, but it has a big influence on writing. It is dangerous if the writers do not put the punctuation in their written form. Punctuation is an important mechanical aspect of writing. According to Alice Oshima and Ann Hogue (2008), using correct punctuation was important because punctuation conveys meaning just as words do. Many students make false in putting punctuation in their writing text. Ellis states that errors reflect a gap in a learner's knowledge which arises because the learner does not know what was correct. False in using punctuation was usually faced by the students. Some errors were made when the students do not understand the use of punctuation in writing. The false come because of many punctuations and rules that must be recognized by students.

Based on preliminary research by collecting the students' writing assessments, the research found some problems. First, the students did not understand how to use punctuation. For example, some of the students did not understand how to use some of the punctuation such as using a comma. Some students still have less knowledge of using commas for example "with the second language the person understands what we are saying". In the sentence, the word "second" need punctuation like a comma, based on the student sentence we know that the sentence needs punctuation to make a clear meaning for the reader to read the sentences. and addition from the student assessment "children especially at the level, are given character learning. With character education starting at school....." based on the sentence the word "with" is correct because the punctuation their use is period, and that correct function is the comma.

Second, the students had difficulties differentiating some kinds of punctuation. The students had difficulty in determining the location and purpose of each punctuation, those students just focus on their writing without regard to its punctuation. From the student assignments that the researcher analyzed, some students doubted and even forgot to add punctuation marks in their writings which made the sentences they wrote ambiguous or a little difficult to understand. For example, some of the students were confusing the use of commas and periods. For example, the researcher gets the information from the students writing assessment "we will use the second language. With the second language....." from the students' sentence we know that underlining the sentences need punctuation correct to make the reader understand the sentence's meaning. The correct punctuation is "comma" to make clear the meaning of the sentence.

Last, the student's skills in writing were still low. The students had problems with their writing ability. The problem in writing like grammar errors. In general learn grammar students should know the form of the sentence "s+verb(is, am are)+O+compliment(adverb). Besides, in the form of sentences in learning grammar students must understand also capital latter. Although the correct sentence, the sentence has incorrect capital latter that sentence is still not correct. For example "base on data From the" and "the Second position..." based on the student sentence have some incorrect capital letters.

Besides that, the students also lack exercise in writing punctuation. The researcher knows that based on the students' assessment. Based that the reason above, the researcher wants to analyze the "Analysis of Students' Ability to Using Punctuation in Writing Texts of English Education Students in the Fourth Semester at State Islamic university of sjech M. Djamil djambek Bukittinggi academic year 2021/2022".

REVIEW OF RELATED THEORIES

Definition of Writing

Writing Is one of four skills to learn English. Writing was a basic language skill, as important as speaking, listening, and reading. It means that writing was an important skill to learn, so students must be mastered it. According to Oshima and Hogue, writing was progressive activity. This means when students write something down on the paper, students have ready to think about

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what there were going to write and how students to make a good text in the paper. Then after students finished writing, students need to read first, the second student change if there were a need for a change in the paper and the last step student correction of what there was written on the paper.

Definition of punctuation

A little sign, which is called punctuation, has an essential part of technical writing. It functioned not only to give a signal on how to write a sentence but also to make clear meaning in the sentence written. Punctuation was the system of symbols that students use to separate written sentences and parts of sentences and to make their meaning clear. According to Frederick W. Hamilton, punctuation was a device by which students aid words to tell their story. Punctuation refers to the tools used in writing to separate sentences, phrases, and clauses so that their intended meaning was clear. The importance of and rules of punctuation vary from language to language. In English, punctuation was essential to allow the reader to understand the writer's meaning.

In writing text, students can use various kinds of punctuation, such as commas, semicolons, colons, periods, interrogations, exclamations, parentheses, brackets, apostrophes, a hyphen, dash, and quotation marks. David Crystal (1992) suggested the function of punctuation as follows: The primary purpose of punctuation was to enable stretches of written language to be read coherently, by displaying their grammatical structure. Important features here include the usage of sentence-ending points, clause-dividing commas, and paragraph-marking indentation. Punctuation also gives the reader clues about the prosody with which a piece of writing can be read aloud, through such features as question marks, exclamation marks, and parentheses.

According to Frederick W. Hamilton (1920), the colon marks the place of transition in a long sentence consisting of many members and involving a logical turn of thought. Both the colon and semicolon were much less used now than formerly. Nurcholis (2013) state that the use of the colon in the following way: first, long quote, the colon can use to show a long quote. For example, *As Albert C. Bough state in his book, the History of the English Language*: second is time, the colon can use hour and minute when showing the time on that day. For example, Fatimah left the class at 13:30. Third is colon used formal salutation in the formal letter. For example, Dear sir: Gentlemen: fourth is colon used to sub-title of the book. For example, A popular book on nonverbal communication was samovar and Porter's intercultural Communication: A reader. Last is period or Full stop (.)

METHOD

In this research, the researcher used descriptive quantitative research, because the researcher analyzed the students' ability in using punctuation in writing text. According to Arikunto (2006), descriptive research was not intended to test certain hypotheses but just describes as it was about a variable, phenomenon, or condition. Descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews. The population of the research was collected fourth students of English Education students in the state Islamic university of sjech M. Djamil djambek Bukittinggi. The students were divided into four classes and the total of students was 127. The researcher took 25% of each class because the population of more than 100 would be 32 students. Instrumentation was one of the important parts of the research. The researcher needs an instrument to collect the data. In this research, the instrument that would be used for a test where the test aims to measure the student's ability in using punctuation purposes is the accuracy of quantitative data.

In addition, the researcher took into account the reliability of the test that was used to measure the test. Validity was an index that shows the measuring instrument measures what was measured. To find out whether the test was valid or not, it was important to do a validity test. After

that, the items or statements that were not valid so must be discarded or not used as items of the test.

Validity in testing was used to discover whether a test measures accurately what was intended to measure. Arikunto (1997) says that a test can be said as a valid test if the measure was what was intended to measure and the instrument was called a valid instrument when it can give a true description of the data based on reality or fact. Content validity was an instrument that was content appropriateness to measure what was supposed to be measured (Hunges, 2003). It means that the teacher should consider the purpose of the test and choose the appropriate validity that was used for the test that can be evaluated based on the lesson objective. In this case, the researcher considered the test with the syllabus and lesson plan. In this case, the researcher did validity and consulted the instrumentation of the expert lecturers.

Reliability means consistency. As stated by Brown, if you give the same test to the same subject or matched the subject on two different occasions, the test itself should yield a similar result: it should have test reliability. If a test that was given at a different time produced the same result, it can be concluded that the test was reliable. A reliable measure was one that provides a consistent and stable indication of the characteristic being investigated. The researcher use the formula K-R 20 as follow (Arikunto, 1996):

$$R^{11} = \frac{n}{n-1} \left[\frac{s^2 - \sum pq}{s^2} \right]$$

R^{11}	= Reliability coefficient
n	= The sum of students
p	= Proposition who gave the right answer
q	= Proposition of who gave the wrong answer
$\sum PQ$	= Sum of pq
S^2	= Variant

Thus, the researcher could be used external or internal consistency to determine the reliability of the test. In this reliability of research, the researcher used SPSS22. A general category of reliability was as follows:

$0,8 < r_{11} \leq 1,00$: Very high
$0,6 < r_{11} \leq 0,8$: Higher
$0,4 < r_{11} \leq 0,6$: Average
$0,2 < r_{11} \leq 0,4$: Low
$0,0 < r_{11} \leq 0,2$: Very low

FINDINGS AND DISCUSSIONS

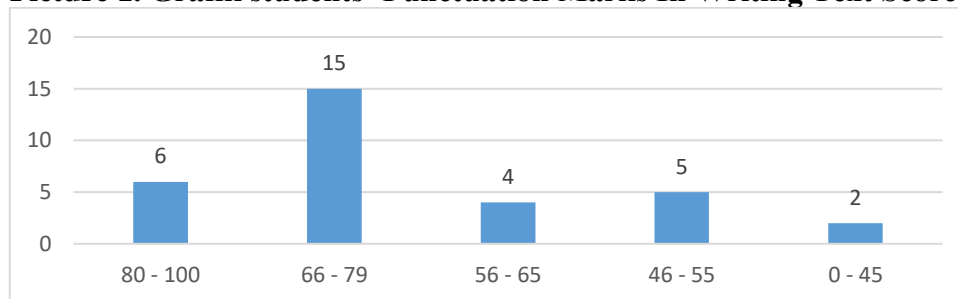
Finding

In this section, the researcher describes the analysis of the data to answer the formulation of the problems: What was the level of student's ability about using punctuation marks in writing the text of English Education Students in the Fourth Semester at the state Islamic university of sjech M. Djamil djambek Bukittinggi academic year 2021/2022?

The table above showed the students' Punctuation Marks In Writing Text Score of English Education Students in Fourth Semester at state Islamic university of sjech M. Djamil djambek Bukittinggi academic year 2021/2022. The table contains the number of the name of students and their Punctuation Marks On the test. The means the score was 66 and the lowest score was 33 and a higher score was 93 from 67 students' Fourth Semester at state Islamic university of sjech M. Djamil djambek Bukittinggi academic year 2021/2022. It can describe in Grafik below:

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Picture 1. Grafik students' Punctuation Marks In Writing Text Score



The table Grafik showed the students' Punctuation Marks In Writing Text Score of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022. 6 students got a score between 80-100, 15 students got a score between 66 – 79, 4 students got a score between 56-65, 5 students got a score between 46-55 and 2 students got a score between 0 -45.

Discussion

Based on the description and analysis of the data above, then there was a point that needs to be discussed in this research was to find out the level of students' Ability in Using Punctuation in Writing Text of English Education Students in the Fourth Semester at IAIN Bukittinggi academic year 2021/2022. Based on the distribution table, the results of students' mean of Punctuation Marks in Writing Text Score of English Education Students in the Fourth Semester at IAIN Bukittinggi academic year 2021/2022. The table contains the number of the name of students and their Punctuation Marks in the Writing Text Score. The means the score was 60 and the lowest score was 33 and a higher score was 93 from 67 students' Fourth Semester at IAIN Bukittinggi academic year 2021/2022. The interpretation table showed that the percentage of the students' mean score was 66 with ranting 66%-79%. The finding showed that the level of students' ability in using Punctuation Marks in Writing Text with a score percentage of 66 was a good category

Based on the result of findings dan discussions, it is supported by theory. Punctuation was an important mechanical aspect of writing. According to Alice Oshima and Ann Hogue (2008), using correct punctuation was important because punctuation conveys meaning just as words do. Many students make false in putting punctuation in their writing text. In addition, Ellis (1997) states that errors reflect a gap in a learner's knowledge which arises because the learner does not know what was correct. False in using punctuation was usually faced by the students. Some errors were made when the students do not understand the use of punctuation in writing. The false come because of many punctuations and rules that must be recognized by students.

Punctuation was an important aspect of writing because the meaning of sentences can be different when they were used in the sentences. For example, "woman without her man, was nothing" and "woman: without her, the man was nothing," both of these samples were the same but they have different meanings because of the use of punctuation. The students were still confused about using punctuation because they can distinguish the function of each kind of punctuation mark so they were difficult to apply the correct punctuation in their writing sentence. To write a good text, the students must understand and know the important parts of the text.

Based on the finding and discussion above, in this finding, it can be seen that the interpretation table showed that the percentage of the students' mean score was 66 with ranting 66%-79%. The finding showed that the level of students' ability in using Punctuation Marks in Writing Text with a score percentage of 66 was a good category.

CONCLUSION AND SUGGESTION

Conclusion

After collecting the data and analyzing the result of the research in the previous chapter,

the researcher concluded Students' Ability in Using Punctuation in Writing Text of English Education Students in the Fourth Semester at IAIN Bukittinggi academic year 2021/2022.

The Students' Ability in Using Punctuation in Writing Text of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022 was categorized as good, since the mean of the students' score was 66. It was because half of the students were less pay attention in using punctuation. Therefore, it can be concluded that students' ability in using punctuation in Writing Text of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022 categorized into good.

Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

For the Lecturer

- a. The teacher should give motivation and attention to the students' writing.
- b. The teacher should give more practice to punctuation to improve the students' ability.
- c. The teacher may give interesting teaching methods in teaching English to make them more interested in learning English.

For the Students

- a. The students should increase their effort in improving their knowledge and subject that they learn when they were studying the foreign language because the foreign language was not as simple as like mother tongue, and there may be rules that should be obeyed.
- b. The students should increase their understanding of using punctuation and do some extra practice using punctuation in their writing, to improve their ability in using punctuation.

For Further Researcher

The further researcher needed to conduct further research with the same object and different perspectives in order aspect of write.

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