



**AN ANALYSIS OF STUDENTS' ABILITY  
IN UNDERSTANDING SENTENCES BY USING PUNCTUATION  
IN *INFORMATIONAL READING***

**THESIS**

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This approval is granted and used appropriately.

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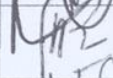



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## ABSTRACT

Rekalifani Dinihari. NIM 1730104063. Judul skripsi: “AN ANALYSIS OF STUDENTS’ ABILITY IN UNDERSTANDING SENTENCES BY USING PUNCTUATION IN *INFORMATIONAL READING*”. Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan yang dibahas dalam penelitian ini adalah bahwa belum terungkapnya kemampuan mahasiswa menggunakan *punctuation* dalam memahami *sentences* pada mahasiswa semester dua tahun akademik 2021/2022. Tujuan penelitian ini adalah untuk mengetahui kemampuan mahasiswa menggunakan *punctuation* dalam memahami *sentences*. Peneliti menggunakan teori dari Suzanne (2015).

Penelitian ini menggunakan metode *descriptive quantitative* dengan *design is cross-sectional quantitative*. Populasi dalam penelitian ini adalah mahasiswa semester 2 tahun akademik 2021/2022 yang berjumlah 67 orang. Pada penelitian ini, peneliti menggunakan teknik *total sampling*. Instrumen yang digunakan dalam penelitian ini adalah *Test*. Hasil validitas instrumen ini dihitung dengan rumus *Aiken* dengan hasil secara umum dari dua validator adalah 0,79 (valid). Setelah itu peneliti membagikan *Test* kepada sample.

Hasil penelitian ini menunjukkan bahwa kemampuan mahasiswa dalam memahami *sentences* dengan menggunakan *punctuation* secara umum *level ability is excellent* (1, 49%), *level ability is good* (13,43%), *level ability is fair* (7,46%), *level ability is low* (20,90%), and *level ability is failed* (56,72%). Kemampuan mahasiswa dalam memahami *sentences* dengan menggunakan *kinds of punctuation* dari *The Introductory use level ability is good* (61,38%), the *Parenthetical use level ability is low* (31,19%), the *serial use level ability is good* (64,18%), the *related idea use level ability is low* (48,51%), *semicolons the level ability is low* (49,75%), *colons the level ability is failed* (35,82%), the *dash level ability is failed* (14,33%).

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is a communication tool in written language through the form of text. It is the most efficient way to obtain information about various aspects of life, including science and technology. By reading, students can absorb a number of information. Reading has a very important role and is a daily necessity for everyone who wants to obtain any information needed. Reading is an important skill for learners of English as a foreign language. For most learners it is the most important skill to master to ensure success not only in learning English, but also in learning in any content classroom where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning (Basuki, 2017).

Reading is a vital skill for everyone, including students. Jeffries (Basuki, 2017) said that reading is very important because it can improve students' general language skills in English; helps students to think in English, enlarges students' English vocabulary, improves their writing skills, and it can be a good way to get new ideas, facts and experiences. Therefore, in this opinion, reading skills are seen as something that can help students to enrich their knowledge in English. So, reading is a skill used to communicate in order to obtain written and efficient information about aspects of life science and technology. English students at IAIN Batusangkar must be able to master aspects of learning reading. By mastering the reading aspect, students can add insight and vocabulary in science. Reading is a very important skill for students to improve their knowledge, especially in English. The author considers that one way to improve students' reading skills is to know the purpose of reading.

There are many purposes of reading put forward by many experts. Nunan (1999) discuss the seven main purposes of reading namely to obtain information for some purpose or because we are serious about some topic, to

get instructions on how to do some tasks for our work or daily life (for example, knowledge of how tools work), To act in plays , play games, do puzzles, to keep in touch with friends through correspondence or to understand business letters to know when or where something will happen or what is available, to know what is or has happened (as reported in newspapers , magazines, reports), to have enjoyment or excitement.

At UIN-MY Batusangkar there are several majors, one of which is the English Department of Tadris. The English subject include: Language Learning Strategies (LLS), Pronunciation in Practice, english for Basic Composition, Intensive Grammar, English for Daily Conversation, Listening For Linguistic Competence, Vocabulary and last Informational reading. For informational reading, there are several learning materials including: context clues, Pronoun and Referent, and Punctuation. Punctuation is one of the materials contained in reading subjects. According to Oxford Advances Learner`s Dictionary in (Mahalla, 2019) Punctuation is defined as a sign or marks used in writing to separate sentences or phrases. However, different punctuation marks are used in the situation, but all help to convey the message clearly. Good for strengthening arguments and for achieving text unity. Therefore, the lack of or incorrect use of punctuation in writing and reading, will lead to misunderstanding of the message for writers and readers. Zainil in (Emadesti, 2020) classify some of punctuations, which can help the reader to understand the text, which are: (a) the comma, (b) the semicolon, (c) the colon, (d) The dash.

In the subject of informational reading at the English Department at UIN-MY Batusangkar there is material about punctuation material. Part of the punctuation material is comma (the introductory use, the parenthetical use, the serial use, related idea use), semi-colons, colons, and dash. Punctuation is an important aid to understanding sentences. It can be guide, marker, or sign that separates the core parts of the sentence from the additional one in the sentence Suzanne (2015). Based on interviews with

second semester students who have learn about punctuation material in the informational reading course. State Islamic University Mahmud Yunus (UIN) Batusangkar on July 13, 2022, researcher interviewed three students who took part in informational reading learning, especially punctuation. The researcher asked their opinion about the punctuation material. Student A said that the material was easy to understand. Furthermore, student B admitted that he had difficulty understanding the punctuation material. Finally, student C said that in class it was very easy to understand the punctuation material, but after being given a test by the lecturer, it turned out that the score he got was very disappointing. There are two reading lecturers who teach the informational course. Some perceptions from second semester students are that it is easy and not easy to understand punctuation material in the informational course class.

Based on the explanations and phenomena above, students of the English Department at UIN-MY Batusangkar especially, students who have studied punctuation material in the informational reading course class 2021/2022, have different perceptions in understanding punctuation material in the informational reading course class. Therefore, the researcher is interested in conducting a research entitled “An Analysis of Students’ Ability in Understanding Sentences by Using Punctuation in Informational Reading for students majoring in English at UIN-MY Batusangkar who have studied English for punctuation materials registered in the academic year 2021/2022”.

#### **B. Identification of the Problem**

Based on the research background above, this research focuses on Analysis of Students' Ability in Understanding Punctuation Materials in Online Information Courses including comma (the introductory use, the parenthetical use, the serial use, the related idea use), semicolon, colon, dash.

#### **C. Limitation of the Problem**

Based on problem identification, the authors give research boundaries so that the purpose of the discussion can be more focused. As for the problem



that the author discuss in this study is analyzing the ability in understanding sentences by using punctuation informational reading. The material is comma (the introductory use, the parenthetical use, the serial use, the related idea use), semicolon, colon, dash.

#### **D. Formulation of the Problem**

From the background description problem identification and problem boundaries above the problem formulation of this research is “What is Students’ Ability in Understanding Sentences by Using Punctuation in *Informational Reading?*”

#### **E. Purposes of the Research**

Based on the research question, the purpose of this research is to analyze students’ ability in understanding sentences by using punctuation in informational reading.

#### **F. Definition of the Key Terms**

In order to avoid misunderstanding in this research, the researcher defines some key terms as follows:

##### 1. Informational Reading

Reading is one of the courses in the English department at UIN-MY Batusangkar. This is an important course to take at the beginning of the semester. Reading has several names that have been determined from semester one to semester three. In semester one the name of the course is informational reading. In informational reading, there are several materials, one of which is punctuation (see syllabus).

##### 2. Punctuation

Punctuation is one of the materials in reading learning at UIN Batusangkar. Punctuation consists of several materials including comma (the introductory use, the parenthetical use, the serial use, the related idea use), semi colons (;), colons (:), dash (-/--).

## **G. Significance of the Research**

### 1. Theoretical significance

Theoretically, by conducting this research, the researcher hopes to complete the research theory that has been done previously. This study analyzes students' ability in understanding sentences by using punctuation in informational reading. The results of this study are expected to contribute to development of science and education.

### 2. Practical significance

The benefits that can be obtained from this research are after knowing the analyze students' students' ability in understanding sentences by using punctuation in informational reading the public, especially students who do not or do not know it, can take lessons and be more careful in reading a sentences which may use a lot of punctuation. The output we hope for in this research is in the form of articles and scientific journals published in both printed and electronic form, so that the public, especially students, can access them easily and at a low cost. The goal is that students can read and know our findings about analyze students' ability in understanding sentences by using punctuation in informational reading.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

##### **1. Reading**

###### **a. Definition of Reading**

Reading is the basis for the acquisition of knowledge, for cultural engagement, for democracy, and for success in the workplace (Castles & Friends, 2018). Reading is the most common materials in classroom activities and can be independently studied by a student in their time outside the classroom (Cahyo & Friends, 2019).

Reading is the basic skill in learning. Reading consists of gaining meaning rapidly and accurately from the printed page. Reading is a set of skills that involves making sense and deriving meaning from the printed word Nunan in (Wahyuningsih, 2018).

According to Wisma (2021) Reading is one of the receptive skills where meaning is extracted from discourse. Reading is one of the language skills which is very important to be learned by students Handyani & Friends in (Wisma, 2021)

In general, students judge that reading is synonymous with learning, in the means of gaining information. Reading is the process of thinking. Based on the explanation before can summarize that reading can make us understand what we are reading, by reading we can increase insight and knowledge of course.

###### **b. The Nature of Reading**

Reading can be defined as a process to understand the meaning of a written text Richards and Schmidt in (Ferdila, 2014). Alyousef in (Ferdila, 2014) enlightens that in a reading process, a reader will extract the meaning from a text by interacts dynamically with using various kinds of knowledge since “reading is a complex, multi-faceted activity, involving a combination of both lexical and text-

progressing skills that are widely recognized as being interactive” Loucky in (Ferdila, 2014). So, reading is a process to understand a meaning from a written text. By reading, you can get the information you need.

**c. The Process of Reading**

Reading is a complex cognitive process of decryption signs in order to create or originate meaning Conference in (Sangia, 2018). It is a way of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between text and reader which is formed by a previous reader knowledge, experience, attitude, and language community which is culturally and socially situated. Reading process requires continuous training, development, and improvement. Besides, reading requires creativity and critical analysis. Commercial literature make business with each piece, congenital deviate from the literal words to create an image that makes sense to them in an unknown place it describes. Because reading is a complex process, cannot be controlled or restricted to one or two interpretations. There is no concrete law in reading, but allows the reader to escape to produce their own products introspectively.

In reading activity is an aspect of language behavior with the apprehension of general process of interpretative which is covered communicative activity. It means that in reading, meaning is created by the reader base on of textual hints. This interpreting activity is not exclusive from the reading, but a packet with reading because reading is practical reasoning process that results the derived of meaning. In the process of deriving the meaning, the readers cannot create and complete to get the full meaning, but the meaning that reader gets only the meaning which is sufficient for reader needs. As conclusion, the process of reading involved how meaning is negotiated in discourse Widdowson in (Sangia, 2018).

Hereafter, Reading activity is a process that drives two disparate levels of mental activity. The first activity is dealing with immediate apprehension of information and the other is related with the discrimination of this information into patterns of conceptual significance Widdowson in (Sangia, 2018). In process of reading, the reader not only creates meaning but also meanings should be negotiated in discourse as process of reading strategy. Reading should not be reaction to meaning but as interaction between writer and reader mediated through the text. Thus, how to make an efficiency reading depends on how effective the text is Widdowson in (Sangia, 2018).

**d. Purpose of Reading**

According to Sangia (2018: 7) in reading activity, teacher and learners catch the material in the process of direct communication. It means that one function of reading has been fulfilled. The reader categories out what is simply enabling from what is wished to take as a permanent addition to his domain of understanding and capability. The actual purpose in reading is not humbly to occupy in a communication but to develop from this communication to something which endures or spreads the reader conceptual world.

**e. Types of Reading**

According to Patel and Praven (2008), There are some types of reading such as Intensive Reading, Extensive Reading, Aloud Reading and Silent Reading.

- 1) Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For example: The students focus on linguistic of semantic details of reading and focus on structure details such as grammar.

- 2) Exsensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For example: The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
- 3) Aloud Reading is reading by using loud voice and clearly. For example: reading poetry, dialogue, and other types of text.
- 4) Silent Reading Activity is meant to train the students to read without voice in order that the students can concentrate their attention or tough to comprehend the texts. For example: The students reading a text by heart.

## **2. Punctuation**

Punctuation is one of the materials studied in informational reading. Punctuation serves to help students understand a text or sentences.

### **a. Definition of Punctuation**

According to Borochofsky Bar-Aba in (Wati, 2021) Punctuation is an attempt to compensate. It entails using punctuation (commas, periods, dashes, colons, interrogation points, and so on) to help the reader understand what is being said. Punctuation is used in many contexts to facilitate comprehension and there are a number of key instances that reliably trigger expressive reading according Chafe (Heggie & Wade-Wolley, 2018): basic declaratives, declarative quotatives, complex adjectival phrase commas, and phrase-final commas.

According to (Williams & Reiter, 2005) Punctuation (sentence structure): should constituents be expressed in separate paragraphs, separate sentences, in a single sentence with punctuation separating

them, or in a single sentence without punctuation? For example, should we generate (just showing two of these options) :

- 1) *Many people find reading hard, but your skills will improve if you practise reading* (single sentence, comma separation)
- 2) *Many people find reading hard. But your skills will improve if you practise reading* (two sentences)

So punctuation is very useful for readers so that it can help readers to understand the text they are reading. Also makes it easier for readers to catch their breath while reading the text.

#### b. Punctuation Rules and Examples

According to Zainil (Emadesti, 2020) classify some punctuation, which can help the reader to understand the text, which are: (a) the comma, (b) the semicolon, (c) the colon, (d) The dash. The followings are the explanation of each of them as explained by Zainil.

**Table 2.1**  
**The Material of Punctuation**

Kind	Sym bol	Means	Uses
<b>Comma</b>	( , )	Comma, based on its function, is divided into four: a. the introductory use b. the parenthetical use c. the serial use d. the related idea use	- When listing items in a sentence - To separate words or phrases of three or more - With coordinate conjunctions (for, and, nor, but, yet, or, so) - With an introductory phrase to set
<b>Semicolon</b>	( ; )	Semicolon is used to link independent clauses not joined by coordinating conjunction.	- To join two related sentences with conjunctive adverbs - To connect items in a list if there are already commas in the sentence
<b>Colon</b>	( : )	The colon is used to	- To emphasize

		introduce a list of things, statements, an explanation or examples of the previous material and a quotation.	whatever introduced - After a salutation of a formal letter
<b>Dash</b>	(-/--)	The dashes are used to separate unessential or parenthetical elements from the core parts of a sentence.	- At least three sports – basketball, football, and tennis – are continually gaining television fans.

### c. Using Punctuation to Understanding Sentences

#### 1) The Comma

Comma, based on its function, is divided into four:

##### a) The Introductory Use

Sentences often begin with some type of introductory phrase (beginning or opening part of a sentence). The functions are provides background information, sets the scene or time reference. Example: At the age of thirteen, he began to play badminton. Beginning part of sentence: *At the age of thirteen*. Core part of the sentence: *he began to play badminton*.

##### b) The Parenthetical Use

The function of comma parenthetical use is to separate additional information from the main part of the sentence. In this sentence, the additional information is important but not crucial to the sentence meaning. Usually, the comma is used in the middle of the core part of the sentence (interrupt the core sentence). Example: My brother, Ilham, plans to go to Lombok. *Ilham* is the additional information of the sentence. The core part of the sentence is *my brother plans to go to Lombok*.

##### c) The Serial Use

This kind of comma is used to separate several items presented in a list, or a series. Single word such as noun or



adjectives as well as clauses and phrases are all separated by commas when they are part of the list. When many items are separated by commas, it be expected that they are series of related facts or ideas. Example: Please run upstairs, go into my bedroom, get my dictionary, and give it to me. Comma serial use separates a series of verb in the sentence, those are *go*, *get*, and *give*.

#### d) The Related Idea Use

This kind of comma can be used to join two closely related and complete ideas within a single sentence. When use this why, the comma must be used with conjunction and, or, nor, but, and for. This used of comma also indicates that there two sets of core parts within the sentence. Example: We walked two miles into the wood, but we did not see a single wild animal. The two ideas are, we walked the wiles into the wood, we did not see a single animal.

#### 2) The Semicolon

The used of the semicolon is similar to the used of the comma related idea use. The function of semicolon is to separate two closely related ideas. The semicolon can be used alone without any conjunction. Example: Children who view a lot of tv can concentrate on a subject for only fifteen to twenty minutes; they can pay attention only for the amount of time between t.v commercial. Two the related ideas that are separated by semicolon are: children can concentrate, they can pay attention.

#### 3) The Colon

The colon is used to introduce a list of things, statements, explanations, or examples of previous material and quotations. The colon also serves as a marker indicating that the sentence's core parts precede the colon. Example: The ingredients are as follows: eggs, sugar, flour, butter, salt, and milk. Main part is there are

some ingredients. The explanation is eggs, sugar, flour, butter, salt, and milk.

#### 4) The Dash

The dash is most commonly used to separate unessential or parenthetical elements from the core parts of a sentence. This usage also helps readers in separating core part from supporting information. The function of the dash is similar to the function of the comma parenthetical use. The main part (the most important element of the sentence) is before and after the dash. Example: At least three sports – basketball, football, and tennis – are continually gaining television fans.

### **B. Review of Relevant Studies**

Research conducted by Emadesti (2020) with the research title "Improving Students' Reading Skills through Punctuations by Using Google Classroom Application at Grade Xii Ms 1 of SMA Negeri Plus Riau Province". This study also aims to explain whether punctuation marks can further improve students' reading skills through Google Classroom is applied to class XII MS 1 SMA Negeri Plus Riau Province students and explains what factors influence it. Data were collected using observation checklists, field notes, and tests. Then, qualitative data were analyze by managing data, reading, describing, classifying, and interpreting. While, quantitative data were analyzed through percentages (reading test scores using Google classroom, matrix, and graphs). This research was made because the author can reference the research conducted by (Emadesti, 2020). The author chooses on of the variables from the research and makes a new research with a different object of research that is devoted to reading material.

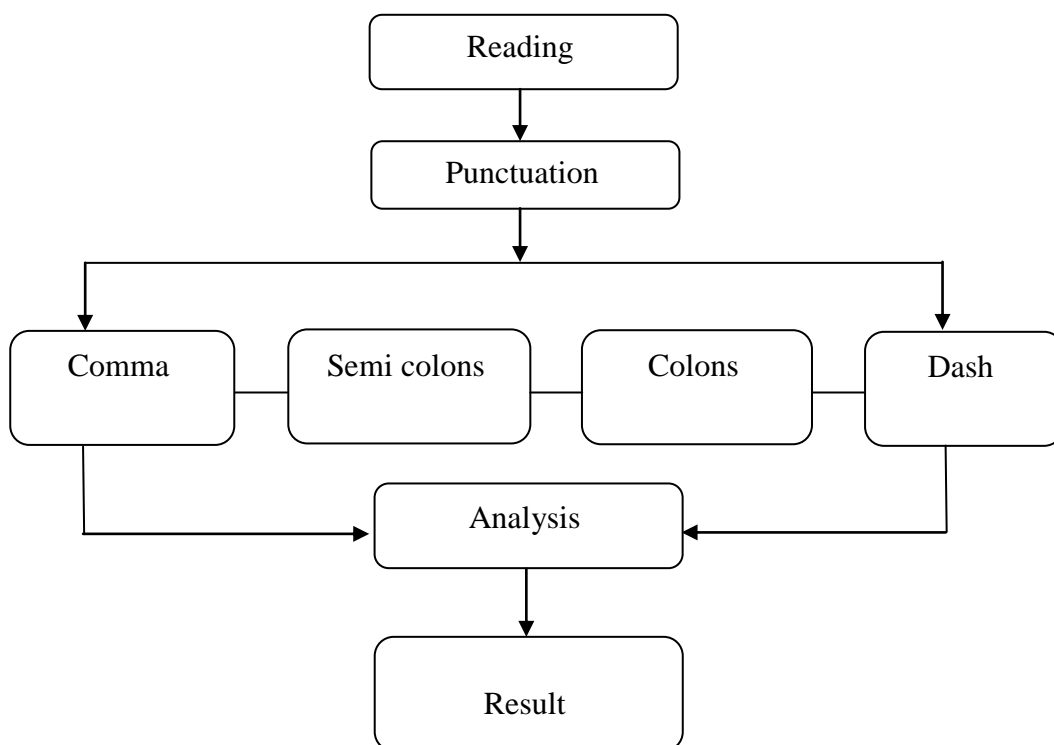
### **C. Conceptual Framework**

According to Williams & Reiter (2005) Punctuation (sentence structure): should constituents be expressed in separate paragraphs, separate sentences, in a single sentence with punctuation separating them, or in a single sentence without punctuation? For example, should we generate (just

showing two of these options): *Many people find reading hard, but your skills will improve if you practice reading* (single sentence, comma separation), *many people find reading hard, but your skills will improve if you practice reading* (two sentences). So punctuation is very useful for readers so that it can help readers to understand the text they are reading. Also makes it easier for readers to catch their breath while reading the text.

The conceptual framework of this research is summarized in a visual illustration below.

**Figure 2.1**  
**Conceptual Framework**



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the researcher conducted the descriptive quantitative research design. According to Sugiyono (2012) descriptive quantitative research is a method that serves to describe or provide an overview of object under study through data or samples that have been collected as existence, without performing analysis and making generally accepted conclusions.

Dealing with the theory, this research focus on students' ability in understanding sentences by using punctuation in informational reading of UIN-MY batusangkar registered in 2021/2022 academic year.

#### B. Population and Sample

##### 1. Population

The population of this research was the second semester of English Department of UIN-MY Batusangkar. It consists of three classes. Total populations of the research are 67 populations.

**Table 3.1**  
**Population of Research**

No	Classes	Number of Students
1	TBI A	24 Students
2	TBI B	24 Students
3	TBI C	19 Students
TOTAL		67 Students

The table shows that there were 67 students of two semester participated in this research consist of classes A, B, and C. Total the population were 67 students.

##### 2. Sample

According to (Gay, 2012) sample is a group of individuals, items or events that represents the characteristics of the large group from which the sample is drawn. This research use total sampling technique. The researcher had 67 respondents as a sample.

### C. Research Instrument

To create a good test, it should have validity. For more explanation about it, it is discussed as follow:

#### 1. Validity

Validity is the most important feature of a test to obtain appropriate data collection. According to Airasian (2000) validity is the most important thing or a measuring tool that can be processed. In this case the researcher used the test in collecting data. The test structure must measure what it is intended to measure. Therefore, this study measures students' ability in understanding punctuation material in online informational reading course.

According to Sugiyono (2012:129), technically, content validity testing can be assisted by using table specifications. After the research instrument was completed, the researcher asked two validators to validate the instrument by attaching an application letter willing to become a candidate validator, validation sheet, instrument specification table, and research instrument. The reason the researcher chose the two validators was, the first validator was the educational background of lecturers who were experts in the field of tests. The second validator is a lecturer who teaches Informational courses, where the case is true or not how the researcher formulates the theory in the form of a test. After the reaseacher validates the instrument to the validators on Thursday, June 30, 2022. Then the researcher collected the instrument from the validator on Sunday, July 3, 2022. There were several suggestions given by the two validators including Use the most appropriate term, Pay attention to punctuation and layout of the test given, Give the duration of the test, Then, the researcher revises the test according to the suggestions from the validator.

In calculatiog content validity the researcher used the Aiken's V formula in (Hendryadi, 2017) wich is, to calculate the content validity coefficient based on the results of evaluating three validators for an item

in terms of the extent of the items. Represents the measured construct. The following is the Aiken formula that researchers use

$$V = \frac{\sum s}{n(C-1)}$$

$$S = R - lo$$

Where: lo = Lowest scoring rate

C= Highest score

R= The number given by the validator

n= Number of validator

The validity of this instrument in general after used Aiken's formula is 0.6 (High validity). This instrument can already be considered to have adequate content validity. For more detail calculation, see appendix 5.

#### **D. Technique of Data Collection**

In this study, researcher used a test as an instrument to An Analysis of Students' Ability in Understanding Sentences by Using Punctuation in Informational Reading (A Study of the second Semester Students of English Teaching Department of UIN-MY Batusangkar in 2021/2022 Academic Year). To collect data, the researcher use an instrument in the form of a test on the punctuation material such as comma (the introductory use, the parenthetical use, the serial use, related idea use), colons, semi colons, and dash. The test given is in the form of questions to determine which the main sentence and which is the additional sentence.

#### **E. Research Procedures**

##### 1. Research problems

After reading several sources, seeing the phenomena that occur in IR students and discussing with academic supervisors, found research problems that were of interest to researcher. The formulation of the problem of this research is to analyze the students' ability to understand the punctuation material. This study involved second semester students

of the Department of English Teaching for the academic year 2021/2022 as the population and sample of this study.

2. Gather sources and references.

In order to understand the problem, as many relevant sources and references as possible about the research problem has been collected and discussed.

3. Writing designs

The researcher wrote a research proposal based on the sources and references found. The research proposal included the design of how to conduct the research, what instruments has been used for the research. The design of this research was descriptive quantitative and was included in quantitative research.

4. Building research instruments

Researcher used punctuation test instruments such as comma (The Introductory use, The Parenthetical Use, The serial use, The related Idea Use), semi-colons, colons, dash. Determine which introductory part, core part, additional information, identify the serial use, identify the related idea, and identify the extra information.

5. Distributing the data

After compiling the document, the researcher made a test in English for the respondents. Researchers directly collect respondents in the room and distribute test sheets directly. The researcher gave 60 minutes to the respondents to work on the questions.

6. Analyzing the data

The data was described and analyzed by using descriptive analysis. The researcher started with coding the data from the respondents and then the researcher calculated the data frequency and also percentage.

7. Reporting the research

Based on the test results, researchers provide conclusions and suggestions.

## F. Technique of Data Analysis

In analyzing the data, the researcher used a descriptive analysis to analyze the data. In this technique, the researcher performs several steps.

1. Collecting Tests from respondents.
2. Checking the score of student ability
3. Classification of students ability in understanding punctuation material test

**Table 3.2**  
**The Classification of Students' Ability in Understanding Sentences by Using Punctuation in Informational Reading**

Student's Ability	Level of ability
80-100	Excellent
66-79	Good
56-65	Fair
46-55	Low
0-45	Failed

4. Checking and Calculating frequency of students' answer for each option by using formula that suggested by Sudijono (2005:43) that is:

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

Where:

P = Percentage

F = Frequency of total score

N = Number of sample

5. Finding excellent score, good score, fair score, low score and failed score, frequency, and percentage from the data.
6. Drawing the conclusion based on the result of mean.



**BAB IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Research Finding**

**1. Data Description**

This chapter presents and discusses the results of research on Analysis of Students' Ability in Understanding Sentences by Using Punctuation in Informational Reading. This research was conducted on English students in second semester of the 2021/2022 academic year. In conducting the research, the researcher used an instrument in the form of a test on punctuation material. There were 67 students from three classes to be exact, TBI 2 A, TBI 2 B, and TBI 3 C. Researcher got 67 respondents from the three classes. So that researcher can collect as many as 67 documents. In conclusion, there are 67 documents that must be analyzed by researcher. After the writer gave the score to the respondent's test, the writer made a table of student ability scores as follows:

**Table 4.1**  
**The Score of Students' Ability in Understanding Sentences by Using Punctuation in Informational Reading**

No	Respondent	Score	No	Respondent	Score
1	R.1	54	36	R.36	46
2	R.2	66	37	R.37	29
3	R.3	77	38	R.38	50
4	R.4	61	39	R.39	34
5	R.5	73	40	R.40	28
6	R.6	89	41	R.41	18
7	R.7	75	42	R.42	36
8	R.8	55	43	R.43	43
9	R.9	73	44	R.44	38
10	R.10	75	45	R.45	48
11	R.11	57	46	R.46	38
12	R.12	36	47	R.47	46
13	R.13	41	48	R.48	29
14	R.14	45	49	R.49	9
15	R.15	73	50	R.50	41
16	R.16	52	51	R.51	36

17	R.17	59	52	R.52	25
18	R.18	50	53	R.53	41
19	R.19	50	54	R.54	63
20	R.20	4	55	R.55	55
21	R.21	16	56	R.56	46
22	R.22	14	57	R.57	32
23	R.23	4	58	R.58	16
24	R.24	45	59	R.59	30
25	R.25	14	60	R.60	54
26	R.26	25	61	R.61	55
27	R.27	20	62	R.62	61
28	R.28	20	63	R.63	73
29	R.29	21	64	R.64	32
30	R.30	13	65	R.65	34
31	R.31	25	66	R.66	34
32	R.32	25	67	R.67	34
33	R.33	13			
34	R.34	50			
35	R.35	71			
<b>Score Total</b>					<b>2795</b>
<b>Mean</b>					<b>41,71</b>

Based on the table above, it can be concluded that the highest score is 89 for number of 6 and the lowest score is 4 for number of 20 and 23.

Then the researcher calculates the frequency table an analysis of understanding sentences by using punctuation in informational reading which is shown by the frequency table as follows:

**Table 4.2**  
**Frequency Table of Students' Ability in Understanding Sentences by Using Punctuation in Informational Reading**

<b>Score</b>	<b>Frequency</b>
4	2
9	1
13	2
14	2
16	2
18	1
20	2
21	1
25	4
28	1

29	2
30	1
32	2
34	4
36	3
38	2
41	3
43	1
45	2
46	3
48	1
50	4
52	1
54	2
55	3
57	1
59	1
61	2
63	1
66	1
71	1
73	4
75	2
77	1
89	1

Based on the frequency table above, we can conclude that there is two students who got the lowest score of 4, and there is one student who got the highest score of 89.

After the researcher analyzed the frequency of students' ability in understanding sentences by using punctuation in informational reading, the researchers classified the students' ability levels based on the classification as follow:

**Table 4.3**  
**The Classification of Student's Ability in Understanding Sentences by Using Punctuation in Informational Reading**

<b>Student's Ability</b>	<b>Level of Ability</b>
80-100	Excellent
66-79	Good
56-65	Fair

46-55	Low
0-45	Failed

The ability then counted and tabulated, and the number of the ability is presented in form of percentage. To find the percentage of frequency in each type of the ability and the errors, the formula used is as follows:

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

P = Percentage (Students ability)

F = Frequency (Students' score)

N = Total Number of Students (Respondents)

Based on the test results, there are 28 frequencies of punctuation that students must complete in the test. There is only 1 (one) student who scores 89 is categorized as very good, 9 (nine) student scores 66 to 79 is categorized as Good, 5 (five) students who score 56 to 65 is categorized as Medium, 14 (fourteen) students who get scores 46 to 55 are categorized as Low, and 36 (thirty six) students who score 0 to 45 are categorized as Failed.

**Table 4.4**  
**The result of student's ability in Understanding Sentences**  
**by Using Punctuation in Informational Reading**

<b>Student's Score</b>	<b>Frequency</b>	<b>Level ability</b>
<b>80-100</b>	<b>1</b>	<b>Excellent</b>
<b>66-79</b>	<b>9</b>	<b>Good</b>
<b>56-65</b>	<b>5</b>	<b>Fair</b>
<b>46-55</b>	<b>14</b>	<b>Low</b>
<b>0-45</b>	<b>36</b>	<b>Failed</b>

The percentage of classification after the students' ability was classified; the researcher used the formula to count the percentage of the level ability.

**Table 4.5**  
**The Frequency Percentage of Student's Ability in Understanding Sentences by Using Punctuation in Informational Reading**

<b>Student's Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>80-100</b>	<b>1</b>	<b>1, 49%</b>
<b>66-79</b>	<b>9</b>	<b>13, 43%</b>
<b>56-65</b>	<b>5</b>	<b>7, 46%</b>
<b>46-55</b>	<b>14</b>	<b>20, 90%</b>
<b>0-45</b>	<b>38</b>	<b>56, 72%</b>
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

In general, students' ability to understand punctuation material can be concluded that there is 1 student who has a score of 80-100 with a percentage result of 1.49%, there are 9 students who have a score of 66-79 with a percentage result of 13, 43%, there are 5 students who have a score of 56-65 with a percentage of 7, 46%, there are 14 students who have a score of 46-55 with a percentage of 20, 90%, there are 38 students who have a score of 0-45 with a percentage of 56, 72 %. So, it is can concluded 56, 72% the students have field to understanding about punctuation material in informational course.

## **2. Data Analysis**

There are 4 items of punctuation indicators that are used as instruments of this research. They are comma (Introductory use, the parenthetical use, the serial use, the related idea use), semi-colons, colons, dash. After giving the test, the researcher got 1876 answers, and then the researcher checked the students' work. From the student's answer sheet, the researcher found 1093.5 wrong answers and 782.5 correct answers.

The frequencies of the students ability in understanding punctuation material in online informative course is presented on the following table.

**Table 4.6**  
**The frequency of students' Understanding Sentences**  
**by Using Punctuation in Informational Reading**

No	Punctuation Material	Item	Total Answer	Correct Answer	Incorrect Answer
1	Comma				
	a. Introductory Use	4	268	164,5	103,5
	b. The parenthetical Use	5	335	104,5	230,5
	c. The serial use	4	268	172	96
	d. The related idea Use	3	201	97,5	103,5
2	Semi-colons	3	201	100	101
3	Colons	4	268	96	172
4	Dash	5	335	48	287
<b>TOTAL</b>		<b>28</b>	<b>1876</b>	<b>782,5</b>	<b>1093,5</b>

In the table above, it is clear that the total correct answers from the punctuation each item can be seen that there are 782.5 frequencies that appear in the test out of a total of about 1876 items. In this study, the researcher found the percentage of students' ability in understanding sentences by using punctuation in informational reading using the formula:

$$\text{Percentage} = \frac{\text{the Correct Answer}}{\text{Total punctuation material emerge}} \times 100\%$$

**Table 4.7**  
**The Percentage of Punctuation Ability in Understanding Sentences by**  
**Using Punctuation in Informational Reading**

No	Punctuation Material	Correct Answer	Percentage %
1	<b>Comma</b>		
	a. <b>Introductory use</b>	164,5	61,38%
	b. <b>The parenthetical use</b>	104,5	31,19%
	c. <b>The serial use</b>	172	64,18%
	d. <b>The related ide use</b>	97,5	48,51%
2	<b>Semi-colons</b>	100	49,75%
3	<b>Colons</b>	96	35,82%
4	<b>Dash</b>	48	14,33%

It is clear in the percentage calculation above that the serial use (64.18%) is the highest and followed by introductory use (61.38%), semi-colons (49.75%), the related idea use (48.5%), and colons (35.82%).

Then, the analysis of student's ability in understanding sentences by using punctuation in informational reading specifically, as follows:

#### a. Students' Ability in Understanding Punctuation of Comma

##### 1) The Introductory use

According to (Suzanne, 2015) Sentences often begin with some types of introductory phrase (beginning or opening part of a sentence). The function are provide a background information, sets the scene or time reference , offers some qualifying informant or conditions, connects what will be said in one sentence with what has been already said in a previous sentence . The score of students' ability in Understanding sentences whit the introductory use can be seen in table below:

**Table 4.8**  
**Score of Students' Ability in**  
**Understanding sentences whit the Introductory Use**

No	Student's	Score	No	Student's	Score
1	R.1	37,5	36	R.36	62,5
2	R.2	75	37	R.37	100
3	R.3	12,5	38	R.38	75
4	R.4	75	39	R.39	100
5	R.5	37,5	40	R.40	50
6	R.6	25	41	R.41	75
7	R.7	100	42	R.42	62,5
8	R.8	100	43	R.43	75
9	R.9	100	44	R.44	25
10	R.10	100	45	R.45	0
11	R.11	100	46	R.46	50
12	R.12	0	47	R.47	50
13	R.13	75	48	R.48	37,5
14	R.14	87,5	49	R.49	62,5
15	R.15	100	50	R.50	100
16	R.16	100	51	R.51	75

17	R.17	0	52	R.52	12,5
18	R.18	100	53	R.53	50
19	R.19	100	54	R.54	100
20	R.20	12,5	55	R.55	62,5
21	R.21	75	56	R.56	50
22	R.22	37,5	57	R.57	12,5
23	R.23	0	58	R.58	100
24	R.24	100	59	R.59	62,5
25	R.25	0	60	R.60	100
26	R.26	12,5	61	R.61	100
27	R.27	75	62	R.62	75
28	R.28	75	63	R.63	100
29	R.29	75	64	R.64	50
30	R.30	12,5	65	R.65	62,5
31	R.31	37,5	66	R.66	50
32	R.32	50	67	R.67	62,5
33	R.33	37,5			
34	R.34	12,5			
35	R.35	100			
<b>Score Total</b>					<b>4077,5</b>
<b>Mean</b>					<b>60,85</b>

Based on the table above, it can be concluded that highest score is 100 for number of 7, 8, 9, 10, 11, 15, 16, 18, 19, 24, 35, 37, 39, 50, 54, 58, 60, 61, 63 and the lowest score is 0 for number of 12, 17, 23, 25, 45.

Then, the researcher calculated the frequencies table of students' ability in understanding sentences by using punctuation in informational reading in term the introductory use was showed by frequency table and its table as follow:

**Table 4.9**  
**Frequency Table of Students' Ability in**  
**Understanding Sentences whit the Introductory Use**

<b>Score</b>	<b>Frequency</b>
0	5
12,5	7
25	2
37,5	6
50	8
62,5	7



75	12
87,5	1
100	19

Based on the frequency table above, they are 4 items for the introductory use and can conclude that there are five student who got the lowest score of 0, seven students who got the score of 12,5, two students who got the score of 25, six students who got the score of 37,5, eight students who got the score of 50, seven students got the score of 62,5, twelve students who got the score of 70, one students who got the score of 87, 5, and there are nineteen students who got the highest score of 100.

**Table 4.10**  
**The Result of Student's Ability in**  
**Understanding Sentences whit the Introductory Use**

<b>Student's Score</b>	<b>Frequency</b>	<b>Level ability</b>
80-100	20	Excellent
66-79	12	Good
56-65	7	Fair
46-55	8	Low
0-45	20	Failed

From the table above, it can be seen that the students' ability in understanding sentences whit the introductory use in informational reading are excellent has 20 students, good has 12 students, Fair has 7 students and failed has 20 students. The Percentage of students' ability in understanding the introductory use there is 61, 38%, and the level ability good.

## 2) **The Parenthetical use**

Sometimes, a sentence is interrupted by another/additional information which usually occurs in the middle of it. The additional information is placed between commas. It is called comma the parenthetical use Suzanne and Munir (2015: 4). The score of students'

ability in Understanding sentences whit the parenthetical use can be seen in table below:

**Table 4.11**  
**Score of Students' Ability in**  
**Understanding Sentences whit the Parenthetical Use**

No	Student's	Score	No	Student's	Score
1	R.1	30	36	R.36	50
2	R.2	30	37	R.37	0
3	R.3	100	38	R.38	90
4	R.4	80	39	R.39	0
5	R.5	100	40	R.40	0
6	R.6	100	41	R.41	0
7	R.7	90	42	R.42	10
8	R.8	0	43	R.43	40
9	R.9	100	44	R.44	0
10	R.10	100	45	R.45	70
11	R.11	40	46	R.46	0
12	R.12	30	47	R.47	20
13	R.13	20	48	R.48	10
14	R.14	20	49	R.49	0
15	R.15	100	50	R.50	20
16	R.16	0	51	R.51	0
17	R.17	70	52	R.52	10
18	R.18	30	53	R.53	20
19	R.19	0	54	R.54	80
20	R.20	0	55	R.55	50
21	R.21	0	56	R.56	40
22	R.22	30	57	R.57	0
23	R.23	0	58	R.58	10
24	R.24	100	59	R.59	50
25	R.25	0	60	R.60	0
26	R.26	0	61	R.61	0
27	R.27	0	62	R.62	40
28	R.28	0	63	R.63	50
29	R.29	10	64	R.64	0
30	R.30	10	65	R.65	0
31	R.31	0	66	R.66	10
32	R.32	0	67	R.67	0
33	R.33	40			
34	R.34	100			
35	R.35	100			
<b>Score Total</b>					<b>2100</b>

<b>Mean</b>	<b>31,34</b>
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Based on the table above, it can conclude that highest score is 100 for number of 3, 5, 6, 9, 10, 15, 24, 34, 35 and the lowest score is 0 for number of 8, 16, 19, 20, 21, 23, 25, 26, 27, 28, 31, 32, 37, 39, 40, 41, 44, 46, 49, 51, 57, 60, 61, 64, 65, 67 and the lowest score is 0 for number of 8, 16, 19, 20, 21, 23, 25, 26, 27, 28, 31, 32, 37, 39, 40, 41, 44, 46, 49, 51, 57, 60, 61, 64, 65, 67.

Then, the researcher calculated the frequencies table of students' ability in understanding sentences by using punctuation in informational reading in term the parenthetical use was showed by frequency table and its table as follow:

**Table 4.12**  
**Frequency Table of Students' Ability in**  
**Understanding Sentences whit the Parenthetical Use**

<b>Score</b>	<b>Frequency</b>
0	26
10	7
20	5
30	5
40	5
50	4
70	2
80	2
90	2
100	9

Based on the frequency table above, they are 4 items for the parenthetical use and we can conclude that there are twenty six student who got the lowest score of 0, seven students who got the score of 10, five students who got the score of 20, five students who got the score of 30, five students who got the score of 40, four students who got the score of 50, two students who got the score of 70, two students who got the score of 80, two students who got the

score of 90 and there are nine students who got the highest score of 100.

**Table 4.13**  
**The Result of Student's Ability in**  
**Understanding Sentences whit the Parenthetical Use**

<b>Student's Score</b>	<b>Frequency</b>	<b>Level ability</b>
80-100	13	Excellent
66-79	2	Good
56-65	-	Fair
46-55	4	Low
0-45	48	Failed

From the table above, it can be seen that the students' ability in understanding sentences whit the parenthetical use in informational reading are excellent level has 13 Students, good level has 2 Students, low level has 4 students, and failed level has 48 students. The Percentage of students' ability in understanding the parenthetical use there is 31, 19%, and the level ability is low.

### 3) **The Serial use**

According to Suzanne and Munir (2015: 7) this kind of comma is used to separate several items presented in a list, or a series. Single word such us noun or adjectives as well as clauses and phrases are all separated by commas when they are part of the list. When many items are separated by commas, it may be expected that they are series of related facts or ideas. The score of students' ability in Understanding the serial use can be seen in table below:

**Table 4.14**  
**Score of Students' Ability in**  
**Understanding Sentences whit the Serial Use**

<b>No</b>	<b>Student's</b>	<b>Score</b>	<b>No</b>	<b>Student's</b>	<b>Score</b>
1	R.1	100	36	R.36	100
2	R.2	100	37	R.37	0
3	R.3	100	38	R.38	75
4	R.4	100	39	R.39	0
5	R.5	100	40	R.40	0

6	R.6	100	41	R.41	0
7	R.7	100	42	R.42	0
8	R.8	100	43	R.43	75
9	R.9	100	44	R.44	100
10	R.10	100	45	R.45	100
11	R.11	100	46	R.46	100
12	R.12	100	47	R.47	100
13	R.13	100	48	R.48	75
14	R.14	100	49	R.49	0
15	R.15	100	50	R.50	100
16	R.16	100	51	R.51	100
17	R.17	100	52	R.52	100
18	R.18	100	53	R.53	100
19	R.19	100	54	R.54	0
20	R.20	0	55	R.55	100
21	R.21	0	56	R.56	100
22	R.22	0	57	R.57	100
23	R.23	0	58	R.58	0
24	R.24	0	59	R.59	0
25	R.25	0	60	R.60	100
26	R.26	0	61	R.61	100
27	R.27	0	62	R.62	100
28	R.28	0	63	R.63	100
29	R.29	0	64	R.64	100
30	R.30	0	65	R.65	100
31	R.31	75	66	R.66	100
32	R.32	0	67	R.67	100
33	R.33	0			
34	R.34	100			
35	R.35	100			
<b>Total Score</b>					<b>4400</b>
<b>Mean</b>					<b>65,67</b>

Based on the table above, it can conclude that highest score is 100 for number of 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 34, 35, 36, 44, 45, 46, 47, 50, 51, 52, 53, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67 and the lowest score is 0 for number of 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 37, 39, 40, 41, 42, 49, 54, 58, 59.

Then, the researcher calculated the frequencies table of understanding sentences by using punctuation in informational reading

in term the serial use was showed by frequency table and its table as follow:

**Table 4.15**  
**Frequency Table of Students' Ability in Understanding Sentences whit the Serial Use**

Score	Frequency
0	22
75	4
100	41

Based on the frequency table above, they are 4 items for the serial use and can conclude that there are twenty two student who got the lowest score of 0, four students who got score of 75, and there are forty one students who got the highest score of 100.

**Table 4.16**  
**The Result of Student's Ability in Understanding Sentences whit the Serial Use**

Student's Score	Frequency	Level ability
80-100	41	Excellent
66-79	4	Good
56-65	-	Fair
46-55	-	Low
0-45	22	Failed

From the table above, it can be seen that the students' ability in understanding sentences whit the serial use in informational reading are excellent has 41 students, good has 4 students and failed has 22 students. The Percentage of students' ability in understanding the serial use there are 64, 18% and the level ability is good.

#### 4) The Related Idea Use

This kind of comma can be used to join two closely related and complete ideas within a single sentence. When used this way, the comma must be used with conjunction and, or, nor, but, and for. The score of students' ability in Understanding sentences whit the related idea use can be seen in table below:

**Table 4.17**  
**Score of Students' Ability in**  
**Understanding Sentences whit the Related Idea Use**

No	Student's	Score	No	Student's	Score
1	R.1	100	36	R.36	100
2	R.2	100	37	R.37	0
3	R.3	100	38	R.38	0
4	R.4	33	39	R.39	0
5	R.5	100	40	R.40	0
6	R.6	100	41	R.41	0
7	R.7	100	42	R.42	100
8	R.8	100	43	R.43	100
9	R.9	83	44	R.44	0
10	R.10	100	45	R.45	0
11	R.11	0	46	R.46	0
12	R.12	0	47	R.47	50
13	R.13	17	48	R.48	0
14	R.14	100	49	R.49	0
15	R.15	83	50	R.50	0
16	R.16	100	51	R.51	0
17	R.17	100	52	R.52	33
18	R.18	100	53	R.53	67
19	R.19	100	54	R.54	100
20	R.20	0	55	R.55	0
21	R.21	0	56	R.56	67
22	R.22	0	57	R.57	100
23	R.23	0	58	R.58	0
24	R.24	50	59	R.59	100
25	R.25	0	60	R.60	100
26	R.26	0	61	R.61	100
27	R.27	0	62	R.62	100
28	R.28	0	63	R.63	100
29	R.29	0	64	R.64	67
30	R.30	50	65	R.65	67
31	R.31	50	66	R.66	67
32	R.32	0	67	R.67	67
33	R.33	0			
34	R.34	50			
35	R.35	50			
<b>Total Score</b>					<b>3085</b>
<b>Mean</b>					<b>40,04</b>

Based on the table above, it can conclude that highest score is 100 for number of 1, 2, 3, 5, 6, 7, 8, 10, 14, 16, 17, 18, 19, 36, 42, 43, 54, 57, 59, 60, 61, 62, 63 and the lowest score is 0 for number of 11, 12, 20, 21, 22, 23, 25, 26, 27, 28, 29, 32, 33, 37, 38, 39, 40, 41, 44, 45, 46, 48, 49, 50, 51, 55, 58.

Then, the researcher calculated the frequencies table of students' ability in understanding sentences by using punctuation in informational reading in term the related idea use was showed by frequency table and its table as follow:

**Table 4.18**  
**Frequency Table of Students' Ability in**  
**Understanding Sentences whit the Related Idea Use**

Score	Frequency
0	27
17	1
33	2
50	6
67	6
83	2
100	23

Based on the frequency table above, they are 4 items for the related ideal use and we can conclude that there are twenty seven students who got the lowest score of 0, one students who got the score of 17, two students who got the score of 33, six students who got the score of 67, two students who got the score of 83 and there are twenty three students who got the highest score of 100.

**Table 4.19**  
**The Result of Student's Ability in**  
**Understanding Sentences whit the Related Idea Use**

Student's Score	Frequency	Level ability
80-100	25	Excellent
66-79	6	Good
56-65	-	Fair
46-55	6	Low
0-45	30	Failed



From the table above, it can be seen that the students' ability in understanding sentences with the Related Idea use in informational reading are excellent has 25 students, good has 6 students, low level has 6 students, and failed level has 30 students. The Percentage of students' ability in understanding the related idea use there are 48, 57% and the level ability is Low.

### 5) The Semi- Colons

The use of the semicolon is similar to use of the comma related idea use. The function of semicolon is to separate two closely related ideas. The semicolon can be used alone without any conjunction Suzanne and Munir (2015: 12). The score of students' ability in Understanding sentences with the semicolon can be seen in table below:

**Table 4.20**  
**Score of Students' Ability in**  
**Understanding Sentences with the Semi- Colons**

No	Student's	Score	No	Student's	Score
1	R.1	67	36	R.36	33
2	R.2	100	37	R.37	33
3	R.3	100	38	R.38	0
4	R.4	100	39	R.39	0
5	R.5	67	40	R.40	0
6	R.6	100	41	R.41	67
7	R.7	67	42	R.42	100
8	R.8	33	43	R.43	33
9	R.9	33	44	R.44	67
10	R.10	67	45	R.45	67
11	R.11	100	46	R.46	67
12	R.12	100	47	R.47	100
13	R.13	0	48	R.48	67
14	R.14	33	49	R.49	0
15	R.15	33	50	R.50	67
16	R.16	100	51	R.51	67
17	R.17	100	52	R.52	33
18	R.18	67	53	R.53	33

19	R.19	100	54	R.54	67
20	R.20	0	55	R.55	100
21	R.21	0	56	R.56	67
22	R.22	0	57	R.57	0
23	R.23	0	58	R.58	0
24	R.24	0	59	R.59	0
25	R.25	33	60	R.60	100
26	R.26	67	61	R.61	67
27	R.27	33	62	R.62	100
28	R.28	33	63	R.63	100
29	R.29	33	64	R.64	33
30	R.30	33	65	R.65	33
31	R.31	33	66	R.66	33
32	R.32	33	67	R.67	33
33	R.33	33			
34	R.34	33			
35	R.35	33			
<b>Total Score</b>					3331
<b>Mean</b>					49,71

Based on the table above, it can conclude that highest score is 100 for number of 2, 3, 4, 5, 11, 12, 16, 17, 19, 42, 47, 55, 60, 62, 63 and the lowest score is 0 for number of 13, 20, 21, 22, 23, 24, 38, 39, 40, 49, 57, 58, 59.

Then, the researcher calculated the frequencies table of students' ability in understanding sentences by using punctuation in informational reading in term semicolon was showed by frequency table and its table as follow:

**Table 4.21**  
**Frequency Table of Students' Ability in Understanding Sentences whit the Semi-Colons**

Score	Frequency
0	13
33	23
67	16
100	15

Based on the frequency table above, they are 4 items for the semicolons and can conclude that there are thirteen students who got

the lowest score of 0, twenty three students who got the score of 33, sixteen students who got the score of 67, and there are fifteen students who got the highest score of 100.

**Table 4.22**  
**The Result of Student's Ability in**  
**Understanding Sentences whit the Semi-Colons**

Student's Score	Frequency	Level ability
80-100	15	Excellent
66-79	16	Good
56-65	-	Fair
46-55	-	Low
0-45	36	Failed

From the table above, it can be seen that the students' ability in understanding sentences whit the semi Colons in informational reading are excellent level has 15 students, good level has 16 students, and failed level has 30 students. The Percentage of students' ability in understanding the semicolons there are 49, 75%, and the level ability is Low.

#### 6) The Colons

The colon is used to introduce list of things, statements, explanations, or example of previous material and quotation Suzanne and Munir (2015: 14). The score of students' ability in Understanding the colon can be seen in table below:

**Table 4.23**  
**Score of Students' Ability in**  
**Understanding Sentences whit the Colons**

No	Student's	Score	No	Student's	Score
1	R.1	75	36	R.36	0
2	R.2	100	37	R.37	50
3	R.3	50	38	R.38	50
4	R.4	25	39	R.39	100
5	R.5	0	40	R.40	100
6	R.6	100	41	R.41	0
7	R.7	86	42	R.42	0
8	R.8	75	43	R.43	0

9	R.9	100	44	R.44	88
10	R.10	75	45	R.45	100
11	R.11	75	46	R.46	25
12	R.12	25	47	R.47	25
13	R.13	100	48	R.48	0
14	R.14	0	49	R.49	0
15	R.15	100	50	R.50	25
16	R.16	0	51	R.51	25
17	R.17	0	52	R.52	0
18	R.18	0	53	R.53	25
19	R.19	0	54	R.54	0
20	R.20	0	55	R.55	25
21	R.21	25	56	R.56	25
22	R.22	25	57	R.57	25
23	R.23	25	58	R.58	0
24	R.24	25	59	R.59	0
25	R.25	75	60	R.60	0
26	R.26	100	61	R.61	50
27	R.27	25	62	R.62	50
28	R.28	25	63	R.63	100
29	R.29	25	64	R.64	0
30	R.30	0	65	R.65	0
31	R.31	0	66	R.66	0
32	R.32	100	67	R.67	0
33	R.33	0			
34	R.34	25			
35	R.35	50			
<b>Total score</b>					<b>2443</b>
<b>Mean</b>					<b>36,46</b>

Based on the table above, it can conclude that highest score is 100 for number of 2, 6, 9, 13, 15, 26, 32, 39, 40, 45, 63 and the lowest score is 0 for number of 5, 14, 16, 17, 18,19, 20, 30, 31, 33, 36, 41, 42, 43, 48, 49, 52, 54, 58, 59, 60, 64, 65, 66, 67.

Then, the researcher calculated the frequencies table of students' ability in understanding sentences by using punctuation in informational reading in term colon was showed by frequency table and its table as follow:

**Table 4.24**  
**Frequency Table of Students' Ability in**  
**Understanding Sentences whit the Colon**

<b>Score</b>	<b>Frequency</b>
0	25
25	18
50	6
75	5
86	1
88	1
100	11

Based on the frequency table above, they are 4 items for the colons and can concluded that there are twenty five students who got the lowest score of 0, eighteen students who got the score of 25, six students who got the score of 50, five students who got the score of 75, one student who got the score of 86, one student who got the score of 88 and there are eleven students who got the highest score of 100.

**Table 4.25**  
**The Result of Student's Ability in Understanding**  
**Sentences whit the Colons**

<b>Student's Score</b>	<b>Frequency</b>	<b>Level ability</b>
80-100	12	Excellent
66-79	5	Good
56-65	6	Fair
46-55	-	Low
0-45	43	Failed

From the table above, it can be seen that the students' ability in understanding sentences whit the colons in online informational course are excellent level has 12 students, good level has 5 students, fair level has 6 students, and failed level has 43 students. The Percentage of students' ability in understanding the colons there are 35, 82%, and the level ability is failed.

### 7) The Dash

The dash is most commonly used to separate unessential or parenthetical elements from the core parts of a sentence Suzanne and Munir (2015: 16). The score of students' ability in Understanding Sentences whit the dash can be seen in table below:

**Table 4.26**  
**Score of Students' Ability in Understanding**  
**Sentences whit the Dash**

No	Student's	Score	No	Student's	Score
1	R.1	0	36	R.36	0
2	R.2	0	37	R.37	20
3	R.3	80	38	R.38	50
4	R.4	20	39	R.39	30
5	R.5	100	40	R.40	30
6	R.6	100	41	R.41	0
7	R.7	0	42	R.42	20
8	R.8	10	43	R.43	0
9	R.9	0	44	R.44	0
10	R.10	0	45	R.45	0
11	R.11	0	46	R.46	10
12	R.12	30	47	R.47	10
13	R.13	0	48	R.48	20
14	R.14	0	49	R.49	0
15	R.15	0	50	R.50	10
16	R.16	30	51	R.51	0
17	R.17	60	52	R.52	0
18	R.18	10	53	R.53	10
19	R.19	0	54	R.54	90
20	R.20	10	55	R.55	50
21	R.21	10	56	R.56	0
22	R.22	0	57	R.57	0
23	R.23	0	58	R.58	0
24	R.24	30	59	R.59	10
25	R.25	0	60	R.60	20
26	R.26	10	61	R.61	30
27	R.27	10	62	R.62	0
28	R.28	10	63	R.63	0
29	R.29	10	64	R.64	0
30	R.30	0	65	R.65	0
31	R.31	0	66	R.66	0
32	R.32	0	67	R.67	0

33	R.33	0			
34	R.34	20			
35	R.35	50			
<b>Total Score</b>					<b>990</b>
<b>Mean</b>					<b>14,77</b>

Based on the table above, it can conclude that highest score is 100 for number of 5, 6 and the lowest score is 0 for number of 1, 2, 7, 9 10, 11, 13, 14, 15, 18, 19, 22, 23, 25, 30, 31, 32, 33, 36, 41, 43, 44, 45, 49, 51, 52, 56, 57, 58, 62, 63, 64, 65, 66, 67.

Then, the researcher calculated the frequencies table of students' ability in understanding sentences by using punctuation in informational reading in term the dash was showed by frequency table and its table as follow:

**Table 4.27**  
**Frequency Table of Students' Ability in Understanding Sentences whit the Dash**

<b>Score</b>	<b>Frequency</b>
0	35
10	13
20	5
30	6
50	3
60	1
80	1
90	1
100	2

Based on the frequency table above, they are 4 items for the dash and can concluded that there are thirty five students who got the lowest score of 0, thirteen students who got the score of 10, five students who got the score of 20, six students who got the score of 30, three student who got the score of 50, one student who got the score of 60, one student who got the score of 80, one student who got the score of 90 and there are two students who got the highest score of 100.

**Table 4.28**  
**The Result of Student's Ability in Understanding**  
**Sentences whit the Dash**

Student's Score	Frequency	Level ability
80-100	4	Excellent
66-79	-	Good
56-65	1	Fair
46-55	3	Low
0-45	59	Failed

From the table above, it can be seen that the students' ability in understanding sentences whit the dash in informational reading are excellent level has 4 students, fair level has 1 student, low level has 3 students and failed level has 56 students. The Percentage of students' ability in understanding the dash there are 14, 33%, and the level ability is failed.

## **B. Discussion**

Based on the data description and data analysis, in general information students' ability in understanding sentences by use punctuation in informational reading with their ability level failed (56.72%). Specifically, based on kinds of punctuation the first is comma the introductory use, the level of student ability in understanding sentences whit the introductory use is good (61.38%). The level of student ability in understanding sentences whit the parenthetical use is low (31.19%). The level of student ability in understanding sentences whit the serial use is good (64.18%). The level of student ability in understanding sentences whit the related idea use is low (48.51%). The level of student ability in understanding sentences whit the semicolon is low (49.75%). The level of student ability in understanding sentences whit the colon is failed (35.82%). The level of student ability in understanding sentences whit the dash is failed (14.33%). From these findings, students' ability to understand sentences is better by using punctuation which is part of introductory use and the serial use.



In learn of punctuation material in the informational course class. Students must understand several punctuation categories including comma (the introductory use, the parenthetical use, the serial use, and the related idea use), semi colons, colons, and dash. This is reasonable, as Suzanne and Munir (2015) punctuation is an important aid to understanding sentence. It can be a guide, marker, or sign that separates the core parts of the sentence from the additional one in the sentence.

Furthermore, (Bahang, 2019) state the punctuation material can facilitate the students to learn English especially punctuation and capitalization. They ask to achive an optimal result regarding to an easy learning English punctuation, the teacher should provide varied exercises to strengthen the students' learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the finding and discussion of analysis of “Students’ Ability in Understanding Sentences by Using Punctuation in Informational Reading”. Research on the first semester students of English language education for the 2021/2022 academic year can be concluded that Students’ Ability in Understanding Sentences by Using Punctuation in Informational Reading is categorized be failed, because the average student is 56, 72%. Specifically, based on kinds of punctuation the first is comma the introductory use, the level of student ability in understanding sentences whit the introductory use is good (61.38%) and the serial use is good (64.18%).

#### **B. Suggestion**

##### **1. The Students**

Students must understand the punctuation material especially, comma (introductory use, the parenthetical use, the serial use, the related idea use), semi-colons, colons, dash, looks very simple but the data proves there are still many students do not understand the punctuation material. It is better for students to learn more and understand each type of punctuation so that the same mistakes do not occur.

##### **2. The lecturer’s**

The researcher was suggestion to the 1st semester English lecturer at UIN-MY Batusangkar, to explain more about the punctuation material. Then the lecturer can give more exercise to improve students' skill in used of punctuation material.

##### **3. Further Researcher**

In this study, researcher has completed the discussion on An Analysis of Students’ Ability in Understanding Sentences by Using Punctuation in Informational Reading. The researcher hopes to inspire the next writer to conduct research on an analysis of student's ability in understanding punctuation in reading narrative text.

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