



**STUDENTS' ABILITY ON USING PUNCTUATION
IN WRITING DESCRIPTIVE TEXT AT FIFTH
SEMESTER (TBI) IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd.I) in English*

WRITTEN BY:

SAFINAH LUBIS

Registration Number: 10. 340 0102

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



**STUDENTS' ABILITY ON USING PUNCTUATION
IN WRITING DESCRIPTIVE TEXT AT FIFTH
SEMESTER (TBI) IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd.I) in English*

WRITTEN BY:

SAFINAH LUBIS

Registration Number: 10. 340 0102

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



STUDENTS' ABILITY ON USING PUNCTUATION IN WRITING DESCRIPTIVE TEXT AT FIFTH SEMESTER (TBI) IAIN PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd.I) in English*

Written By:

SAFINAH LUBIS
Reg. No : 10 340 0102



Advisor I

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II

Hamka, M. Hum
NIP. 19840815 200912 1 005

ENGLIS EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2015

Term : Thesis
a.n. Safinah Lubis
Appendix : 7 (seven) Exemplars

Padangsidempuan, March 5th 2015

To:
Dean Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to SAFINAH LUBIS, entitle "**Students' Ability on Using Punctuation in Writing Descriptive Text at Fifth Semester (TBI) IAIN Padangsidempuan**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), In English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you.

Wassalamu'alaikum Wr.Wb

Advisor I



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II



Hamka, M.Hum
NIP.19840815 200912 1 005

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : SAFINAH LUBIS
Registration Number : 10 340 0102
Faculty/Departmen : Tarbiyah and Teacher Training Faculty/TBI-3
Thesis : **Students` Ability on using Punctuation
in Writing Descriptive Text at Fifth
Semester TBI IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, March 5th 2015

Declaration Maker

METERAI
TEMPEL



84BEBAAF000047091

6000

DJP

SAFINAH LUBIS

Reg. Number. 10 340 0102

AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic civity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : SAFINAH LUBIS
Nim : 10340 0102
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop science and knowledge, declare for giving to the State Institute for Islamic Studies Padangsidempuan **Non-exclusive Royalty Right** on my thesis with the title:

“STUDENTS’ ABILITY ON USING PUNCTUATION IN WRITING DESCRIPTIVE TEXT AT FIFTH SEMESTER TBI IAIN PADANGSIDIMPUAN”.

With all the sets of equipment (if needed). Based on this Non-exclusive Royalty Right, the State Institute for Islamic Studies Padangsidempuan has the right to save, format, organize in database form, keep and publicate my final task as long as I determine as a writer and own creative right.

Thus, this statement is made truly.

Made in : Padangsidempuan

Date : April 15th 2015

The Signed

METERAI
TEMPEL

74944AAF000047086

6000




DJP


(SAFINAH LUBIS)

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : SAFINAH LUBIS
Reg.No. : 10 340 0102
Thesis : STUDENTS' ABILITY ON USING PUNCTUATION IN
WRITING DESCRIPTIVE TEXT AT FIFTH SEMESTER TBI
IAIN PADANGSIDIMPUAN

Chief,


Anhar, M.A.
NIP: 19711214 199803 1 002


Anhar, M.A.
NIP: 19711214 199803 1 002



Dr. Ichwansyah Tampubolon, M.Ag
NIP: 19720303 200003 1 004

Secretary


Hamka, M.Hum
NIP. 19840815 200912 1 005

Members


Hamka, M.Hum
NIP. 19840815 200912 1 005


Yusni Sinaga, S.Pd, M.Hum
NIP : 19700715 200501 2 010

Proposed:

Place : Padangsidimpuan

Date : April, 15th 2015

Mark : 68,82 (C)

IPK : 3.10

Predicate : Very Good



RELIGION OF MINISTRY
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAININ FACULTY

Alamat : Jl. H.T. Rizal Nurdin Km. 4,5SihitangPadangsidimpuan. Telp. (0634) 22080

LEGALIZATION

The thesis with title : STUDENTS' ABILITY ON USING PUNCTUATION IN
WRITING DESCRIPTIVE TEXT AT FIFTH SEMESTER TBI
IAIN PADANGSIDIMPUAN

Written By : SAFINAH LUBIS

Reg. No : 10 340 0102

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational scholar (S.Pd.I) in English



Padangsidimpuan, 12 Mei 2015

Dean

Hj. Zulhingga, S.Ag. M.Pd.

NIP. 19720702 199703 2 003

NAME : **SAFINAH LUBIS**
REG.No : **10 340 0102**
FACULTY : **TARBIYAH**
DEPARTMENT : **TADRIS BAHASA INGGRIS TBI-3**
TITLE OF THESIS : **STUDENTS' ABILITY ON USING
PUNCTUATION IN WRITING DESCRIPTIVE
TEXT AT FIFTH SEMESTER (TBI) IAIN
PADANGSIDIMPUAN**

ABSTRACT

The aim of the research was to know the students' ability on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan, and to know the difficulties of students' ability on using punctuation in writing descriptive text.

The research was conducted with qualitative descriptive research. Based on analysis of data, the research used the qualitative research. The sources of the data, the Primary data was collected from the students fifth semester TBI IAIN Padangsidimpuan. The Secondary sources of data were English lecture at IAIN Padangsidimpuan. The instruments in collecting data were test, interview, and observasi. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the students' ability on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan was good (68%) and those were The difficulties students' ability in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan was students did not mastered using put punctuation in writing descriptive text, the students got difficulties in using punctuation and got difficulties in vocabulary.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firtly, I would like to convey my grateful to Allah SWT. The mightty and merciful who has given me the health, time and change for finishing this thesis'' An analysis of students' ability in analyzing punctuation error in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan.'' secondary, blessing and peace be upon to prophet Muhammad SAW who has brought human being from the dark era to the bright era.

In finishing this thesis, I faced a lot of difficulties and ttoubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore, in this opportunity I would like to express my gratitude to the following people:

1. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as my Advisor I (one) and also as the Lecture In Institute For Islamic Studies (IAIN) Padangsidimpuan and as the Leader For Department English Section (IAIN) Padangsidimpuan.
2. Special thanks are due to Hamka, M.Hum., as my advisor II (two) and also as the staff of Islamic Study program that has helped me to complete this research.

3. Special thanks to DR. H. Ibrahim Siregar, MCL., as the rector of Institute for Islamic Studies (IAIN) Padangsidempuan, and the Assistants
4. Thanks are due to Hj. Zulhingga, S.Ag., MPd., as the Dean Faculty of Tarbiyah and Pedagogy and her staffs.
5. Thanks are due to Yusri Fahmi, S.Ag, M.Hum., as the chief of library and his staff have borrowed the books to me in this research.
6. Thanks are due to all lecturers who have taught, guided and also encouraged me during studying in IAIN Padangsidempuan especially English lectures.
7. My beloved parent (Sangkot Lubis and Alwardah Batubara) my beloved brother (Saipuddin Lubis) my beloved younger sister (Saidah Lubis, Nasiroh Lubis) my beloved younger brother (Jamaluddin Lubis, Firdaus Lubis, Muhammad Jakpar Lubis) and all of my families have given support, motivation, and raise my encouragement for don't be desperate and also helped in many things until this thesis finish.
8. My beloved friends (Nur Saidah Pohan, Sajidah lubis, Sara Elmida Harahap, Jhon fiter Harahap, Rasmiannur, Ummi Kalsum Siregar, Terry Halimah, In suryani Batubara,). Thank you for I really appreciate it! Thank you for an of these advise! Who have given support and helping a lot. In this research.
9. My beloved friends HMJ bed sister (Lomsari, Marni Delima, Manna Sari, Uli Khoirunnisa, Khairunnisa Manullang, Misda, Maulida, Ernita, Suryani)

10. All my friends in IAIN Padangsidimpuan, good luck for you

11. All the people who have helped me to finish my study that I can't mention one by one.

Finally I would like to express my excellent grateful to my parent, brother and sister who have given the supports to me, both of the moral and material supports, never ending encouragements and understanding given during my Academic Years at the English section of Institute for Islamic Studies (IAIN) Padangsidimpuan.

This thesis is still so far from being perfect based on the weakness of me. Therefore, I expects the constructive criticism and suggestions from the readers in order to improve this thesis.

May Allah, The Almighty bless them all, Amin.

Padangsidimpuan, March 5th 2015

Researcher,



SAFINAH LUBIS
Reg. No: 10 340 0102

TABLE OF CONTENT

	Page
PAGE OF TITLE	i
ADVISOR`S LEGALIZATION PAGE	ii
ADVISOR`S DECLARATION PAGE	iii
DECLARATION LETTER OF WRITING OWN THESIS PAGE	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY PAGE	v
SCHOLAR MUNAQOSYAH EXAMINATION PAGE	vi
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xii
 CHAPTER I INTRODUCTION	
A. The Background of the Problems	1
B. The Focus of the Problem.....	4
C. The Definition of Terminologies	4
D. The formulation of the Problem.....	5
E. The Objectives of the Research.....	6
F. The Significances of the Research	6
G. The Outline of the Thesis	7
 CHAPTER II THEORETICAL REVIEW	
A. Theoretical Description.....	9
1. Definition of Students` Ability	9
2. Defenition of Punctuation	11
a. The Punction of Punctuation Using in the Text.....	13
3. Definition of Writing Descriptive Text.....	16
a. Definition of Writing.....	16
b. Definition of Descriptive Text.....	18
c. Component of Descriptive Text.....	19
d. Type of Descriptive Text.....	22
B. Review of Related Findings.....	25
 CHAPTER III RESEARCH METHODOLOGY	
A. The Location and Time of the Research	27
B. The Research Desig.....	27
C. The Subject of the Research	28
D. The Source of Data.....	28
E. The Instrument of Data Collection	30

F. TheTechnique of Data Analysis.....	33
G. TheTechnique of Checking Trustworthiness.....	34

CHAPTER IV RESULT OF THE RESEARCH

A. General Findings	35
B. Result of the Research.....	38
1. Descriptive Of Student` Ability On Using Punctuation In Writing Descriptive Text At Fifth Semester (TBI) IAIN Padangsidimpuan.....	38
2. Students` Difficulties In Using Punctuation In Writing Descriptive Text At Fifth Semester TBI III IAIN Padangsidimpuan.....	42
C. Discussion.....	44
D. The threats of the research.....	47

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions	48
B. Suggestions.....	48

REFERENCES

CURRICULUM VITAE

APPENDICES

LIST OF TABLES

	Page
Table I : The Fifth Semester TBI IAIN Padangsidimpuan.....	29
Table II : The Lattice Is Used By Researc31	
Table III : The Classification of the students` score	33
Table IV : Facilities of IAIN Padangsidimpuan..	36
Table V : The english Lecture	37
Table V : Situation of fifth semester TBI IAIN Padangsidimpuan	38
: Students` ability on Using Punctuation In Writing Descriptive Text at Fifth Semester TBI IAIN Padangsidimpuan.....	39

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language plays so important role in human life. Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing meanings, ideas or thoughts. Language has been used by humans as a tool of communication since he was born. As I see, babies use the language by crying. It is characterized by a crying when the baby was hungry, sleepy or over heat. Crying is used as a tool of communication with people around him to convey the desires and his thoughts. Along with the development and growth of the child's language will also be developed into a well structured language.

English is one of subject that is taught in the school in Indonesia. There are many people want to be able to mastery English well by mastering all the skills. Therefore, English as one of the material based on the curriculum in Indonesia people are also face many problems in doing about the teaching and learning process. Realizing to this condition and according to the curriculum of English in Senior High School English very important to study about writing, speaking, reading, and listening.

Writing is activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion,

experience and information. Thus writing skill is the activity to transfer ideas through words and sentences the idea will change to scientific. There are some kinds of writing, exposition, descriptive, narrative and argumentation text. From all of the kinds of text above, the writer will only do research about descriptive text.

Descriptive text is a kind of many text types which is decided by government as one of material item in curriculum now days to develop and extent the language skill aspect. Descriptive text is kind of text which the content is a description of case being described clearly. Descriptive text is written English in which the writer describes an object can be a concrete or abstract object. It can be a person, and animal, a tree, a house, or camping, it can be about any topic.

In writing English especially writing descriptive text, punctuation must be correct and clear, Punctuation is an integral (or organic) part of writing. You cannot indiscriminately sprinkle your writing with punctuation mark and expect it to be fully understood. In my research I want to relate with descriptive writing. Descriptive a particular person, thing, place.

If students makes mistake put the punctuation in the writing descriptive text, so of course the reader will be misunderstanding. In writing descriptive text, there are many punctuations must be know by the students.

They are ,The Full Stop (.),The Question Mark (?) ,The Exclamation Mark (!) , The Comma (,) ,The Semicolon (;) ,The Colon (:)

,The Dash (-) , Parentheses (()) , Capital letter , The Apostrophe (`) , Triple Dots (...) , Brackets ([]) .

In fact, many students of fifth semester of TBI IAIN Padangsidimpuan cannot write Descriptive Text well. They don't know how put punctuation in Descriptive Text. Then the students` must be able to do the exercises in analyzing punctuation error in writing descriptive text by their self.

After interviewing some students of fifth semester TBI IAIN Padangsidimpuan, the researcher found that students got difficulties in writing. They are confused to identify the kind of text. They felt difficult to share their ideas, to use the good sentences about the experiences in writing, to distinguish between The Full Stop (.) , The Question Mark (?) , The Exclamation Mark (!) , The Comma (,) , The Semicolon (;) , The Colon (:) , The Dash (-) , Parentheses (()) , Capital letter , The Apostrophe (`) , Triple Dots (...) , Brackets ([]) . That they want to write the punctuation .

The problem is students can't avoid the error because the error mostly occur in learning English. Especially when they try to build sentences or use punctuations in writing.

This analysis might be able to find and help the students to develop their ability in writing, to help students more responsibility in studying, to be able to deliver what they tough and felt, and to help students to arrange a good writing descriptive text so that They understand and able to write good descriptive text easily.

Based on the explanation above, this research will be done in State Institute for Islamic Studies (IAIN) at the fifth semester students of English Education Study Program. The researcher is interested to carry out the research about **``Students` Ability On Using Punctuation In Writing Descriptive Text At Fifth Semester TBI IAIN Padangsidimpuan``**.

B. The Focus of The Problem

There are many punctuation features that must be mastered on writing descriptive text, they are: full stop, comma, question mark, exclamation point, capital letter, semicolon, colon, dash, apostrophe, parenthesis, double, quotation mark, single quotation marks. At this time the researcher just research some from them, they are focus to Capital letter, full-stop, comma and colon.

C. The Definition of Terminologies

To prevent misunderstanding about some terminologies in this research so the writer makes the definition below:

1. Analysis

Defined as the detailed study or examination of something in order to understand more about it, or careful examination of a substance in order to find out what it consist of.¹ While in indonesian Dictionary stated that Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui

¹ A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press,2000), p.38

keadaan yang sebenarnya.² (Analysis is the investigation of an event to find out the real situation).

From the definition above, it can be concluded that analysis is the study about something to find out the real situation.

2. Student

According to A.S Hornby that, “the students is a person at school or collage”.³ While in Indonesia dictionary, “The student is a learner especially on the grade of elementary junior, and senior high school”.⁴ And according Rama Yulis in her book “Ilmu Pendidikan Islam”,The students is the member of society that triesti develop his orther self through education level process and kind of certain education”.⁵ So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

3. Ability

Accor to A.S Hornby that “the ability is 1. (possible) capacity of power (to do something physical or mental), 2. Cleverness, intelegenc,

²TIM Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p.43

³ A.S Hornby, *Op Cit*, p.1187

⁴ TIM Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Op, Cit*, p177

⁵ Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p.169

3. Mental power, talent”.⁶ A. Meriam Webster states “Ability is physical, mental, or legal to perform (he has ability to accomplish whatever he sets his mind to)”.⁷ Based on the definitions above, the researcher concluded that ability was the power or skill required to do something physical or mental. The ability in this research means the power of the fifth semester TBI IAIN Padangsidimpuan in analyzing punctuation error in writing descriptive text.

4. Punctuation

Punctuation is an important aid to understanding sentence. It can be a guide, or a marker, for the location of sentence correct parts. Punctuation may also separate the core parts of the sentences from other words and phrases in the sentence.⁸ Punctuation derived from the Latin *punctum*, a point means the right use of putting in points or stops in writing.⁹ Based on the definition above the researcher concluded that punctuation is the symbols that can be used to separate when writing sentence.

5. Writing Descriptive Text

a. Writing

⁶ *Ibid*, p. 180.

⁷ A. Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massachussets, 1976), p. 33

⁸ Zainil, *Op.Cit*, p.92

⁹ Wren and Martin. *High School English Grammar & Composition*, (NP: Prasad Rao, 1990)

According to Harry A. Geence “Writing is a personal act, it is and expression of the self”.¹⁰ Mean While, David Nunan States, “Writing is the mental work of inventing of ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.”¹¹

Based on the definition above the researcner concluded that writing is written works of an author or persons handwriting.

b. Descriptive Text

Descriptive text is kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, and animal, a tree, a house, or camping, it can be about any topic. Descriptive text is containing two components, i.e., identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.¹²According to Pardiono said that, descriptive text is a type of writtentext, which has the specific function to give description about an object (human or no human).¹³

¹⁰ Hary A. Geene, *Developing Language Skills in the elementary School* (Massachutes : Allyn and Bascon, 1975), p.285

¹¹ David Nunan, *Practical English Teaching* (America : The Mc.Grow Hill Companies, 2003), p.88

¹² Sanggam Siahaan, *Genre Text Structure* (Pematangsiantar: Graha Ilmu, 2008), p.89

¹³ Pardiono, *Teaching Genre-Based Witing*(Yogyakarta : Andi Offset, 2007), p. 34.

Based on the definition above the researcher concluded that Descriptive text is written English in which the writer describes an object.

D. The Formulation Of The Problem

Based on the above background and focus of the problem, the researcher formulates the problems of the research as follows:

1. How are students' ability on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidempuan?
2. What are students' difficulties on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidempuan?

E. The Objectives of The Research

Based on above formulation of the problem, the writer determined the aim writing of the research as follows:

1. To describe students' ability on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidempuan.
2. To find the students' difficulties on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidempuan.

F. The Significances of the Research

The significances of the research are:

1. Dean Faculty of Tarbiyah and Pedagogy

To encourage English lecture to do the best in teaching process.

2. English lecture

Non- native speaker who enroll in a college or university want to develop writing skill that will lead to academic success. This research is the combination in helping English lecture to know the ability of students and the difficulties for students in writing descriptive text.

3. Another researcher

Hopefully this research will be the one of the research literatures that can be a source to get information about the research who are interesting in conducting research related to this research.

G. The Outline of the Thesis

The outline of the thesis included three chapters, they are:

The first chapter is an introduction that consists of the background of the problem, focus of the problem, formulation of the problem, aim of the research, the significance of the research, definition of key terms and outline of the thesis.

The background of the problem talk about the reason to choose the title of the research. Focus of the research is made to specific discussion of the research. The researcher start the formulation of the problem used to give a general problem of the research. The aims of the research are made to clarify the purpose of this research. The significances of the research is made to state that the research was useful for researcher and others. Definition of the key terms is used to clarify the terminologies in the title of this research. The outline of the thesis is the content of the thesis generally.

The second chapter is a theoretical description consists of the theoretical about of sentence, command sentence, students' ability, and review of related findings. The third chapter is the research methodology that consists of the approach and kind of the research, setting of the research, the source of the data, the technique for collecting the data, technique of checking trustworthiness and the technique of data analysis.

Setting of the research are the time and place of the research. The source of the research is the participant of the data. The technique for collecting the data is the way and instrument to get the data. Techniques of checking trustworthiness are used to reduce the bias of the data and to improve the validity of the data collect. The techniques of data analysis are the way to analyze the data collect.

CHAPTER II

THEORETICAL REVIEW

A. THEORETICAL DESCRIPTION

1. Definition of Students' Ability

a. Students

According to Hornby that “the student is a person in studying at school or college”.¹ Student is a person who studies, or investigates or person who is enrolled for study at school, college, etc.²It can be concluded that student is a person that studying at school not only Elementary School, Junior High School, Senior High School, but also at collage.

In Indonesia dictionary the students is a learner especially on the grade of elementary, junior and senior high school.³ Ramayulis said that student is the member of society that effort to develop his/her self through education level process and kind of certain education.⁴

Otherhand Syaiful Bahri Djamarah said that, “anak didik adalah setia orang yang menerima pengaruh dari seseorang atau sekelompok orang yang menjalankan kegiatan pendidikan”.⁵ It means that, the student is everybody that get influence from someone or group of human that doing

¹AS Homby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.41

² Victoria Newfelat & David B. Guralmik, *Webstern New world Collage Dictionary* (USA:MacMillan, 1995),p.12

³ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

⁴ Ramayulis. *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

⁵Syaiful Bahri Djamarah, *Guru dan Anak Didik* (Jakarta: Rineka Cipta 2000), p. 51.

education activity. So, it can be concluded that the student is someone that learn at the school or university to the get the knowledge from the teacher.

b. Ability

Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It's also can be determined as a skill, expertness, or talent.⁶While based Oxford Advance Learner's Dictionary, ability is potential or capacity and power to do something physical or mental, it's also definite as special nature power to do something well or talent.⁷ Based on the defenitions above, the researcher concluded that ability was the power or skill required to do something physical or mental.

c. Students` ability

According to Homby, ``Student is a person who is studying at school or college.⁸ In indonesia dictionary state that Ability is power or mental have some one to do something,property that people.⁹ Ability is physical,mental or legalto perfom (he has ability to accomplish whatever he sets his mind to).¹⁰

Based on the definition above, the writer concludes that students` ability is a person who has a level of skill or intelligence in analyzing

⁶ *Ibid*, p. 2.

⁷ Hornby, *Op. Cit.*, p. 2.

⁸ *Ibid* , p. 1187

⁹ Tim prima pena, *Kamus besar bahasa indonesia* (TT: Gita Media Press,tt), p.511

¹⁰ A. Merriam Webster, *Webster Collegiate Thesaurus* (USA; Massa Chusetts, 1976),p.33

works that person is studying at Junior High School up to a University or College.

2. Definition of Punctuation

Punctuation is an important aid to understanding sentence. It can be a guide, or a marker to the location of sentence core parts. Punctuation may also separate the core parts of the sentences from other words and phrases in the sentence.¹¹ Punctuation is the symbols that can be used to separate sentences and parts of sentence.¹² Punctuation is the practice or system of using certain conventional marks or characters to make clear the meaning of written or printed language.¹³

In writing a text, an article, or even a book, the students must be aware about the clues that are involved in the sentences or paragraphs to make them understand about the text that they read. Sometimes the students don't understand how to use punctuation, so the writers want to discuss about punctuation. According to Zainil said that punctuation is an important aid to understand sentence. It can be a guide or marker for the location of sentence core parts.¹⁴ Punctuation must also separate the core of parts of the sentence from other words and phrases in the sentence.

In addition Hotben Lingga said that punctuation is one of the first to determine the limits of meaning from sentence and very important from

¹¹Zainil, *Reading Theorie*(Padang: Universitas Negeri Padang, 2003), p. 92

¹²Warriner E, Jhon. *Warriner's English Grammar and Composition- First course*(New York: Harcourt Brace Jovanovich, 1982), p. 30.

¹³Entin Sutinah, et. al. *Get along with English* (Bandung : Erlangga, 2010), p.117.

¹⁴Zainil, *Loc. Cit.*

understanding the clarity, coincidentally, correctness, and change the sentence.¹⁵ Without punctuation, relation from part each sentence not can understand. Because of that, using punctuation with correct very aid in give a stop signal and separate every part from sentence.

Meanwhile, oxford stated that punctuation is the action or system of punctuating.¹⁶ So based on the definition above, the researcher concludes that Punctuation is in important aid to understanding the sentence and to guide and to marker the sentence or paragraph to make the students understanding about the sentence, paragraph and text.

Some of punctuation that usually used as:

- 1) Capital Letters (hurup kapital)
- 2) Full stop (tanda titik .)
- 3) Comma (tanda koma ,)
- 4) Colon (tanda titik dua :)

a. The Function of Punctuation Using in the Text.

- 1) Capital Letters

Capital letter is one of the punctuation. It is very important for writing. So that, there is the main uses of capital letters. They are :

Capital letters are used with :

- a) First word in a sentence or direct quotation

Ex : The doctor said, “This may hurt a bit.”

¹⁵Hotben D. Linggs, *Advanced English Grammar for Toefl Preparation* (Jakarta: Puspa Swara,2006), p. 314.

¹⁶Honrby, *Oxford the Tird Edition*.

b) Name of persons and the word

Ex : At the picnic, I met Tony Curry and Lola Morrison.

c) Names of particular places

Ex : After graduating from Gibbs High School in Houston, I worked for a summer at a nearby Holiday Inn on Clairmont Boulevard.¹⁷

d) Names of days of the week, months, and holidays

Ex : This year, Memorial Day falls on the last Thursday in May.

e) Names of commercial products

Ex : The consumer magazine gave high ratings to Cheerios breakfast cereal.

f) Titles of books, magazines, articles, films, television shows, songs, poems, stories, papers that you write, and the like

Ex : While watching *The Young and the Restless* on television, I thumbed through *Cosmopolitan* magazine and the *New York Times*.

g) Names of Companies, associations, unions, clubs, religious, and political groups, and other organizations

Ex : A new bill before Congress is opposed by the National Rifle Association.¹⁸

2) Full Stop (.)

¹⁷Langan Jhon, *Sentence Skills* (New York: Atlantic Cape Community College, 2003), p. 268.

¹⁸*Ibid.*, p. 269.

There are the function of punctuation using in descriptive text such as: Full stop is a form of punctuation that very important and used to sign a very long rest and used in the end of sentence, resume and initial.

Ex :I go to the school every day.

According to Wren and Martin in their book said that “full stop in represents the greatest pause and separation”.¹⁹Meanwhile, Hayden, et.al. in their book said that” full stop as the period”.²⁰Refnaldi, et. al in their book said that “ full stop as the period is our workhorse mark of punctuation, the one used most often for nothing a full stop-the end of a sentence”.²¹

So the researcher can be conclude that full stop is same means with period. Full stop used:

a) To mark the end of a statement or a mild command

Ex : Woman and children must get into the life boats.

b) Used an abbreviation in a sentence

Ex : Mister Yahya f. Lubis left his card.

c) To separate of watch, minute and second

Ex : 05.20 (At five twenty minutes).

d) Use a full stop before a decimal point and with dollars and cents.

¹⁹Wren and Martin, *High School English Grammar and Composition* (New Delhi: Rajendra Ravindra, 1996), p. 337.

²⁰Hay Den, et. al. *Mastering American English* (New Jersey: Prentice-Hall, 1956), p. 226.

²¹Refnaldi, et. al, *Writing I* (Jakarta: Universitas Terbuka, 2008), p. 42.

Ex : Production standards vary by only. 14 millimeter.²²

3) Comma (,)

The comma can be used to separate introductory, beginning or opening parts of sentence.

Example : To my surprise, most of the people attending the party were over thirty years.

a) The function of the commas also state by Oshima : The commas function are as introduces, as coordinator in compound sentences, as in inserters, and as linkers. As introduces, a comma is used after introductory words, phrases, or clauses.

Ex: However, the new law was largely ignored by the public.

b) As coordinator in compound sentences, a comma is used between the two independent clauses joined by the coordinating conjunctions *and, but, yet, or, for, nor, and so*.

Ex : The exam was quite easy, and most students passed.

c) The comma also can be used to separate additional information from the main part of the sentence, separate several items presented in a list, and join two closely related and complete ideas within a single sentence with using conjunction *and, or, nor, but, and for*.

Ex : After I saw a film, I was bored, tired, angry, and thirsty.

4) Colon (:)

²²Trimmer F. Joseph, *Writing With a Purpose* (Mercy English: Ball State University, 1989), p. 539.

The colon is used to introduce a list of thing, statements, explanation or example of previous material and quotation. Colon can used in five ways. It can be used to introduce list, long quotation, subtitles, time, and formal salutations

Ex : The ingredients are as follows : eggs, sugar, flour, butter, salt, and milk.

3. Definition of Writing Descriptive Text

a. Definition of Writing

According to Harry A. Geence “Writing is a personal act, it is and expression of the self”.²³ Mean While, David Nunan States, “Writing is the mental work of inventing of ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.”²⁴

Writing is the ability of students to express their idea, opinion that would be filling in to the written form. One of the factor that influence the ability of students in writing sentence is part of speech is very function ,the student will fail in writing sentence.

²³Hary A.Genee, *Developing Language Skills in the elementary School* (Massachutes : Allyn and Bascon, 1975), p.285

²⁴ David Nunan, *Practical English Teaching* (America : The Mc.Grow Hill Companies, 2003), p.88

Besides that writing is the ability of student to express their idea, opinion that would be filling into the written form, J. Michael O. Malley et al stated that the writing process can be divided into three stages, as follows:²⁵

- 1). Pre writing or motivation, discussion, and concept development
- 2). Writing, which takes place in classrooms or at home so students can rely both teacher and student for feedback and support
- 3). Post writing, in which student share their writing with others, read aloud what they have written, or exchange writing with other students.

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing would not allow much, if any, creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example they may be asked to change all present tense verbs to past; in such a case, students may need to alter other time references in the paragraph.

A form of controlled writing related to dictation is a dicto-comp. Here a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-comp technique, the

²⁵ J. Michael O. Malley et al. *Authentic Assessment for English Language Learning*, (USA: Addison-Wesley Publishing Company, 1996), p. 139

teacher, after reading the passage, distributes a handout with key words from the paragraph, in sequence, as ques from the students.

In either case, the dicto-comp is genuinely classified as an intensive, if not a responsive, writing task tes takers must internalize the content of the passage, remember of few phrases and lexical items as key words, then recreate the story in their own words.²⁶

b. Definition of Descriptive Text

Descriptive text is kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or camping. It can be about any topic. In other words, according to sri Dwy Astuti said that descriptive text is a text that describes the characteristics of a particular thing, a place, or a person. A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where.

Descriptive text is containing two components, i.e. identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.²⁷ Description or information given can be as a surveying of the five senses, the list of description logically or some case based on the priority, the quality or quantity. It is also related

²⁶ H. Douglas Broun, *Language assesment; Principal and Classroom Practice* (New York: Pearson Education, 2004), p. 226

²⁷ Sangam Siahaan, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2008), p. 1.

to the opinion of Joyce Armstrong and Carol Who states that description is writing that appeals to one or more of the five senses-sights, smell, taste, and touch. "it can make you smell the smoke from a dying campfire, the crickets sing, or see the author's friend. A text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or a phrase or a clause, or a sentence or discourse. Meaningful is full of meaning. Context refers to either linguistic context. Linguistic context refers to either linguistic context or non linguistic context is outside a text.

So text is any meaningful linguistic unit in both linguistic context non linguistic contexts and descriptive texts are describes characteristic of a place or a person it is about whom, what, and where.

c. Component of descriptive text

Description is a text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristic; of the parts of the object the function of description is to describe a particular person, place or thing. Text can be divided into descriptive text, procedure text, narrative text. However descriptive text means to describe things, people, place specially.

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put

picture in the reader's mind. Description tells how something look or sounds or taster or smell or fell. Lowes and Clark also explained that text structure of descriptive text consist of:

- 1) The function of descriptive text is to describe a particular person, place ot thing
- 2) Text structure
 - a) Identification : Identifies phenomenon to be described.
 - b) Description : Describes part, qualities, characteristics.
- 3) Dominant grammatical aspects
 - a) Focus on specific participants.
 - b) Use of attributive and identifying processes.
 - c) Frequent use of epithets and classifiers in nominal groups.
 - d) Use of simple present tense.²⁸

According to Pardiyo said that, descriptive text is a type of written text, which has the specific function to give description about an object (human or no human).²⁹ To write the descriptive text, some consideration should becare :

- 4) Text element
 - a) Identification

²⁸Sanggam Siahaan Dkk, *Op. Cit.*, p. 89-92.

²⁹Pardiyo, *Teaching Genre-Based Writing*(Yogyajarta : Andi Offset, 2007), p. 34.

About statement with imagine about object will be described. The statement must interest, can influence the reader so they interest to read descriptive completely.

b) Using objective or comparative degree.

For example : “Refflesi Arnoldi is one of the rare plants in Indonesia” is one the most familiar.

c) Description

(1) Given the view about the condition of object which can see from some sides: Location, means of transport, people, weather, size.

(2) Grammatical features

(a) Present Tense, Present Perfect Tense

(b) Verb : be (is, are), have, linking verbs, (seem, look, sounds, like)

(c) Using of objective which functions is to describe or illustration condition of object.

d. Types of descriptive Text

Buscemi in Martha Oktavia Togatorop says that three are types of descriptive writing namely:³⁰

1) Descriptive of Place

When describing a place, the writer often goes beyond physical appearances of it si place that reveals its character as well. There are

³⁰*Ibid.*, p. 36.

certain important places from our childhood and from our current lives perhaps a particular room.

For example the researcher write a descriptive of people. Let`s see the example below:

PARIS

Paris is the most important town in France. It's got a famous cathedral and an important famous tower called Eiffel. It also has a lot of palaces,avenues and squares.In my opinion, this place is very beautiful to live because all things that it has are fantastic and great. Paris has a famous river called Sena, too. You can sail along the river with a ship. There are some interesting centres to go and spend the time like Centre Pompidou.

However, there are some things about Paris that I don't like.

For

example, when there are a lot of people in the avenues and squares.Th is place has got many famous places to visit, but I think that the most important is the Eiffel tower.

2) Description of People

The writer describes human being because he is fascinated by their personalities, values nad motivations as well as by their looks and the sounds of their voices. When describing the physical characteristic of their subjects. You can start off by explaining something about your subject physical appearance, the clothes they

wear, the sound of their voice, the language they use, or simply the way they walk. Such description might also help you introduce your subject personalities to your readers, for someone's physical appearances can reveal a great deal about what he or she is like inside.

For example : My Best Friend

I have a lot of friends, but my closest friend is Batara Kevin . Batara is my age friend. He is handsome and cute. He has short wavy. His skin is black sweet, and he has black eyes with thick eyebrows, and outstanding eyelashes. Batara`s face makes him more impressive. Although, Batara isn`t tall, he has a well-built body. People frequently think he is a Javanese, but actually , he is a Batak Angkolanese genuine. One day, someone saying to Batara: ``you are so handsome, are you Javanese?`` Batara smile and saying: `` thank you, I am batak Angkolanese``. He looks more handsome when he is smiling.

3) Description of thing

In describing a thing, it is also started by presenting the physical appearance of its character well. There are important points that you can describe such as its shape, size, color and the cost.

For example:

A Cat

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers

each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriendng some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers.

Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing habits.

It follows logically that the assessment of writing is no simple task. As you consider assessing students' writing ability; as usual you need to be clear about your objective or criterion. What is it you want to test: handwriting ability correct spelling? Writing sentences that are grammatically correct? Paragraph construction? Logical development of main idea? All of these, and more are possible objectives, and each objective can be assessed through a variety of task .

B. Review of Related findings

Research is study about certain object to find out new fact about it, There have been many researcher done regard to this research problem, writing skill improvement. they are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete and empty side of research focus the related findings are firstly, a script of Maulana Majid Nasution ``The analysis on students` ability in writing sentences at the fourth semester students of English education study program (TBI) IAIN Padangsidimpuan.³¹ The kind of research is qualitative research. Research found that the ability students in writing sentences at the fourth semester students of English education study program (TBI) STAIN Padangsidimpuan was 35.83. It can be categorized into low categories; it can be looked from the value of the Mean Score (M) got by the students was 35.83 and it meant by 35% of the percentage score.

Secondly, a script of Irmadani Fitri Harahap`` The analysis of the students` punctuation error in writing deskriptive text at grade X SMK PANCA DHARMA SWASTA Padangsidimpuan``.³² The kind of research is qualitative research. Research found that the students` error are 64 in punctuation divided into four types. The students ignored the pattern of

³¹ Maulana Majid Nasution , *The analisis on students` ability in writing sentence at the fourth semester students of English aducation study program(TBI) STAIN Padangsidimpuan* (Script IAIN Padangsidimpuan, 2013) .

³²Irmadani Fitri Harahap, *The analysis of the students` punctuation error in writing descriptive text at grade x PANCA DARMA swasta Padangsidimpuan*. (Script IAIN Padangsidimpuan, 2014).

writing punctuation. Most of them misordering write the position of punctuation.

In relation with that , the researcher wanted to know and wanted to look for other information deeply with same material in writing descriptive text. It is done at IAIN (State institute of English education department Islamic studies).

CHAPTER III

THE RESEARCH METHODOLOGY

A. The location and time of the research

The research had been done at the fifth semester students of English educational department (TBI) IAIN Padangsidimpuan in 2014/2015 academic year, with complete address is at street Imam Bonjol Km.4.5 Sihitang Padangsidimpuan. That English educational department (TBI) IAIN Padangsidimpuan developed the varieties of Islam in every aspect of life, such as; in environment, the way of dress and also attitude in every students or lecture in that (TBI) IAIN Padangsidimpuan. The time of the research will be planned on 8 September 2014 until finish.

B. The Research Design

Based on analysis of data, the research used the qualitative research. According to Gay and Airasian, Qualitative approach is based on the collection of data and analysis of non-numerical data such as observation, interview, and other more discursive sources of information.¹ Additionally, Lexy J. Moleong stated, "Qualitative research is the research that means to understand the phenomenon about what is the subject of research undergone by using natural methods."² It means that qualitative research is the research which

¹ L. R. Gay and Peter Airasian. *Educational research: Companies for analysis and Application* (USA: Prentice Hall, Incorporated. 2000), p.9.

² Lexy J. Moleong, *Metode penelitian kualitatif* (Bandung: Remaja Rosda Karya, 2009), p.126

understanding the phenomenon based on the collection data and analysis of non numerical data.

Based on the method, the research used descriptive method. According to Gay and Peter Airasian, `` descriptive research is a descriptive study determines and describes the way things are. It may also compare subgroups such as males and females or experienced and experienced lecture view issues and topic``.³ This method is used describe the analysis of students ` punctuation error in writing descriptive text at the fifth semester TBI IAIN Padangsidimpuan Based on the place, this research is field research.⁴This research conducted in (TBI) IAIN Padangsidimpuan..

C. The Subject of the Research

Subject of the research was the students in (TBI) IAIN Padangsidimpuan at the TBI -3 especially in 2014/2015 academic years.

D. The Source of Data

1. The primary sources of data were students at fifth semester TBI IAIN Padangsidimpuan. They were 92 students as the sources of data. As below :

Table I

³ Lexy J.Gay & Peter Airasian, *Op.Cit*, p.275.

⁴ Suharsimi Arikunto,*Prosedur Penelitian Suatu Pendekatan praktek* (Jakarta : Rineka Cipta, 2002), p. 8-9.

The Fifth Semester TBI IAIN Padangsidimpuan

No.	Class	Total Student
1.	TBI-I	33
2.	TBI-2	31
3.	TBI-3	28
	Total	92

So, from explanation above, sources of data that used in this research are the students at fifth semester TBI IAIN Padangsidimpuan with the calculation 92 students. In separated in 3 classes. Because their calculation more than 92 students. Then, the writer chose some of them as the sources of data in the research that is TBI-3 they are 28 people only.

Based on the explanation above. This research will be done with using purposive sampling Riduwan said “purposive sampling is one of technical that can be used by research, if research has some of consideration take the certainly sampling to get the aim.”⁵ Actually, researcher take one class to do the research; that is class TBI-3. Research take the certainly class because it can be representative to take the result of research, and the limitation by the researcher on the time, knowledge, and expense and then at TBI-3 as sample of my research. Moreover, the class that will be researched is class plus. So, there are 28 students who answer the test

2. The Secondary source of data were English lecturers of English education program (TBI) IAIN Padangsidimpuan.

E. The Instrument of Data Collection

⁵Saifuddin Azwar *Metodologi Penelitian* (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

The instrument of collecting data will be used in this research are :

1. Test

In order to gather the data accurately on students' error punctuation in writing descriptive text, the researcher gives a writing test. Test is some question to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher wants to know the students' error punctuation in writing descriptive text. In this research, researcher give test about how to use punctuation in writing descriptive text and order to get information about the students' difficulties in analysis punctuation in writing descriptive text. The test is below :

Write down a descriptive text by choosing one of the titles below. The text should be using punctuation and generic structure of descriptive text namely; Identification and description. The text will be write is at least two paragraph. The titles were :

- a. Description of place
- b. Description of people
- c. Description of thing.

Table II
So, The Lattice is Used By
Researcher As The Following:

No	Lattices	Marks
----	----------	-------

1	Aspects of Writing Descriptive Text a. Identification b. Using Objective c. Description	a. 20 b. 20 c. 20
2	Aspects of Punctuation a. Capital Letter b. Full-Stop c. Comma d. Semi Colon	a. 10 b. 10 c. 10 d. 10
Total		100

The techniques for collecting data with the test as follow:

- a. Preparing the test
 - b. Giving the test to the students
 - c. Determining the time of doing the test.
 - d. Reminding the students don't cheating and doing the test by their own self.
 - e. Giving chance to students to check their answer sheets before collecting it.
 - f. After checking the test, then the researcher did the interview.
2. Interview

According to Nasution said that "Interview is a verbal communication, similarly as conversation to take information".⁶ Then, the researcher also did the interview to the students` who got the lowest score to know their

⁶S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2003), p. 113.

difficulties for using punctuation in writing descriptive text. Interview is given for fifth semester TBI IAIN Padangsidempuan the question is done for getting data about the factors that errors by students in writing Descriptive text using punctuation.

3. Observation

According Anne Burns Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically.⁷ Here, the research used the observation to know how far students`ability in analyzing punctuation error in writing descriptive text. So the observation will be done by two part :

1. Starting Observation

Starting observation was used to know Description before test.

b. Final Observation was used to compare description, test and also observation towards students` analyzing punctuation error in writing descriptive text.

F. The Technique of Data Analysis

The researcher analyzed the data after collecting it. The scores of students would be presented in descriptive. The procedure were:

1. Checking the students` answer sheets

⁷ Anne Burns, *Doing Action Research In English Language Teaching* (New York : Routledge, 2010), p.67.

2. Analyzing students` result with mean score the formula is :

$$M = \frac{\sum X}{N}$$

Meaning : M : Mean score

N : Sum of respondents

$\sum x$: Total of the result

3. Then, students` results/ scores were calculated into the classification quality on the table below :

Table III

The Classification Quality Of The Students` Score

No	Interval	Predicate
1.	0 % - 20 %	Very Weak
2.	21 % - 40 %	Weak
3.	41% - 60 %	Enough
4.	61% - 80 %	Good
5.	81% - 100 %	Very Good ⁸

4. finally, making conclusion

G. The Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research is not scientific. To reduce the bias of the

⁸ Riduan, *belajar mudah penelitian untuk guru – karyawan dan peneliti pemula* (Bandung: Alfabeta, 2005), p. 138

data, and to improve the validity of the data collected, Gay suggested several strategies one of them are triangulate.⁹

Triangulate was a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon.¹⁰

Triangulate by using different data sources to confirmed one another, as when interview, and recollection of other participants produced that is same description of an event, or when a participants responds similarly to a personal question that is asked on three different occasions.

The research just took triangulate to check the trustworthiness data with compared the results of test and interview lecture and interview students to increase the credibility and validity the result.

⁹ *Ibid*, p. 225.

¹⁰ Sudarwan Danim, *Menjadi peneliti kualitatif* (Bandung: Pustaka setia, 2002), p. 136.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

The research was conducted in IAIN Padangsidimpuan which adressed in Lintas Sumatra, at Jl. H.T. Nurdin Km 4.5 Sihitang, Padangsidimpuan. IAIN Padangsidimpuan was built in 1997 in Padangsidimpuan, Nort sumatra. For the firs time the name of this college is STAIN Padangsidimpuan.

STAIN Padangsidimpuan was built in 1968 in Padangsidimpuan, North Sumatra. Then , IAIN was claimed to move to the capital of North Sumatra, Medan. So, IAIN Padangsidimpuan was changed to be STAIN Padangsidimpuan on March 2th, 1997.¹ and then STAIN Padangsidimpuan was changed to be IAIN Padangsidimpuan on January 6th, 2014.

1. Equipment and facilities

Equipment and facilities are the factors which establish in the implementation education efforth to achieve the college`s objectives maximally. There are some equipments and facilities in IAN Padangsidimpuan. Generally, this college especially for TBI has some equipment and facilities as follows:

Table IV

¹ Tim Penyusun, *Buku Panduan Mahasiswa Baru (Padangsidimpuan: STAIN, 2010)*,P.1

Facilities of IAIN Padangsidimpuan.

FACILITIES			
NO	Object	Number	Info
1.	Mosque	1	Good
2.	Hall/ Auditorium	1	Good
3.	Library	3	Good
4.	Language Laboratory	1	Not good enough
5.	Computer Laboratory	6	Good
6.	TBI Class Rooms	10	Good
7.	TBI Office	1	Good

2. The Situation of Lectures of TBI IAIN Padangsidimpuan

Lecture was one of factor who establish students to get success in learning process. Lecturer had significant role in creating well educated person. Especially in English education study program, the student was prepared to be a professional English Teacher. The data of lecturers of English education study program in IAIN Padangsidimpuan as follows:

Table V
The English Lectures

No	Lectures	Graduation	Subject
1.	Drs. Fitriadi Lubis, M.Pd.	S-2 UNP	Scientific Writing
2.	Rayendriani Fahmei Lubis, M.Ag.	S-2 IAIN	Writing
3.	Hamka, M.Hum	S-2 UNIMED	Pronuunciation
4.	Yusni Sinaga, M.Hum.	S-2 UNIMED	Structure and grammar
5.	Sojuangon Rambe	S-2 UNP	Teaching English As Foreign Language
6.	Zainuddin, S.S, M.Hum	S-2 USU	Speaking
7.	Eka Sustris Harida	S-2 UNP	Reading
8.	Fitri Rayani Siregar, M.Hum.	S-2 UNIMED	English Syntax

Source : Database of lectures 2015.

3. The Condition of The Students

In learning process, students were the factor who had a role as a target in education. The data of fifth semester TBI IAIN Padangsidimpuan as follow

Table: VI
Situation of fifth semester TBI IAIN Padangsidimpuan²

No	Class	Male	Famale	Total
1.	TBI-I	5	28	33
2.	TBI-II	6	25	31
3.	TBI-III	4	24	28
Total		15	77	92

B. Result of The Research

1. Description of Students` Ability on using Punctuation in Writing Descriptive Text at Fifth Semester (TBI) IAIN Padangsidimpuan.

Based on the result of the test that was given to the respondents, it could be seen in the table below :

² The Result Of Observation At The Fifth Semester Students Of IAIN Padangsidimpuan , 18 February 2015.

24	SM H	20	20	20	-	10	-	10	80
25	SW	20	20	20	10	-	10	10	90
26	YM S	20	20	20	10	10	-	10	90
27	YS	20	20	20	10	-	10	10	90
28	ZH	20	20	20	10	-	10	10	90

a. Identification

The result of the test students` ability on using punctuation in writing descriptive text item identification the all students` true in this indicator. So the concluded about the students` ability on using punctuation in writing descriptive text item identification was very good

b. Using objective

The result of the test students` ability on using punctuation in writing descriptive text item using objective the all students` true in this indicator. So the concluded about the students` ability on using punctuation in writing descriptive text item using objective was very good.

c. Description

The result of the test students` ability on using punctuation in writing descriptive text item description the all students` true in this indicator. So the concluded about the students` ability on using punctuation in writing descriptive text item description was very good.

d. Capital latter

The result of the test students' ability on using punctuation in writing descriptive text item capital letter 12 students' error in this indicator. So the concluded about the students' ability on using punctuation in writing descriptive text item capital letter was enough.

e. Full stop

The result of the test students' ability on using punctuation in writing descriptive text item full stop 10 students' error in this indicator. So the concluded about the students' ability on using punctuation in writing descriptive text item full stop was enough .

f. Comma

The result of the test students' ability on using punctuation in writing descriptive text item comma 11 students' error in this indicator. So the concluded about the students' ability on using punctuation in writing descriptive text item comma was enough .

g. Colon

The result of the test students' ability on using punctuation in writing descriptive text item colon 1 students' error in this indicator. So the concluded about the students' ability on using punctuation in writing descriptive text item colon was very good .

Based on those, the students' error on using punctuation in writing descriptive text divided on four kinds of error`` omission, addition, misformation and misordering``, They are :

1. Capital letter

Capital letter was consist of four type of error, they were omission, addition, misformation, misordering. Based on the data table punctuation error, the research analyzed as the following;

(a). Omission

In writing ``descriptive text``, students` ability in analyzing punctuation error omission was : AL error (1) , DH error (1), the percentage of students` who punctuation error omission was 6,25 %. It can be categorized that the students` error ability in writing descriptive text omission was little error.

(b). Addition

In writing ``descriptive text``, students` ability in analyzing punctuation error addition was : AMH error (1), RH error (1), SH error (1), SA error (1), SL error (1), SH error (2), SMH error (2), YS error (1). The percentage of students` who punctuation error addition was 31,25 % It can be categorized that the students` error ability in writing descriptive text addition was little error.

(c). Misformation

In writing ``descriptive text``, students` ability in analyzing punctuation error misformation was the all students` true. The percentage of students` who punctuation error misformation was 0 % It can be categorized that the students` error ability in writing descriptive text misformation wasn`t error.

(d). Misordering

In writing ``descriptive text``, students` ability in analyzing punctuation error misordering was the all students` true. The percentage of students` who punctuation error misformation was 0 % It can be categorized that the students` error ability in writing descriptive text misordering wasn`t error.

2. Full stop

Full stop was consist of four type of error, they were omission, addition, misformation, misordering. Based on the data table punctuation error, the research analyzed as the following;

(a). Omission

In writing ``descriptive text``, students` ability in analyzing punctuation error omission was : IM error (1), RH error (1). the percentage of students` who punctuation error omission was 6,25 %. It can be categorized that the students` error ability in writing descriptive text omission was little error.

(b). Addition

In writing ``descriptive text``, students` ability in analyzing punctuation error addition was : AAS error (1), KN error (2), RY error (2). the percentage of students` who punctuation error asddition was 15,625 %. It can be categorized that the students` error ability in writing descriptive text addition was little error.

(c). Misformation

In writing ``descriptive text``, students` ability in analyzing punctuation error misformation was : MH error (1), YS error (1), ZH error (1). the percentage of students` who punctuation error asddition was 9,375 %. It can be categorized that the students` error ability in writing descriptive text misformation was little error.

(d). Misordering

In writing ``descriptive text``, students` ability in analyzing punctuation error misordering was the all students` true. The percentage of students` who punctuation error misordering was 0 % It can be categorized that the students` error ability in writing descriptive text misformation wasn`t error.

3. Comma

Comma was consist of four type of error, they were omission, addition, misformation, misordering. Based on the data table punctuation error, the research analyzed as the following;

(a). Omission

In writing ``descriptive text``, students` ability in analyzing punctuation error omission was : AAS error (1), LH error (1),NF error (2). the percentage of students` who punctuation error omission was 12,5 %. It can be categorized that the students` error ability in writing descriptive text omission was little error.

(b). Addition

In writing ``descriptive text``, students` ability in analyzing punctuation error addition was : AS error (1), SW error (1), YMS error (1). the percentage of students` who punctuation error asddition was 9,375 %. It can be categorized that the students` error ability in writing descriptive text addition was little error.

(c). Misformation

In writing ``descriptive text``, students` ability in analyzing punctuation error misformation was : HS error (2), NB error (1), RY error (1). the percentage of students` who punctuation error asddition was 12,5 %. It can be categorized that the students` error ability in writing descriptive text misformation was little error.

(d). Misordering

In writing ``descriptive text``, students` ability in analyzing punctuation error misordering was the all students` true. The percentage of students` who punctuation error misordering was 0 % It can be categorized that the students` error ability in writing descriptive text misformation wasn`t error..

4. Colon

Colon was consist of four type of error, they were omission, addition, misformation, misordering. Based on the data table punctuation error, the research analyzed as the following;

(a). Omission

In writing ``descriptive text``, students` ability in analyzing punctuation error omission was the all students` true. The percentage of students` who punctuation error omission was 0 % It can be categorized that the students` error ability in writing descriptive text omission wasn`t error.

(b). Addition

In writing ``descriptive text``, students` ability in analyzing punctuation error addition was the all students` true. The percentage of students` who punctuation error omission was 0 % It can be categorized that the students` error ability in writing descriptive text addition wasn`t error

(c). Misformation

In writing ``descriptive text``, students` ability in analyzing punctuation error misordering was the all students` true. The percentage of students` who punctuation error misordering was 0 % It can be categorized that the students` error ability in writing descriptive text addition wasn`t error

(d). Misordering

In writing ``descriptive text``, students` ability in analyzing punctuation error misordering was : MH error (1). the percentage of students` who punctuation error asddition was 3,125 %. It can be categorized that the students` error ability in writing descriptive text misordering was little error.

Based on the data above, it could be concluded that the result of the analysis of student's ability in analyzing punctuation error in writing descriptive text they are :

- a. Omission 8 errors. The students' sentences almost omission of be and words it must be full-stop, but they put comma.
- b. Addition 17 errors; students add the unnecessary words on their writing it must be put comma, but they put full-stop.
- c. Misformation 6 errors; The students ignored the form for the subject. When they want make capital letter based to the subject they did not know what the punctuation will be used.
- d. Misordering 1 errors.

So, from the data above can be concluded that the student's error are 32 in punctuation divided into four types. The students ignored the pattern of writing punctuation. Most of them misordering write the position of punctuation.

From the data of the punctuation errors above, it can be concluded that the highest error of student's is addition type with 17 errors and the lowest is misordering error with 1 errors. They ignored the place to put of punctuation.

Table VII
The Percentage of the Errors

No	Types of errors	Frequency	Percentage
1	Omission	8	25 %

2	Addition	17	53,125%
3	Misformation	6	18,75%
4	Misordering	1	3.125%
Total		32	100%

Thus, from the table above it can be taken that the highest error is addition type with 17 cases (53,125%), then, error in omission type with 8 cases (25 %), next error in misordering with 6 cases (18.75 %), and the last error in addition with 1 cases (3.125 %)

Based on criteria of score interpretation, the researcher concluded that the students` ability on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan was 68 %. So, it can be categorized into good.

1. Students' Difficulties in Using Punctuation in Writing Descriptive Text at Fifth semester TBI III IAIN Padangsidimpuan.

One of the aims in this research was to know the students' difficulty in using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan. The instrument that used to found those difficulties is interview. Researcher made an interview for students of IAIN Padangsidimpuan. Based on the result of interview to students and there was students' error analyzes using punctuation in writing descriptive text.

a. Difficulties in using punctuation

1) Capital latter

In using punctuation in writing punctuation the students must be able to use where put the punctuation especially in capital letter that correct. Sahron Hidayah said that the students felt difficult in using capital letter in writing descriptive text.³The felt,confusing when they were been asked to used capital letter in writing descriptive text. In doing the test some of them made wrong answer. Next, Huzainah said that he got difficulties put punctuation (capital letter) because he did not understand how to put that.⁴

2) Full-stop

After interview Rohimah said, he got difficulties to put punctuation (full-stop) in writing well, expecially in writing descriptive text because some time he put mistake in put punctuation unnecessary word on his writing it must be put full-stop, but he put comma.⁵Ismaidah said, he also got difficulties to put full-stop in writing well, same with Rohimah.⁶

3) Comma

Khairani Nasution said, he got difficulties to differentiate to put punctuation (comma) in writing, especially in writingdescriptive

³Sahron hidayah, The Students at the fifth semester TBI IAIN Padangsidimpuan, *Personal Interview*, 18 february 2015.

⁴Huzainah, The Students at the fifth semester TBI IAIN Padangsidimpuan, *Personal Interview*, 18 february 2015.

⁵Rohimah, The Students at the fifth semester TBI IAIN Padangsidimpuan, *Personal Interview*, 18 february 2015.

⁶Ismaidah, The Students at the fifth semester TBI IAIN Padangsidimpuan, *Personal Interview*, 18 february 2015.

text.⁷Yusriani said, he got difficulties to put comma in writing, especially in writing descriptive text because he seldom to repeat his lesson so that he often to forget how to put punctuation and in writing.⁸

4) Colon

After doing the interview some of them are confuse how to put the colon. Annisa Fitriani Ritonga said that, she don't know how to put colon.

C. Discussion

Based on the result of test given (see appendic 3), it is found that most students made errors using punctuation in writing descriptive text. Based on the total errors (32 errors) for writing test that the students made, the highest percentage of errors is addition type (53.125 %) and the lowest percentage of errors is misordering type (3,125%). In this case, substitution error might be caused by the students' confusion in using punctuation in writing descriptive text and they did not understand how to put the correct punctuation in writing descriptive text. Besides that, forget fullness happened to some of the students. When the researcher gave tests to the students, some of the students told to the researcher if they forgot the difference of punctuation. Other errors are encouraged by teaching. It means that the faulty rules had given by

⁷Khairani Nasution, The Students at the fifth semester TBI IAIN Padangsidimpun, *Personal Interview*, 18 february 2015.

⁸Yusriani, . The Students at the fifth semester TBI IAIN Padangsidimpun, *Personal Interview*, 18 february 2015.

the lecture. Teaching sometimes gives students rules which are far from adequate and when students follow the teacher. The students make error similar to those caused by overgeneralization of their own rules. It is necessary to review what Hubbard Obviously, he identifies three causes that may cause an error to occur, they are “Mother tongue interference, over generalization, and misleading teaching or method. Mother-tongue interference means that the learner imposes his/ her first language system on the new language she/he is learning. The last, a misleading teaching materials or method happen if a learner receives and rotary memorize an inappropriate presentation of a structure or a word from either a lecture or a textbook. Error and over generalization made the students substitute capital latter, full-stop, comma and colon.

From the total number of student (28), 28 students made errors in misformation type. They made the same error using punctuation of comma and full stop. The students substituted full stop for comma. Here the students made errors because of the rule of the target language itself. The students fell more difficult than use punctuation in writing descriptive text in indonesia language because of the english language is still thinks not very important to master. While, among is used to say something or somebody is surrounded by more than two things or persons. Most students substituted punctuation full stop by comma. This happened because the students did not know the usage of each punctuation. They only knew that punctuation full stop and comma had the same meanings .They did not know that on is used to sign a

very long rest and used in the end of sentence, resume and initial to indicate the surface of something or street. While Full stop is used Furthermore, the researcher also found the lowest error made by the students is misordering and addition. For misordering, these errors may be caused by their lack of knowledge about the grammar especially about the usage of the punctuation it self. Addition error might be caused by the students who learn English tend to transfer their habit of the L1 to language that is learnt. Meanwhile, the class lecture told to the writer that the student did not ask their lecture although they got difficulties which their lecture's explanation. They preferred to discuss it with their friends to ask their lecture's. Because of that, the writer assumes that the students made more mistakes because their friends also did not know.

In learning punctuation there were some student's difficulties: they got confused of differentiating punctuation. The students had poor vocabulary so the have asked punctuation because they didn't know meaning of sentence, it is supported by Muhibbin Syah that learning difficulties can be caused by two factor, they were: the first internal factor (factors from the students itself) involves; Physiology factors such as health; and physiological factors such as IQ (internal quotation). The second, internal factors (students outside factors) involves; social factor such as the relationship with the students parents; and non social factor such as the tool of learning and learning condition.

To anticipate the learning difficulties, the efforts were the English Lecture often repeat the lesson especially in determining using punctuation in writing descriptive text, then the English lecture asked the students to know the vocabularies in learning punctuation and then English lecture kicked the students in learning randomly. The other, the English lecture always motivated the students in learning process. It is done by lecture to guide the slow learner. In addition, according to Yatim Riyanto that overcome learning difficulties can be done through remedial.

D. The threats of the research

In this research, the writer believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

In doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. Also the students did not do the test seriously. So, the writer took the seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and english lecture.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of test, and interview, done by the researcher about the students` abillity on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan, the research can conclude as follow:

1. The students` abillity on using punctuation in writing descriptive text at fifth semester TBI IAIN Padangsidimpuan, can be categorized good \pm (68 %).
2. The students` got difficulties in using punctuation and got difficulties in vocabulary.

B. Suggestions

Based on the conclusion and the implications of the research that have mentioned previously, the writer would like to give some suggestions to people who gets benefits from this research.

1. The writer on this occasion hopes that other researcher will conduct a research related to the topic of this study, especially to find out other students` error in writing descriptive text.
2. To the students of fifth semester TBI IAIN Padangsidimpuan should do practice in writing text, especially descriptive text
3. The most dominant error of students` in using punctuation in writing descriptive text is capital latter punctuation with 17 errors (53.125 %), the

errors that the students did not use the punctuation form of capital letter, full-stop, comma and colon in writing descriptive text. They are also ignore the punctuation and they do not know what the form of punctuation when they use some of punctuation in their writing descriptive text.

4. To the readers especially English learners more improve their knowledge in learning descriptive text.

REFERENCE

- Anas Sudijono, *Pengantar Statistik Pendidikan* Jakarta: Raja Grafindo Persada, 1991..
- Burns Anne, *Doing Action Research In English Language Teaching* , New York : Routledge, 2010.
- Carl James Carder, *Error in Language Learning and Use*,New York: Longman. 1998.
- D. Linggs Hotben, *Advenced English Grammar for Toefl Preparation* Jakarta: Puspa Swara,2006.
- Ellis Rod, *Understanding Second Language Acquisition* Hong Kong: Oxford University Press, 1985.
- F. Joseph Trimmer, *WritingWithaPurpose* Mercy English: Ball State University, 1989.
- Genee A. Hary A, *Developing Language Skills in the elementary School* Massachute: Allyn and Bascon, 1975.
- Guntur Henry Tarigan and Pjago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*,Bandung: Angkasa, 1990.
- H. Douglas Brouwn, *Language assesment; Principal and Classroom Practice* ,New York: Pearson Education, 2004.
- H. Douglas Brown, *Principles of Language Learning and Teaching* San Francisco State University: Pearson Longman, 2007.
- H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* New York: Longman, 2001.

- H.Guntur Tarigandan Djogotarigan, *Pengajaran Analysis kesalahan berbahasa*
Bandung: Angkasa, 1988.
- Hary A.Genee, *Developing Language Skills in the elementary School* Massachutes :
Allyn and Bascon, 1975.
- Hay Den, et. al. *Mastering American English* New Jersey: Prentice-Hall, 1956.
- Hornby A.S, *Oxford Advanced Learner's Dictionary*, New York: Oxford University
Press, 2000.
- J Moleong Lexy, *Metode penelitian kualitatif* Bandung : Remaja Rosda Karya, 2009
- J. Michael O. Melley et. al. *Authentic Assesment for English Language Learning*,
USA: Addition- Wisley Publishing Company, 1996.
- Jhon E, Warriner, *English Grammar and Composition- First course* New York:
Harcourt Brace Jovanivich, 1982.
- Jhon Langan , *Sentence Skills* New York: Atlantic Cape Community Collage, 2003.
- Martin and wren, *High School English Grammar & Composition*, NP: Prasada Rao,
1990.
- Newfelat Victoria & David B. Guralmik, *Webstern New world Collage Dictionary*
USA: MacMillan, 1995.
- Nunan David , *Practical English Teaching America* : The Mc.Grow Hill Companies,
2003.
- Pardiyono, *Teaching Genre-Based Writing*, Yogyakarta : Andi Offset, 2007.
- Peter Airasian and L R. Gay. *Educational research: Companies for analysis and
Application* , USA: Prentice Hall, Incorporate. 2000.
- Ramayulis, *Ilmu Pendidikan Islam*, Jakarta: Kalam Mulia, 2010.

- Refnaldi, et. al, *Writing I*, Jakarta: Universitas Terbuka, 2008.
- Riduan, Belajar Mudah Penelitian untuk Guru dan karyawan dan peneliti pemula,
Bandung : Alfabeta, 2005.
- S. Nasution, Metode Research, Jakarta: Bumi Aksara, 2003
- Siahaan Sanggam , *Genre Text Structure* Pematangsiantar: Graha Ilmu, 2008.
- Sudarwan Danim, Menjadi peneliti kualitatif , Bandung: Pustaka setia, 2002.
- Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktek* , Jakarta : Rineka
Cipta, 2002.
- Sutinah Entin, et. al. *Get along with English* Bandung : Erlangga, 2010
- Syaiful Bahri Djamarah, *Guru dan Anak Didik*, Jakarta: Rineka Cipta 2000
- TIM Penyusun , *Kamus Pusat Pembinaan dan Pengembangan Bahasa, Kamus
Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2001.
- Webst A Meriam, *Webster's Coligiate Thesaurus*, USA: Massa Chussets, 1976.
- Zainil, *Reading Theorie* Padang: Universitas Negeri Padang, 2003.

Appendix I

NO	INITIAL NAME	PUNCTUATION																TOTAL			
		CAPITAL LATETER				FULL STOP				COMMA				COLON				OMISSI ON	ADDITION	MISFORMATION	MISORDERING
		TYPE OF ERROR				TYPE OF ERROR				TYPE OF ERROR				TYPE OF ERROR							
		O	A	MF	MO	O	A	MF	MO	O	A	MF	MO	O	A	MF	MO				
1.	AAS						1				1							1	1		
2.	AMH		1																1		
3.	AL	1																1			
4.	AFR																				
5.	AS										1										
6.	DH	1																1			
7.	HZ											2								2	
8.	IM					1												1			
9.	KN						2												2		
10.	LH									1								1			
11.	MH							1												1	
12.	MH																1				1
13.	NB											1									
14.	NF									2								2			
15.	NH																				
16.	NT																				
17.	RSS																				
18.	RY						2					1							2		1
19.	RH		1			1												1	1		
20.	SH		1																1		
21.	SA		1																1		
22.	SL		1																1		
23.	SH		2																2		
24.	SMH		2																2		
25.	SW										1								1		
26.	YMS										1								1		
27.	YS		1					1											1		1
28.	ZH							1													1
TOTAL																		8	17	6	1

Note:
O : Omission
A : Addition
MF : Misformation
MO : Misordering

APPENDIX II

TEST

A. Instruction :

1. Read the question carefully!
2. Do the test by your self!
3. If you get confuse to do the test, ask the lecture directly!

B. Question :

1. Write descriptive text at least 2 paragraphs.
2. The text should be consist of punctuation and generic structure of descriptive text namely; Identification and description.
3. Choose one of the titles below :
 - a. Description of place
 - b. Description of people
 - c. Description of thing

APPENDIX III

LIST OF INTERVIEW

For Students :

1. What do you know about punctuation?
2. What do you know about descriptive text?
3. What is the generic structure of descriptive text?
4. Is it difficult for using punctuation in writing descriptive text?
5. What are your difficulties for using punctuation in writing descriptive text?
6. Does your teachers teach you punctuation especially full-stop, comma and colon?
7. Do you have efforts to overcome those difficulties?
8. What do you often found punctuation error in witing descriptive text?
9. What they are?

For Lecture :

1. How is the extent of students' punctuation in writing descriptive text?
2. Are the students able to use punctuation in writing descriptive text?
3. What are the students' difficulties for using punctuation in writing descriptive text?
4. According to you what is the basic problem of students' for using punctuation in writing descriptive text?
5. What is your effort to overcome their dificulties?

CURRICULUM VITAE

A. Identity

Name : SAFINAH LUBIS
Nim : 10 340 0102
Place and Birthday : Kotanopan, 8 January 1991
Sex : Female
Religion : Moslem
Address : Kotanopan, Kab. Mandailing Natal(MADINA)

B. Parent

1. Father's Name : Sangkot Lubis
2. Mother's Name : Alwardah Batubara

C. Education Background

1. Primary School : SD Negeri 146956 Kotanopan
2. Junior High School : MTs. Yayasan Hutapungkut
3. Senior High School : MA. Syekh Sulaiman Baqi
4. Institute : IAIN Padangsidimpuan.