

**THE STUDENTS' ABILITY BY USING PUNCTUATION IN
WRITING AT THIRD SEMESTER STUDENTS OF ENGLISH
DEPARTMENT OF STAIN ZAWIYAH COT KALA LANGSA
(ACADEMIC YEAR 2014-2015)**

THESIS

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Langsa, 18th February, 2015

The writer

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ABSTRACT

Punctuation is standard set of marks used in written and printed texts to clarify meaning and to separated sentences, words, and parts of words. The using of punctuation is considered as the important aspect in productive writing skill. In the university, particularly in STAIN Zawiyah Cot Kala Langsa, the English department students have studied writing which is started from third semester. Consequently, the students have to mastery the using of punctuation well. In the contrary, most of the third grade students are confused to use the variety of punctuation mark in their writing products. Furthermore, they can only use full stop and commas in their writing. Based on the condition, the writer tries to do a research that has purpose to to find out the students ability in using punctuation in writing at the third semester students of English Department Education of STAIN ZCK Langsa. The research belonged to qualitative research which was done during 20th – 26th January 2015. In this research, the writer did writing test to collect the data. The writer asked 40 students which is chose randomly to use the ten items of punctuation in their writing. In the case to analyze the data, the writer applied Miles and Hubberman analyzes procedure, they are data reduction, data display and data verification. After analyzing the data, the researcher got that most of the third semester students at English department education in STAIN Zawiyah Cot Kala Langsa have the lack ability in using punctuation in their writing product. Among 40 respondents, 45% of students got score 1-50. In the other hands, 27, 5% of them got score 55-60 and 27,5% others got the score 65-75. Among all of types of punctuation, most of students had many difficulties in using commas, semi colon, colon, hyphen, dashes, and exclamation punctuation. In commas punctuation, the students got average score 33, 75. Then, in the semi colon punctuation, the students got average score 47, 5. In the other hands, the students got average score 53, 75 in using colon and they only got average score 50 in using hyphen punctuation. Unfortunately, in using dashes punctuation, there was no any students who can use it. Furthermore, the students also have difficulties in using apostrophe and exclamation punctuation. In using apostrophe, the students got average score 56, 25 and 47, 5 in using exclamation mark. Based on the result, the writer hopes to the third semester students of English department education to increase their awareness in learning punctuation, they have to recognize and understand the function of every punctuations well. The writer also hopes to the writing lecturers to give more attention to the students' ability in using punctuation. It is considered as the important knowledge to be studied, it is cause punctuation is the fundamental ability which have to be mastered in produce writing skill.

Key Words : Punctuation and Students' Ability

CHAPTER I

INTRODUCTION

A. The background of Study

In learning a language, there are many rules which have to be learned by students to produce language well. The rules set of the expression or the structure of the language, it due to understand the information of the sentence easily, the rules that set the structures of the language namely grammar. Particularly in learning English, grammar has the important role to help students in producing a language. “Grammar is the study of words and the ways words together, an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language”.¹

Grammar explains the way to combine words together and others symbols like punctuation mark to produce grammatical sentence. There are some aspects which are studied in grammar area. Grammar is also defined as a set of rules governing what strings are valid or allowable in a language or text.² There are some rules which are set in learning grammar. The rules consist of noun, verb, adverb, adjective, determiner, reported speech, punctuation etc.

Punctuation is standard set of marks used in written and printed texts to clarify meaning and to separated sentences, words, and parts of words. It often marks discourse features such as international contours and pauses. Punctuation

¹Pradeep Kumar Debata, the Important of Grammar in English Language Teaching a Reassessment, language in India, (online) www. Languageinindia.com ISSN 1930 – 2940 Vol. 13, is accessed on 21th November 2014

²<http://www.oxforddictionaries.com/definition/english/grammar>

marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud. The rules of punctuation vary with language, location, register, and time and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's choice.

There are some kinds symbols which are belonged to punctuation mark. The symbols consist of period or full stop (.), commas (,), semicolon (;), colon (:), hyphen (-), dashes (--), apostrophes ('s) , quotation mark(“ “), question mark (?) and exclamation (!).³ The whole of punctuation mark have different function in completing the sentence. The students who are learning writing skill have to study it seriously to write complete sentence in order.

The students study writing skill in every level of study. Particularly in university, the English department education students study to write the basic writing product up to academic writing product. For example in STAIN Zawiyah Cot Kala Langsa, the students of English department education study writing in every level of semester that started from the third semester. In the third semester, they study writing Ist. In this case, the students study to write the writing product basically. They study to write the complete sentence which is included the punctuation mark correctly.

The practicing of teaching writing basically from the third semester, it is due to make the English department education students are capable to produce writing product. It is developed based on the students' skill in every level of study. Actually, the recognizing of punctuation mark is the fundamental ability

³ *Usage Basic Punctuation Rules*, (online)
www.is.wayne.edu/MNISSANI/cr/punctuation.pdf is accessed on 23th November 2014

which have to be mastered by students in studying writing. In this level, they have to know the rules to use and the function of punctuation mark in the sentence. It is due to make students easier to study writing to the next level. Even though, it does not prove that most of English department education students can write well. Furthermore, the students often doing a simple mistake in their writing. Some of them have mistake in using punctuation in their writing product.

While the students are writing a paragraph, they continue writing without focus their attention on the punctuation mark. Moreover, some of students also do not know exactly the suitable place to put the full stop, commas, colon and other punctuation mark in the sentence. They do not put full stop to finish a sentence. They also do not use comma to connect dependent and independent clause in the paragraph. Based on the problem, the students cannot produce a good writing product. Furthermore, their writing product also difficult to understand and make the reader confused to find out the information within.

Based on the description above the writer is interested in conducting a research entitles **“The Students’ Ability by Using Punctuation in Writing at Third Semester Students of English Department of STAIN Zawiyah Cot Kala Langsa (Academic year 2014-2015)”**.

B. The Problem of the Study

Considering to the background of the study above, the writer tries to do the research to analyze “How is the students’ ability in using punctuation in writing at the third semester students of English Department Education of STAIN ZCK Langsa?”

C. The Purpose of the Study

According to the problem of the study, the writer do the research to answer the purpose “to find out the students ability in using punctuation in writing at the third semester students of English Department Education of STAIN ZCK Langsa.”

D. The Significance of the Study

1. The lectures

The research be an input for lecturers about the students’ ability in using punctuation in writing text. Therefore, writing lecturers can set the study based on the students’ ability.

2. The students,

The research can be an information for students’ about their ability in using punctuation. So, students can know their mistake and improve their ability.

3. The researcher,

The research be an additional information for the further research which has similar topic.

E. Terminology

To avoid misunderstanding about the research, the writer explains some of terminologies that have relationship to the title of the research. The terminologies consist of as follow:

a. Student' Ability

Ability is someone's level of skill at doing something.⁴ability is also defined as the quality or state of being able, power to do something.⁵ It means that students' ability is the students' level of skill or the students' quality in doing something particularly in using punctuation in writing text.

b. Writing

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.⁶ it means that writing is the final product which is produced by some acts, they are consist of note taking, identifying a central idea, outlining, drafting and editing. The whole of acts are done separately and is learned simultaneously.

c. Punctuation

Punctuation is the marks such as period and commas in a piece of writing that make its meaning clear and that separate it into sentences, clauses etc.⁷ Punctuation is the set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses. Punctuation is the act or practice

⁴*Definition of Ability* from Longman English Dictionary (online)
<http://www.ldoceonline.com/dictionary/ability>

⁵*Definition of Ability* (online) <http://www.wordcentral.com/cgi-bin/student?ability>

⁶ Trudy Wallace, Winifred E. Stariba and Herbert J. Werbert. *Teaching speaking, Listening and writing Practice series 14*. P.13 Article Internet accessed <http://www.curtin.edu.au/curtin/dept/smec/iae> on April 13, 2013

⁷*Definition of Punctuation*, (online) <http://www.merriam-webster.com/dictionary/punctuation> is accessed on 20th November 2014

of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units also a system of punctuation.⁸ It can be concluded that punctuation is the using of conventional sign such as commas, period, hyphen, dashes etc to understand and correct reading. In this study, the writer analyzes the students' ability in using punctuation in writing text.

⁸ <http://www.merriam-webster.com/dictionary/punctuation>

CHAPTER II

LITERATURE REVIEW

A. Grammar

1. The Definition of Grammar

Grammar is the rules to describe a language. English grammar is the body of rules that describe the structure of expressions in the English language. Grammar is also defined as a set of rules governing what strings are valid or allowable in a language or text.⁹ It means that grammar is the rules to describe language, describe the sentences in its structures. Grammar set the rules of language based on their structures in combining a sentence.

Grammar has the important role in writing skill, Beth Hill stated that “You’re the writer or the editor. Grammar and punctuation are two of the tools of your trade, and you should know them inside out and upside down and backwards and forwards and any other way they can be known. You should know how to use them and what they’re capable of, and you should look for new ways to put them to work”.¹⁰ The grammar rules are divided into some categories, the categories are noun, verb, adverb, adjective, determiner, reported speech, punctuation etc.

Based on the some categories above, in this research the writer only focus the study on the punctuation categories. Punctuation is the use of spacing, conventional signs, and certain typographical devices as aids to the understanding

⁹ <http://www.oxforddictionaries.com/definition/english/grammar>

¹⁰ *The important of Grammar and Punctuation in Writing*, (online)
<http://theeditorsblog.net/2011/05/30/on-grammar-and-punctuation/> is accessed on 20th November 2014

and correct reading, both silently and aloud, of handwritten and printed texts. There are some sign or symbol which is belonged to punctuation, the symbols are explained in detail in the next explanation.

B. Punctuation

1. Definition of Punctuation

Punctuation is the set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses. Punctuation is the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units also a system of punctuation.¹¹ In Merriam Webster Dictionary, punctuation is the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning. the practice or system of using certain conventional marks or characters in writing or printing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.¹²

2. The Kind of Punctuation Mark

Marks of punctuation include: full stop, comma, colon, semicolon, dash, hyphen, parentheses, quotation mark, exclamation, and question.

a. Full Stop [.]

Full stop used to mark the end of sentence. Every sentence contains at least one punctuation mark, the one at its end. The most common of these

¹¹ <http://www.merriam-webster.com/dictionary/punctuation>

¹² <http://www.thefreedictionary.com/punctuation>

sentence ending punctuation marks is the period (also called full stop) this simple dot is used to mark the end of a sentence that is declarative.¹³

Unless the sentence ends with a question mark or an exclamation mark. In the writing text, the full stop mark also has other name, that is period. Use a period at the end of a sentence that makes a polite request phrases as a question. Use a period after a mild command.

The method proved to be very useful. - In some Abbreviations:

e.g. (for example), etc. (and so on), p. (page), pp. (pages)

b. Comma [,]

Commas are used to separate parts of a sentence. They tell readers to pause between words or groups of words, and they help clarify the meanings of sentences. Commas are used to separate three or more words, phrases, or clauses in a series.¹⁴ The explanation of the function of commas in a sentence is described as the following paragraph.¹⁵:

1. Commas are used to separate three or more words, phrases, or clauses in a series. For example: practice will be held before school, in the afternoon and at night. Commas are used after an introductory dependent clause (a group of words before the subject of a sentence that do not form a complete sentence). For example: if your friends enjoy Chinese food, they will love this restaurant.

¹³ *The Function of Punctuation*, (online) <http://www.wikihow.com/Use-English-Punctuation-Correctly>, accessed on 24th November 2014

¹⁴ Carol Hegarty, *Capitalisation and Punctuation English in Context*, p. 68

¹⁵ Usage Basic Punctuation Rules, (online) www.is.wayne.edu/MNISSANI/cr/punctuation.pdf is accessed on 23th November 2014

2. Commas are used to set off introductory words, introductory adverbial, participial, or infinitive phrase and longer introductory prepositional phrase. Example:
 - Incidentally, I was not late this morning. (word)
 - Hoping for a bigger fish, Rob spent three more hours fishing.
(phrase)
3. Commas are used between independent clause joined by a coordinating conjunction (for, and, nor, but or, yet, so). For example: my dog had fleas, so we gave him a bath.
4. Commas set off nonessential phrases or clauses. For example; the man, I think, had a funny laugh.
5. Commas set off an appositive (a word or phrase that renames a noun). For example: Tanya, Debbie's sister, gave a brilliant speech last night.

c. Colon [:]

This usually shows that some example, explanation or list is going to follow. It is also used to punctuate speech in plays. Colon follow independent clause and are used to call attention to the information that comes after.

1. Colons come after the independent clause and before the word, phrase, sentence, quotation, or list it is introducing.

Example: Joe has only one thing on his mind: girls (word)

Joe has only one thing on his mind: the girl next door
(phrase)

d. Semicolon [;]

A semi-colon links two or more simple sentences, providing the sentences are linked by a common theme. Semi colon are to separate clause or phrase that are related and that receive equal emphasis. The function of semicolon are:

1. Semicolon join independent clause in a compound sentence if no coordinating conjunction is used. Example: Michael seemed preoccupied; he answered our questions abruptly.
2. Semicolons are used before a conjunctive adverb (transition word) that join the clause of a compound sentence. Example: the emergency room was crowded ; however, Warren was helped immediately.
3. Semicolons help avoid confusion in list where there are already commas. Example; we travelled to London; England; Paris, France; Berlin, Germany; and Sofia, Bulgaria.

e. Dash [--]

This is used to show a strange change in thought, or to show hesitation in speech. Dashes connect groups of words to other group of words in order to emphasize a point or show that the information is unessential. Usually the dash separates words in the middle of a sentence from the rest of the sentence, or it leads to material at the end of the sentence.

1. In the middle of a sentence, a dash can put special emphasis on a group of words or make them stand out from the rest of the sentence.

Example: Linda Simpson's prescription for the economy, lower interest rates, higher employment, and less government spending, was rejected by the president's administration.

Become : Linda Simpson's prescription for the economy--lower interest rates, higher employment, and less government spending -- was rejected by the president's administration.

2. The dash can also be used to attach material to the end of a sentence when there is a clear break in the continuity of the sentence or when an explanation is being introduced.

Example : the president will be unable to win enough votes for another term of office—unless, of course, he can reduce unemployment and the deficit soon.¹⁶

f. Hyphen [-]

Hyphens are used to form compound words or join word units. They are used to join prefixes, suffixes, and letters to words. Use a hyphen when writing number out as words. Separate the words of any number under one hundred with a hyphen. Be careful with spelling out number above one hundred.

Example: He lived to be one hundred twenty-one

1. Use hyphen with compound number from twenty-one to ninety-nine and with fraction used as modifiers. Example:

- forty-two applicants
- Two-third majority (two-third is an adjective modifying majority)
- Three-fourths empty (three-fourths is an adverb modifying empty)

¹⁶ Usage Basic Punctuation Rules, (online)
www.is.wayne.edu/MNISSANI/cr/punctuation.pdf is accessed on 23th November 2014

2. Use hyphen in a compound adjective only when it comes before the word it modifies. However, some compound adjectives are always hyphenated, such as well-balanced. Look up compound adjectives in the dictionary if you are unsure whether or not to hyphenate them.

Example:

- A well-like author : an author who is well liked
- A world-renowned composer: a composer who is world renowned

3. Use hyphen with the prefixes ex-, self-, and all-, suffix –elect, and with all prefixes before a proper noun or proper adjective. Example:

- All-star - ex-mayor - pro-Canadian
- Anti-Semitic - non-European - self-control¹⁷

g. The Apostrophe [‘]

This is used in two ways, either to show contracted words or to show possession. Apostrophes are used to show possession or to indicate where a letter has been omitted to form a contraction.

1. To show possession, add an apostrophes and an –s to singular noun or indefinite pronouns that end in one or body. Example:

- Susan’s wrench anyone’s problem.

Do not use apostrophes with s to make a plural noun from a singular. This is a very common mistake and should be avoided. Remember that apostrophes are used to show possession, not that there are more than one of something. Here are examples of correct and incorrect apostrophe usage:

¹⁷ Usage Basic Punctuation Rules, (online)
www.is.wayne.edu/MNISSANI/cr/punctuation.pdf is accessed on 23th November 2014

- Correct : apple = apples
- Incorrect : apple = apple's

h. Exclamation [!]

These are used to show command, surprise and when an author is trying to interject hard-hitting phrases. Use an exclamation point to end exclamatory sentences. The exclamation point (“!”, also called an exclamation mark or shout mark) suggests excitement or strong emphasis in the preceding sentence. The exclamation point is also used appropriately, to end exclamations short expressions of intense emotion that are often only one word long. Example:

- I cannot how difficult the exam was!¹⁸

i. Question Mark [?]

Use a question mark at the end of interrogative sentence. Use to show a person is asking a direct question. Example:

- Have you ever meet a celebrity?¹⁹

j. Quotation Mark [“ “]

Quotation marks are used to show the beginning and the end of quotation or a title of a short work, for example:

1. Quotation marks enclose the exact words of a person (direct quotation) example: Megan said, “ Kurt has a red hat”
2. Do not use quotation marks around a paraphrase (using your own words to express the author’s ideas) or a summary of the author’s word. Example: Megan said that Kurt’s has was red.

¹⁸ *The Function of Punctuation*, (online) <http://www.wikihow.com/Use-English-Punctuation-Correctly>, accessed on 24th November 2014

¹⁹ Carol Hegarty, *Capitalisation and Punctuation English in Context*, p. 60

3. Quotation marks set off the title of magazine articles, poems, reports, and chapters within a book. Example : “the Talk of the Town” is a regular feature in Time magazine.²⁰

C. Writing Ability

1. The Definition of Writing

Writing is one of the skills in learning a language. Writing is also considered as the products which is produce by writing process. Dagher states that writing is the process of thinking which is performed into paper in the form of writing. The process of thinking included process of having and focus on the idea further, writing needs the effort of thinking continuously for the certain time.²¹

According to the explanation above, writing is process of thinking that produce writing product. One of writing product is essay, report, form, letter etc. In the thinking process the writer need an idea, it tell the information about the purpose of writing product to the reader. The idea control the content of writing product.

Writing ability is learned, it provide a information, opinion, beliefs, feelings, arguments, explanations, theories, etc.²² The writing have several meanings. Like as the writing is in the sense of the verb ‘write’. Write is to make letters or other symbols on a surface, especially with a pen or a pencil on a paper. And also writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express ones’ self, to provide information for one’s

²⁰ Usage Basic Punctuation Rules, (online)
www.is.wayne.edu/MNISSANI/cr/punctuation.pdf is accessed on 23th November 2014

²¹ Karper, Erin. 2002. *Writing a Thesis Statement*.
 (http://owl.english.purdue.edu/handouts/print/) Articiel internet accessed on 7 april 2014

²² Robert Todd Carroll, *Student Success Guide: Writing Skill* (New York: Sacramento City College, 1990), p. 1.

reader, to persuade one's reader, and to create a literary work. On other words, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

2. The Genres of written Language.

There are several kinds of written language which is studied in the college. In the English department, students study several kinds of written language. The kinds of written language is essay, articles, paper, Thesis etc. Brown mentioned the genres of written language that consist of:

- Nonfiction: reports, editorials, essays, paragraph, articles, references, (dictionaries)
- Fiction : novels, short stories, jokes, drama, poetry.
- Letter : personal,business.
- Greeting cards
- Diaries, journals
- Memos (e.g interoffice memos)
- Message (e.g phones message)
- Announcements
- Newspaper “journalese”
- Academic writing : short-answer test responses, report, papers, theses, books
- Forms,applications
- Etc

Based on the some genres of writing above, the writer will analyze the students' writing ability in using punctuation particularly in writing sentence and paragraph.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

This research is belonged to qualitative description approach which focuses on the analysis of the data. This study used qualitative descriptive, so this approach is applied to describe data by using numeral description or statistic to get quality of the presentation. It fills the characteristics of qualitative research. The study focused on the description and explanation of the study because the research described the phenomenon which happens to the students in understanding teacher talk in the class room.

Qualitative method in certain condition or in social knowledge is used as a fundamental to deep the way in collecting the data from research subject from the environment or the subject of study that is used to describe the numeric data in the form of language terms.²³ By using this method, the researcher can get the data naturally from the environment or the subject of the study or the people as the source of data.

B. Location and Time of the Research

1. Location of the Research

The location of this research is in STAIN Zawiyah Cot Kala Langsa. The university located on Jl. Meurandeh Kota Langsa, Prov.Aceh. The college was built in 1980. Formerly, STAIN was known as STAI Zawiyah Cot Kala, but in the end of 2006 it change into STAIN based on the president's rule about the establishment of STAIN Zawiyah Cot Kala that was signed by the Indonesian president, etc.

²³ Bambang Setiyadi. *Metode Penelitian untuk Pengajaran Bahasa Asing ; Pendekatan Kuantitative dan Kualitative*. (Yogyakarta: Graha Ilmu. 2006), P. 220

2. Time of the Research

The researcher does the research for several times. The research was done until the researcher has the sufficient information. The schedule of the research is mentioned as the table below:

Table 3.1 the schedule of the research

NO	TIME	ACTIVITY
1.	During October 2014	Collecting the secondary data
2.	20 th – 23 th January 2015	Finding out the Respondents
3.	24 th January 2015	Validity Test
4.	26 th January 2015	Doing the test
5.	28 th January – 05 th February 2015	Analyze the data

C. The Source of Data

The data consist of two types namely primer and secondary data. The description of the source of data as detail in the following paragraph:

1. The Primer Data

The primer data is the data which derived from the respondents or the subject of the study. The subject of the study is the third semester students of English department education of STAIN Zawiyah Cot Kala Langsa. The third grade students consist of six class that divided into unit 1, unit 2 unit 3 and so forth. Every class or unit consist of 30 until 40 students which totally students are 250.

The total numbers of the third semester students in English department education are 250 students. Arikunto stated that “if the sample more than 100 subjects, it can be chosen 10%-15% or 20%-25%”²⁴.

Because of the subject of students consist of a large number. In this research, the writer applied snowball sampling to choose the sample. Snowball sampling is the technique to collect the sample which started from a little number then continuously to be a large number of respondents.²⁵ Therefore, the writer apply snowball sampling until got the 15% of the total number of students, that is about 40 students that belonged to the six unit of the third semester students of English department education in STAIN Zawiyah Cot Kala Langsa.

2. The Secondary Data

The secondary data is the data which is related to topic of the study, that is the books and theories which has connection to the students’ writing ability in using punctuation. Besides the book and theories, the writer also collects the documentation of STAIN Zawiyah Cot Kala Langsa. The documentation consist of attendant list, the result of students final writing test in the previous semester etc to support the process of the research.

D. Procedure of Collecting Data

In this research, the researcher applies some techniques of collecting data to get the information. The procedure of collecting data can be seen as paragraph below:

²⁴ Arikunto, suharsimi, *Procedure Penelitian, Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), P. 134

²⁵ Sugiyono, *Metode Penelitian Kualitatif Kuantitatif dan R&D* (Bandung : Alfabeta, 2012), P. 219

- In this study, the writer collects the data by doing test. The test has purpose to analyze students' ability by Using Punctuation in Writing at Third Semester Students of English Department of STAIN Zawiyah Cot Kala Langsa. In this case, the writer will does writing test to the students in the out of learning activity. Before conducting the test, the writer makes appointment to students. Therefore, the writer and students can find a relax situation to do test.

E. Techniques of Data Analysis

In this research, the writer did some techniques of data analysis. The process of data analysis was done before the writer come and did the research. Nasution in Sugiyono stated that “the process of data analysis in qualitative research was done before the researcher come to the field of the research, during doing the research and after finishing the research. Therefore, the writer divided the techniques of data analysis to be several steps. The steps of data analysis are explained as the following paragraphs:

1. Data Analysis before Doing the Research.
 - a. Finding out the phenomenon and the problem of the study.

In this step, the writer observed the phenomenon which has been faced by the third semester students in English department education. The writer tried to observe the students difficulties in writing skill. Consequently, the writer found that most of the students cannot write well. Furthermore, they cannot put the punctuation in writing product in order. Moreover, the ability to use punctuation is considered as the fundamental skill which has to be mastered by students in learning writing skill. Based on the phenomenon, the writer decided to analyze the

third semester students' ability at English department education of STAIN Zawiyah Cot Kala Langsa in mastering punctuation.

b. Doing the validity test.

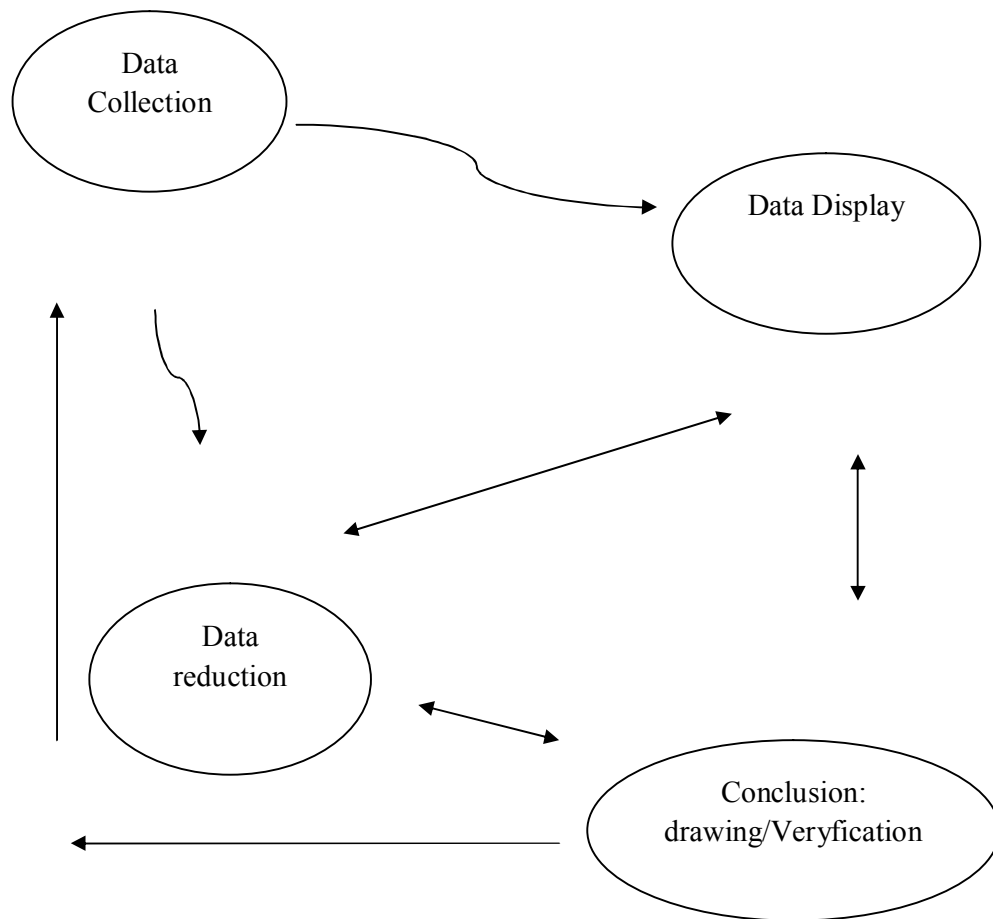
After arranging the instruments, the writer did the writing test on 24th January 2015. The writer tested the respondents by doing writing test in the paragraph form. Based on the result of the test, the writer got that most students had the lack ability in using punctuation in writing. Because of the result of the test, the writer did triangulation to validity the instruments of the study. According to William Wiersman in Sugiyono, "triangulation is qualitative cross validation. It assesses the sufficient of the data according to the convergence of multiple data source or multiple data collection procedures".²⁶

Based on the argumentation above, the writer recollected the data by doing other writing test. In the next test, the writer conducted writing test by applying 20 items of question in the sentence form.

2. Data Analysis during Doing the Research.

In this step, there are some process which have to be applied by the researcher to analyze the data. According to Miles and Huberman in Sugiyono, there are some activities which is done in analyzing the data, they are data reduction, data display and data verification. The activities in analyzing the data during doing the research will be shown in the picture below:

²⁶ Sugiyono, *Metode Penelitian Kualitatif Kuantitatif dan R&D* (Bandung : Alfabeta, 2012), P. 273



Based on the chart above, the writer concluded that there are three steps in analyzing the data. The first step is data reduction, that is the process of selecting data to separate necessary and unnecessary data. The second steps are data display, in this step the writer presents the data in easier form. After getting the enough information of the result of writing test, the writer displays the data in the table form. In the last step, the writer takes the conclusion of the result of the research.

3. Data Analysis after Doing the Research.

After getting the result of the research, the writer got conclusion about the study. The writer take conclusion whether the result of the research can answer the problem of the study. In this case, the writer takes the conclusion in the percentage number. By using the pattern below:

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

Explanation :

P = Percentage

F = frequency/number of student with the same answer

N = Number of students.²⁷

F. Research Procedure

There were some steps which done by the researcher to make sure that this research was done correctly, they were:

The preparation steps:

- a. Choosing and selecting the source of the research
- b. Collect the literature and theories which has relation to the research.
- c. Prepare the instruments that are the writing test that includes punctuation test.

²⁷ Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada. 2008), P. 260

The action steps:

- a. Doing the writing test to measure the third semester students' ability in using punctuation.
- b. Analyze the result of data and display it in the table form.
- c. Make conclusion of the students' ability by using punctuation in writing