

STUDENTS' ABILITY IN USING PUNCTUATION IN NARRATIVE TEXT AT THE FOURTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM IN MUHAMMADIYAH KOTABUMI UNIVERSITY ACADEMIC YEAR 2021/2022

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Abstract: The researcher was interested in carrying out a research entitled; Students' Ability in Using Punctuation in Narrative Text at the Fourth Semester of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2021/2022. The purpose of this study was to describe students' ability in using punctuation in narrative text at the fourth semester of English Education study program in Muhammadiyah Kotabumi University academic year 2021/2022. This type of research is descriptive quantitative research. This research was conducted in the fourth semester of English Education Study Program Muhammadiyah Kotabumi University academic year 2021/2022 with a total population and sample of 44 students determined by the total sampling technique. The instrument used in this study and the data collection was a test. The researcher analyzed the data by giving students' test scores and calculating the scores and frequency of ability classifications. After that, the researcher analyzed the data to determine the students' ability in using punctuation in narrative text at the fourth semester of English education study program in Muhammadiyah Kotabumi University academic year 2021/2022. The results of the analysis showed that there were 3 students or 7% of students are categorized as excellent, 20 students or 45% are categorized as good, 21 students or 48% students are categorized as fair, and finally there were no students or 0 students are categorized as low and failed. It can be concluded that the students' ability in using punctuation in narrative text at the fourth semester of English education study program in Muhammadiyah Kotabumi University academic year 2021/2022 is fairly good.

Key Words: Ability, Punctuation, Narrative Text

Abstrak: Peneliti tertarik untuk melakukan penelitian yang berjudul; Kemampuan Mahasiswa Menggunakan Tanda Baca pada Teks Narasi Semester IV Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi Tahun Ajaran 2021/2022. Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan siswa dalam menggunakan tanda baca dalam teks naratif pada semester IV program studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kotabumi tahun ajaran 2021/2022. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Penelitian ini dilaksanakan pada semester IV Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi tahun ajaran 2021/2022 dengan jumlah populasi dan sampel sebanyak 44 mahasiswa yang ditentukan dengan teknik total sampling. Instrumen yang digunakan dalam penelitian ini dan pengumpulan datanya adalah tes. Peneliti menganalisis data dengan memberikan nilai tes siswa dan menghitung skor dan frekuensi klasifikasi kemampuan. Setelah itu, peneliti menganalisis data untuk mengetahui kemampuan siswa dalam menggunakan tanda

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baca dalam teks naratif pada semester empat program studi pendidikan bahasa Inggris di Universitas Muhammadiyah Kotabumi tahun ajaran 2021/2022. Hasil analisis menunjukkan terdapat 3 siswa atau 7% siswa dikategorikan sangat baik, 20 siswa atau 45% dikategorikan baik, 21 siswa atau 48% siswa dikategorikan cukup, dan terakhir tidak ada siswa atau 0 siswa dikategorikan rendah dan gagal. Dapat disimpulkan bahwa kemampuan siswa dalam menggunakan tanda baca dalam teks naratif pada semester IV program studi pendidikan bahasa Inggris di Universitas Muhammadiyah Kotabumi tahun ajaran 2021/2022 cukup baik.

Kata Kunci: Kemampuan, Tanda Baca, Teks Narasi

I. INTRODUCTION

Writing is one of the skills in English. As one of the basic skills in English, writing is considered a productive skill that requires a lot of effort and experience to do well. Writing is an activity to express ideas and thoughts in the form of letters that are arranged into words and then into sentences. Mustafa (as cited in Ratih, 2019, p.50) states that writing requires persistence in expressing our ideas so that they can be understood by those who read them. Writing will be fun if someone has ideas and adequate means to reach the end of the writing. Writer must have deep writing so that they can be used to communicate with others.

Writing English in this case is not something simple because English is not our first language. Someone need quite a long time to get use to being able to write like a native first language. Some individuals believe that writing takes time, energy, and drains the intellect, and that someone rarely encounter an environment that encourages

us to produce something someone desire or love. Brown (as cited in Ratih, 2019, p.50) states that writing is considered as the hardest skill to achieve naturally. Whenever someone learns to write English text, they have to consider vocabulary, tenses, story line and other factors that can make such a very difficult one.

In writing, students can pour their ideas and thoughts on a piece of white paper. They can write something that they cannot express in words, so that their ideas can be understood by the readers and can represent language in a visual context. To make good writing, students often have difficulty because writing is very complicated, even in some cases there are teacher who also have difficulty in producing good writing compositions. There are many topics to cover in writing, including writing narrative text. Narrative text is a form of writing used to connect stories about actions or events, usually sorting stories according to chronological order. According to Knapp and Watkins (as cited in Anggara, 2018, p.53), narrative text formally order

people/characters in time and space. In its most basic form, genre does little more than sequence recounting and retelling are examples of text types. The obligation to direct or introduce the readers to the person, time, and place in the story is a common feature of all text formats in the genre. Narrative structures are generally more complex than typical orientations and retelling sequences.

In narrative text, students can communicate their personal experiences, including thoughts and feelings. According to Pardiyo (as cited in Anggara, 2018, p.53) "Writing narrative is a type of text to tell activities or events in the past, which prioritizes experience and problem solving with the aim of entertaining and often intended to provide moral lessons for the reader". Imroah (as cited in Laila, 2017, p.2) states, so narrative text is also an important part of casual conversation, and may dominate the story. Typically, narrative tells a story about a fairy tale, or folklore legend. Narrative text social function is to entertain, amuse, and deal with real or imagined experiences in various ways.

In writing narrative text, many aspects affect the writing. One aspect that can affect writing is the use of punctuation marks. In writing we must pay attention to correct punctuation, punctuation is one important aspect in learning to write English, it aims to make good sentences in writing texts and

make us know the meaning of the sentence. Someone cannot ignore punctuation, because punctuation gives meaning to written words such as pauses and changes in pitch when speaking. The writer must pay close attention to the use of punctuation marks because the rules of punctuation are very important in writing.

Without punctuation, someone will have difficulty understanding the meaning of the written sentence. Luchman (as cited in Krahn, 2014, p. 8) punctuation is a code, used in writing, that is often necessary for meaning and emphasis. The code originated in attempts to capture, in text, the various stops, pauses, and inflections of speech. It supported by Kane that all punctuation exist, basically, to help readers understand what you wish to say. It can be interpreted that the correct use of punctuation marks can make a sentence structured and precise. In other words, if punctuation is not used correctly, the reader will have difficulty understanding the meaning or meaning in the written text. From this explanation, it can be interpreted that punctuation is very important in writing skill.

Based on preliminary research conducted by interviewing one of the English writing lecturer at the University of Muhammadiyah Kotabumi on 9th March 2022, regarding the students' abilities to master English, notably in terms of their writing, she explained that the students' skill

in writing were quite good, because students like to write. However, students still experience problems in writing, namely understanding the use of punctuation marks. Although it looks simple, students often make mistakes in the use and placement of punctuation marks, they pay more attention to grammar, sentence structure, vocabulary and text content so that students ignore the use of punctuation marks. Students are still wrong in using punctuation marks, when they put commas, periods, and interrogative sentences and other punctuation marks. The researcher also interviewed students who were studying in a writing course. Most of the students stated that writing is a difficult skill. Researcher found that they often use punctuation marks but pay less attention to their use.

The ideal condition of students in using punctuation at this time must be appropriate and mastering punctuation. But in reality many students do not understand and use punctuation incorrectly. Although the application of punctuation marks is a simple matter, it can affect the context of sentences that should not be punctuated, so that it can affect the meaning and content of the sentence. For example, in the following narrative text sentence entitled *Malin Kundang*, "Once upon a time, on the north coast of Sumatra lived a poor woman and his son." in the sentence there is a comma punctuation which means that the mark

makes a pause in a sentence and makes the sentence understandable there is also a dot at the end of the sentence which means to end a sentence, but if the sentence is not punctuated then the reader or listener of a story will feel the sentence becomes strange when read or listened to like a fairy tale.

This phenomenon has attracted the attention of researcher to conduct research on the situation of fourth semester students in this English education study program by making the title "Students' Ability in Using Punctuation in Narrative Text at the Fourth Semester of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2021/2022". This study is useful to determine the ability of fourth semester English education students in using punctuation in narrative texts at Muhammadiyah Kotabumi University.

II. METHOD

This research used a quantitative descriptive method because the data presented in numerical and descriptive form, the researcher also wanted to provide a systematic and factual description of the facts of a particular population. According to Kurniawan & Puspitaningtyas (2016, p.18) quantitative research is a structured

research and classifies data to be generalized to the population being studied.

Kurniawan & Puspitaningtyas (2016, p.16) states descriptive research is directed to determine the value of the independent variable (either one or more variables) without making comparisons or connecting one variable to another. According to Sudjana (as cited in Margareta, 2013, p.53) descriptive research method with a quantitative approach is used if it aims to describe or explain an event or an event that is happening at the present time in the form of meaningful numbers.

Based on the above theory, the researcher collected data and related variables to observe and investigate the research population and then describe the data using statistics. Researcher had designed a study on students' ability to use punctuation in narrative text at the fourth semester of English Education Study Program in Muhammadiyah Kotabumi University academic year 2021/2022.

The population of this research used 44 students at the fourth semester of English education study program in Muhammadiyah Kotabumi University academic year 2021/2022. This research consisted of 44 students at the fourth semester of English education study program at Muhammadiyah Kotabumi University academic year 2021/2022 as the sample of research. Sampling is technique to conduct the

number of sample. Researchers used total sampling to select samples, which according to Sugiyono (2009, p.63) it is in accordance with definition of total sampling, which is sampling technique where number of samples is the same as the population due to the total of population is less than 100 people. Therefore, the researcher chose 44 students as the research sample.

The researcher used the instrument was a test. The test is to assess students' ability to use punctuation correctly narrative text. The test instrument is a series of questions or exercises or other tools used to measure the skills, knowledge, abilities, or talents of a person or group (Kurniawan & Puspaningtyas, 2016, p.93). Students were given 60 minutes to finish, researcher gave the narrative text with empty punctuation marks to the students, then the students completed the narrative text with the correct punctuation marks.

In this study, the researcher used a test to determine punctuation in narrative text. To ensure the construct validity of the test in this study, the researcher used the construct validity and asked two experts to judge the research instrument, namely Mrs. Rini Susilowati, S.S., M.Pd. and Mrs. Rulik Setiani, S.S., M.Pd.

Instrument reliability test is a test conducted to determine the reliability (level of confidence) of a question item in measuring the variables studied (Kurniawan

& Puspaningtyas, 2016, p. 97). A research instrument can have a high level of confidence, if the results of testing the instrument show results that remain the same (consistent). Therefore, the researcher concluded that if the measurement results were the same even though the students were tested repeatedly, then the test could be said to be reliable.

The reliability of the instrument in the form of a continuum is an instrument by giving a score whose score is in the range of 0 – 10, 0 – 100 or in the form of a scale of 1 – 3, 1 – 5 or 1 – 10, then the test can be carried out using the Alpha Cronbach formula.

To collect data, researcher used test. The researcher asked the students to complete the narrative text with the correct punctuation. Students' test results are considered as information that reflects their abilities.

Analysis of the data in this study is the test results of students' ability to use punctuation marks in narrative text. In this study, the researcher determined the data with the following steps:

- a. The researcher used collect data from the students' complete punctuation test in narrative text.
- b. The researcher used classify the level of students' ability.
- c. The researcher calculate the students' abilities which are grouped into 5 parts,

namely excellent, good, fair, low, and failed, the researcher calculate using the formula.

- d. After classifying students' abilities, the researcher calculate the abilities presented in the form of percentages. To find the percentage of frequency for each type of ability, the researcher used the following formula.

III. RESULT AND DISCUSSION

Result

This research was conducted on students of English education at the fourth semester of the academic year 2021/2022. The purpose of this study was to determine the ability at the fourth semester of English education study program in using punctuation in narrative text.

Then, it was continued by conducting analysis to find valid and reliable instrument to be used in research. The researcher also used expert opinion in this case the lecturers of the English study program, which was Rini Susilowati, S.S, M.Pd. and Rulik Setiani, S.S., M.Pd. After the validity of the instrument was declared valid, the reliability of the instrument students' ability in using punctuation in narrative text at the fourth semester of English education study program in Muhammadiyah Kotabumi University academic year 2021/2022 was

calculated using the cronbach alpha formula. The results can be seen in the from the table below:

TABLE 5
THE SUMMARY OF RELIABILITY TEST STUDENTS' ABILITY IN USING PUNCTUATION IN NARRATIVE TEXT

Observation	Result
<i>r_{observed}</i>	0.964
<i>r_{tabel}</i>	0.297
Description	The Instrument is Reliable

Researcher conducted research on July 4th, 2022 at 09.30 to 10.30 a.m. Before conducting the research, the researcher first introduced herself and conveyed the research objective to the students. Then the researcher gave a test in the form of blank punctuation marks in the narrative text and asked students to complete the punctuation.

1. The researcher collected the test results of students completing the punctuation marks in the narrative text.
2. The researcher analyzed the students' writing test data. Each punctuation mark in the narrative text instrument, the researcher assigned one punctuation mark, the score is one, so based on the results of the test that have been carried out, 33 students got scores above 100. Then 11 students got scores below 100.
3. After the students' test results are found, the researcher calculated the results

using the following formula:

Percentage

$$= \frac{\text{The correct answer}}{\text{Total punctuation mark emerge}} \times 100\%$$

Then the researcher classified the level of student ability based on student results into the following categories:

TABLE 6
THE CLASSIFICATION OF STUDENTS' ABILITY IN USING PUNCTUATION IN NARRATIVE TEXT

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

From the table of the categories of students' ability, the frequency of each students' classification was calculated as follows:

TABLE 7
RESULT OF CLASSIFICATION OF STUDENTS' ABILITY IN USING PUNCTUATION IN NARRATIVE TEXT

No	Students' Ability	Level of Ability	Frequen- cy
1.	80-100	Excellent	3
2.	66-79	Good	20
3.	56-65	Fair	21
4.	46-55	Low	0
5.	0-45	Failed	0

4. After the students' ability was classified, the researcher found the percentage of classification. The formula used:

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

TABLE 8
THE FREQUENCY'S PERCENTAGE
OF STUDENTS' ABILITY
CLASSIFICATION IN USING
PUNCTUATION IN NARRATIVE
TEXT

No	Students' Ability	Frequency	Percentage
1.	80-100	3	7%
2.	66-79	20	45%
3.	56-65	21	48%
4.	46-55	0	0%
5.	0-45	0	0%
Total			100%

It can be seen in the table above that there are:

- a. There were 3 students or 7% who are categorized as excellent. The students almost used correct punctuation marks, they were tested placing punctuation marks that had blank punctuation marks in narrative text.
2. 20 students or 45% are included in the good category in completing punctuation marks in narrative text.
3. 21 students or 48% of students are fair adequate in completing punctuation marks in narrative text. In this category students do not include correct punctuation marks and students do not

complete punctuation marks in narrative text.

4. There are no students or 0% who were categorized as low to complete punctuation marks in narrative text.
5. There are no students or 0% who were categorized as failed to complete punctuation marks in narrative text.

Discussion

This section discusses the results of research which includes test results for completing punctuation in narrative text of English education study program at the fourth semester in Muhammadiyah Kotabumi University academic year 2021/2022. The sample of this study amounted to 44 people. Results based on the research that has been done, more students' results are considered fair, this indicates that they understand that punctuation is wrong in placing punctuation.

The data analysis shows that there are 3 students or 7% categorized as excellent, 20 students or 45% categorized as good, 21 students or 48% categorized as fair, no students or 0% categorized as low, and also no students are categorized as failed. From the data obtained, most students pay less attention to the use of punctuation, they are more likely to use commonly used punctuation such as periods and commas, but not infrequently they use other

punctuation marks but their placement is not quite right.

Based on the result of data analyze, the researcher identified:

1. The test results in the study showed that students' were able to understand the use of punctuation.
2. Students' misplace punctuation in narrative text, such as placing quotation marks stating ownership, commas between sentences, full stop at the end of sentences and starting with a capital letter. Students who get low scores are caused because students do not use punctuation correctly. Students do not care about correct or incorrect punctuation, the most important thing is that they have completed the punctuation marks.

Based on the example above, the researcher found that the problem faced by students was that they fairly good understand in using of punctuation. Some students make mistakes in the use of periods. Some students also use wrong punctuation and they don't use punctuation in their writing. Of the six punctuation marks, they used all of them but they did not place them correctly.

Students pay less attention to the use of punctuation when completing punctuation, resulting in errors in the use of punctuation. Students only focus on completing the punctuation and do not think

about its function. On the other hand, students lack practice in using punctuation marks, and this causes students to make many mistakes in using punctuation in their writing. This is in accordance with the results of interviews when researchers conducted preliminary research.

From the explanation above, it can be concluded that punctuation is very important in writing. This is supported the theory from Luchman (as cited in Krahn, 2014, p.8) punctuation is a code, used in writing, that is often necessary for meaning and emphasis. The code originated in attempts to capture, in text, the various stops, pauses, and inflections of speech. Based on the results of research on students' ability in using punctuation in narrative text, it shows that students' abilities are fairly good. This causes that students do not use and complete punctuation correctly. The use of punctuation in writing and narrative text is very important because the correct punctuation indicate what expressions are in accordance with the sentences written and make it easier for readers to understand what the contents of the writing were.

IV. CONCLUSION

After collecting data and analyzing the results of the research in the previous chapter, the researcher concluded that the

students' ability in using punctuation in narrative text at the fourth semester of English education study program in Muhammadiyah Kotabumi University academic year 2021/2022 was fairly good. This is because some students pay less attention to the use of punctuation marks. Other classifications there are 3 students or 7% who are categorized as excellent. The students almost used correct punctuation marks, they were tested placing punctuation marks that had blank punctuation marks in narrative text. 20 students or 45% are included in the good category in completing punctuation marks in narrative text. 21 students or 48% of students are fair adequate in completing punctuation marks in narrative text. In this category students do not include correct punctuation marks and students do not complete punctuation marks in narrative text. There are no students or 0% who are categorized as low to complete punctuation marks in narrative text. And, there are no students or 0% who are categorized as failed to complete punctuation marks in narrative text.

Therefore, it can be said that the students' ability in using punctuation in narrative text at the fourth semester of English education study program in Muhammadiyah Kotabumi University academic year 2021/2022 is in the fairly good category.

Suggestion

Based on the results of the study, the researcher would like to give some suggestions as follows:

a. For Lecturers

- 1) Lecturers must provide motivation and attention in students' writing, especially in the use of punctuation marks.
- 2) Lecturers should practice more about punctuation in writing to improve students' abilities.
- 3) Lecturers can provide interesting teaching methods in the English learning process, especially in learning punctuation marks so that students are more interested in learning it.

b. For Students

- 1) Students should be motivated to learn to write, especially in the use of punctuation.
- 2) The students should improve and understand the use of punctuation marks and do some exercises using punctuation in their writing, to improve their ability to use punctuation marks.

c. For other Researchers

For the next researcher to conduct further research with the same object and a different point of view in the context of the writing aspect in using punctuation marks.

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