CHAPTER 1

INTRODUCTION

A. Background of the problems

Writing is one of the productive skills that should be learned by the students. It is one way to communicate besides speaking. Nunan states that writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraph that would be clear to a reader[1]. 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 organizing to make their paragraph to be perfect written text. So, writing is a process of expressing ideas, thoughts and to convey in their mind into written form.

When the students write, they certainly have some purposes. They have to consider the purpose of their writing since this would influence, not only to 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 the writing to entertain, writing to inform, and writing to persuade[2]. It is means writing have many aspects; it doesn't only deals with writing sentence.

In writing, one of Important aspect that student should consider is language feature. Language feature is related to the ability of students to understand and know the component of writing skill likes content (ideas), organization, language use, and mechanic in writing is one of important aspects because mechanic can be used by writers to make their writing more understandable. According to David p Harris,

[1]David Nunan, "*Practical English Language Teaching",* new York : McGraw Hill contemporary,2003, p.88
[2] Kate Grenville,*"writing from start to finish: A SixStep Guide,",*Australia:Giffin Press, 2001. p.1

mechanic was the use of the graphic conventions of the language[3]. One of the mechanical parts in writing was punctuation, Punctuation was very important in a sentence or text, because the punctuation gave the meaning of the word to word. In other words, punctuation assists the reader to understanding the sentence that would be read.

Punctuation is a small thing in writing, but it has a big influence in writing. It would be dangerous if the writers do not put punctuation on their written form. Punctuation is important mechanic aspect in writing. According to Alice Ohima and Ann Hogue, using correct punctuation was important because punctuation conveys meaning just as words do[4]. Many students make error in putting punctuation in their writing text. Ellis state that error reflect gap in a learner's knowledge which arises because the learner does not know what was correct[5]. Error in using punctuation was usually faced by the students. Some errors were made when the students do not understand the using of punctuation in writing. The error comes because many punctuations and its rule that must be recognized by students.

Based on preliminary research, the research found some problems. First, the students did not understand how to use the punctuation. For example, some of the students did not understand how to use some of the punctuation such as colon and a semicolon. A colon was a mark used at the end of a complete question if it was followed by a series or details. For example, we have ordered household furniture: chairs, tables, and cabinets. While a semicolon was a sign used to separate parts of a

[3] David P. harris," *Testing English as a second Language"*, University of Tusla, 19966. p.69
[4] Alice Ohima and ann Hogue, "writing Academic English", Longman Press. p.245
[5] Rod Ellis, *"second language Acquisition".* Oxford University Press. New York. 1997. p.17

sentence that were similar and equivalent. For example, the rain was getting heavier; Dad hasn't come home yet.

Second, the students had difficulties to differentiate kind of punctuation. The students had difficulty in determining the location and purpose of each punctuation, those students just focus on their writing without regarding to its punctuation. From the student assignments that the researcher analyzed, there were some students who 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 students confuse use parentheses and brackets. Brackets marks were often used to highlight words that were added to direct quotations, while parentheses were used to mark information in text or paragraphs. For example, brackets: "we went [to the new dinosaur exhibit] and had agreat time' and parentheses: Curators from the American Museum of Natural History (AMNH) have announced a new dinosaur exhibit

Last is the students' skill in writing were still low. The students had problems with their writing ability. The students had low understanding in using punctuation, so theywere less attention in using punctuation in their writing. Beside that, the studentsalso lack exercise about punctuation

Based that the reason above, the researcher wants to analysis about ***An Analysis of Students' Ability in Using Punctuation in Writing Text of English Education Students in Fourth Semester atIAIN Bukittinggi academic year 2021/2022.***

B. Identification of the problem.

Based on the background of the problem, it can be concluded that same of the problems that students make when their write:

1. Students did not understand how to use the punctuation.
2. Students had difficulties to differentiate kind of punctuation.
3. students' skill in writing were still low.

C. Limitation of the problem

In this research, the researcher focusses on analyzing ten types of punctuation marks which researcher want to analyze from theparagraph text, period/full stop, coma, Interrogation mark, semi colon, colon, Parentheses, Hyphen.

D. Formulation of the problem

In this research, the researcher formulation of the problem What was the level of students' ability in using punctuation in writing text in fourth semester English Education at IAIN Bukittinggi?

E. Purpose of the research.

Basedontheformulationoftheproblemabove,thepurposeofthis researchto find outthe level of student's ability about using punctuation marks in writingtextof English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022.

F. Significant of the research.

The research supposes that the research finding might be useful for many people, such as:

1. For students

This research also aims to help students understand more about using punctuation marks in text and they were can using types of punctuation in correct in the text.

2. For lecturer

   This study aims to help lecturer to find out the causes of students' lack of understanding in the use of punctuation marks. This research also helps lecturer to solve problems in the students' errors in the use of the punctuation marks in text.

3. For researcher

   To add the researcher more experience and has a good understanding of using punctuation in writing text. This research can be used to references for the researcher in the future.

G. Definition of key term

Punctuation is important aspect in writing because the meaning of sentences can be different when they were used in the sentences and punctuation is the system of symbols that we use to separate written sentences and parts of sentences, and to make their meaning clear.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Review of the Related Theories

1. Writing as the basic skill that students must be mastered.

a. Definition of Writing

Writing was one of four skills to learn English. Writing was basic language skills, as important as speaking, listening, and reading. It was mean writing was important skill to learn, so students must be mastered for it. According to Oshima and Hugue, writing was progressive activity[6]. This mean when students write something down in the paper, students have ready to think about what there were going to write and how students to make a good text in the paper. Then after students finished writing, student need read

[6] Alice Oshima and ann Hogue, "Writing Academic English, Longman Press,
ane Straus,Jossey_Bass, *"The Blue Book of grammar and punctuation,".* 2008.

first, second student changes if there were needs a change in the paper, and the last step student's correction what there were write on the paper.

Brown states that writing was a written product of thinking, drafting and revising that requires specialized skills on how to generate idea, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into the written text, how to revise text for clear meaning, how to edit text for appropriate grammar and how to produce a final product. It was mean writing was a fundamental component of language. When the student writes, thoughts, and knowledge were blended together creating a unique meaning. Conclude the Brown statement was the students before writing something the student need steps for make their written can understand by the reader.

b. Purpose of the writing

According to Hartinin Syarifuddin , the purpose of writing was:

a) Altruistic purpose: to entertain the readers or to make the reader happy.
b) Assignment purpose: to make writes something because being asked.
c) Creative purpose: to achieve artistic values.
d) Problem solving purpose: to explain, explore, closely observe and make ideas and thoughts clear and acceptable by reader.
e) Self-expressive purpose: to introduce the author to the reader.
f) Persuasive purpose: to convince reader about a truth of ideas.

It was helpful to keep in mind some of the many uses we were likely to make of writing. For example, on a personal level, most of us use writing

to make a note of something and to keep records of things we want to remember. We sand massages and write letters to friends, and a view of us keeps diaries. Most of us have to fill in forms from time to time and occasionally we write format letters.

According to Harmer, writing like any others skill has its mechanical component. It was mean include the spelling, punctuation, and the construction of wee-formed sentence, paragraph, and text. Punctuation was one of important rule to write something. So, students must to know what was the punctuation and type of the punctuation.

2. Nature Punctuation

a. Definition of punctuation

A little sign, which was called as punctuation, has an essential part in technical writing. It was function not only gave a signal how write a sentence but also make clear meaning in the sentence had written. Punctuation was the system of symbols that we 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 we aid words to tell their story[7]. 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.

[7] Frederick W. Hamilton, *"A Primer of information about the marks of punctuation and their Use Both Grammatically and Typographically",* United Typothetae of America, 1920. p.1

In writing text, we can use various kinds of punctuation, such as: comma, semicolon, colon, period, interrogation, exclamation, parentheses, brackets, apostrophe, hyphen, dash, quotation marks.David Crystal suggested about function of punctuation as follow[8]:

1. Primary purpose of punctuation wasenabling 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.
2. Punctuation also give 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.

b. Kind of the punctuation

There were several types of punctuation bellow:

1) Comma. (,)

According to Frederick W. Hamilton the comma was the least degree of separation possible of indication in print. Its business was to define the particles and minor clauses of a sentence[9]. It was mean that comma can used to separate two or more sentence.Alice Oshima and Hogue stated that commas sometime have trouble some to learn of

[8]Crystal,David, *The Cambridge Encylopedia of the English Language, BCA, 1992, page278*

[9]ibid 1, p 7

English because they were used differently in other language[10]. There were several context types to use commas based on Jane Straus, as well[11].

a) Comma used to separatetwo adjectives when the word and can be inserted between them. For example, He was a strong, kind man.
b) Comma uses to separate the day of the month from the year and after year. For example, Wednesday, April 20, 2022
c) Comma can be used to separate the city from the state and after the state.
d) Use commas after phrase of more than three words that begin a sentence. For example, to apply for his job, you must have previous experience.
e) Commas can use to set off yes and no. For example, No, the flight leaves at midnight.
f) Comma uses to separate words and word groups in simple series of three or more items. for example: My estate goes to my husband, son, daughter-in-law, and nephew.

2) Semicolon. (;)

According to Frederick W. Hacomilton the semicolon was used to denote a degree of separation greater than that indicated by the comma, but less than that indicated by the colon[12].Semi colon indicates that the main trust of a sentence continues, but it temporary halted. It was used in:

[10]Alice Oshima and ann Hogue, "Writing Academic English, Longman Press, 1991 page 245
[11]Jane Straus, *"The Blue Book of grammar and punctuation,".* Jossey_Bass, 208, p.54-57
[12] ibid 2, p 14

a. If coordinate clauses were not joined by a coordinate conjunction, they must use a semi colon.

   Example: The work in the office was quite sample; she had merely to answer her phone and do a little typing.

b. Semi colon many separate elements of a series that were complex or require internal commas.

   Example: The Capital of the south East of Asian countries were; Indonesia, Jakarta; Philippine, manila; Malaysia, Kuala Lumpur; Thailand, Bangkok; etc.

c. If coordinate clauses were joined by a conjunctive adverb (however, therefore, hence), a semi colon must precede the conjunctive adverb.

3) Colon. (:)

According to Frederick W. Hamilton the colon marks the place of transition in a long sentence consisting of many members and involving a logical turn of the thought[13]. Both the colon and semicolon were much less used now than formerly.Nurcholis state that the used of colon in following way[14]:

a. Long quote, the colon can uses to show a long quote. For example, *As Albert C. Bough state in his book, the History of the English Language:*

b. Time, the colon can uses to hour and minute when show the time in that day. For example, Fatimah leftthe class at 13:30.

[13]ibid 3, p 16

[14]Nurcholis, "*Mastering English",*CVPustaka Setia, Bandung, p.81-83

c. Colon used to formal salutation in the formal latter. For example, Dear sir:, Gentlemen:.

d. Colon used to sub-title of the book. For example, A popular book of nonverbal communication was samovar and Porter's inter-cultural Communication: A reader.

4) Period or Full stop (.)

According to Frederick W. Hamilton state the period, or full stop wasthe marks in the end of a declarative sentence. As a sign it has several other uses which would appear in the paragraphs following[15].Jane state to use period, there were several types to use period were[16]:

a) Use a period at the end of a complete sentence that was a statement. For example: I know him well.

b) If the last item in the sentence was an abbreviation that ends in a period, do not follow it with another period. For example: This was Alice Smith, M.D.

5) Interrogation. (?)

According to Frederick W. Hamilton the interrogation was the point that asked questions[17]. It should always be placed outside quotation marks unless it was a part of the quotation itself. Some of types of use quotation marks were:

[15]ibid 4, p 18
[16] Straus, Jane *"The blue book of grammar and punctuation",*jossey-bass(2014) p.25
[17] ibid 5, p 26

a. Use question mark in the parentheses to explain part of the sentence that cannot be verified. For example, her money of 12 million rupiah? Lost.

b. Use question mark to enclose a direct question. Do not use it when the question was indirect. For example, He asked her, "Have you had lunch?"

6) Parentheses (())

According to Frederick W. Hamilton, the parenthesis commonly used in pairs, encloses expressions which have no essential connection with the rest of the sentence, but were important to its full comprehension[18]. There were several type use parentheses were:

a) Use parentheses to enclose information that clarifies or was used as an aside. For example: He finally answered (after taking five minutes to think) that he did not understand the question.

b) If material in parentheses ends a sentence, the period goes after the parentheses. For example: He gave me a nice bonus ($500).

c) Parentheses, despite appearances, were not part of the subject. For example: Joe (and his trusty mutt) was always welcome[19].

7) Brackets ([])

According to Frederick W. Hamilton, brackets were used in pairs, like the parentheses. In Job composition either brackets or parentheses

[18] ibid 6, p 23

[19] Straus, Jane *"The blue book of grammar and punctuation",* jossey-bass(2014) p.35

may be used, as suits the fancy or was convenient[20]. There were several types to use Brackets as follow:

a) Brackets were interruptions. When we see them, we know they've been added by someone else. They were used to explain or comment on the quotation. For example: *"Four score and seven [today we'd say eighty-seven] years ago…"*

b) When quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term sic in italic and enclose it in nonitalic (unless the surrounding text was italic) brackets. For example: *She wrote, "I would rather die then [sic] be seen wearing the same outfit as my sister".*

8) Apostrophes(')

According to Frederick W. Hamilton, the apostrophe was primarily the sign of the possessive case, but it has several other uses[21]. Apostrophes were used to form possessives, contractions, and few special floral[22]

a) Put apostrophes to show the possessive case of plural nouns ending in-s or –es. For example, the dog's barking.

b) Add an apostrophe and an –s to show the possessive case of most singular nouns. For example, the Woman's wallet and dog's collar.

9) Hyphen (-)

According to Frederick W. Hamilton, the hyphen was used to join compound words; to mark the division of a word too long to go entirely

[20] ibid 7, p 25
[21] ibid 8, p 28
[22] Joyce Amstrong, Edward E. Wilson and GeryForlini,…….p.749

into one line; to separate the syllables of words in order to show pronunciation; as a leader in tabular work[23]. There several types to use hyphen following:

a) Hyphen can be put with fractions used as adjectives. For example, first-tenths full.
b) Use hyphen when writing out the compound number. For example, twenty-eight ounces.

10) Dash(--)

According to Frederick W. Hamilton, the dash was a very useful mark which has been greatly overworked by careless writers[24].

11) Quotation marks

According to Frederick W. Hamilton, quotation marks were signs used to indicate that the writer was giving exactly the words of another[25].There were several types to use quotation marks:

a) Use double quotation marks to set of a direct quotation.[26]For example: *"when would you be here?" he asked.*
b) Either quotation marks or italics were customary for titles: magazines, books, plays, films, songs, and els.For example: *The sign said, "Walk." Then it said, "Don't walk,"then, "walk,"all within thirty seconds.*

[23]ibid 9, p 30
[24]ibid 10, p20
[25]ibid 11, p 31
[26] Straus, Jane *"The blue book of grammar and punctuation",*jossey-bass(2014) p.33

c) Use single quotation marks for quotation within quotation.For example: *He said, Dan cried, "do not treat me that way"*

In the using punctuation on the text was the most important part so students need knowledge about to use the punctuation because a text not have punctuation in there it was make reader complicated to understand what the writer write. Writing text needs knowledge to use punctuation in there.

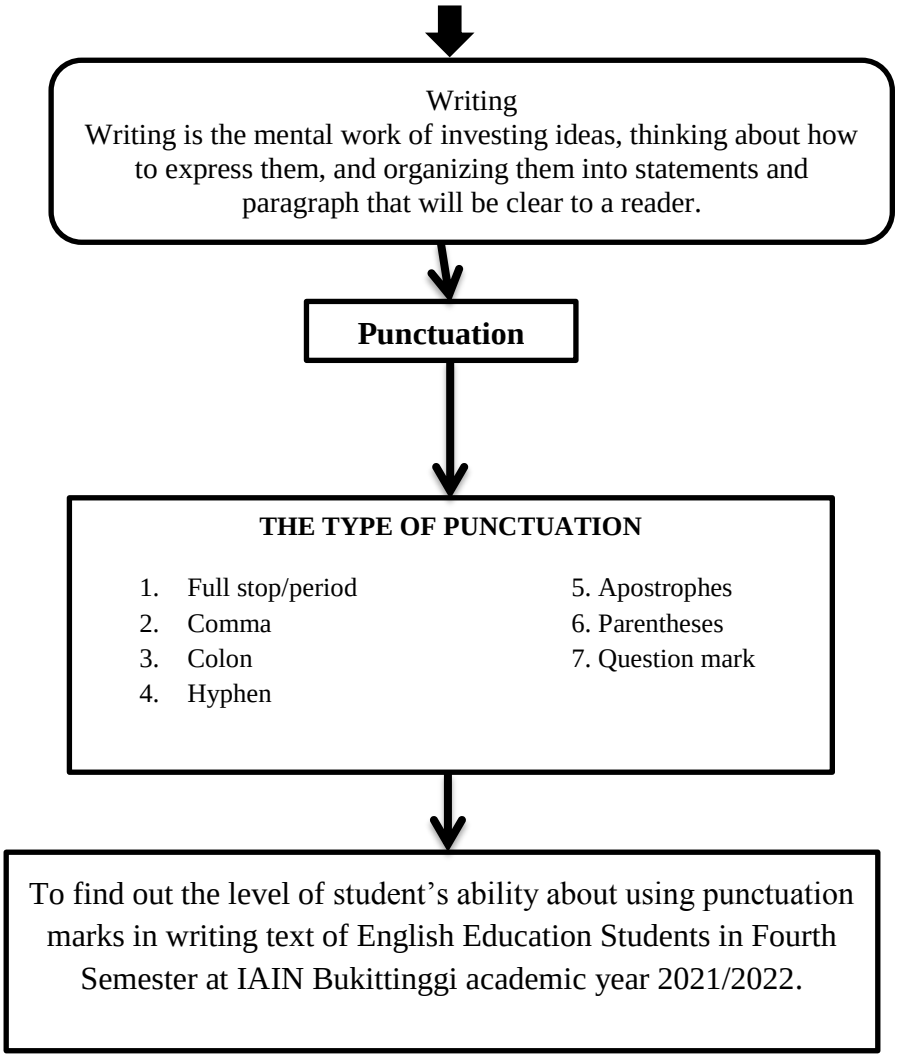
B. Review of related studies

There was some previous research which was talking about using punctuation in writing text. The first, research conducted by IkaNurhayatiDost from Islamic University OfMalang entitled, *"The Study Of The Students' Ability To UsePunctuation In Writing Skill*", the result of this research found about to what extent students use the punctuation.Secondly was internal punctuation. Thirdly, pairs punctuation. Fourthly was special punctuation. Based on the result of research, it can be concluded that the used punctuation in writing skills in the second semester students of X state senior high school in pamekasan could not use punctuation correctly were 73%. Students' still confuse or didn't know used punctuation, and the meaning of the text listed on the sentence that use at the sentence or continue with other sentence, also between declaration and question.

The second, previous research was done by Sri Rahma Mukti (2015) with her graduating paper entitled "an analysis of using capitalization and punctuation in the writing essay at the fifth semester English department students in IAIN". Her study focused on finding the analysis of using punctuation in writing essay. She used qualitative method in her research by using students' documentation in writing essay. She analyzed the writing task of the students and she found that the students still make a mistake in using punctuation.

C. Conceptual framework

An analysis of students' ability in using punctuation in writing recount text of English Education Student in fourth semester at IAIN Bukittinggi academic year



In the conceptual framework above, the researcher used punctuation marks in the research. The researcher analyzed the type of punctuation that the students use in writing text. Most of students confuse to using punctuation in text, because some

students talk that English was so hard to write, we must understand about grammar and punctuation. Write the text we need punctuation to make reader understand what the researcher writes. Beside that the researcher also analyzed the cause of student ability in using punctuation in writing text, and what the problem to make students confuse to use punctuation on the text.

CHAPTER III

RESEARCH METHOD

A. Design of the research

In this research, the researcher useddescriptive quantitative research, because the researcher analyzed the of students' ability in using punctuation in writing text.According to Arikunto, descriptive research was not intended to test of certain hypotheses but just describes as it was about a variable, phenomenon or condition[27]. Descriptive quantitative researchinvolves collecting numerical data totest hypotheses or answer questionsconcerning current status conductedeither through self-reports collectedthrough questionnaires or interviews.

According to Suryano, the qualitative method was used to research about the natural objective condition[28]. In this method human can be an instrument of the research. Qualitative method the researcher as the key instrumentation should have the knowledge's and theories to analyses the data in order to get the information deeply. The result of qualitative method would be analyses in words that the researcher concluded from the data that had been found in the text.

B. Population and sample

1. Population

Arikunto states, the population was all the individuals from whom the data were collected[29].It was mean population was the people or thing that analyzed about ability, habit, attitude, and else. Therefore, the population of the research was collectedfourth students of the English Education students in IAIN

[27]Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT RINEKA CIPTA, 2013), p.234
[28] Prof. Dr. Suryana, M. Si, *MetodologiPenelitian Model PraktisPenelitianKuantitatif dan Kualitatif,*(Universitas Pendidikan Indonesia, 2010), p. 40.
[29]SuharsiniArikunto,"*procedure penelitiansuatuPendekatan Pratik",* 2006, Jakarta:PTrinekacipta, p173

Bukittinggi. The students were divided into four classes and the total of the students was 102.

Table 3.1All of the Class of fourth semester at IAIN Bukittinggi academic year 2021/2022

No	Class	Total number of the students
1	PBI A	33
2	PBI B	26
3	PBI C	34
4	PBI D	34
Total		**127**

2. Sample

Samples were part of the population. According to Sugiyono, the sample was part of the number and characteristics possessed by the population[30]. If the population to large and causes researcher to be unable to examine the entire population, the researcher would use the sample from population. As stated by Gay, that with sample testing allows researchers to draw conclusions from larger groups or what was also called a population[31].In addition, Suharsimi Arikunto stated that if the subjects were less than 100, it was better to take all of the subjects. But if the subjects were more than 100, it might be taken between 10% - 15%, 20% - 25%, or even more. The researcher

[30]Sugiyono,*MetodePenelitian Pendidikan (PendekatanKuantittif, Kualitatif, dan R&D*), Bandung: Alfabete, 2018.p 81

[31]Geofrey.M.Mills, *Educational Research (Competencies for Analysis and Applications*), British library Cataloguing-in-Publication data, p.155

took 25% of the students would be 32 students, or the technique to collect the data is stratified random sampling.

C. Instrument of the research

Instrumentation was one of important parts in a research. The researcher needs an instrument to collect the data. In this research, the instrument that would be use is a test. Test aims to measure the student ability in using punctuation purpose of the accuracy of quantitative data. The test would carry out in the student knowledge about to use types of punctuation. The first test wasresearcher took two class from the fourth semester, researcher took two class because researcher use purposive sampling technique that purposive samplingtook the data based on the same of capabilities. The second test was conducted to determine whether there was a score difference obtained. The total number of the test was7 items in types of punctuation.

D. Technique of the data Collection

In this research, the data collects through the test which contains the writing. Some steps will be done by the researcher. Firstly, the students ask to do the test. Secondly, the researcher collects, and then the test that is finished by the students and gives the score. Then, the score is tabulated. The last, the researcher analyzed the students' score test.After the researcher analyzed the test to get the students ability in using punctuation researcher make specification of the punctuation. in the table billow:

Table 3. 2 Specification of the item of test for completing of test punctuation

No	Subject.

1.	Comma
2.	Period/Full stop
3.	Parentheses
4.	Colon
5.	Hyphen
6	Apostrophes
7	Question mark

E. Technique of the data analysis

After the researcher analyzed the punctuation used by students in the test. The researcher classified the level of students' ability based on the classification as follow[32]:

Table. 3.3 The classification level students' ability in the using punctuation in the text.

No	Students' ability	Level of ability
1.	80-100	Excellent
2.	66-79	Good
3.	56-65	Fair
4.	46-55	Low
5.	0-45	Failed

The Goal of the table classification of students in using punctuation was to make grouping easier of the punctuation. After researcher make classification in

[32]Yuan Ginting, An analysis of Students' Ability in Using Punctuation Marks in Descriptive Paragraph writing, online publis/Budapest international Research and critics institute-journal (vol.1/3),p.85 Retrived from: https://www.researchgate.net/publication/329968068_An_Analysis_of_Students%27_Ability_in_Using_Punctuation_Marks_in_Descriptive_Paragraph_Writing

the using punctuation in recount text, the researcher found out the percentage of classification. The researcher used formula of the percentage[33]:

$P = \frac{F}{N} = 100\%$

P= percentage Number

F= Frequency

N= Number of the students

The last step was researcher found out the total average score of the students' ability in using punctuation in the recount text. The researcher used the formula:

$X = \frac{\sum X}{N}$

Where:

X=the mean.

∑X=the total score.

N=the number of the students.

[33]Yuan Ginting, An analysis of Students' Ability in Using Punctuation Marks in Descriptive Paragraph writing, online publis/Budapest international Research and critics institute-journal (vol.1/3),p.85 Retrived from: https://www.researchgate.net/publication/329968068_An_Analysis_of_Students%27_Ability_in_Using_Punctuation_Marks_in_Descriptive_Paragraph_Writing

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

In this section, the researcher describes the analysis of the data in order to answer the formulation of the problems: What was thelevel of student's ability about using punctuation marks in writing text of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022?

1. Description of the Data

The data of this research were gotten based on the research that had been done by the researcher at the fourth semester English students of IAIN Bukittinggi. There were 127 students of the fourth semester English Department students who consist of four classes. This researcher employs purposive random sampling, it took 25% from all population. The sample 32 students.

The students' test was used in order to know what students' ability in writing paraphrase at the fourth semester students of IAIN Bukittinggi in academic year of 2021/2022. The researcher wants to find out the level of student's ability about using

punctuation marks in writing text of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022because punctuation marks in writing text had learned by the students when they were fourth semester.

Before finding out the students' ability in punctuation marks in writing text, the researcher describes the finding of the data about students' ability in punctuation marks in writing text test score. This following table describes the students' punctuation marks in writing text score which was listed randomly by the researcher.

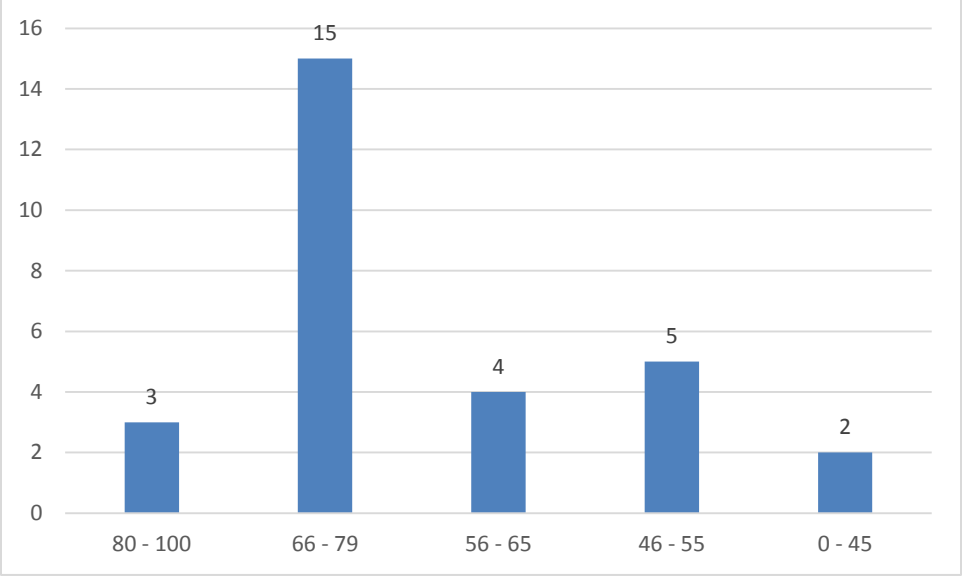
Table 4. 1 Table Describes The Students' Punctuation Marks In Writing Text Score

NO	STUDENTS	MAX SCORE	MIN SCORE	RESULT SCORE	INTERPRETATION
1	STUDENTS1	15	8	53	Low
2	STUDENTS2	15	10	67	Good
3	STUDENTS3	15	11	73	Good
4	STUDENTS4	15	12	80	Excellent
5	STUDENTS5	15	11	73	Good
6	STUDENTS6	15	8	53	Low
7	STUDENTS7	15	11	73	Good
8	STUDENTS8	15	5	33	Failed
9	STUDENTS9	15	12	80	Excellent
10	STUDENTS10	15	8	53	Low
11	STUDENTS11	15	9	60	Fair
12	STUDENTS12	15	10	67	Good
13	STUDENTS13	15	9	60	Fair
14	STUDENTS14	15	11	73	Good
15	STUDENTS15	15	10	67	Good
16	STUDENTS16	15	10	67	Good
17	STUDENTS17	15	12	80	Excellent
18	STUDENTS18	15	11	73	Good
19	STUDENTS19	15	8	53	Low
20	STUDENTS20	15	10	67	Good
21	STUDENTS21	15	9	60	Fair
22	STUDENTS22	15	8	53	Low
23	STUDENTS23	15	11	73	Good
24	STUDENTS24	15	10	67	Good

25	STUDENTS25	15	14	93	Excellent
26	STUDENTS26	15	13	87	Excellent
27	STUDENTS27	15	5	33	Failed
28	STUDENTS28	15	10	67	Good
29	STUDENTS29	15	13	87	Excellent
30	STUDENTS30	15	10	67	Good
31	STUDENTS31	15	10	67	Good
32	STUDENTS32	15	9	60	Fair
SUM				**2120**	
MEAN				**66**	**Good**
MIN				**33**	**Failed**
MAX				**93**	**Excellent**

The table above showed the students' Punctuation Marks In Writing Text Score of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022. The table contains the number of the name of students and their Punctuation Marks In Writing Text Score. The mean of the score was66 and the lowest score was33 and a higher score was 93 from 67 students' Fourth Semester at IAIN Bukittinggi academic year 2021/2022. It can describe in grafik below:

Grafik 4. 1 Grafik students' Punctuation Marks In Writing Text Score

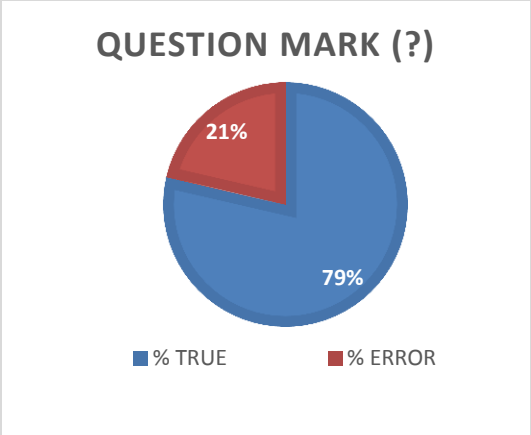


The table grafik showed the students' Punctuation Marks In Writing Text Score of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022. 3 students got score between 80-100, 15 students got score between 66 – 79, 4 students got score between 56-65, 5 students got score between 46-55 and 2 students got score between 0 -45.

2. The Analysis of Data

To analyze the data, the researcher explained the students' Punctuation Marks In Writing Text Score of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022 above one by one for each item and indicator of the research variable. Then, the researcher put the data into the table. After getting the frequency of the data, the researcher made into bar diagram and distribution table of students' Punctuation Marks In Writing Text Score of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022. Furthermore, the researcher interpreted the data which was gotten based on the table of interpretation. The percentage can be seen in the following diagram below.

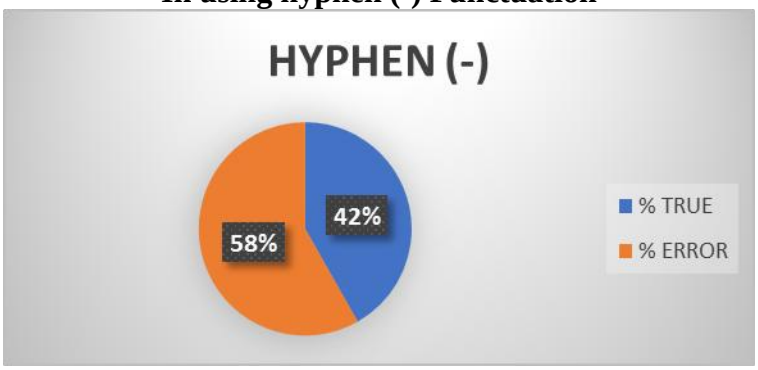
Diagram 4.1 Percentage students' ability
In using Question mark Punctuation



The table about used Question mark Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using question mark was true 79% and error was 21%. So, the students' ability in using question mark for this punctuationwas79% as highest percentage in true level and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score was in the range of 66% -79% or was in good category.

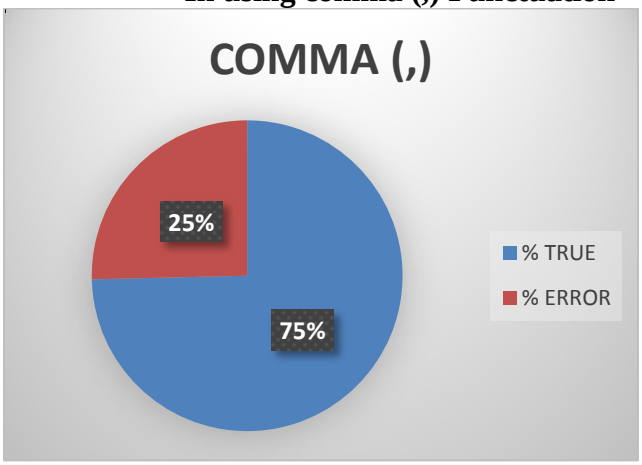
Diagram 4.2 Percentage students' ability

In using hyphen (-) Punctuation



The table about used hyphen (-) Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using hyphen (-) was true 42% and error was 58%. So, the students' ability in using hyphen (-) for this punctuationwas42% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 46% -55% or was in lowcategory.

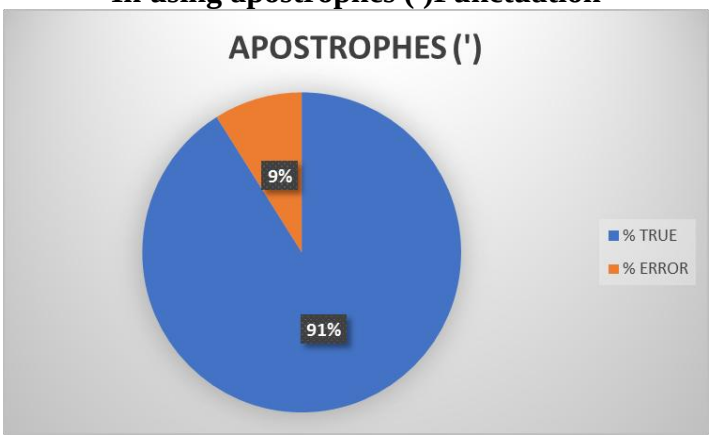
Diagram 4.3 Percentage students' ability
In using comma (,) Punctuation



The table about usedcomma (,) Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using comma (,) was true 75% and error was 25%. So, the students' ability in using comma (,) for this punctuationwas75% as highest percentage and if it was consulted to the

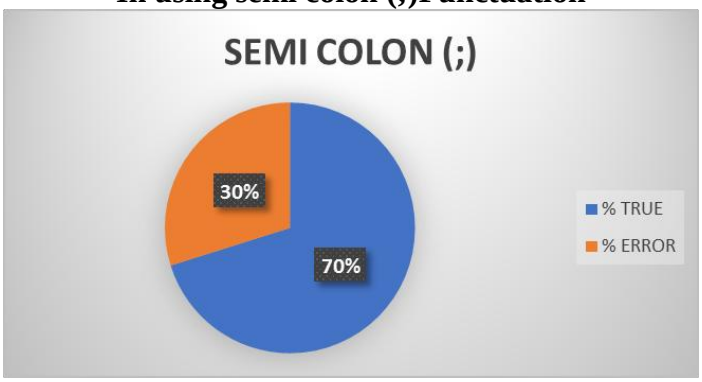
interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 66% - 79% or was in good category.

Diagram 4.4 Percentage students' ability
In using apostrophes (')Punctuation



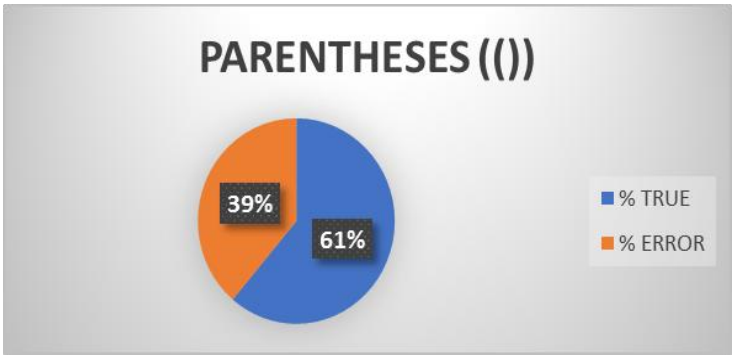
The table about usedapostrophes (') Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using apostrophes (') was true 91% and error was 9%. So, the students' ability in using apostrophes (') for this punctuationwas91% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 80% -100% or was in excellent category.

Diagram 4.5 Percentage students' ability
In using semi colon (;)Punctuation



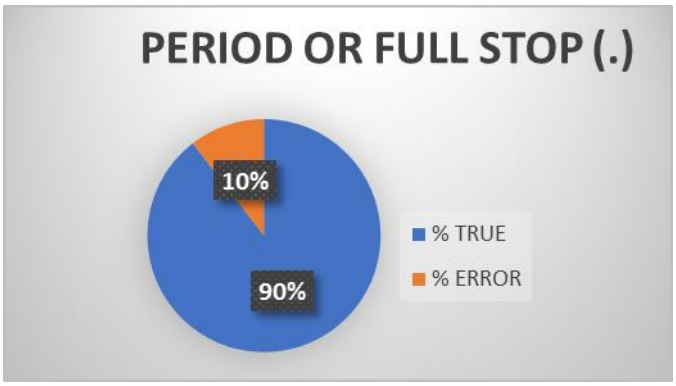
The table about usedsemi colon (;) Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using semi colon (;) was true 70% and error was 30%. So, the students' ability in using semi colon (;) for this punctuationwas70% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 66% - 79% or was in good category.

Diagram 4.6 Percentage students' ability
In using Parentheses (()) Punctuation



The table about usedParentheses (()) Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using Parentheses (()) was true 61% and error was 39%. So, the students' ability in using Parentheses (()) for this punctuationwas61% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 56% - 65% or was in fair category.

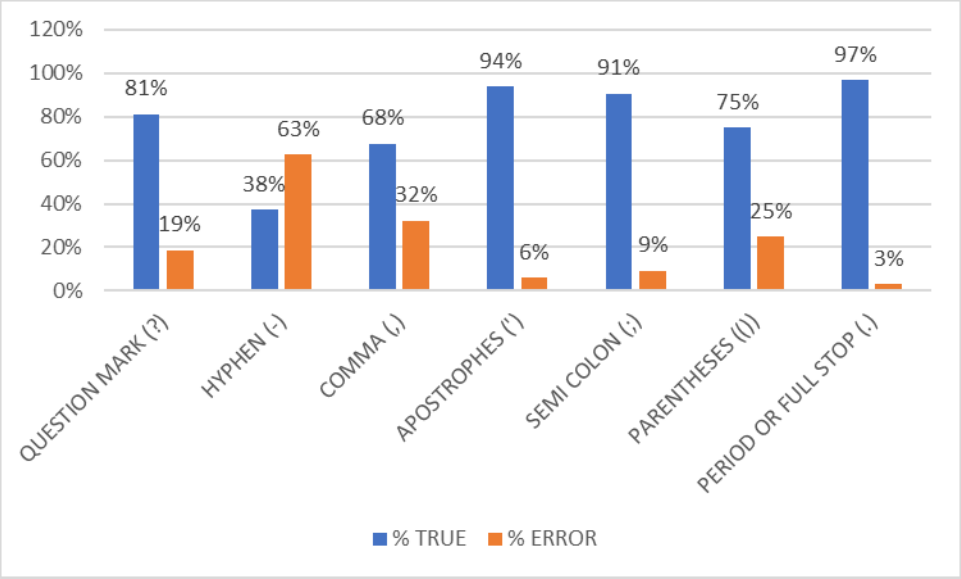
Diagram 4.7 Percentage students' ability
In using Full stop/period (.) Punctuation



The table about usedFull stop/period(.) Punctuation in writing text. Based on the diagram above, the percentage data showed that the students ability in using Full stop/period (.) was true 90% and error was 10%. So, the students' ability in using Full stop/period (.) for this punctuationwas90% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 80% - 100% or was in excellent category.

Based explanation above, the reseracher concluded all of kinds punctuation. The frequencies of the data can be described in the following bar diagram:

Table 4. 2 Table Percentage The Students' Punctuation Marks In Writing Text Score



The bar diagram above, first wasstudents' ability in using question mark was true 81% and error was 19%. So, the students' ability in using question mark for this punctuationwas81% as highest percentage in true level and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score was in the range of 80% -100% or was in excellentcategory. Second wasthe percentage data showed that the students ability in using hyphen (-) was true 38% and error was63%. So, the students' ability in using hyphen (-) for this punctuation was38% as true option percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 0% -45% or was in failed category. Third wasstudents ability in using comma (,) was true 75% and error was 25%. So, the students' ability in using comma (,) for this punctuation was 75% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 66% - 79% or was in good category.

Fourth wasstudents ability in using apostrophes (') was true 91% and error was 9%. So, the students' ability in using apostrophes (') for this punctuation was 91% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 80% - 100% or was in excellent category. Fiveth wasstudents ability in using semi colon (;) was true 70% and error was 30%. So, the students' ability in using semi colon (;) for this punctuation was 70% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 66% - 79% or was in good category. Sixth wasstudents ability in using Parentheses (()) was true 61% and error was 39%. So, the students' ability in using Parentheses (()) for this punctuation was 61% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 56% - 65% or was in fair category. Last wasstudents ability in using Full stop/period (.) was true 90% and error was 10%. So, the students' ability in using Full stop/period (.) for this punctuation was 90% as highest percentage and if it was consulted to the interpretation of the level of students ability in the table interpetation, the percentage score true was in the range of 80% - 100% or was in excellent category.

Based on the distribution table, the results of students' mean of Punctuation Marks in Writing Text Score of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022. The table contains the number of the name of students and their Punctuation Marks in Writing Text Score. The mean of the 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 the results, the researcher used ranting scale to arrange level of students' ability in using Punctuation Marks in Writing Text.

Table 4.3.The Interpretation of the level students' ability Percentage

No	Ranting Students' ability	Mean	Level of ability
1.	80-100		Excellent
2.	66-79	66	Good
3.	56-65		Fair
4.	46-55		Low
5.	0-45		Failed

The interpretation table showed that the percentage of the students mean score was66 with ranting 66%-79%. The finding showed that the level of students' ability in using Punctuation Marks in Writing Text with the score percentage 66 wasgood category.

B. Discussion

Based on the description and analysis of the data above, the there wasa point that need to be discussed in this researchwas to find out level of students' Ability in Using Punctuation in Writing Text of English Education Students in 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 Fourth Semester at IAIN Bukittinggi academic year 2021/2022. The table contains the number of the name of students and their Punctuation Marks in Writing Text Score. The mean of 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 the score percentage 66 was good category

Based on the result of findings dan discussions, it supported by theory. Punctuation was important mechanic aspect in writing. According to Alice Ohima and Ann Hogue, using correct punctuation was important because punctuation conveys meaning just as words do[34]. Many students make error in putting punctuation in their writing text. Ellis states that error reflect gap in a learner's knowledge which arises because the learner does not know what was correct[35]. Error in using punctuation was usually faced by the students. Some errors were made when the students do not understand the using of punctuation in writing. The error comes because many punctuations and its rule that must be recognized by students.

Punctuation was important aspect in 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, man was nothing," both of these samples were same but they have different meaning because the using of punctuation. The students were still confusing in using punctuation, because they can distinguish the function of each kind of punctuation mark so they difficult to apply the correct punctuation in their writing sentence. To write a good text, the students must understand and know the important parts in the text.

Based on finding and discussion above, in this finding, it can be seen thatthe interpretation table showed that the percentage of the students mean score was 66 with

[34] Alice Ohima and ann Hogue," writing Academic English", Longman Press. p.245
[35] Rod Ellis, *"second language Acquisition".* Oxford University Press. New York. 1997. p.17

ranting 66%-79%. The finding showed that the level of students' ability in using Punctuation Marks in Writing Text with the score percentage 66 was good category.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After collecting the data and analyzing the result of the research in the previous chapter, the researcher drew a conclusion about Students' Ability in Using Punctuation in Writing Text of English Education Students in 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 2021/2022was categorized into 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 Using Punctuation in Writing Text of English Education Students in Fourth Semester at IAIN Bukittinggi academic year 2021/2022categorized into good.

B. Suggestion

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

1. For the Lecturer

a. The teacher should give motivation and attention in the students'‟ writing.

b. The teacher should give more practice about punctuation to improve the students‟ ability.

c. The teacher may give interesting teaching methods in teaching English in order to make them more interested in learning English.

2. 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, there may rules that should be obey.

b. The students should increase their understanding in using punctuation and do some extra practice of using punctuation in their writing, in order to improve their ability in using punctuation.

3. For Further Researcher

It was necessary to the further researcher to conduct further research with the same object and different perspective in order aspect of writing.