

CHAPTER IV

ANALYSIS, FINDING AND DISCUSSION

A. Analysis and Finding

1. Errors of Using Punctuation Marks Which Were Encountered by Students When They Were Punctuating Unmarked Dialogue Text

a. Dominant Errors of Students' Punctuation

To find out dominant errors of using punctuation marks in dialogue text which were encountered by students when they were punctuating unmarked dialogue text, the errors are classified into fourteen categories from punctuation marks it selves those are: full stop, question mark, comma, exclamation mark, quotation mark, colon, semi colon, dash, hyphen, slash, omission mark, parenthesis, apostrophe and capital letter. Then, from each category, those errors are concluded into percentages; this is the following formula that is used:

$$X = \frac{n}{N} \times 100\%$$

In which,

X : the percentage of error of each category.

n : the number of error of each item.

N : the total number of errors.

By using the formula above, the analysis of students' percentages errors of using full stop as follow:

$$X = \frac{n}{N} \times 100\%$$

In which,

X : the percentage of error of full stop.

n : the total number of error of full stop (103).

N : the total number of errors (686).

So,

$$X = \frac{103}{686} \times 100\%$$

$$= 15.014\%.$$

From the computation above, it is found that $X = 15.014\%$. It means that full stop is dominated **15.014%** of all students' punctuation errors. The same computation was also applied to the others. The following table is the percentages results of students' dominant errors of using punctuation mark in dialogue text.

Table 1
Percentages of Students' Punctuation Errors

No	Errors	Total (n)	Percentages (%)
1.	Full Stop (.)	103	15.014
2.	Question Mark (?)	110	16.034
3.	Comma (,)	136	19.825
4.	Exclamation Mark (!)	87	12.682
5.	Quotation Mark (" " or ' ')	0	0
6.	Colon (:)	26	3.790
7.	Semi Colon (;)	1	0.145
8.	Dash (—)	0	0
9.	Hyphen (-)	0	0
10.	Slash/Stroke (/)	0	0
11.	Omission Mark or Ellipsis (...)	0	0
12.	Parenthesis { [] and () }	0	0
13.	Apostrophe (')	14	2.040
14.	Capital Letter	209	30.466
Total Errors(N)		686	

The descriptions of dominant errors of students' punctuation can be explained as follow:

1) Full Stop (.)

Some students made some errors of using full stop. There were **103** or about **15.014%** errors of using full stop in the dialogue text. Some errors can be described as follow:

- a) An error which was encountered by S.16 and S.14 "Budi (.) Wow! Where will you stay?". The correct sentence should be: "Budi (:) Wow! Where will you stay?" because the sentence shows that Budi Speaks to his partner.
- b) An error which was encountered by S.16 "Jono (.) I am fine to." (It should be "Jono (:) I am fine to." because Jono performed that dialogue).
- c) An error which was encountered by S.7 and S.17 "Budi: Wow (.) Where will you stay?" (It should be: "Budi: Wow (!) Where will you stay?" because the sentence shows that Budi expresses his surprise).
- d) An error which was encountered by S.24 and S.11 "Budi: How lovely (.) Have a nice time." (The correct pattern is: "Budi: How lovely (!) Have a nice time" because the sentence shows that Budi expresses his surprise).
- e) An error which was encountered by S.1 and S.23 "Budi: Really (.) It's Famous hotel in Bali." (It must be "Budi: Really (?) It's famous hotel in Bali." because the sentence shows unbelievable and surprise).

2) Question Mark (?)

Besides full stop, some students also made some errors of using Question mark. There were **110** or about **16.034%** errors of this

mark in the dialogue text. Some errors of students' use of question mark can be described as follow:

- a) An error which was performed by S.27 and S.42 "Budi: ... It's famous hotel in Bali (?) I can't believe it. You must have a great holiday in there (?) (It should be "Budi: "...It's famous hotel in Bali (.) I can't believe it. You must have a great holiday in there (.)").
- b) An error which was encountered by S.23 and S.4 "Jono: I am still not sure, probably about a week (?) (It must be "Jono: I am still not sure, probably about a week(.)" due to not showing question pattern).
- c) An error by S.20 and S.51 "Budi: How lovely (?) (It must be "Budi: How lovely (!)" because this kind of sentence was showing exclamatory).
- d) An error by S.4 and S.2 "Jono: I hope so. This is my first visit to Bali(?)" (The correct pattern is "Jono: I hope so. This my first visit to Bali(.)", this kind of sentence shows the end of complete idea).
- e) An error by S.41 "Budi; I am fine (?) (The correct sentence must be "Budi: I am fine(.)" since it is not a questioning sentence).

3) Comma (,)

Some students were encountered some errors of applying comma to their sentence as well. There were **136** or **19.825%** total errors that were encountered by students. The following descriptions are some errors of using comma in dialogue text:

- a) An error which was performed by S. 13 "Jono: I hope so (,) This is my first visit to Bali." (It should be "Jono; I hope so (.) This is my first visit to Bali." because "I hope so" is an agreement and

complete support to the sentence before and it must be ended by full stop not comma).

- b) An error by S.24, S.27, and S.29 “Budi: Great (,) How long will you stay in there?” (“Budi: Great (. or !) How long will you stay in there?” is the correct sentence because the sentence can be about complete thinking or surprise).
- c) An error by S.2 “Budi: ...It’s famous hotel in Bali(,) You must ...” (The correct sentence is “Budi: ...It’s famous hotel in Bali(.) You must ...” because after the word “Bali” is started a new sentence with new idea).
- d) An error by S.51 “Jono: I’m going to go to Bali with my family(,)” (“Jono: I’m going to go to Bali with my family(.)” is the correct sentence because it has shown a complete idea of the speaker).
- e) An error by S.42 and S.25 “Jono: Of course, my family won(,)t be able to afford it...” (It must be “Jono: Of course, my family won(’)t be able to afford it...” because “won’t” is the contraction of will not and we must use apostrophe in this pattern).

4) Exclamation Mark (!)

Exclamation mark is another error that is performed by students in its application. There were **87** or approximately **18.682%** of total dominant errors of applying punctuation marks were dominated by exclamation mark. Here some examples of errors of using exclamation mark on unmarked dialogue text:

- a) An error by S.26, S.31, and S.33 “Jono: I am fine too(!)” (The correct pattern is “Jono: I am fine too(.)” because the sentence doesn’t express an anger or surprise, it is the end of complete thinking).

- b) An error by S.21 “Jono: ...probably about a week (!)” (It must be “Jono: ...probably about a week(.)” since the sentence doesn’t indicate an anger or surprise or high-intonation voice).
- c) An error by S. 46 and S. 48 “Jono: I am fine (!) How...”, “Jono: (!) I hope so...”(It must be “Jono: I am fine(.) How...” and the second sentence exclamation marks should be omitted because it is useless).
- d) An error by S.44 “Jono: I am still not sure(!) probably...” (The correct pattern is “Jono: I am still not sure(,) probably...” since exclamation mark is not appropriate to be a linker between “sure” and “probably”, comma is the appropriate one).
- e) An errors by S.43 “Budi: ...How about you(!)” (“Budi: ...How about you(?)” by using question mark is the correct pattern).

5) Quotation Mark (“ ” and ‘ ’)

None of the students made errors of using quotation mark in their sentence because there was no quotation mark that was applied in the test.

6) Colon (:)

There were some misapplying cases of using colon which were made by students. There were **26** or about **3.79%** of total errors of applying colon in their sentence. Here some errors of applying colon in dialogue text performed by students:

- a) Errors which were made by S.43 and S.32 “Jono: (:) I hope so...”, “Budi: (:) I can’t imagine...”, “Jono: (:) I am still not sure...” (Those provided sentence only need one colon, we don’t need to over-generalize the colon).
- b) An error by S.32 “Budi: Great(:) How long...” (The correct pattern is “Budi: Great (. or !) How long...” as an application of colon

after the word “great” is in appropriate and will be complex to be understood).

- c) Errors by S.44 “Jono: Really(:) It is...”, “Jono: (:) I hope so...”, “Jono: (:) I am still not sure, ...” (To be correct and understandable sentence we must reduce the use of colon in those sentence).
- d) Errors by S.48 “Budi: ...How long will you stay in there (:)”, “Jono: (:) I am still not sure...” (The correct sentence is “Budi: ...How long will you stay in there(?)” as the use of question mark is more appropriate than colon in this case. For the next sentence, overgeneralization is unacceptable).
- e) An error by S.21 “Budi : ...Have a nice time(:)” (The sentence must be ended by full stop not colon to be understandable well).

7) Semi Colon (;)

An error by S. 2 “Jono: Of course (;) my family...” was the only one error of applying semi colon in a sentence. The correct pattern should use coma before the word “my”.

8) Dash (—)

None of the students made errors of using dash in their sentence because there was no dash which was applied in the test.

9) Hyphen (-)

None of the students made errors of using hyphen in their sentence because there was no hyphen which was applied in the test.

10) Slash/Stroke (/)

None of the students made errors of using stroke/slash in their sentence because there was no stroke/slash which was applied in the test.

11) Omission Mark or Ellipsis (...)

None of the students made errors of using omission mark or ellipsis in their sentence because there was no omission mark or ellipsis which was applied in the test.

12) Parenthesis { [] and () }

None of the students made errors of using parenthesis in their sentence because there was no parenthesis which was applied in the test.

13) Apostrophe (')

There were **14** or about **2.04%** total errors of applying apostrophe in dialogue text performed by students. Here some mis-applications of using apostrophe in sentence:

- a) An error by S.44 “Budi: I am fine(’) How about...”(The correct punctuation mark of the sentence must be comma not apostrophe).
- b) An error by S.33 “Jono: ...probably about a week(’)” (Because in complete pattern it is the end of a sentence, we must use full stop in order to be well understandable sentence).
- c) An error by S.53 “Jono: I hope so(’) This is...” (By using full stop is more appropriate than apostrophe because apostrophe will make readers confused).
- d) An error by S.3 “...of course(’) my family...” (Comma is the correct punctuation).

14) Capital Letter

The use of capital letter was often less considered by students. In fact, there were **209** Or about **30.466%** of total dominant errors were dominated by Capital letter errors. Some errors of the use of capital letter as follow:

- a) Errors by S.33 and S.26 “I (M) m going to go to Bali...”, “I can(T) t believe it” (We don’t need to capitalize “m” and “t” because they don’t need to be capital letter, we must use apostrophe to those sentence instead of capital “M” and “T”).
- b) Errors by S.3 and S.21 “ I can(T) believe it”, “my family won(T) be able to...”, “Not really (O)only the accommodation.”, “I’m still not sure (P) probably about a week.” (The correct pattern should be “my family won(’)t be able to...”, “Not really(,)only the accommodation.”, “I’m still not sure(,) probably about a week.”).
- c) Errors by S.46 and S.33 “(j)ono: hi Bud...”, “(j)ono: I am ...” (The correct capital of (j) is (J) without period on the top it).
- d) Errors by S.44 “Jono (H)i Bud (H)ow are you...”, “(i) am fine too.” (The first sentence must be “Jono (:) Hi Bud(,) how are you...”, and “(I) am fine too.” is the correct pattern of another one).
- e) Some other errors of capital letter uses were mostly about over-generalize it like in the point one until four.

b. Typical Errors of Students’ Punctuation

The result of the test was also used to analyze typical errors, the errors are divided into four categories those are: over generalization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized. The formula that is used to calculate percentage of each typical error as follow:

$$X = \frac{n}{N} \times 100\%$$

In which,

X : the percentage of error of each type.

n : the number of error of each item.

N : the total number of errors.

By using the formula, this is the analysis of students' ignorance of rule restriction:

$$X = \frac{n}{N} \times 100\%$$

In which,

X : the percentage of students' ignorance of rule restriction.

n : the total number ignorance of rule restriction (467).

N : the total errors (1087).

So,

$$X = \frac{467}{1087} \times 100\%$$

$$= 42.962\%$$

From the computation above, it is found that $X = 42.962\%$. It means that students' ignorance of rule restriction is dominated **42.962%** of all students' punctuation errors. The same computation was also applied to the others.

The following table is the percentages results of students' typical errors of using punctuation mark in dialogue text.

Table 2
Percentages of Students' Typical Errors

No.	Students' Typical errors	Total (n)	Percentages (%)
1.	Overgeneralization	28	2.575
2.	Ignorance of Rule Restriction	467	42.962
3.	Incomplete Application	229	21.067
4.	False Concept Hypothesized	363	33.394
	Total Errors (N)	1087	

The descriptions of every typical error of students' punctuation can be explained as follow:

1) Over Generalization

Some students encountered some over generalization errors of applying punctuation marks in dialogue text. In this research, there were **28** or about **2.575%** overgeneralization errors. Some of them can be described as follow:

- a) Errors that were performed by S.43, S.44, and S.48 "Jono: ... only the accommodation (.)(.)", "Jono: (:) I am still not sure ..." (For the first and second sentence, we don't need to over generalize it, a full stop and colon are enough).
- b) An error by S. 32, S.33, and S.43 "Jono: (:) I hope so...", "Budi: (:) I can't imagine..."(Using one colon for every sentence is enough).
- c) An error by S.51 "Jono: ... probably about a week (.)(?)" (The presence of question mark is unnecessary).
- d) An error by S.2 "How long will you stay in there(?)(!)" (Only question mark is required in this type of sentence).
- e) An error by S.4 "...my family won(.)(')t be able to..." (Only apostrophe is needed to be understandable sentence).

2) Ignorance of Rule Restriction

There were **467** or about **42.962%** Ignorance of rule restriction errors. This is a dominant error that the students made in punctuating unmarked dialogue text. Here some example of ignorance of rule restriction error:

- a) Errors which were encountered by S.10 "how are you today(.)", "where will you stay(.)", "How long will you stay in there(.)". The use of full stop in those questions sentence indicates ignorance of

rule restriction because the correct punctuation mark which must be used is question mark.

- b) Errors by S.11, S.23, and S. 27 “You must really have a great holiday in there(?)”, “I’m still not sure, probably about a week(?)”. The application of question marks in that case is inappropriate since those sentences only need full stops to be well understandable.
- c) Errors by S.27 “Not really(!) only the accommodation”. The presence of exclamation point will be misinterpreted by readers, it’s more appropriate if we use comma instead of exclamation point.
- d) Errors by S.39 and S.52 “Really(.) It’s famous hotel in Bali.”, “So your father office will cover all expenses(?)”. The presence of full stop and question mark in the first and second sentence show ignorance of rule restriction errors.

3) Incomplete Application of Rule

There were **229** or about **22.067%** incomplete application of rule errors. Here some example of incomplete application of rule errors:

- a) Errors made by S.9 and S.55 “Jono () Of course...” and “Wow () Where will you stay?”. After the word “Jono”, a colon must be presented to show that Jono performs that dialogue. The next is after the word “Wow”, an exclamation marks should be placed because it expresses a surprise.
- b) Errors by S.8 and S.12 “...if my father doesn()t get facilities from his office.”, “I hope so () This is my first visit to Bali.”. The presences of punctuation marks in those blank parentheses are

needed. In this case, apostrophe for the first and full stop in the second sentence is required.

- c) Errors by S.30 “It ()s famous hotel in Bali.” and “Of course () my family won()t be able to afford it if my father doesn()t get facilities from hiss office.”. Punctuation marks are needed in those blank parentheses so the right sentences will be “It(’)s famous hotel in Bali.” And “Of course()my family won(’)t be able to afford it if my father doesn(’)t get facilities from his office.”.
- d) Errors by S.26 “I()m going to go to Bali with my family.”, Not really()only the accommodation.” and “I am still not sure ()probably about a week.”. The presence of punctuation marks to maintain readers understanding is needed. Apostrophe in the first, comma in the second and the third sentence.

4) False Concept Hypothesized

There were **363** or about **33.39%** false of concept hypothesized errors. This is a second dominant error that the students made in punctuating unmarked dialogue text. Here some description of false of concept hypothesized errors:

- a) Errors by S.33 “it(S)s famous hotel in Bali. I can(T)t believe it”, “Of course(M)my family won(T)t be able to afford it if my father doesn(T)t get facilities from hiss office.” (S, T and M do not need to be a capital letter because the presence of apostrophes is most required. These kind errors of false concept hypothesized were often performed by the others as well).
- b) Errors by S.40 “Hi Bud (H) how are you today?” (“H” doesn’t need to be capital letter because the presence of comma is the most important), “I hope so(T)this is my first visit to Bali.” (“T” doesn’t need to be capital letter, the presence of full stop is required),

“Jono(:) (I) not really....”(“I” capital is useless because we only need to change “n” into “N”).

- c) The other false of concept hypothesized errors were commonly nearly the same with point 1 and 2. There were many students that produced errors like in point 1 and 2.

2. Factors Caused Students’ Punctuation Errors

There were three major factors which caused students’ punctuation errors those are: students, teacher, and curriculum design factor.

Finding of this research describes that there were 686 total errors of students’ punctuation. Capital letter is dominated 209 or 30.466% errors, comma 136 or 19.825% errors, question mark 110 or 16.034% errors, full stop 103 or 15.014% errors, colon 26 or 3.79% errors, Apostrophe 14 or 2.040 errors and semicolon 1 or 0.145 % error. Meanwhile, there was no error of using dash, hyphen, slash, ellipsis and parenthesis encountered by students because they did not apply in the dialogue text given to students.

There were total 1087 Students’ typical errors and it is divided into four those are: over generalization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized. Over generalization dominated 28 or 2.575% students’ typical errors. Ignorance of rule restriction is 467 or 42.962 % errors and incomplete application of rule is 229 or 21.067% errors. Meanwhile, False of concept hypothesized dominated 363 Or 33.394% of total errors in students punctuation.

Based on findings, many students faced difficulties on how to use appropriate punctuation marks in the unmarked dialogue text that was given to them. It was caused by limited knowledge of punctuation marks that they had. Besides that, interference, intralingual, internal and external factor of the students personally also influenced students’ errors of using appropriate punctuation mark in dialogue text. As a result, some students were still unable

to understand the meaning of a text given to them and use punctuation marks appropriately.

Teacher's factor also influenced students' errors of using punctuation marks. Teacher rarely taught the use of punctuation marks to his students because he thought that students had known about the use of punctuation marks from Bahasa Indonesia major. Besides that, he also thought that the use of punctuation marks in English was nearly the same with Bahasa Indonesia. In fact, though the use of punctuation marks in English nearly the same with Bahasa Indonesia, students still produced many errors of applying it appropriately.

Another reason from teacher why he seldom taught his students the use of punctuation marks because his handbook didn't provide special chapter which discussed punctuation marks explicitly. It was caused by the syllabus design as he was used as a reference didn't explain the use of punctuation marks explicitly as well (For the detail of syllabus design enclosed.). As a result, the awareness of teacher to teach his students the use of punctuation marks still low.

3. Students' Awareness of Using Appropriate Punctuation Marks in Dialogue Text

a. The Eight Grade Students of MTs Darul Ulum Semarang in The Academic Year of 2009/2010

The object of the research was the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010. There were 56 students and divided into two classes A and B (A: 29 Students and B: 27 Students). In this research, as object of the research, the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010 was symbolized by S.1-S.56.

The Following table is the detail list of the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010.

Table 3
The Eight Grade Students of MTs Darul Ulum Semarang
In The Academic Year of 2009/2010

No.	Name	Code	No.	Name	Code
1.	Abdul Rosak	S.1	29.	M. Fikril Ummul Fata	S.29
2.	Agus Farodin	S.2	30.	Achmad Ghozali	S.30
3.	Agus Setiawan	S.3	31.	Agus Setiawan S	S.31
4.	Andi Setiawan	S.4	32.	Ahmad Priyono	S.32
5.	Andrik Rawana	S.5	33.	Ana Ulwiyatun Nikmah	S.33
6.	Bella Ferina Dewi	S.6	34.	Dwi Fauziah Agustina	S.34
7.	Beni Nur Diana Wati	S.7	35.	Dwi Setiowati	S.35
8.	Cahyo Arifudin	S.8	36.	Joko Prasetyo	S.36
9.	Dani Oktafiya	S.9	37.	M. Abdul Rouf	S.37
10.	Dewi Rinjani	S.10	38.	M. Nur Kholiq	S.38
11.	Dinik Setyaningsih	S.11	39.	Mifdatul Khoiriyah	S.39
12.	Fatkhur Rohman	S.12	40.	Mukamad Gunawan	S.40
13.	Hanifatul Masruroh	S.13	41.	Risal Firnando	S.41
14.	Hesti Apriliani	S.14	42.	Riska Yuliana Dewi	S.42
15.	Ibnu Mas'ud	S.15	43.	Rohman	S.43
16.	Isti Fatkhuroh	S.16	44.	Sahida Arif Mustofa	S.44
17.	Kiki Rizki Ananda	S.17	45.	Sani Afriyanti	S.45
18.	Lailatul Munadhiroh	S.18	46.	Siyam Fahrozi	S.46
19.	M. Abdul Ghofur	S.19	47.	Suntana	S.47
20.	M. Imam Sholikin	S.20	48.	Susi Rusmantri	S.48
21.	Mahmud Dwi Mustain	S.21	49.	Ulwiyatun Nikmah	S.49
22.	Meria Ulfa	S.22	50.	Vina Nailumuna	S.50

23.	Miftahul Khanif	S.23	51.	Wahyu Nia Indarwati	S.51
24.	Mudawamatul Khoiriyah	S.24	52.	Wiwit Suryani	S.52
25.	Nakisan	S.25	53.	Yuliyanto	S.53
26.	Rizal Arif Kurniawan	S.26	54.	Agung Dwiyanto	S.54
27.	Siti Marsuroh	S.27	55.	M. Fahmi Asror	S.55
28.	Wahyu Budi Utomo	S.28	56.	Slamet Yunianto	S.56
	S=Student				

b. The Percentages of Correct Answer and Level Awareness of Each Student

The test result of each student is applied to know each student's awareness of using appropriate punctuation marks in dialogue text. The formula to find out percentages that was applied as follow:

$$M_{xt} = \frac{\sum x}{S_{\max}} \times 100\%$$

Where:

M_{xt} : the mean percentage of each student's correct answer.

$\sum x$: the sum of the scores.

S_{\max} : Maximum scores of each student (in this research the maximum score was 78).

This is the analysis of student's of the S.18:

$$M_{xt} = \frac{\sum x}{S_{\max}} \times 100\%$$

In which,

M_{xt} : the mean percentage of each student's correct answer.

$\sum x$: 75

S_{\max} : 78

So,

$$M_{xt} = \frac{75}{78} \times 100\%$$

$$= 96.153\%$$

From the result above, it is found that percentage score of S.1 is **96.153%**. Then the result is matched into the table of central tendency of students' awareness as follow:

Table 4
Level of Students' Awareness

No.	The Percentages of Students' Correct Answers	Level of Awareness
1.	85%-100%	Excellent
2.	75%-84%	Good
3.	60%-74%	Fair
4.	40%-59%	Poor
5.	0%-39%	Very Poor

Because the percentage of S.1's correct answer is **96.153%**. After being consulted to the table of level of students' awareness, so, the S.1 is in **Excellent Level**. The same computation was also applied to the others. This is the following table of the percentages of each student's correct answer and level awareness of each student.

Table 5
Percentages of Each Students' Correct Answer And
Level of Student's Awareness

Rank	Code	Final Score	Max. Score	Student' Percentages(%) of Correct Answer	Level of Awareness
1	S18	75	78	96.153	Excellent
2	S5	75	78	96.153	Excellent

3	S20	74	78	94.871	Excellent
4	S16	74	78	94.871	Excellent
5	S50	74	78	94.871	Excellent
6	S14	73	78	93.589	Excellent
7	S7	73	78	93.589	Excellent
8	S6	73	78	93.589	Excellent
9	S55	73	78	93.589	Excellent
10	S9	73	78	93.589	Excellent
11	S19	73	78	93.589	Excellent
12	S17	73	78	93.589	Excellent
13	S13	73	78	93.589	Excellent
14	S24	73	78	93.589	Excellent
15	S39	72	78	92.307	Excellent
16	S52	72	78	92.307	Excellent
17	S34	72	78	92.307	Excellent
18	S11	71	78	91.025	Excellent
19	S27	71	78	91.025	Excellent
20	S1	71	78	91.025	Excellent
21	S23	70	78	89.743	Excellent
22	S2	70	78	89.743	Excellent
23	S22	70	78	89.743	Excellent
24	S10	69	78	88.461	Excellent
25	S4	69	78	88.461	Excellent
26	S29	69	78	88.461	Excellent
27	S8	69	78	88.461	Excellent
28	S15	67	78	85.897	Excellent
29	S51	67	78	85.897	Excellent
30	S42	67	78	85.897	Excellent
31	S12	66	78	84.615	Good
32	S54	65	78	83.334	Good
33	S25	63	78	80.769	Good
34	S41	64	78	82.051	Good
35	S30	62	78	79.487	Good
36	S26	62	78	79.487	Good
37	S40	62	78	79.487	Good
38	S33	60	78	76.923	Good
39	S3	60	78	76.923	Good
40	S21	60	78	76.923	Good
41	S36	60	78	76.923	Good
42	S31	58	78	74.358	Fair

43	S45	58	78	74.358	Fair
44	S46	57	78	73.076	Fair
45	S35	56	78	71.794	Fair
46	S37	56	78	71.794	Fair
47	S28	55	78	70.512	Fair
48	S56	55	78	70.512	Fair
49	S48	54	78	69.230	Fair
50	S38	52	78	66.667	Fair
51	S53	52	78	66.667	Fair
52	S49	52	78	66.667	Fair
53	S47	51	78	65.384	Fair
54	S44	51	78	65.384	Fair
55	S32	46	78	58.974	Poor
56	S43	45	78	57.692	Poor

The following table is the students' frequency and percentages of each level of awareness.

Table 6
Students' Frequency and Percentages of Each Level of Awareness

No	The Percentages of Students' Correct Answer (%)	Level of Awareness	Students' Frequency	Students' Percentages (%)
1	85%-100%	Excellent	30	53.571
2	75%-84%	Good	11	19.642
3	60%-74%	Fair	13	23.214
4	40%-59%	Poor	2	3.571
5	0%-39%	Very Poor	0	0
Total			56 Students	

c. The Percentages of Total Final Score of Correct Answer and Level Awareness of All Eighth Grade Students' of MTs Darul Ulum Semarang in The Academic Year of 2009/2010 of Using Appropriate Punctuation Marks in Dialogue Text

The result of the whole students test are applied as well to know level awareness of all the eighth grade students' of MTs Darul Ulum

Semarang in the academic year of 2009/2010 of using appropriate punctuation marks in dialogue text. The formula that was applied as follow:¹

$$M_{xt} = \frac{\sum x}{S_{\max}} \times 100\%$$

Where:

M_{xt} : the mean percentages of total score

$\sum x$: the total final score

S_{\max} : Maximum score (In this research, every item is scored by 1. there were total 4368 questions. So, the maximum score is 4386)

After finding the mean, the data will be matched into the criteria of the tendency of table 4.

This is the results of computing percentages of All Students' Correct Answer:

$$M_{xt} = \frac{\sum x}{S_{\max}} \times 100\%$$

Where:

M_{xt} : the mean percentages of total score

$\sum x$: 3627

S_{\max} : 4386

So,

$$\begin{aligned} M_{xt} &= \frac{3627}{4368} \times 100\% \\ &= \mathbf{83.035\%} \end{aligned}$$

From the computation above, it is found that $M_{xt} = \mathbf{83.035\%}$.

After being consulted to the table of level of students' awareness, so, the

¹ Sutrisno Hadi, *Statistik Jilid I*, (Yogyakarta: Penerbit Andi, 2004) p. 41.

level awareness of all the eighth grade students' of MTs Darul Ulum Semarang in the academic year of 2009/2010 of using appropriate punctuation marks in dialogue text is in the **GOOD LEVEL**.

B. Results of Interview

1. Interview to Students

Interview to students was conducted to know students' views on the use of punctuation marks on their writing, to find out errors and factors that cause students' errors on punctuation. Here is the result of interview to the eighth students of MTs Darul Ulum Semarang in the academic year of 2009/2010 that had been conducted on 4-5 January 2010:

a. What do you know about punctuation marks?

S.4 and S.12 : punctuation mark is marks to complete our sentence.

S.3 and S.20 : punctuation mark is marks to stop or show pause in our writing.

S.41 and S.54 : punctuation mark is mark to make our sentence clear.

b. How many punctuation marks that you know? Explain!

S.3, S.29 and S.19 : six (full stop, comma, apostrophe, question mark, exclamation point, and quotation marks)

S.10, S.22 and S.24 : ten (full stop, comma, exclamation mark, colon, question marks, parenthesis, quotation mark, apostrophe, semi colon, and capital letter).

c. Do you know how to use all of those punctuation marks which you have been mentioned before? Give me example!

S.23 and S.26 : yes I know, comma shows pause, exclamation mark usually uses to indicate anger or surprise and question mark to express question.

S.13 and S.17 : yes, Capital is used to a name of a person, place and town, slash to shows option.

- d. Where do you know about the use of punctuation marks? Explain!
- S.46 and S.47 : from Bahasa Indonesia teacher.
- S.41, S.54 and S.55 : from mobile phone.
- S.22 : from EYD book of Bahasa Indonesia.
- S.30 and S.32 : from my English teacher.
- e. What kinds of errors did you made when you were punctuating unmarked dialogue text? Explain!
- S. 34 and S.39 : I feel confused of applying a correct punctuation mark to my dialogue text especially for question number 36 and 76.
- S.43 and S.32 : so many errors may be all.
- f. What factors cause the errors when you were punctuating unmarked dialogue text?
- S. 18 and S.5 : my teacher seldom teach it (most of students give the same reason) so sometimes I don't understand how to punctuate correctly.
- S. 43 and S. 32 : I don't understand English well.

2. Interview to Teacher

Interview to the teacher was conducted on to know teacher's view on the importance of teaching punctuation marks during junior high school and to explain possible solution to overcome such problems which was faced by students when they were punctuating unmarked dialogue text. Here is the result of interview to the English teacher of the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010 that had been conducted on 12 January 2010:

- a. What is your opinion about teaching punctuation marks during junior high school? Explain!

Teacher: I think it is important to teach punctuation marks since junior high school. Because by teaching it in this level students will be able to organize their writing well.

- b. In your handbooks, there is no special chapter discuss about the use of punctuation marks, what is your opinion toward those fact?

Teacher: I think it doesn't matter but it will be better if there is special chapter discusses about punctuation marks. You need to know that designing a hand book is depended on curriculum so to according to my view a curriculum design must provide special chapter discuss about punctuation marks.

- c. Do you ever give a material to your students especially eighth grade students about punctuation marks? How many times?

Teacher: yes I ever taught it but very seldom may be twice in the odd semester.

- d. Most of the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010 only have limited knowledge about the use of punctuation marks in dialogue text. As a result, most of them made errors or just guest some answers in the test given to them without having enough knowledge about the use of punctuation marks. What is your opinion?

Teacher: they have limited view about the use of punctuation marks because they didn't have enough material about it. Their hand book and teachers factor also influence it.

- e. How to overcome such problems according to your view?

Teacher: a creativity and response of a teacher to teach punctuation mark in junior high school is needed even though his or her hand book doesn't discuss special chapter about it. Besides that, I think it will be better if curriculum design is revised as well in order to maintain teaching learning

process and especially about punctuation mark itself as your research focuses. Thanks.

C. Discussion

Findings of this research show that there were 686 total errors of students' punctuation. Capital letter is dominated 209 or 30.466% errors, comma 136 or 19.825% errors, question mark 110 or 16.034% errors, full stop 103 or 15.014% errors, colon 26 or 3.79% errors, Apostrophe 14 or 2.040 errors and semicolon 1 or 0.145 % error. Meanwhile, there was no error of using dash, hyphen, slash, ellipsis and parenthesis encountered by students because they did not apply in the dialogue text given to students.

There were total 1087 Students' typical errors and it is divided into four those are: over generalization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized. Over generalization dominated 28 or 2.575% students' typical errors. Ignorance of rule restriction is 467 or 42.962 % errors and incomplete application of rule is 229 or 21.067% errors. Meanwhile, False of concept hypothesized dominated 363 Or 33.394% of total errors in students punctuation.

There were 56 students become object of the research. 30 or 53.57% of total students answered 85%-100% of total question correctly. They have excellent level of awareness. 11 or 19.64% of total students answer 75%-894% of total question correctly. They are in level good. 13 or 23.214% of total students had answered 60%-74% items correctly. They are in fair level of awareness. And the last, there were 2 or 3.57% of total students answered 40%-59% items correctly.

For a whole level awareness of the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010, they can be said have **GOOD LEVEL** of awareness because they had answered total 3627 of 4368 items correctly or about 83.035% of total questions.

Based on findings, many students faced difficulties on how to apply an appropriate punctuation mark on the unmarked dialogue text that was given to them. It was caused by limited knowledge of punctuation mark that they had. Besides that, interference, intralingual, internal and external factor of the students also influenced students' errors of using appropriate punctuation mark in dialogue text. Some students were still unable to understand the meaning of a text given to them. Teacher factors, the way he taught his students and the condition of the environment also influenced difficulties which were faced by students.

Students' typical errors are dominated by ignorance of rule restriction and false concept hypothesized errors. From finding of this study, we know that students still need to be taught more on how to punctuate a text correctly. Four typical errors that are mentioned above must be minimized or anticipated start from now. When students are unable to punctuate their writing correctly it will be misinterpreted by readers.

Teaching writing is teaching on how to organize our idea nicely in order to be well-understood by others. The presence of teaching punctuation mark since junior high school is required since punctuation will maintain our organizational ideas. If students have good knowledge about punctuation marks, they will be able to vary their writing still and also their written language won't be monotonious.

In general, finding of this study describes that the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010 have **GOOD AWARENESS** of using appropriate punctuation marks in dialogue text. It doesn't mean that they do not need to be trained on how to use punctuation marks correctly, but according to my view they must be trained more. Don't look back at their final score on punctuating unmarked dialogue text but look at their dominant and typical errors of using punctuation mark in dialogue text and we will realize

that it's necessary to give students more material about punctuation marks and find possible solution to overcome such problems.

An example to strengthen the opinion; students still produced many errors of using capital letter and question marks on their writing as it described in finding of this study. Furthermore, it can be concluded that students still need a lot of training or teaching related to punctuation marks.

Possible solution to overcome such problems is students still need to be taught and trained more to use punctuation marks in their writing correctly. A teacher, in designing his or her material, must consider about the importance of teaching punctuation marks to their students since they are in junior high school. It is applied in order to anticipate students' future errors of using punctuation marks on their writing especially in dialogue text. A teacher, in designing students' material, doesn't need to provide a special chapter that is discussing punctuation marks. Possibly, he or she can combine it with other material or topic in order to be effective and easy to be understood by students. The media and the way he or she deliver the material must be fun and exciting as well in order to stimulate students' interest in the material.

To maintain teachers' view on the important of teaching punctuation marks during junior high school, a syllabus design for eighth grade students must explain explicitly about the importance of using punctuation marks correctly. Although implicitly it had been covered, but it will be more effective when it is presented explicitly in order to be more considered by an English teacher.

D. Limitedness of The Study

The limitedness of this study can be explained as follow:

1. This is a descriptive study about students' awareness of using appropriate punctuation marks in dialogue text. Because it was just applied in dialogue text, the results of this study can't cover perfectly any other kinds of text in english.

2. The population of this research is just the eighth grade students' of MTs Darul Ulum Semarang in the academic year of 2009/2010. Since it only covers the eighth grade students of MTs Darul Ulum Semarang in the academic year of 2009/2010, the results of this study can't describe perfectly the level awareness of the whole students of MTs Darul Ulum Semarang in the academic year of 2009/2010 of using appropriate punctuation marks in dialogue text.

Finally, from the findings of this study, the researcher realizes that level of someone's awareness cannot be measured exactly by using numerical data as its foundation. However, the finding of this study may give a broader overview to everyone toward the importance of using punctuation marks correctly in writing and teaching it in young learners early since it is important to them to compose their writing by using correct and appropriate punctuation mark. Moreover, the result of this study can be a basic reference for any future research related to punctuation marks.