

Chapter Two

Literature Review

In this study, the researcher shows definition and theory in literature review. The researcher writes some definition of punctuation marks taken from some researchers. Then, the researcher also adds review of related study that contains some research results taken from some researchers. The last is conceptual framework. The researcher takes summary from the theory from some researchers before.

English Punctuation

According to Jones (1994, p.421) “punctuation, as we consider it, can be defined as the central part of the range of non-lexical orthography”. Although arguments could be made for including the sub-lexical marks (e.g. hyphens, apostrophes) and structural marks (e.g. bullets in itemisations), they are excluded since they tend to be lexicalised or rather difficult to represent, respectively.

The other concept comes from Samson (2014, p.23). He said, “punctuation enables us to clarify statements and communicate better with readers.” It is similar with the opinion from Ritter (2001, p. 112) said that “Punctuation exists to clarify meaning in the written word and to facilitate reading. Too much can hamper understanding through an uneven, staccato text, while too little can lead to misreading. Within the framework of a few basic rules (fewer still in fiction), an

author's choice of punctuation is an ingredient of style as personal as his or her choice of words.”

Writing

Writing is an outward expression of what is going on in the writer’s mind (Hussain, Hanif, Asif, and Rehman, 2013). Furthermore, according to Hussain et al (2013), “writing is the visual medium through which graphical and grammatical system of a language is manifested” (p.832). Another statement writing is a “complex process which demands cognitive analysis and linguistic synthesis” (Ridha, 2012, p.22). Yi, (2009, p. 53) said, “The definition of writing ability can be formed depending as teachers and philosophy of writing, taken into consideration characteristic of learners and aims in a given context.” Other statement about writing come from Adas and Bakir. Adas and Bakir (2013, p. 254) said, “writing is an intricate and complex task; it is the most difficult of all the language to aquire”.

However, writing also can improve the grammatical and lexical accuracy in writing English. Chandler (2003, p. 272) said, students were given extensive practice in reading and writing in a genre and about content they were familiar with in order to focus on improving both their reading and writing fluency and the grammatical and lexical accuracy of their self-expression in writing English.” Younnes and Albalawi also said, (2015.p.8)“writing requires knowing the factors that influence both its process and product.”

Punctuation in the Writing English

According to Noris (2015, p.53) punctuation term is “Period/ full stop (.), comma (,), semicolon (:), hyphen (-), “n” dash/ “m” dash (--), dot (**for the net**) (www.hesinki.fi), decimal point (2.5), parentheses/ brackets (()), braces/ curly brackets ({ }), exclamation mark (!), question mark (?), Slash, slant line, diagonal, stroke, virgule (/), backlash (\), apostrophe (’), quotation marks (“” ; ‘’), ellipsis dots(. . .) asterisk (not comic asterix!) (*), superscript (*Soon*¹⁵), subscript (*H₂O*)”.

According to Starus (2008, p.52) “the kinds of punctuation are: Periods, Ellipsis Marks, Commas, Semicolons, Colons, Question Marks, Exclamation Points, Quotation Marks, Parentheses, Apostrophes, Hyphen, Dashes”.

For more detail, there are of kinds of punctuation symbol with some explanation and how to use it as explain by Straus (2008).

The Full Stop (.). The main of using full stop is to end of a sentence. Full stop could not apply in question sentence or exclamation sentence. It usually has two function there are: to end of a sentence and to write the title of degree. The example of using full stop to end of a sentences: I know that you would never break m trust. . Then, the example of full stop to write the tittle of degree: Dr., Sp.d., M.si., Prof.

The Comma (,). There are 8 function and example of using comma. First, the coma also use to separate three or more words of the same part. Example: My \$20 million estate is to be split among my husband, daughter, son, and nephew. Second, used comma is to separate two adjectives when the word “and” can be

inserted. Example: He is a strong, healthy man. Third, use comma to surrounding the name or the title. Example: Will you, Aisha, do that assignment for me?

Fourth, to separate the day, year, and place. Example: Rico met her husband on the December 5, 2003, in New York. Fifth, use comma to interrupt the flow of the sentence and the example is: I am, as you have probably this, let me know. The next, use comma to separate two sentences to avoid from confusion. Example: I choose the colors yellow and green, and black was his first choice. Then, use full stop to separate a statement from a question. Example: I can go, can't I? And use full stop to separate contrasting of a sentence. Example: This my money, not yours.

The question mark (?). The question mark probably used to ask question. It does not follow with the full stop in the end of the sentence .There are two function using question mark. First, use question mark to ask only direct question. Example: Will you go home with me. Secondly, question mark used when the sentence is half statement or half question. Example: You trust me, don't you?

Semicolon (;). Semicolons used to separate items in a list to divide two sentences where the conjunction was not use. There are three function of using semicolon. First, use semicolon to divide two sentences where the conjunction was not use. There are two examples: Call me tomorrow; I will give you my answer then; I have paid my dues; therefore, I except all the privileges listed in the contract. Then, semicolon used to make sentences using semicolon before introductory words. Example: You will want to bring many backpacking items; for example, sleeping bags, pans and warm clothing will make the trip better.

Third, to separate units of a series when one or more of the units use comma.

Example: This conference has people who have come from Boise, Idaho; Los Angeles, California; and Nashville, Tennessee.

Colons (:). Colons is one of many parts of punctuation marks. It usually used to introduce a list of ideas or explanation. There are two functions and examples of using colons. First, Use colon after a complete to introduce a list of items. Example: You may be required to bring many items: sleeping bags, pans, and warm clothing. Secondly, use to follow the salutation if a business letter when addressing someone by his/ her first name. Example: Dear Ms. Rodriguez.

Exclamation points (!). Use exclamation points is to show expression of surprise or emphasis. This kind of punctuation mark is very strong in showing expression. So, we cannot use exclamation points in formal situations. Example: I'm going to hit you! , I'm very shocked with your argument!

Quotation mark (“..”). Quotation marks is used to cite what the words that the people have said or direct speech. Quotation marks also can used to quoting someone else speech. There are three functions and examples using quotation mark. First, period and comma always go inside quotation mark. Example: The sign changed from “Walk,” to “Don’t walk,” to “Walk” again within thirty seconds. Then, if a question is in quotation marks, the question mark should be place inside the quotation marks. Example: She asked, “Will you still be my friend?” Third, Use single quotation mark for quotes within quotes. Example: He said, “Danea said, ‘Do not threat me that way.’”

Apostrophe ('). Apostrophe usually used to show possession. However, apostrophe also have many functions in writing. There are six function and example of using apostrophe in writing. First, Use apostrophe with contractions. Example: She's a great teacher. Secondly, Use apostrophe to show possession. Example: One boy's car. Third, use the apostrophes where the noun shows possession. Example: This was his father's, not his, wallet. Then, to show plural possession. Example: Two children's hat, Student's ability. The next, use apostrophe and s after the second name show two people possess the same item. Example: Caesar and Maria's job contracts will be renewed next year. Sixth, use apostrophe for it's. Example: It's been great getting to know you, it's a nice day.

Hyphens (-). Hyphens probably used to join words units. Meanwhile, hyphen had various function. They are also used to join prefixes, suffixes, and letters to words. There are 4 function and examples of using hyphen. First, hyphenate all compound numbers from twenty-one through ninety-one. Example: The teacher had thirty-two children in her classroom. Second, hyphenate prefixes. Example: Un-American. Then, hyphenate all words with *self* at the beginning. Example: Self-respect, self-assured. Fourth, use hyphen with the prefix *ex*. Example: His ex-wife will come to your birthday.

From the explanation above, the researcher know that punctuation marks have many various and different functions. A punctuation mark usually does not have one function. A punctuation mark can have two or three function in writing sentence with different aim of the sentence. English language learners should know the function of punctuation mark. Especially in writing, English language

learner need to know what is the function in every kind of punctuation marks. The students should understand how to apply every kind of punctuation in writing English or in a sentence.

Common Error Punctuation in the Writing English

In this study, the researcher represent some results that taken from researchers. From the results we know what kind of mistakes that the students made, and how many the mistakes that made by students. There are all of the results that the researcher taken from some sources

Secondly is research result from Sudilah (2015) that the title is Punctuation Errors by The Fourth Semester Students of The English Department. This research had been conducted in Ahmad Dahlan University Yogyakarta. The participant of this research is 30 students and the researcher take 29 final examination papers as the sample. According to Sudilah (2015,p92) “The study indicates that from the 29 final examination papers: 1) there are 59 cases of errors found, covering four kinds of punctuation marks – full stop (4 cases), commas (36 cases), apostrophe (5 cases), and quotation mark (4 cases). 2) The ability of students in using punctuation marks ranges from to 9 kinds. Of the eleven kinds of punctuation marks the majority of the students use 5 to 6 kinds in their examination works. Only 1 student (3,44%) uses 9 kinds of punctuation, 2 students (6,90%) use 7 kinds, 19 students (65,51%) use 5 to 6 kinds and 3 students (10,34%) use 4 kinds, 4 students (13,80%) use 2 to 3 kinds of punctuation marks.”

Next, research from Awad (2012) that the title is The Most Common Punctuation Errors Made by the English and the TEFL Majors at An-Najah

University. This research is to check the most common punctuation mistakes that made by the English and the TEFL majors at AN-Najah Universities students. The participant is 100 students from An-Najah University which consists of 45 males and 55 females. This following table is the result of the research.

Table 1.0

Punctuation Marks	Frequencies	Percentage %
Comma	232	45%
Semicolon	25	4.80%
Period	83	16.26%
Quotation	65	12.64%
Capital Letters	109	21.20%
Total	514	100%

Table 9 shows that the most common mistakes made by the English and the TEFL majors at An-Najah National University during the second semester 2009- 2010 were the comma, the capital letter, the period, quotation marks , and semicolon respectively.

The findings from the Akampirigie and Benjamin's research shows that 63 % of students could not identify more than 50 % of the question marks, 2, 10% of the students could not identify the colon, 13 % of the students could not able to semi colons, 4, 70 of the students failed to identify the quotation mark. The

statement shows full stop had the bigger mistake in using punctuation mark. It means the students in Polytechnic in Ghana made a lot mistake using punctuation mark in writing.

The last is research result from Khansir (2013). The title of this research is Error Analysis and Second Language Writing. This research was conducted in Bushehr University of Medical Sciences and Health Services, Iran. The participant of this research is 200 students in the age range of 20 to 24 at under graduate level in Mysore, India as ESL learners and Bushehr, Iran as EFL learners. Khansir (2013, p. 367) said that. “In punctuation, the largest number of errors observed is the use of semi colon in this category. In this sub- category, the number of the Iranian students’ errors was 134 which came to 20% and their Indian peers' errors were 140 that constituted 19.5% of errors in punctuation. The minimum number of errors was quotation mark. In this sub- category, the Iranian students committed 50 errors which came to 7.5% and the Indian students' errors were 48. They constituted 6.7% of errors. These errors were essentially the result of the learners did not know the basic rules of punctuation. They misused a series of the punctuation marks at their appropriate places.”

According to Wati (2014)” types of addition error in using punctuation mark in writing essay are: comma with the frequency and 6 (37,5%), Period with frequency is 3 (18,75%), Apostrophe, question mark and Exclamation mark have same frequency and percentage are 2 (12,5%), and colon with frequency is 1 (6,25). Based on Wati’s statement, comma is the biggest mistake in using

punctuation in writing. It means that students made a lot mistake using comma in the writing.

Based on the findings from some researcher above, there are some mistake made by students in using punctuation mark in writing. The most common mistake that students made from some researcher above is different. It means that every students from some researcher above had different the most mistake in using punctuation mark especially in writing. According on the findings above, the students had still challenging using comma in the writing. From these findings, using comma was dominate the mistake using punctuation correctly in the writing with occupy the first and second place of the most mistake using punctuation marks in the writing.

Factors of punctuation error

In this study, the researcher shows the factor of punctuation error made by students. The researcher took from some other researcher statement to show the factor the student made error using punctuation. According to Jung (2013, p.133) “Many may believe using the appropriate punctuation is not important, so students made a lot of errors with punctuation”. From this statement we know that the students not aware in using punctuation correctly in writing. The students think that using appropriate punctuation is not important.

Other factors show that students made mistakes in using punctuation mark in writing. According to Afrin (2016, p.109) “sometimes their long sentences became proper loaded sentence without proper punctuation”. The statement from Afrin shows that students made mistake in using punctuation mark when students

write long sentences without proper punctuation mark. In the other words, students could not put correct punctuation mark when they write long sentences.

Then, the factor of punctuation error was also caused by students' confusion and difficulty when using punctuation mark in writing. Alamin and Ahmed (2012, 7) said, "Experienced teachers of English as a second language have noticed punctuation to be extremely difficult and confusing for many ESL/EFL students". This statement shows the factor of punctuation error the students made is because students feel difficult and confused in using punctuation correctly.

The Importance of Punctuation

Punctuation is very important for English language learner. The student should know the role of using punctuation mark in writing. Doran (1998 p.) "punctuation helps us to structure, and thus to understand text". Based on Doran, we know that punctuation mark could help the writer had good structure in written sentence and make the sentence clearly.

Other statement the importance of punctuation come from Ritter. Ritter (2002, p.10) stated "the wording, punctuation, and capitalization of part and chapter titles must be consistent" Based on Ritter, writer must be consistent use punctuation mark in writing. It mean that the writer must be consistent using punctuation mark correctly in writing.

The similar opinion come from Benzer (2010, p. 1879) that said "without punctuation marks, reading would be a very difficult task". This opinion means

that the writer should put punctuation mark in their writing. Because the reader feel difficult when they read the written text made by the writer.

The statement from Awad also show the importance of punctuation mark.

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”.

Review of Related Study

In this part, the researcher will shows the statements from some researcher. The statements from some researcher are to know that the problem of using punctuation, the reason the students made mistake in using punctuation, and potential of students made mistake using punctuation mark.

Based on Samson (2014, P.25-26) “Many writers have trouble punctuating correctly because they have not read enough well-written prose to internalize the principles of punctuation usage, or they were taught by the pause approach”.

According to the statement before, writers had problem using punctuation mark in writing .It means that writers probably made mistake using punctuation marks correctly.

Based on research from Awad (2012, p.227) “Students in the early academic levels made punctuation errors more than students in the higher academic levels. This finding is due to the impact of studying more courses. The more exposure the students have to language, the fewer mistakes they make in their dealing with the punctuation marks.” Based on the statement above, students in the early semester potentially made a lot of mistake in using punctuation marks than students in the higher academic level.

Based on Khansir (2013) “Iranian foreign language learners were not are of rules of paragraph writing of English.” From this statement, the researcher know that the Iranian learners does not aware with the rules of paragraph writing. It means that the students made mistake in using punctuation might cause by students not aware with the rules of paragraph writing of English. However one of many rules of paragraph writing of English is punctuation mark.

Based on Akampirigie and Benjamin “Students of the Polytechnics in Ghana still have greater challenges in identifying punctuation marks in written text as well as using these punctuation marks appropriately I their own free writing”. According to the statement, students of the Polytechnics in Ghana still had difficulties when the students writing using punctuation mark correctly. It means that the students still made mistake in using punctuation marks correctly.

Khansir, Ahrami, and Hajivandi stated that“ The maximum errors made by the subjects were from the real of punctuation is (1387) The number of errors made by the Indian students in the use of punctuation was 718which came to 22% for errors in punctuation. Based on the statement before, Indian students made

some errors in using punctuation. It means that the students had difficulties in using punctuation mark correctly.

From some statements above, the researcher could take some point from these research. Many writers or students had problem using punctuation mark. The students also still had greater challenges in identifying punctuation marks. The students in early academic level potentially had more problem using punctuation mark than student in the highest academic level. The students probably made mistake cause the students not aware with the rule of paragraph writing of English (punctuation mark).

Conceptual Framework

According to the researchs above, the researcher can take summary of the definition of English Punctuation as the central part of the range of non-lexical orthography. Punctuation also enables the writers to clarify statements and communicate better with readers.

Following the theory above about punctuation in the English writing, the researcher found some rule of punctuation that we use in English writing and there are : capital letters, full stops, commas, semicolons, colons, apostrophes, quotation marks, parentheses, brackets, and dashes.

From the theory above the researcher can know that some students had some common mistakes when write English. As seen in the finding from Sudilah (2015), student make mistake in using full stop (4 cases), commas (36 cases), apostrophes (5 cases), and quotation mark (4 cases). Based on the theory presented in the literature review, the researcher focused on finding the ability and

the mistakes in using full stop, comma, question mark, apostrophes, and quotation mark. The conceptual framework of this research is presented on the following chart 1.0.

Chart 1.0

Conceptual Framework

The test of paragraph writing used to identify the types of errors for this study. The tests were chosen to examine the ability of the subjects in selecting the correct paragraph writing rules in English. (Khansir, Ahrami, Hajivandi, 2013, P.233)

“The second exercise was an essay type question which was meant to test students’ ability to write on their own using punctuation marks appropriately” (Oscar & Benjamin, 2014, P.9,)

Test

Full Stop (.), Commas (,), Question Mark (?), Apostrophes (’), quotation mark (“..”)

1: Students’ ability in using punctuation marks

2: The most mistake in using punctuation made by the EED students