

Chapter One

Introduction

In this chapter, the researcher presents the introduction of this research which is divided into seven parts. The parts are: background of the study, statement of the problem, limitation of the problem, research questions, objectives of the study, significance of the study, and outline of the study. Background of the study provides some theories and reason as foundation of the research. In the statement of the problem, the researcher shows the problems that will be discussed. After that, the researcher limits the problem in limitation of the problem. The researcher also provides two research questions. Then, the researcher states the aim of the research in the objectives of the study. In the significance of the study, the researcher writes the benefits of the research for the lecturers, the students, and future researchers. The last is outline of the study that contains all of the parts of this research.

Background of the Study

Punctuation mark is used to create good writers. Hourani (2008, p.36) said “another prevalent belief is that teachers should focus in the mechanics of writing: spelling, punctuation and sentence structure to create good writers”. Based on Hourani, teachers should focus on punctuation to make the student become good writers. Punctuation marks are rules that we should follow in writing to write sentences correctly. It means that the writer must use punctuation correctly in the writing and also know how to put punctuation marks in the right. Similar with the

opinion from Soule, Whiteley, and McIntosh (2007, p. 17-18) who said “this insouciance, to publish professionally you need to write correctly punctuated, formal English—and it is best to sort this out sooner rather than later. This includes putting apostrophes in the right place in possessives (*its, his* vs. *it’s, he’s*; *dogs vomit, dog’s vomit, dogs’ vomit* all mean different things) and knowing how to use semi-colons. This is not just pedantry: appropriate punctuation allows a reader to analyze a sentence efficiently and to read more quickly”. Another definition comes from Straus. Straus (2008, p.52-68) said “the kinds of punctuation are: periods, ellipsis mark, commas, semicolons, question mark, exclamation points, parentheses, hyphen, dashes.” Sudilah (2015, p.88) stated “punctuation marks are devices for making the writing clear and lucid”.

Punctuation is very important for English language learners. Sudilah (2015, p.87) stated “punctuation, therefore, plays an important role in developing writing skills”. Students should understand how to use punctuation marks correctly. Similarly, the students should know the role of punctuation marks in a paragraph or sentence. So, the teacher could make students aware that punctuation is important part in writing sentence or a paragraph. The teacher should build students’ awareness about the importance of punctuation mark. In the future, students can know how to use punctuation mark correctly especially in writing correctly. Sudilah (2015, p.88) also stated that “the exclamation mark, the question marks, and the full stop are then, basic stop-and-go signals regarding the grammatical traffic”.

In the other hand, punctuation have some functions in writing. In this study the researcher shows the functions of using punctuation mark in writing.

Awad (2012, P.213) said that “punctuation has three important functions:

1. Phonetic Function: this is very important, since punctuation marks show clearly the rhythm, pauses and tone inflexions in a written document : a written document has a tone. 2. Grammatical Function: punctuation is used in direct style: to form interrogations: to mark emphatic content; to highlight syntactic elements displaced from their natural positions; and to build the structure of the sentences, complex sentences, paragraph, document, etc. 3. Semantic Function: punctuation helps learners understand the meaning of particular words/ phrases by marking/ highlighting, bolds, capitals, etc”. The Similar opinion comes from Benzer Ahmet (2010, p.1879) that said” essential element of punctuation rules in written language and spoken language are of great importance in the article reflected. Incorrect use of punctuation rules causes both that the oral language is transferred incorrectly to written one and the language is not used correctly. Without punctuation marks, reading would be a very difficult task, as it should have been for the earliest readers.” That is why we cannot leave punctuation mark in writing paragraph.

Although punctuation is very important, the students still feel difficult when they write paragraph using correct punctuation mark. According to Jung (2013, p. 133), “Some students made several errors about punctuation: some felt it hard to identify the proper punctuation with peer-review feedback.” Based on Jung statements, we can see that some students made error and felt difficult in

identifying punctuation mark correctly. Then, Ulla (2014, P.43) stated that “Pronoun-antecedent agreement and omission and misuse of punctuation marked the highest number of errors in the composition of the respondents.” Malaysian ESL Students also had a problem with punctuation marks. Ghabool, Edwina, and Kashef (2012, p. 138) said, “According to the teachers’ responses, students usually have problems or confusion in using question mark, colon or semicolon, apostrophes, and commas while writing essays. It is necessary for teachers to take punctuation problems of students into account, especially when they are correcting students’ essays.” From these statement above, the researcher know that some student had problem in using punctuation mark correctly. It means that the student not master the skill in using punctuation mark correctly.

Based on the researcher experience when studying at English Education Department of Universitas Muhammadiyah Yogyakarta (EED UMY) especially when the researcher did close book journal, the researcher found that some students made mistakes when they wrote a paragraph especially in using punctuation. They supposed to have mastered the skills in using punctuation when they write a paragraph, because they already know and have more experience of using punctuation in writing. However, EED students still make mistakes in their writing using punctuation marks. So, the researcher was interested in carry out research in EED students’ ability to use English Punctuation in the process of writing English by taking batch 2014 students as the participants.

Statement of the Problem

Punctuation is the basic skill in writing English that EED students should master. This skill is needed for EED students to make good paragraph writing. However, some students still feel difficult in the writing of paragraph using correct punctuation marks. There are some mistakes that students made in using punctuation marks. This shows that students have not mastered the skill in using correct punctuation marks in writing. So, the students probably will repeat their mistakes when they write a paragraph. The problem in this study is that the students commonly makes mistake in various kinds of punctuation marks as seen in the background of this research

Limitation of the Problem

It is important to make the limitation of the problem to avoid misunderstanding and to clarify the problem. As showed in the title, the researcher focused on EED students in Muhammadiyah University of Yogyakarta Batch 2014. The kinds of punctuation mark that the researchers identified in students' errors were the use of full stops, commas, question marks, apostrophes, and quotation marks. The reason why the researcher chose these kinds of punctuation mark was that these five kinds of punctuation marks should be mastered by the students in writing and they are usually found in academic writing paragraph.

Research Questions

1. How is EED students' ability in using punctuation in the process of writing English?
2. What is the most common mistake made by the EED students in using punctuation marks?

Objectives of the Study

The objectives in this study are:

- To know the EED students' ability in using punctuation mark in writing.
- To find the most common mistakes are made by EED students when using punctuation in the process of writing English.

Significance of the Study

This research provide some information about the benefits of this research. The benefits are for the lecturer of EED UMY. The second is for the students of EED UMY batch 2014. The third is for the future researcher.

For the Lecturers. This research is beneficial for the lecturers. First, based on this research, the lecturers of EED UMY can know the students' ability in using punctuation mark in the process of writing. Second, this research also could be a review for the teachers to know how far the understanding of EED UMY batch 2014 students' ability in writing especially in using punctuation. So, the lecturers also can evaluate their teaching especially in writing.

For the students. This research is beneficial for the students. First, this study is beneficial for the students as an information of EED students' ability in using English punctuation in the process of learning language to make the students more aware about how to use punctuation correctly. So, from this research the students of EED UMY batch 2014 can evaluate themselves in using punctuation mark.

For the future researchers. This study is also beneficial for the future researchers to conduct and develop a research related to the topic. For the future researcher, this research may be a reference to conduct a research that has relation with this topic. So, other researchers can give contribution to find the solution for the students.

Outline of the Study

In this study, the researcher divides this research report into five chapters. The first chapter is introduction which consists of the background of study, limitation of the study, objectives of the study, significance of the study, and outline of the study.

The second chapter is literature review which consists of English punctuation, punctuation in the writing, common error punctuation in the writing, and review of related study. In English punctuation, the researcher shows the definition of punctuation mark. It follow by punctuation in the writing, common error punctuation in the writing, review of related study, factors of punctuation error, writing, and the importance of punctuation mark in writing as additional

information in this research .The third chapter is about research methodology. The research methodology discusses the research design, setting of the research, the population of the research, the sample, research instrument, the data collection method, and the data analysis.

The fourth chapter talks about the findings and discussion. In this part the researcher concludes and discusses all the data and final result of the research.

The last chapter is conclusion and suggestion. In this section the researcher discusses the conclusion of the research. The researcher also gives some suggestions about using English punctuation in the process of writing English.