



**THE CORRELATION BETWEEN PUNCTUATIONS MASTERY
TOWARDS WRITING DESCRIPTIVE PARAGRAPH AT
GRADE XI SMK NEGERI 1 SIPIROK**

A THESIS

*Submitted to the English Education Study Program of State College For Islamic
Studies Padangsidempuan in Partial Fulfillment of the Requirement for the Degree
of Islamic Educational Scholar (S.Pd.I) in English Program*

BY:

SOPIAH SIREGAR
Reg. No : 07 340 0029

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012**

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Sopiah Siregar
Lamp : 5 (lima) eksemplar

Padangsidempuan, 02 April 2012
Kepada Yth.
Bapak Ketua Sekolah Tinggi Agama
Islam Negeri
Di
Padangsidempuan

Assalamu 'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran perbaikan seperlunya terhadap skripsi a.n. Sopiah Siregar yang berjudul: **“THE CORRELATION BETWEEN PUNCTUATIONS MASTERY TOWARDS WRITING DESCRIPTIVE PARAGRAPH AT GRADE XI SMK NEGERI 1 SIPIROK”**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) pada Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan.

Untuk itu dalam waktu yang tidak beberapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan atas perhatian dan kerjasama dari bapak, kami ucapkan banyak terima kasih.

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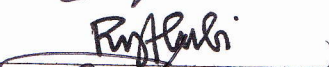




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Indeks Prestasi Kumulatif (IPK): 3,03

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SEKOLAH TINGGI AGAMA ISLAM NEGERI
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PENGESAHAN

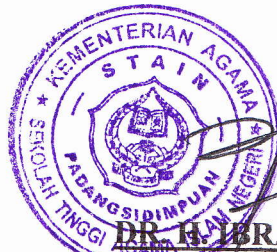
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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code of STAIN Padangsidempuan in article 14 subsections 2.

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Padangsidempuan, 03 April 2012
Declaration maker



SOPIAH SIREGAR
Reg. No. 07 340 0029

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey the grateful to Allah Swt. The Most Creator and Merciful has given the health and chance for finishing this thesis under the title **"The Correlation between Punctuations Mastery towards Writing Descriptive Paragraph at Grade XI SMK Negeri 1 Sipirok"**. This thesis is written in order to fulfill one of requirement for being Islamic Educational Scholar in English Section at the Tarbiyah Department of State College for Islamic Studies (STAIN) Padangsidempuan.

I have received suggestion, guidance and encouragement from many people during writing this script. Here, I would like to extend the gratitude to the following people :

1. Special thanks are due to Dr. Mahmuddin Siregar, M.A., as the advisor I and Mrs. Rayendriani Fahmei Lubis, M.Ag., as the advisor II, who had given the guidance and the motivation to the writing this thesis.
2. Thanks are due to Leader of STAIN Padangsidempuan, Dr. H. Ibrahim Siregar, MCL., and the deputy leader I, II and III.
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Padangsidimpuan, March 2012



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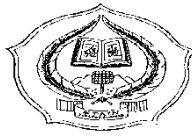
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Name : Sopiah Siregar
Registration Number : 07 340 0029
Title : The Correlation between Punctuations Mastery towards
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ABSTRACT

The most students at SMK Negeri 1 Sipirok were still confuse to write their ideas in writing from, especially in writing descriptive paragraph. The researcher found this problem from their difficulties in grammar, especially use right punctuations. The aim of the research was to know the correlation between punctuations mastery towards writing descriptive paragraph. The population of the research was 336 students at grade XI SMK Negeri 1 Sipirok. The sample of the research was 84 studens. The sample got by using random sampling.

The research was Quantitative method and types of the research was a correlation research and field research. In collecting the data, the researcher used test as an instrument. The researcher used product moment formula for analyzing the data. The hypothesis of the research was "there is a correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok".

After calculating the data, the researcher got that r_{xy} is higher than r_{tabel} . The result of r_{xy} is 0.742 and r_{tabel} is 0.220 in 5% significant and 0.286 in 1% significant. So, it is categorized high correlation. Finally, hypothesis was accepted. Based on the result above, there is significant correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language as a social phenomenon that function as a means of communication. It is used to connect society, it can also describe of ideas, feelings and desires one to other people. There are many languages in the world use for communicating, one of this is English.

English as a foreign language has taught in Indonesia. It has taught because English is an international language. English has taught in Kindergarten, Primary School, Junior High School, Senior High School and University.

There are two media for language communication in English, they are: receiving the message (reading and listening), sending the message (speaking and writing). Moreover, in al-Qur'an Allah invites the human to read and write at surah al-'Alaq verse 1-5 as follow;

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ (2) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ (3)
 الَّذِي عَلَّمَ بِالْقَلَمِ ۝ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ (5)

Meaning : “Recite in the name of your Lord who created, created man from a clot if congealed blood recite: and your Lord is most generous who taught by the pen, taught man what he did’nt know ”.¹

¹Abdul Yusuf Ali. *The Meaning of The Holy Qur'an in English Language*, (Al-Alami Publications: Beirut, 2001), p. 924.

Next, Allah is the all Merciful explains about education as source of knowledge at surah al-Baqarah verse 31 as follow :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning : “And the taught Adam the nature of all things; then, he placed them before the angels, and said: “tell Me the names of these if you are right”.²

The prophet Muhammad Saw said:

قال: رسول الله صلى الله عليه وسلم "طلب العلم فريضة على كل مسلم..."³

Meaning: Rasulullah Saw said : “*Browsing knowledge is obligation for every muslim...*” (translated by writer).

Writing is more complex than others skills such as speaking, listening and reading. For example, when we are speaking there are many situations and context that able to support understanding between speaker and listener. But when the author writes something he/ she must use the complete sentence to avoid misunderstanding. In expressing something, the author needs the components of writing that are complicated.

²*Ibid.*, p. 7.

³Muhammad Puad Abdul Baqi. *Sunan Ibnu Madja, Zul Awwal Babul Muqoddimah*, (Beirut-Libanon: Dar Alkitab Ilmiah, ttp) p. 81.

Writing is one of English language skill that need to be mastered by students. This skill is needed by the students to support progress in the students achievement. Writing skill has an important function in student's life. Through writing they will develop their ideas, like writing paragraphs or writing texts.

To be skillful in writing is not easy task, especially in writing descriptive paragraph. It because writing descriptive paragraph is a complex process. This complexity can be recognized from many aspects, such as vocabulary, grammatical rules and punctuations. Besides to make a good writing descriptive paragraph the students also should know about unity and coherence.

Furthermore, learning to write is an indispensable part of language learning. Without learning it the students can not have effective acquisition of a language. With aware of this necessity, writing is more attention in English language teaching.

The students at SMK Negeri 1 Sipirok (Sipirok First State Vocational High School) has studied about writing from grade X up XI. Their English teacher said that her students still confuse to write their ideas in writing form. Most of the students still got many difficulties in writing especially in writing descriptive paragraph. *First*, it was hard to write their ideas into written form. *Second*, they sometimes confuse how to compose their ideas in appropriate words that are relevant to the content. *Third*, they have problems in grammar. *The last*, they still confuse to use right punctuations in sentences especially paragraph.

Based on background above, the researcher is interested to conduct a research to know the correlation between punctuations mastery towards writing paragraph with the title **The Correlation Between Punctuations Mastery Towards Writing Descriptive Paragraph At Grade XI SMK Negeri 1 Sipirok.**

B. Identification of the Problem

Based on the problems above, learning writing descriptive paragraph has many problems. The problems might occurs because of the students still difficult in writing, especially writing descriptive paragraph. Next, the students unable to compose their ideas in appropriate words that relevant to the content. Then, the students have problems in grammar and still confuse to use right punctuations in sentence, especially paragraph.

C. Limitation of the Problem

To make this research clearly, the researcher limited the problem about punctuations mastery towards writing descriptive paragraph.

D. Formulation of the Problem

Based on the background, the problem of this research was formulated as follow; is there a correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok.

E. Aim of the Research

From the formulation of the problem above, the aim of this research is; to find out the correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok.

F. Significances of the Research

There are many significances of this research:

1. As an input material to teachers, especially in SMK Negeri 1 Sipirok.
2. As an encouragement for the students to improve their skill, especially in writing skill.
3. As a consideration for headmaster of the school to improve their teaching learning activity in the school.
4. As a knowledge for writer to improve student's English ability.
5. As an information for everyone who have read this research.
6. For Fulfillment of the Requirement for Strata 1 in English section of STAIN.

G. Definition of the Operational Variables

1. Punctuations Mastery

Punctuations mastery as a dependent (X) variable of this research and consist of two words, they are "punctuation" and "mastery". Punctuation is

the system of symbols into a piece of writing.⁴ It can be used to separate sentences and parts of sentences.

The word “master” as adjective in Oxford Learner’s Pocket Dictionary means very skilled at the job mentioned.⁵ So, word “mastery” as noun is a skill. So, punctuation mastery is students’ skill which they can answer some tests or questions about punctuations and they can use punctuations in right position.

2. Writing Descriptive Paragraph

Writing descriptive paragraph as an independent (Y) variable consists of two words, they are “writing” and “descriptive paragraph”. Writing is a personal act in which writer takes ideas and transforms them into self-initiated topics.⁶ Descriptive Paragraph is a paragraph in which a writer tries to picture out an object to his readers.⁷

Writing descriptive paragraph means that the students understand how to write good descriptive paragraphs including dominant impression, mood, and logical development.

So, the meaning of “the correlation between punctuation mastery towards writing descriptive paragraph at SMK Negeri 1 Sipirok” is a research

⁴AS Hornby. *Oxford Advanced Learner’s Dictionary of Current English - Third Edition*, (Britain: Oxford University Press, 1987), p. 678.

⁵AS Hornby. *Oxford Learner’s Pocket Dictionary - Fourth Edition*, (English: Oxford University Press, 2008), p. 271.

⁶J. Michel Omalley and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners*, (America: Wesley Publishing Company, 1995), p. 136.

⁷Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 119.

to find out the correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok.

H. Outline of the Thesis

The researcher gives the outline of the thesis will make in thesis paper to help reader understanding the research, as follows:

In chapter I, it was consists of background of the problem that explained about the important reasons of the research, identification of the problem that told about research concerned, limitation of the problem, formulation of the problem told about what must we search in the research, aim of the research told about the aim of the research explained what for the research did, significances of the research explained the distination of the research, definition of operational variables told about definition of terminologies, outline of the thesis explained the contents each chapter.

In chapter II, it was consists of theoretical description told about the discription of punctuations and descriptive paragraph, review of related findings told about the related research that found before, conceptual framework told about correlation between punctuations towards descriptive paragraph, hypothesis told about there were correlation between punctuations towards descriptive paragraph.

In chapter III, it was consists of research methodology consists of sckedule and place of the research told about how long and where the research did, population and sample told about how many population an sample in the

research, instrument of the research told about the tools that used to collect data in the research, techniques of data collection told about the way to collect the data, techniques of data analysis told about the way to analyze the data collection.

In chapter IV, it was the result of research told about the correlation between punctuation mastery towards writing descriptive paragraph at SMK Negeri 1 Sipirok, this chapter consists of description of data described of the result, testing hypothesis described there were correlation between punctuations towards descriptive paragraph, discussion told about the discuss between findings before to the result of the research.

In chapter V, it was consists of conclusions told about concluded the result of the research, and suggestions of the research that can improve our ability in writing.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Punctuation

a. Definition of Punctuation

Punctuation derived from the Latin *punctum*, a point means the right use of putting in points or stops in writing.¹ Punctuation is the symbols that can be use to separate sentences and parts of sentence.² Punctuation is the practice or system of using certain conventional marks or characters to make clear the meaning of written or printed language.³

Doddy Rusmono stated in his book that “Punctuation bertujuan memberikan kadar pemahaman seseorang mengenai apa yang menjadi buah pikiran si penulis”.⁴ In other word, punctuation is to give understand level someone about ideas’ writer.

Punctuation marks are used to add emphasis, minimize ambiguity and aid reader comprehension. They achieve this by separating groups of

¹Wren and Martin. *High School English Grammar & Composition*, (NP: Prasada Rao, 1990), p. 336.

²Warriner E. John. *Warriner’s English Grammar and Composition - First Course*, (New York: Harcourt Brace Jovanivich, 1982), p. 30.

³Entin Sutinah, *et. al. Get Along with English*, (Bandung: Erlangga, 2010), p. 117.

⁴Doddy Rusmono. *Bahasa Inggris*, (Jakarta; Direktoat Jenderal Pendidikan Islam Departemen Agama RI, 2009), p. 97.

words. As well as conveying pauses and a feeling for changes in volume and pitch of the written as printed material.

So, the researcher concludes that punctuation is a system that a writer uses to separate sentences to make their meaning clear so the readers should understand of information the writer has written.

b. The Principal Punctuation Marks

1) End Marks

a) The Full Stop (.)

According to Wren and Martin in their book that “full stop is represents the greatest pause and separation”.⁵ Meanwhile, Hayden, et. al. stated in their book that “full stop as the period”.⁶

Refnaldi, et. al stated in their book that “full stop as the period is our workhorse mark of punctuation, the one used most often for noting a full stop- the end of a sentence”.⁷

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

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

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

(2) Used an abbreviation in a sentence

Ex: Mister Yahya F. Lubis left his card.

⁵Wren and Martin. *Op. Cit*, p. 337.

⁶Hayden, et. al. *Mastering American English*, (New Jersey: Prentice - Hall, 1956), p. 226.

⁷Refnaldi, et. al. *Writing I*, (Jakarta: Universitas Terbuka, 2008), p. 42.

(3) To separate of watch, minute and second

Ex. 05.20 (At five past twenty minutes)

b) The Question Mark (?)

The question mark used after direct question, not used after polite request.⁸

Ex: What are you doing here?

Did you post the letter?

c) The Exclamation Mark (!)

In conversation, exclamation are used freely, especially in moment of high passion. For some informal occasions, writers may be tempted to create with exclamation points what their tone of voice can not show on paper. In academic writing, it is more convincing to create emphasis by the force of your words, as opposed to the force of your punctuation.

The exclamation point used:

(1) To mark an emphatic statement or command.

Ex: please! Let me do it myself!

(2) Marking mild exclamations with period or commas.

Ex: Faulty “ leave this room!”, demanded the judge.⁹

⁸Jayanthi Dakshina Murthy. *Contemporary English Grammar*, (New Delhi: Book Place, 2003), p. 322.

⁹Refnaldi, *et. al. Op. Cit*, p. 48-49.

2) Internal Marks

a) The Comma (,)

Like other marks of punctuation, comma is necessary for clear expression of idea. It means that the use of comma effect the meaning of each sentence. Comma is the clues that include in the sentences for making introductory.¹⁰

The following below of the use of comma:

- (1). A comma is used between two main clauses joined by and, but or, nor.

Ex: Hakkul really wants to come, but she simply does not have time.

- (2). When a clause that punctuation as a modifier precedes the main clause, it is usually followed by a comma.

Ex: Before leaving for the States, Parida paid a visit to her hometown.

- (3). Clauses that modify nouns are set off by commas when they are not absolutely necessary for the clarification of the noun modified.

Ex: My father, whom you see, is a farmer.

- (4). Words, phrases or clauses are set off by commas when it merely adds information about noun that it follows.

¹⁰Wren and Martin. *Loc. Cit.*

Ex: Irwansyah Siregar, my cousin, lives in Biru village, the Aek Bilah subdistrict.

- (5). Names in direct address are set off by commas

Ex: Ladies and gentlemen, it is a privilege to speak to you.

- (6). A direct quotation is set off by commas

Ex: He said, "come here".

- (7). Comma used to separate items in a date

Ex: Monday, January, 1953, was her birthday.

- (8). A comma separates the name of the city from the country and state, and the state from the country.

Ex: Mely was born in Medan, Indonesia, in 1989.

- (9). Commas are placed between words, phrases, or clauses in a series.

Ex: The tall, thin, dark man is our family.

- b) The Semicolon (;)

While a comma marks a pause within a sentence, a semicolon marks a stop within a sentence, telling readers that what precedes it is complete and that what follows is also complete and closely related.

The semicolon used to separate the clauses of a compound sentence if they contain a comma, it also used to separate sentence which are closely connected in thought.¹¹

Ex: My uncle is a poor, uneducated, honest, simple man, but I love him.

God gave her peace; her land reposed.

c) The Colon (:)

Generally, the colon is used to call the reader's attention to what comes next. It usually signals that something is to follow.

The colon is used to introduce a list of things, statements, explanation or example or previous material and quotation.¹²

Ex: I want to the market to buy aids for studying : some pens, ruler, correction pen, compasses, book notes, and some board markers.

d) The Dash (-)

Most parenthetical elements are set off by comma or parentheses sometimes, words or phrases used parenthetically may demand a stronger separation. In such instance, a writer uses a dash.

The dash is used to indicate an abrupt break in.

¹¹Jayanthi Dakshina Murthy. *Op. Cit*, p. 321.

¹²Warriner E. John. *Op. Cit*, p. 36.

The dash used to indicate interruption in the expression of an idea or to give an after thought.¹³ If sentence there is comma to indicate special emphasis so used the dash.

Ex: Believe it or not, I will arrive in Polonia Medan – at 05.00 AM – on May.

This book is a review of various aspects of English structure-word order, verbs, articles, and so forth.

e) Parentheses (())

Parentheses are used to set off parenthetical elements that serve as explanation or qualifications.¹⁴ Parentheses are also can used to enclose matter which is added to a sentence but is not considered of major important.

Ex: Saima Putri gained from Heaven (it was all she wished).

f) The Apostrophe (‘)

The apostrophe used primarily to form the possessive of a noun or pronoun, also indicates certain unusual plural forms and shows where a letter has been dropped in contraction.¹⁵

(1) Using apostrophes to form the possessive case of noun and indefinite pronouns.

(a) Singular nouns

¹³Hayden, *et. al. Op. Cit*, p. 232.

¹⁴Warrier E. John. *Loc. Cit*.

¹⁵Refnaldy, *et. al. Op. Cit*, p. 438.

For singular nouns ending –s, it is always correct to form the possessive by adding both an apostrophe –s. If pronouncing the additional syllable is awkward as with last names that sound like plurals some writer add only an apostrophe.

Ex: Susilo Bambang Yudoyono’s Leadership qualities was maked crisis.

(b) Plural nouns

For irregular plural nouns not ending –s. form the possessive by adding an apostrophe –s. For plural nouns ending –s, add apostrophe to form the possessive.

(c) Compound nouns

Use an apostrophe –s on only the last word to form the possessive of a hyphenated or un hyphenated compound noun.

Ex: He borrowed his mother in law’s car.

(d) Two or more nouns

When nouns joined by and are considered a unit and are jointly in possession and apostrophe –s only to the last noun. When nouns joined by and are considered individuals in separate possession and an apostrophe –s each noun.

Ex: The documentary compared Andika Franklin’s and Diana Ross’s early careers.

(e) Indefinite pronouns

An indefinite pronoun is a pronoun that does not refer to any specific person or thing. Use an apostrophe –s to form the possessive case of some indefinite pronouns, including someone, anybody, no one, and another.

- (2) Using apostrophes to form plurals of words, used as word, letters, numbers, and symbols.

Ex: Analysis reveals more the's and's in most writing.

- (3) Using apostrophes to form contractions

A contraction joins two words into one by replacing one or more letters with an apostrophe.

Ex: Can not = can't

Who is = who's

3) Direct Quotation Marks

a) Triple Dots (...) and Brackets ([])

Triple dots are used to indicate omission from quoted material while brackets are used to indicated comment or question added to quoted material by someone other than the author.¹⁶

Ex: I agree with Siska's statement that "... the young man or woman writing today has forgotten the problem of the human heart in conflict with itself ...".

¹⁶Hayden, *et. al. Op. Cit*, p. 231.

He [Ali Imran] gave his house to Azan in November, 2011.

b) Quotation Marks (“ “)

Quotation can be a powerful tool. By using quotations, you can document exactly what was said actual time, portray people speaking to each other, clarify an idea you are analyzing an expert’s support for an argument you are making.

Quotation marks used for brief direct quotations, for dialogue and for certain titles.¹⁷ Use quotation marks to enclose brief quotations, those from one word up to four typed lines of prose or lines of poetry.

Ex: Zulkipli calls this relationship “togetherness”.

Quotation marks use when reproducing dialogue, whether real or fictional. Start a new paragraph to show every change of speaker. Once the pattern is established, readers can tell who is speaking even if not every quotes has attributory words.

Ex: The chairman of the country commission asked, “ How do you propose we should pay for it?”

2. Descriptive Paragraph

a. Definition of Paragraph

¹⁷Refnaldy, *et. al. Op. Cit*, p. 442.

Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.¹⁸ Wren and Martin stated in their book that “Paragraph is a number of sentences grouped together and relating to on topic or a group of related sentences that develop a single point”.¹⁹

Paragraph is usually a series of sentences that develop one topic.²⁰ Minto Rahayu stated in her book that “Paragraph ialah unit keterampilan berbahasa tarap komposisi yaitu kumpulan beberapa kalimat yang secara bersama-sama mendukung satu kesatuan pikiran”.²¹ In other word, Paragraph is unit language skill in level composition that is group of sentences to support one main idea.

According to Alek A and Achmad “Paragraph adalah satu bahasa tulis yang terdiri dari beberapa kalimat yang tersusun secara runtun, logis dalam satu ide yang utuh dan padu”.²² In other word, Paragraph is a written language consists of sentences arranged in a row, logical in one main idea is solid.

¹⁸Alice Oshima and Ann Hogue. *Writing Academic English: A Writing and Sentence Structure Workbook for International Students*, (America: Addison - Wesley Publishing Company, 1983), p. 3.

¹⁹Wren and Martin. *Op. Cit*, p. 387.

²⁰George E. Wishon and Julia M. Burks. *Let's Write English*, (New York: American Book Company, 1980), p. 369.

²¹Minto Rahayu. *Bahasa Indonesia di Perguruan Tinggi*, (Jakarta: Grasindo, 2007), p. 97.

²² Alek A. and Achmad H. P. *Bahasa Indonesia untuk Perguruan Tinggi*, (Jakarta: Kencana, 2010), p. 208.

A paragraph can be short or long, depending upon the idea in develop but it must make a single point that the reader can grasp. It must to stick to that point. It means that a paragraph must have related.

Based on the statement above, the researcher can conclude that a paragraph is a unit of organization in writing that is a group of sentences develops one main idea and have a related each other.

b. The Parts of Paragraph

Paragraph is a piece of written text. It contains several sentences. It can be classified into three parts, they are: the beginning, the body, and the ending.²³ The beginning is the first part. It only has one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence.

The second part is called the body. It contains several supporting sentences. Each of these sentences elaborates the topic sentence. Writers usually classify them into some types according to their function. The first type is called the major supporting sentences. They are directly related to the topic sentence. The second type is the called the minor supporting sentences. They directly related to the major supporting sentence.

The third part is called the ending. It is a complete sentence it concludes the development of the paragraph. It closes the paragraph. It is also called the concluding sentence.

²³Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 5-6.

1) The Topic Sentence

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. A topic sentence usually comes at the beginning of a paragraph. It is usually but not always the first sentence in a paragraph.

Topic sentence have function to identifying the very important sentence in a paragraph.²⁴ It is the more general sentence in paragraph. It means that there are not many details in the sentence, but that the sentence introduces an overall idea that a writer wants to discuss later in paragraph.

For example, the researcher writes a paragraph about the natural of a hometown, the first part of the paragraph look like this:

My hometown Kerinci is famous for several amazing natural features. First it is noted for the Kerinci lake, which is very wide and beautiful. Also, on the other side of the hometown is a rounded by Hills, which is unusual because it is very steep and so beautiful view.

My hometown Kerinci is famous for several amazing natural features is the most general statement. This sentence is different from the two sentences that follow it, since the second and third sentences

²⁴Zainil. *Actional Functional Model, (AFM)*, (Padang: Universitas Negeri Padang Press, 2006), p. 45.

mention specific details about the Kerinci's geography, and are not general statements, so not as topic sentence.

2) Supporting Sentence

The supporting sentences of a paragraph develop its topic sentence. Supporting sentence can be stated as supporting details or supporting information. The detail information can be concrete support and explanation of the topic sentence.

The supporting sentences are the sentences that support the main ideas or the topic of the paragraph.²⁵ They explain or support about topic sentence by giving reasons, examples, fact, statistics or quotations.

When read a topic sentence, such as my hometown Kerinci is famous for several amazing natural features, a question usually appear in the reader's mid. In this case, the question should be like, what are the natural features that make Kerinci famous? The reader should then expect that the rest of the paragraph will give an answer to this question.

The sentences which explain or support the topic sentence are called supporting sentences. They are called supporting because they support or explain the idea expressed in the topic sentence.

3) The Concluding Sentence

²⁵Sanggam Siahaan. *Op. Cit*, p. 33.

Concluding sentence is the last part of a paragraph. It is a single sentence and as important as the topic sentence is. So the concluding sentence is a single sentence which closes the development of a paragraph.²⁶

The concluding sentence restates the idea of the topic sentence, summarize details in the paragraph or both. It is helpful at the end of a long paragraph. If the paragraph is very short do not use the concluding sentence.

A concluding sentence serve three purposes, they are:

- a) it signals the end of the paragraph use signal such as: finally, in conclusion, in summery, etc.
- b) it summarizes the main points of the paragraph.
- c) It gives a final comment on the topic and the most important ideas to think about.

c. The Elements of Paragraph

1) Coherence

Co is a Latin prefix that means “together” or “with”.²⁷ Coherence means that the paragraph is easy to read and to understand. In order to have coherence in writing paragraph, the movement from one sentence to the next must be logical and smooth.

²⁶*Ibid*, p. 85.

²⁷Alice Oshima and Ann Hogue. *Op. Cit*, p. 27.

A paragraph is coherence when the sentences are woven together in such a way that the reader can move easily from one sentence to the next and read the paragraph as an integrated whole rather than as a series of separate sentences.

Coherence pertains to relevance and ideas in paragraph flow together to make a clear and logical point about the topic.

There are four ways to achieve coherence:

- a) Repetition of key words
- b) Consistency in point of view
- c) Use of transitional signal
- d) Use of logical order.²⁸

One of the ways to achieve coherence is to repeat key word.

Let's see the example below:

Gold, a precious metal is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion therefore, it is suitable for jewelry, coins and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In

²⁸Dody Rusmono. *Bahasa Inggris*, (Jakarta: Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2009), p. 85.

conclusion, gold is treasured not only for its beauty, but also for its utility.²⁹

From example above, there are seven times repeat of “gold”, substitute pronoun such as “it” twice and “its” three times. Based on the example above, even though there is no rule about how often use repetition of key word but at least in a paragraph need to repeat a key word to make the meaning more clear.

Another ways to achieve of coherence is the consistency in point of view or the use of reference word. In example before, the use of word “gold” is as the key, so, if in this example want to instead of the key word, it can use reference word with another pronoun. Because the key word is “gold”, so the pronoun use is “it” or “its”. The most important thing is do not change the subject with not suitable pronoun such as “ gold “to” she / she.

The use of transition signal can help to make a paragraph coherence. Transition are linking words or phrases that a writer uses to lead the reader from one idea to another.³⁰

The words or phrases that can be used as transitional signals can be look at below:

²⁹Alice Oshima and Ann Hogue. *Loc. Cit.*

³⁰*Ibid*, p. 28.

Type of Transition	Example	What the Writers Tell to the Reader
Time sequence	First, second, later, next, finally.	The author is arranging ideas in the order in which they happened
Example	For example, for instance, such as.	And example will follow
Enumeration	First, second, third, last, next.	The author is making or identifying each major point
Continuation	Also, and, futher, in addition, another.	The author is continuing the same idea and is going to provide additional information
Contrasts	On the other hand, in contras	The author is switching to a different or contrasting idea
Comparison	Like, similiary	The writer will show the previous idea is to what
Cause –effect	Because, thus, therefore,	follows The writer will show a

	consequently	connection between two or more things
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The fourth ways to achieve coherence is arrange the sentence in some kind of logical order such as: chronological order. The important point is to arrange the ideas in some kind of order. That is logical to a reader accustomed to the English way of writing.

2) Unity

Uni- is a Latin prefix meaning “one”.³¹ We talk about paragraph unity, we mean that should discuss only one main idea in each paragraph.

Unity is one of the logical aspect of good paragraph. It refers to the type of the supporting sentence used in the paragraph. This aspect can be improved before, while. And after writing the draft of the paragraph.

The paragraph unity is the use of the relevant supporting sentences to elaborate the topic sentence in a paragraph. A supporting sentence must be related to the main topic written in the topic sentence.

The unity of the paragraph is easily checked from the relation between the main topic and all the supporting sentences. If only

³¹*Ibid*, p. 17.

develops the controlling idea, then the unity is checked from the relation between the controlling idea and all the supporting sentences.

d. Descriptive Paragraph

Description reproduces the way things look, smell, taste, feel or sound. Description used to create a visual image of people, places, even of units of time, times of day or seasons.³² It may be used also to describe more than the outward appearance of people. It may tell about their traits of characteristic or personality.

Description is a written English text in which the written describes an object that can be a concrete or abstract object. It can be a person, an animal, a tree and a house.³³

A descriptive paragraph requires not only accurate detail but also clear organization, especially when object of description is a particular place or person. The best organization for description is spatial arrangement because it is clearest for the reader.

Good descriptive paragraph usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable mood and logical development.³⁴

³²George E. Wishon and Julia M. Burks. *Op. Cit*, p. 379.

³³Sanggam Siahaan dan Kisno Shinoda. *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89.

³⁴George E. Wishon and Julia M. Burks. *Op. Cit*, p. 128.

a. Dominant Impression

The first sentence or even the first word of description may establish the dominant impression. Then reinforce and expand it by supplying further and filling in details. In other words, the sentences which establishes the dominant impression usually serves as the topic sentence of the paragraph.

b. Mood

A mood is feeling that goes beyond measurable physical appearances.³⁵ Feelings and emotions such as joy, happiness, fear or create moods. Mention of good or bad qualities may contribute to establishing general mood.

c. Logical Development

A good piece of description has some logical plan of development. The writer tries to give a picture or impression of a person, place or thing but unlike the photographer or the painter who has chemicals or pigments to work with, the writer has only words to use. Therefore, to be effective written description should have an efficient, sensible, carefully and logical plan. The writer must have a vantage point from which he / she views what is being described. The writer proceeds from that vantage point by step. The writer may start with the specific details and conclude with a dominant impression.

³⁵*Ibid*, p. 129.

Otong Setiawan Djuharie stated in his book, there are two structure of description:

- 1) Identifikasi, pengenalan subject atau hal yang akan dideskripsikan
- 2) Deskriptif, penginformasian cirri-ciri subject, misalnya sifat-sifat psikologis, perilaku, tampilan fisik, fitur-fitur has, kualitas dan sejenisnya.³⁶

In other word, there are two structure of description:

- 1) Identification, identifies subject or phenomenon to be described.
- 2) Description, inform about characteristics subject, example: special characteristic, qualities and type.

In describing a person, it could describe the physical appearance, the behavior or both. At this point, the discussion is restricted to physical appearance, since for the most part the principle of organization is spatial. A writer can describe a person's appearance in many ways. A writer can describe the person's clothes, manner of walking, color and style of hair facial appearance, body shape, and expression.

When describing a person, a writer is not obliged to describe every single detail about the person's appearance. Sometimes it is better to focus on one or two outstanding feature that convey something about the person's character. Such a description gives the reader the general impression about the person.

³⁶Otong setiawan Djuharie. *Genre*, (Bandung: Yrama Widya, 2007), p. 24.

For example, the researcher write a descriptive paragraph by using punctuation. Let's see the example below:

I have a lot of friends, but my closest friend is Ali Imran. Ali 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. Ali's face makes him more impressive. Although, Ali 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 Ali: "you are so handsome, are you Javanese?" Ali smile and saying: "thank you, I am Batak Angkolanese". He looks more handsome when he is smiling.

From example above, there are many punctuations used in paragraph, they are: ful stop used in the end of sentence, comma used between two main clauses doined by and or but, calon used a list of quotation, dash used in a stronger separation, question mark used in direct question, apastrophe used in possessive pronoun, quotation mark used in direct quotation. The using punctuations in paragraph above make meaning clear so, the readers understand of information has written.

When talking about place, there are many ways to judge descriptions of places: are impressions there than sigh included? Is the

picture caught at a single moment in time? Are the details arranged in logical order? And are the noun and verbs specific and descriptive?.

Descriptions of units of time are often used to establish mood, literature is full of descriptions of seasons, day, and time of day.

B. Review Related Findings

This part contains the relevance of the studies. The first relevance research is the one conducted by Mulyadi (2008) has done a research about the students errors in using punctuation mark in writing: a case study at the second class students of SMP. In his research, he found that the students had error in using punctuation mark in writing.³⁷

The second relevance research is the research that conducted by Emmi Liza (2005) has done a research about problems faced by English Department students of state university of Padang in writing business letter. She found that most of students have problem in grammar, diction, spelling, and punctuation.³⁸

The last one is research conducted by Sysdiawati (2011) an analysis of the students skill in developing paragraphs at fourth semester on the English Department of STAIN Kerinci. In her research, she analyze the students writing skill and problems in writing a paragraph.³⁹

³⁷Mulyadi. *The Student's Errors in Using Punctuation Mark in Writing*, (Unpublished thesis), (Padang UNP, 2006), p. 34.

³⁸Emmi Liza. *Problems Faced by English Department Students' in Writing a Business Letter*, (Unpublished thesis), (Padang: UNP, 2005), p. 27.

³⁹Sysdiawati. *An Analysis of The Students' Skill in Writing a Paragraphs at fourth Semester of the English Department of STAIN Kerinci*, (Unpublished thesis), (Padang UNP, 2011), p. 42.

Based on the related finding above, the researcher hopes that there is the significances correlation between punctuations mastery towards writing descriptive paragraph. Next, this research is not the imitative from other thesis, but to do a further research about the problems. Finally, the researcher hopes this research is will be usefull.

C. Conceptual Framework

The real implementation of English, especially writing subject in Vocational High School is enable the students to understand how to be good in writing, like writing descriptive paragraph.

To make good in writing descriptive the students should know about punctuations. It was because punctuations are an important used to separate sentences to make their meaning clear, so the readers should understand of information the writer has written.

D. Hypothesis

In quantitative research, hypothesis are predictions the researcher holds about the relationship among variables. Iqbal Hasan stated in his book that “Hipotesis adalah pernyataan atau dugaan yang bersifat sementara terhadap suatu masalah penelitian yang kebenarannya masih lemah sehingga harus diuji secara

empiris”.⁴⁰ In other word, hypothesis are predictions or assumptions for a temporary in a problem that the truth must be tested empirically.

The researcher has the hypothesis of this research that “there is a correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok”.

⁴⁰Iqbal Hasan. *Analisis Data Penelitian dengan Statistik*, (Jakarta: Bumi Aksara, 2008), p. 31.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research used a quantitative research exactly correlational research. In completing the data, the researcher used the field research. In the field research, the researcher conducted the research for the students at the second years of SMK Negeri 1 Sipirok.

Correlation maybe designed either to determine whether and how the X and Y variables are related or to test hypothesis regarding expected relationship.

B. Schedule and Place of the Research

The research was done in SMK Negeri 1 Sipirok on Padang Bujur village, South Tapanuli. The researcher chose this school as the place of the research because the researcher graduated from this school and this title has been researched in this place. The process of this research has done from October 2011 until January 2012.

C. Population and Sample

1. Population

Suharsimi Arikunto said in his book that “Populasi adalah keseluruhan subjek penelitian”.¹ In other word, population is all of the subject element in a study or research. The population of this research was all of the students at the second years of SMK Negeri 1 Sipirok. That consist of seven programs as shown in table below:²

Table 1
The Population of the Research

No	Class	The number of Population
1	XI TIK (Technical Information and Communication) 1	40 Students
2	XI TIK (Technical Information and Communication) 2	39 Students
3	XI AK (Accounting)	33 Students
4	XI TB (Design) 1	40 Students
5	XI TB (Design) 2	34 Students
6	XI SK (Secretary)	39 Students
7	XI MP (Sale Management)	34 Students
8	XI TP (Textile Mill)	38 Students
9	XI PARIWISATA (Tourism)	39 Students
	Total Number	336 Students

¹Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 130.

²Arsip Keadaan Siswa Kelas XI SMK Negeri I Sipirok Tahun 2011 – 2012.

2. Sample

Because of the big population above, the researcher used sample in this research. Exactly, the researcher selects sample from the total population by using random sampling to make it valid and reliable.

Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.³

In this research, the researcher took 25% from the total number of population. The number of the sample of this research can be shown on the following table below :

Table 2
The Number of Sample

No	Class	The number of population	The number of Sample 25% (Rounded)
1	XI TIK (Technical Information and Communication) 1	40 Students	10 Students
2	XI TIK (Technical Information and Communication) 2	39 Students	10 Students
3	XI AK (Accounting)	33 Students	8 Students
4	XI TB (Design) 1	40 Students	10 Students
5	XI TB (Design) 2	34 Students	8 Students
6	XI SK (Secretary)	39 Students	10 Students

³L. R. Gay and Peter Airasian, *Educational Research – Competencies for Analysis and Application*, (New Jersey: Prentice – Hall, 2000), p. 123.

7	XI MP (Sale Management)	34 Students	8 Students
8	XI TP (Textile Mill)	38 Students	10 Students
9	XI PARIWISATA (Tourism)	39 Students	10 Students
	Total	336 Students	84 Students

From population above, the researcher got the sample in this research was 84 students.

D. Instrument of the Research

The instrument of this research was essay test. These test type can be scored objectively and can measure learning out come directly.

In this test there were two parts. Part A, the students complete punctuations in descriptive paragraph. The researcher gave score 100 marks. For full stop score 10 marks, for question mark score 10 marks, for exclamation mark score 10 marks, for comma score 10 marks, for semicolon score 10 marks, for colon score 10 marks, for dash score 10 marks, for apostrophe score 10 marks, for brackets score 10 marks, and for quotation mark score 10 marks.

Part B, the students wrote a descriptive paragraph with the topic class room or favorite teacher in the school. The researcher gave 100 marks. For dominant impression score 33 marks, for mood score 33 marks, and for logical development score 33 marks.

E. Validity of Instrument

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes included in the content universe under consideration. Next, the researcher made test punctuations mastery and writing descriptive paragraph.

This process of analysis has showed the content validity of the test, on other words, the researcher concluded that the punctuations mastery and writing descriptive paragraph test has been valid. So, the instrument used by the researcher was valid.

F. Techniques of Data Collection

To get the data, the researcher uses test method. The test was divided into two parts; part A complete punctuations in descriptive paragraph, part B write a descriptive paragraph.

The researcher enters to the class and gave the test for determinate sampling. Then, gave instructions of test and gave them 45 minutes to do the test. After that, collect the answer sheet. Finally, the researcher corrects them answers sheet. After collecting data, the researcher analyzes the data.

G. Techniques of Data Analysis

To find out the correlation of punctuation mastery towards writing descriptive paragraph, the researcher uses a product moment correlation. The correlation technique is an analysis technique to evaluate hypothesis concerning correlation between two variables that are examined statistically.

In the correlation technique, the variables are compared to know whether the correlation is very significant or chance.

The formula of product moment is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_{xy} = the correlation coefficient

$\sum xy$ = the sum of the multiplication between variable X score and variable Y score

N = the sum of respondent

$\sum x$ = the sum of X variable marks

$\sum y$ = the sum of Y variable marks⁴

After calculating and analyzing the data by formula above, then the result of the calculation reference to stated by Guilford in his book quoted by Amirman Yousda and Zainal Arifin about the categories of correlation coefecients follows;

⁴Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2005), p. 43.

Less than - 0,20	= slight, almost negligible relationship.
0,20 - 0,40	= low correlation, define but small correlation.
0,40 - 0,70	= moderate correlation substantive relationship.
0,70 - 0,90	= high correlation, marked relationship.
0,90 - 1,00	= very high correlation, very dependable relationship. ⁵

⁵Amirman Yousda and Zainal Arifin. *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), p. 284.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Punctuations Mastery

Punctuation mastery is one important thing for the students to improve their writing. Especially in SMK Negeri 1 Sipirok. After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix 3 and 4.

From the data appendix (3 and 4), it had been known that the high score was 80, low score was 20, range was 60, mean score 55.5, median score was 56.94, mode score was 58.02, and standard deviation was 10.98. Total of all score was 4620. After calculating of score percent, the researcher got 55% as the score percent. Based on criteria of passing in English subject at SMK Negeri 1 Sipirok it was categorized into less score. Criteria of passing is 60.¹

Based on the computed of the frequency distribution of the students in punctuations mastery, it had been applied into table frequency distribution follows;

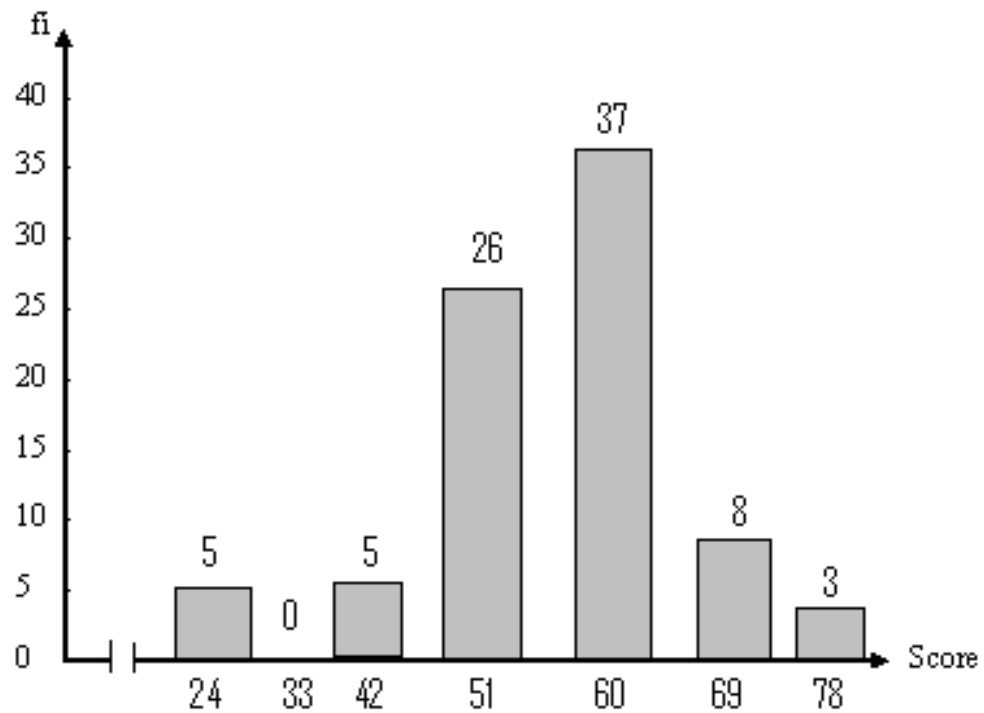
¹ Tim Kurikulum. *Kriteria Kelulusan Mata Pelajaran SMK Negeri 1 Sipirok T.A. 2011-2012.*

Table 3
Frequency Distribution of Punctuations Mastery

No	Interval	Frequency	Percentages
1	20– 28	5	5.95 %
2	29 – 37	0	0 %
3	38 – 46	5	5.95 %
4	47 – 55	26	30.95 %
5	56 – 64	37	44.05 %
6	65 – 73	8	9.52 %
7	74 – 82	3	3.57 %
	$i = 9$	84	100 %

Based on the table above, the students' score in punctuations mastery had been drawn at histogram below ;

Frequency of X Variable



From the table and histogram above, it had been known that the variable revelation of punctuations mastery shown that interval 20 – 28 for 5 students (5.95%), interval 29 – 37 for 0 students (0%), interval 38 – 49 for 5 students (5.95%), interval 47 – 55 for 26 students (30.95%), interval 56 – 64 for 37 students (40.05%), interval 65 – 73 for 8 students (9.55%). Interval 74 – 82 for 3 students (3.57%) So, from interval score, it had been known that the most students' score was 60 for 37 students.

2. Writing Descriptive Paragraph

After applying the instrument of the research, the researcher finds the students' score in variable Y as shown in appendix 5 and 6. From the data appendix (5 and 6), it had been known that the high score was 100, low score was 33, range was 67, mean score was 71.43, median score was 66.63, mode score was 66 and standard deviation was 14.47. Total of all score was 5986. After calculating of score percent, the researcher got 71.26% as the score percent. Based on criteria of passing in English subject at SMK Negeri 1 Sipirok it was categorized into enough score.

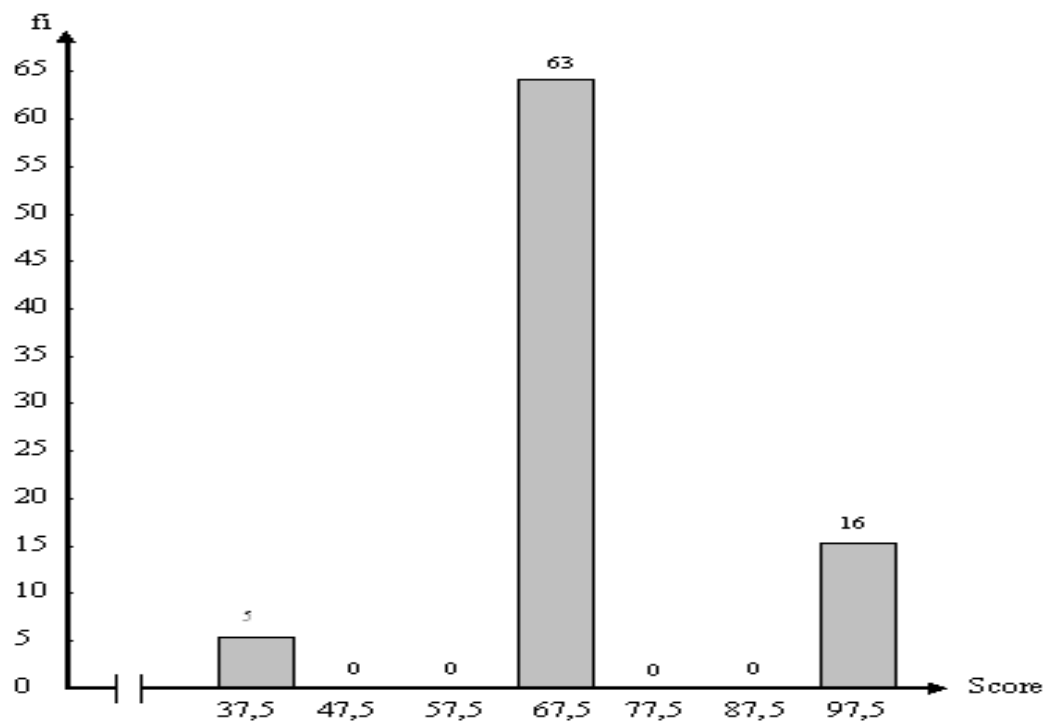
Based on the computed of the frequency distribution of the students in writing descriptive paragraph, it had been applied into table frequency distribution follows;

Table 4
Frequency Distribution of Writing Descriptive Paragraph

No	Interval	Frequency	Percentages
1	33 – 42	5	5.95 %
2	43 – 52	0	0 %
3	53 – 62	0	0 %
4	63 – 72	63	75 %
5	73 – 82	0	0 %
6	83 – 92	0	0 %
7	93 – 102	16	19.05 %
	$i = 7$	84	100 %

Based on the table above, the students' in writing descriptive paragraph had been drawn at histogram below;

Frequency of Y Variable



From the table and histogram above, it had been known that the variable revelation of writing descriptive paragraph shown that interval 33 – 42 for 5 students (5.95%), interval 43 – 52 for 0 students (0%), interval 53 – 62 for 0 students (0%) interval 63 – 72 for 63 students (75%), interval 73 – 82 for 0 students (0%), interval 83 – 92 for 0 students (0%), interval 93 – 102 for 16 students (19.05%). So, from interval score, it had been known that the most students' writing descriptive paragraph score was 67.5 for 63 students.

B. Testing of Hypothesis

In order to know the correlation between punctuations mastery towards writing descriptive paragraph, the researcher analyzed the data by using product moment correlation. The researcher distributed the students' score of punctuations mastery and writing descriptive paragraph, as drawn;

Table 5
The Analysis of Both Variables

No.	Initial of Students	X	Y	X ²	Y ²	X.Y
1	AH	60	67	3600	4489	4020
2	GS	60	67	3600	4489	4020
3	RL	60	67	3600	4489	4020
4	FS	50	67	2500	4489	3350
5	PL	70	100	4900	10000	7000
6	ZA	20	33	400	2310	660
7	NS	60	67	3600	4489	4020
8	MT	50	67	2500	4489	3350
9	AZ	50	67	2500	4489	3350
10	PR	50	67	2500	4489	3350
11	RH	60	67	3600	4489	4020

12	RM	70	100	4900	10000	7000
13	HT	60	67	3600	4489	4020
14	PS	50	67	2500	4489	3350
15	UB	80	100	6400	10000	8000
16	KT	50	67	2500	4489	3350
17	WS	60	67	3600	4489	4020
18	IK	50	67	2500	4489	3350
19	TS	70	100	4900	10000	7000
20	MR	20	33	400	1089	660
21	AB	50	67	2500	4489	3350
22	MA	60	67	3600	4489	4020
23	AQ	60	67	3600	4489	4020
24	MM	50	67	2500	4489	3350
25	RG	50	67	2500	4489	3350
26	FH	60	67	3600	4489	4020
27	KS	40	67	1600	4489	2680
28	IH	60	67	3600	4489	4020
29	SS	70	100	4900	10000	7000
30	RE	50	67	2500	4489	3350
31	IL	60	67	3600	4489	4020
32	KP	50	67	2500	4489	3350
33	EL	50	67	2500	4489	3350
34	US	60	67	3600	4489	4020
35	KA	60	67	3600	4489	4020
36	MI	50	67	2500	4489	3350
37	PV	70	100	4900	10000	7000
38	HA	60	67	3600	4489	4020
39	IP	60	67	3600	4489	4020
40	TH	70	100	4900	10000	7000
41	JB	20	33	400	1089	660
42	YS	60	67	3600	4489	4020
43	AL	50	67	2500	4489	3350
44	LN	50	67	2500	4489	3350
45	RY	60	67	3600	4489	4020
46	DS	60	67	3600	4489	4020
47	NT	40	67	1600	4489	2680
48	LF	50	67	2500	4489	3350

49	SR	40	100	1600	10000	4000
50	NH	60	67	3600	4489	4020
51	FD	60	67	3600	4489	4020
52	MS	50	67	2500	4489	3350
53	NB	50	67	2500	4489	3350
54	AS	50	100	2500	10000	5000
55	SN	60	67	3600	4489	4020
56	AA	60	67	3600	4489	4020
57	RT	60	67	3600	4489	4020
58	GN	60	100	3600	10000	6000
59	EA	60	100	3600	10000	6000
60	SY	50	67	2500	4489	3350
61	FR	40	67	1600	4489	2680
62	TA	60	67	3600	4489	4020
63	HM	20	33	400	1089	660
64	HR	50	67	2500	4489	3350
65	MD	60	67	3600	4489	4020
66	SP	60	67	3600	4489	4020
67	HS	50	67	2500	4489	3350
68	AT	60	100	3600	10000	6000
69	HP	60	67	3600	4489	4020
70	AF	80	100	6400	10000	8000
71	GP	20	33	400	2310	660
72	PT	40	67	1600	4489	2680
73	RS	60	67	3600	4489	4020
74	TJ	50	67	2500	4489	3350
75	WP	50	67	2500	4489	3350
76	DY	60	67	3600	4489	4020
77	ME	70	100	4900	10000	7000
78	RP	60	67	3600	4489	4020
79	YL	60	67	3600	4489	4020
80	SB	70	100	4900	10000	7000
81	FY	60	67	3600	4489	4020
82	ND	50	67	2500	4489	3350
83	DB	80	100	6400	10000	8000
84	SM	60	67	3600	4489	4020
	Total	4620	5986	2666000	448252	341450

Based on the table above, it can be known that :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

It means that :

$$\begin{aligned} N &= 84 \\ \sum x &= 4620 \\ \sum y &= 5986 \\ \sum x^2 &= 2666000 \\ \sum y^2 &= 448252 \\ \sum xy &= 341450 \end{aligned}$$

After knowing the value as stated above, so the value calculated follows :

$$\begin{aligned} r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}} \\ &= \frac{84.341450 - (4620)(5986)}{\sqrt{\{84.2666000 - (4620)^2\}\{84.448252 - (5986)^2\}}} \\ &= \frac{28681800 - 27655320}{\sqrt{\{223944000 - 2134400\}\{37653168 - 35832196\}}} \\ &= \frac{1026480}{\sqrt{(202599600)(1820972)}} \\ &= \frac{1026480}{1381750.37} \\ r_{xy} &= 0.742 \end{aligned}$$

Based on the calculation of product moment formula, it had been known that the value of r_{xy} was 0.742. then, the researcher has to test the hypothesis “there is a correlation between punctuations mastery towards writing descriptive paragraph at SMK Negeri 1 Sipirok”. After that the researcher known that the correlation between punctuations mastery towards writing descriptive paragraph is categorized into high correlation based on reference to stated by Guilford quoted by Amirman Yousda and Zainal Arifin is in interval 0.70 – 0.90 = high correlation, marked relationship (as stated in page 37).

The researcher consulted the score of r_{xy} into r_{tabel} . The researcher used the significant in 1% and 5% level with 84 samples. In $df = 84 - 2 = 82$. The researcher found that the score of 1 % significant level is 0.286 and in 5% significant level is 0.220 (in appendix 8). So, the score of r_{xy} is higher than r_{tabel} ($r_{xy} > r_{tabel}$), the hypothesis is accepted. It means that there is correlation between punctuations mastery towards writing descriptive paragraph at SMK Negeri 1 Sipirok.

There the contribution of variable X to variable Y as drawn bellow:

KP = The score of determine coefficient

r = The score of the coefficients correlation

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= 0.742^2 \times 100\% \\
 &= 0.550564 \times 100\% \\
 &= 55.06\%
 \end{aligned}$$

Testing the significant, use the formulate t_{count}

$$\begin{aligned}
 T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.742\sqrt{84-2}}{\sqrt{1-0.742^2}} \\
 &= \frac{0.742\sqrt{82}}{\sqrt{1-0.550564}} \\
 &= \frac{0.742(9.06)}{\sqrt{0.449436}} \\
 &= \frac{6.72252}{0.67039} \\
 &= 10.03
 \end{aligned}$$

Based on the calculation above, $t_{\text{count}} > r_{\text{table}}$, namely t_{count} is 10.03 and r_{table} is 1.99 in 5% significant and 2.64 in 1% significant (in appendix 7). It means there were the significant correlation between two variables and it was categorized in to “valid”.

C. Discussion

Punctuation is one of important thing in order to make a meaningful writing. According to Entin Sutinah et. al. punctuation is the symbols that can be

use to separate sentences and parts of sentences.² It is supported by Wren and Martin that punctuation is a point means the right use of putting in points or stops in writing.³ Especially in writing descriptive paragraph need a system that a writer uses to separate sentences and to make meaning clear.

Based on the testing hypothesis that punctuations mastery correlated towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok. So, the researcher wanted to found how the correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok.

Based on the result of the research and theoretical descriptive that there is high correlation between punctuations mastery towards writing descriptive paragraph.

D. The Threats of The Research

In applying the research, the researcher has many threats. The steps of the research wer done to get the result of the research objectively and systematically, but to get the excellence result from this research were more difficult because the were the weakness of this research.

In doing the tests some students did not serious because it was not important for them. So, some students asked the answer to their friend or only guest the answer.

²Entin Sutinah. at. *al. Get Along With English*, (Bandung: Erlangga, 2010), p. 117.

³Wren and Martin. *High School English Grammar & Compotion*, (NP: Prasada Rao, 1990), p. 336.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After doing the research and analyzing the data, the researcher concluded that “there is significant correlation between punctuations mastery towards writing descriptive paragraph at grade XI SMK Negeri 1 Sipirok”. It is proved of the correlation product moment is 0.742. Next, the significant correlation level in taraf significant 5% is 0.220 and in taraf significant 1% is 0.286. The hypothesis in this research was received, namely $r_{xy} > r_{table}$. It means that there is significant correlation between punctuations towards writing descriptive paragraph.

B. Suggestions

Based on the result of research and conclusion above, the researcher wants to give some suggestions follows :

1. For the students, the researcher suggest to improve their ability in grammar, especially in using right punctuations.
2. For teachers, the researcher suggest to give more motivation to their students in studying, especially for English teacher because English is an international language.
3. For the headmaster of SMK Negeri 1 Sipirok, the researcher suggest to prepare the good teaching, especially for English subject.

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Arsip Keadaan Siswa Kelas XI SMK Negeri I Sipirok Tahun 2011 – 2012.

CURRICULUM VITAE

1. Name : Sopiah Siregar
Reg. No : 07.340 0029
Place/Date of Birth : Biru, 27 March 1988
Address : Sihitang
2. Name of Parent.
Father : Rongga Siregar
Job : Farmer
Mother : Sarina Ritonga (Aim.)
Address : Biru Kec. Aek Bilah
Kab. Tapanuli Selatan
3. Education
Graduated MIN Biru 2001
Graduated SLTP Negeri 1 Sipirok 2004
Graduated SMK Negeri 1 Sipirok 2007
STAIN Padangsidempuan Program Tadris Bahasa Inggris 2007

Appendix 1

INSTRUMENTATIONS OF RESEARCH

Name :
Class :

A. Complete the right punctuations in the descriptive paragraph below:

MY BROTHER ABDULLAH

My brother nine years old Abdullah stands out with his distinctive appearance The first thing I notice when I look at him is his size He stands at shoulder height and his body taller than other children his age His weigh is 30 kg his tall is 150cm more than other children in his grade level Recently my uncle trains him play foot ball where he was told it is a good for him because it is can be make healthy Also remarkable is his red hair it is coarse to touch and styled in an old fashion boy cut My family in other town hardly belief with his hair and saying where you get that hair Abdullahs face is chubby and his eyebrows black contrast with is red hair His lips are full and feminine He have permanent teeth which appear clean and flash His shoulders are broad his chest just out and his belly is plump His forearms are bulky and will be powerful His wrists retain same he has had since he was new born When we hold his hand feel nearly as large and soft His legs are sturdy and strong and his knees are covered scrapes and purple bruises His ankles are solid consequently he cant wear boots His feet are size 7 and wide therefore too wide for slip on shoes Despite his appearance like that he Abdullah is sensitive and care he still likes to sit on my lap He likes to open door for me tend his little brother and help me cook in the kitchen One day he order to his litle brother to open the door for his mother and saying open the door please From head to toe he is adult although he is only nine

years old he is strong He stands out from other children therefore we are love him and always gives better for him

B. Write a descriptive paragraph by using right punctuation.

1. Describe your class room.
2. Describe your favorite teacher in your school.

Appendix 2

KEY ANSWER

1. A. Complete the right punctuations in the descriptive paragraph below

MY BROTHER ABDULLAH

My brother nine years old, Abdullah, stands out with his distinctive appearance. The first thing I notice when I look at him is his size. He stands at shoulder height, and his body taller than other children his age. His weigh is 30 Kg, his talk is 150 cm, more than other children in his grade level. Recently, my uncle trains him play foot ball, where he was told: “it is a good for him because it is can be make healthy”. Also remarkable is his red hair, it is coarse to touch, and styled in an old-fashion boy cut. My family in other town hardly belief with his hair and saying: “where you get that hair?” Abdullahs’ face is chubby, and his eye brows black contrast with his red hair. His lips are full and feminine. He have permanent teeth, which appear clean and flash. His shoulders are broad, his chest just out, and his belly is plump. His forearms are balky and will be powerful. His wrist retain same he has had since he was new born. When we hold his hand feel nearly as large and soft. He legs are sturdy, strong, and his knees are covered scrapes, and purple bruises. His ankles are solid, consequently, he can’t wear boots. His feet are size 7 and wide, therefore, too wide; for slip-on shoes. Despite his appereance like that, he [Abdullah] is sensitive and care he still likes to sit on my lap. He likes to open door for me, tend his little brother and help me cook in

the kitchen. One day he order to his litle brother to open the door for his mother and saying: “open the door please!”. From head to toe he is adult; although, he is only nine years old, he is strong. He stands out from other children, therefore, we are love him, and always gives better for him.

Appendix 3

No.	Initial of Students	X	Y	X ²	Y ²	XY
1	AH	71	77	5041	5929	5467
2	GS	65	68	4225	4624	4420
3	RL	65	70	4225	4900	4550
4	FS	70	82	4900	6724	5740
5	PL	70	80	4900	6400	5600
6	ZA	35	50	1225	2500	1750
7	NS	68	81	4624	6561	5508
8	MT	66	80	4356	6400	5280
9	AZ	70	75	4900	5625	5250
10	PR	75	86	5625	7396	6450
11	RH	68	79	4624	6241	5372
12	RM	65	68	4225	4624	4420
13	HT	69	75	4761	5625	5175
14	PS	73	88	5329	7744	6424
15	UB	70	80	4900	6400	5600
16	KT	65	72	4225	5184	4680
17	WS	60	68	3600	4624	4080
18	IK	50	64	2500	4096	3200
19	TS	36	40	1296	1600	1440
20	MR	70	80	4900	6400	5600
21	AB	72	85	5184	7225	6120
22	MA	68	68	4624	4624	4624
23	AQ	65	72	4225	5184	4680
24	MM	70	81	4900	6561	5670
25	RG	35	40	1225	1600	1400
26	FH	64	70	4096	4900	4480
27	KS	69	85	4761	7225	5865
28	IH	76	84	5776	7056	6384
29	SS	71	78	5041	6084	5538
30	RE	68	75	4624	5625	5100
31	IL	74	65	5476	4225	4810
32	KP	67	70	4489	4900	4690

33	EL	75	88	5625	7744	6600
34	US	76	77	5776	5929	5852
35	KA	69	74	4761	5476	5106
36	MI	64	70	4096	4900	4480
37	PV	56	65	3136	4225	3640
38	HA	50	55	2500	3025	2750
39	IP	45	58	2025	3364	2610
40	TH	70	79	4900	6241	5530
41	JB	66	80	4356	6400	5280
42	YS	75	85	5625	7225	6375
43	AL	64	67	4096	4489	4288
44	LN	66	70	4356	4900	4620
45	RY	70	75	4900	5625	5250
46	DS	60	72	3600	5184	4320
47	NT	65	65	4225	4225	4225
48	LF	65	70	4225	4900	4550
49	SR	66	75	4356	5625	4950
50	NH	75	80	5625	6400	6000
51	FD	73	82	5329	6724	5986
52	MS	69	75	4761	5625	5175
53	NB	65	70	4225	4900	4550
54	AS	70	70	4900	4900	4900
55	SN	60	70	3600	4900	4200
56	AA	66	70	4356	4900	4620
57	RT	65	74	4225	5476	4810
58	GN	69	72	4761	5184	4968
59	EA	71	77	5041	5929	5467
60	SY	46	53	2116	2809	2438
61	FR	50	48	2500	2304	2400
62	TA	67	70	4489	4900	4690
63	HM	65	75	4225	5625	4875
64	HR	65	65	4225	4225	4225
65	MD	69	70	4761	4900	4830
66	SP	70	75	4900	5625	5250
67	HS	67	70	4489	4900	4690
68	AT	66	68	4356	4624	4488
69	HP	73	82	5329	6724	5986

70	AF	64	78	4096	6084	4992
71	GP	49	55	2401	3025	2695
72	PT	56	56	3136	3136	3136
73	RS	68	74	4624	5476	5032
74	TJ	68	60	4624	3600	4080
75	WP	60	60	3600	3600	3600
76	DY	68	74	4624	5476	5032
77	ME	64	70	4096	4900	4480
78	RP	69	65	4761	4225	4485
79	YL	72	75	5184	5625	5400
80	SB	62	66	3844	4356	4092
81	FY	58	65	3364	4225	3770
82	ND	70	75	4900	5625	5250
83	DB	60	65	3600	4225	3900
84	SM	56	60	3136	3600	3360
	Total	5447	5975	359563	433035	393645

360163

600

Appendix 4

**The Calculation of Statistics Descriptive of X Variable
Punctuations Mastery**

1. High score = 80

2. Low score = 20

3. Range

$$\begin{aligned} R &= \text{High score} - \text{low score} \\ &= 80 - 20 \\ &= 60 \end{aligned}$$

4. The total of classes

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 84 \\ &= 1 + 3.3 (1.92) \\ &= 1 + 6.336 \\ &= 7 \end{aligned}$$

5. Interval

$$\begin{aligned} I &= \frac{R}{K} \\ &= \frac{60}{7} \\ &= 8.57 \\ &= 9 \end{aligned}$$

6. Mean score

Before the researcher calculates the mean score, the researcher prepares the table below :

No.	Interval	f_i	x_i	fix_i
1	20–28	5	24	120
2	29–37	0	33	0
3	38–46	5	42	210
4	47–55	26	51	1326
5	56–64	37	60	2220
6	65–73	8	69	552
	74–82	3	78	234
	$i = 9$	84		4662

$$\begin{aligned}M \bar{x} &= \frac{\sum fix_i}{f_i} \\ &= \frac{4662}{84} \\ &= 55.5\end{aligned}$$

7. Median score

The researcher calculated by using the formula below :

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$b = \frac{56 + 55}{2} = 55.5$$

$$P = 9$$

$$F = 5 + 5 + 26 = 36$$

$$f = 37$$

$$\begin{aligned}
\text{So, Me} &= 55.5 + 9 \left(\frac{\frac{1}{2}84 - 66}{37} \right) \\
&= 55.5 + 9 \left(\frac{6}{37} \right) \\
&= 55.5 + 9(0.16) \\
&= 55.5 + 1.44 \\
\text{Me} &= 56.94
\end{aligned}$$

8. Modus

$$\begin{aligned}
\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
b &= \frac{56 + 55}{2} = 55.5 \\
p &= 9 \\
b_1 &= 37 - 26 = 11 \\
b_2 &= 37 - 8 = 29
\end{aligned}$$

$$\begin{aligned}
\text{So, Mo} &= 55.5 + 9 \left(\frac{11}{11 + 29} \right) \\
&= 55.5 + 9 \left(\frac{11}{40} \right) \\
&= 55.5 + 9(0.28) \\
&= 55.5 + 2.52 \\
\text{Mo} &= 58.02
\end{aligned}$$

9. Standard deviation

Before the researcher calculates the standard deviation, the researcher prepares the table to help in using the formula below :

No.	Interval	f_i	x_i	$f_i x_i$	Fx^2
1	20– 28	5	24	120	2880
2	29 – 37	0	33	0	0
3	38 – 46	5	42	210	8820
4	47 – 55	26	51	1326	67626
5	56 – 64	37	60	2220	133200
6	65 – 73	8	69	552	38088
7	74 – 82	3	78	234	18252
	$i = 9$	84		4662	268866

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

$$SD = \sqrt{\frac{268866}{84} - \left(\frac{4662}{84}\right)^2}$$

$$SD = \sqrt{\frac{268866}{84} - (55.5)^2}$$

$$SD = \sqrt{3200.78 - 3080.25}$$

$$SD = \sqrt{120.54}$$

$$SD = 10.98$$

10. Trend Quality score of X variable

$$\text{Trend score} = \frac{\text{Total score}}{\text{Samples} \times 100} \times 100\%$$

$$\text{Trend score} = \frac{4620}{8400} \times 100\%$$

$$\text{Trend score} = 55 \%$$

Appendix 5

THE STUDENTS' SCORE IN WRITING DESCRIPTIVE PARAGRAPH

No.	Initial	Dominan Impression	Mood	Logical Developmen	Score of Y Variable
1	AH	33	0	33	67
2	GS	33	0	33	67
3	RL	33	0	33	67
4	FS	33	0	33	67
5	PL	33	33	33	100
6	ZA	33	33	0	33
7	NS	33	0	33	67
8	MT	33	0	33	67
9	AZ	33	0	33	67
10	PR	33	33	0	67
11	RH	33	0	33	67
12	RM	33	33	33	100
13	HT	33	0	33	67
14	PS	33	0	33	67
15	UB	33	0	33	100
16	KT	33	33	0	67
17	WS	33	33	0	67
18	IK	33	0	33	67
19	TS	33	33	33	100
20	MR	33	0	0	33
21	AB	33	0	33	67
22	MA	33	33	0	67
23	AQ	33	33	0	67
24	MM	33	0	33	67
25	RG	33	0	33	67
26	FH	33	33	0	67
27	KS	33	0	33	67
28	IH	33	33	0	67
29	SS	33	33	33	100
30	RE	33	0	33	67
31	IL	33	0	33	67
32	KP	33	33	0	67
33	EL	33	0	33	67
34	US	33	33	0	67
35	KA	33	33	0	67

36	MI	33	33	0	67
37	PV	33	33	33	100
38	HA	33	0	33	67
39	IP	33	0	33	67
40	TH	33	33	33	100
41	JB	33	0	33	33
42	YS	33	0	33	67
43	AL	33	0	33	67
44	LN	33	33	0	67
45	RY	33	0	33	67
46	DS	33	0	33	67
47	NT	33	0	33	67
48	LF	33	0	33	67
49	SR	33	33	33	100
50	NH	33	33	0	67
51	FD	33	0	33	67
52	MS	33	33	0	67
53	NB	33	0	33	67
54	AS	33	33	33	100
55	SN	33	0	33	67
56	AA	33	0	33	67
57	RT	33	0	33	67
58	GN	33	33	33	100
59	EA	33	33	33	100
60	SY	33	33	0	67
61	FR	33	0	33	67
62	TA	33	33	0	67
63	HM	33	0	0	33
64	HR	33	0	33	67
65	MD	33	0	33	67
66	SP	33	33	0	67
67	HS	33	0	33	67
68	AT	33	33	33	100
69	HP	33	0	33	67
70	AF	33	33	33	100
71	GP	33	0	0	33
72	PT	33	0	33	67
73	RS	33	33	0	67
74	TJ	33	33	0	67
75	WP	33	0	33	67
76	DY	33	0	33	67
77	ME	33	33	33	100

78	RP	33	0	33	67
79	YL	33	0	33	67
80	SB	33	33	33	100
81	FY	33	0	33	67
82	ND	33	0	33	67
83	DB	33	33	33	100
84	SM	33	0	33	67

Appendix 6

The Calculation of Statistics Descriptive of Y Variable

Writing Description Paragraph

1. High score = 100

2. Low score = 33

3. Range

$$\begin{aligned} R &= \text{High score} - \text{low score} \\ &= 100 - 33 \\ &= 67 \end{aligned}$$

4. The total of classes

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 84 \\ &= 1 + 3.3 (1.92) \\ &= 1 + 6.336 \\ &= 7 \end{aligned}$$

5. Interval

$$\begin{aligned} I &= \frac{R}{K} \\ &= \frac{67}{7} \\ &= 9.57 \\ &= 6 \end{aligned}$$

6. Mean score

Before the researcher calculates the mean score, the researcher prepares the table below :

No.	Interval	f_i	y_i	$f_i y_i$
1	33 – 42	5	37.5	187.5
2	43 – 52	0	47.5	0
3	53 – 62	0	57.5	0
4	63 – 72	63	67.5	4252.5
5	73 – 82	0	77.5	0
6	83 – 92	0	87.5	0
7	93 – 102	16	97.5	1560
	$i = 7$	84		6000

$$\begin{aligned} M_{\bar{x}} &= \frac{\sum f_i y_i}{f_i} \\ &= \frac{6000}{84} \\ &= 71.43 \end{aligned}$$

7. Median score

The researcher calculated by using the formula below :

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$b = \frac{63 + 62}{2} = 62.5$$

$$P = 7$$

$$F = 5$$

$$f = 63$$

$$\text{So, Me} = 62.5 + 7 \left(\frac{\frac{1}{2}84 - 5}{63} \right)$$

$$= 62.5 + 7 \left(\frac{42 - 5}{63} \right)$$

$$= 62.5 + 7 (0.59)$$

$$= 62.5 + 4.13$$

$$\text{Me} = 66.63$$

8. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$b = \frac{63 + 62}{2} = 62.5$$

$$P = 7$$

$$b_1 = 63 - 0 = 63$$

$$b_2 = 63 - 0 = 63$$

$$\text{So, Mo} = 62.5 + 7 \left(\frac{63}{63 + 63} \right)$$

$$= 62.5 + 7 \left(\frac{63}{126} \right)$$

$$= 62.5 + 7 (0.5)$$

$$= 62.5 + 3.5$$

$$\text{Mo} = 66$$

9. Standard deviation

Before the researcher calculates the standard deviation, the researcher prepares the table to help in using the formula below :

No.	Interval	<i>f</i>	<i>y</i>	<i>fy</i>	<i>Fy</i> ²
1	33 – 42	5	37.5	187.5	7031.25
2	43 – 52	0	47.5	0	0
3	53 – 62	0	57.5	0	0
4	63 – 72	63	67.5	4252.5	287043.75
5	73 – 82	0	77.5	0	0
6	83 – 92	0	87.5	0	0
7	93 – 102	16	97.5	1560	152100
	Total	84		6000	446175

$$SD = \sqrt{\frac{\sum Fy^2}{N} - \left(\frac{\sum Fy}{N}\right)^2}$$

$$SD = \sqrt{\frac{8737849}{84} - \left(\frac{5985}{84}\right)^2}$$

$$SD = \sqrt{\frac{8737849}{84} - (71.25)^2}$$

$$SD = \sqrt{104022.01 - 5076.56}$$

$$SD = \sqrt{98945.45}$$

$$SD = 14.47$$

10. Trend Quality score of Y variable

$$\text{Trend score} = \frac{\text{Total score}}{\text{Samples} \times 100} \times 100\%$$

$$\text{Trend score} = \frac{5975}{8400} \times 100\%$$

$$\text{Trend score} = 71.26 \%$$

Appendix 7

T- Table for Taraf Significant 5% and 1%

df/db	5%	1%	df/db	5%	1%
1.	12.71	63.66	24	2.06	2.80
2.	4.30	9.92	25	2.06	2.79
3.	3.18	5.84	26	2.06	2.78
4.	2.78	4.60	27	2.05	2.77
5.	2.75	4.03	28	2.05	2.76
6.	2.45	3.71	29	2.04	2.76
7.	2.36	3.50	30	2.04	2.75
8.	2.31	3.36	35	2.03	2.72
9.	2.26	3.25	40	2.02	2.72
10.	2.23	3.173	45	2.02	2.69
11.	2.20	3.11	50	2.01	2.68
12.	2.18	3.06	60	2.00	2.65
13.	2.16	3.01	70	2.00	2.65
14.	2.14	2.98	80	1.99	2.64
15.	2.13	2.95	90	1.99	2.63
16.	2.12	2.92	100	1.98	2.63
17.	2.11	2.90	125	1.98	2.62
18.	2.10	2.88	150	1.98	2.61
19.	2.09	2.86	200	1.97	2.50
20.	2.09	2.84	300	1.97	2.59
21.	2.08	2.83	400	1.97	2.59
22.	2.07	282	500	1.96	2.59
23.	2.07	2.81	1000	1.96	2.58

Appendix 8

R-Table of Product Moment

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.226	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.095
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			



PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMK NEGERI 1 SIPIROK



Desa Padang Bujur – Kecamatan Sipirok, Telp/Fax : (0634) 41006. Kode Pos 22742
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Tata Busana, Pariwisata, Administrasi Perkantoran, Keuangan & Tata Niaga*

SURAT KETERANGAN RISET
Nomor : 424 / 354 /SMKN.01 / 2012

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Sipirok Kabupaten Tapanuli Selatan, menerangkan bahwa :

Nama : **SOPIAH SIREGAR**
Nomor Pokok Mahasiswa : 07 340 0029
Jurusan/Prog. Studi : Tarbiyah/TBI-1
Alamat : Sihitang

Adalah benar telah mengadakan Riset pada SMK Negeri 1 Sipirok selama 3 Bulan dengan judul :

“THE CORRELATION BETWEEN PUNCTUATIONS MASTERY TOWARD WRITING PARAGRAPH AT GRADE XI N 1 SIPIROK”.

Demikian Surat Keterangan Riset ini dibuat untuk dapat dipergunakan seperlunya.

Sipirok, 18 Januari 2012
Kepala Sekolah,

BANDAHARA, S.Pd
NIP. 19630605 198703 1 005





KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
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mor :Sti.14/I.B4/PP.00.9/27/2012

mp. : -

l : *Mohon Bantuan Informasi*
Penyelesaian Skripsi.

Padangsidimpuan, 12 Januari 2012

Kepada Yth,
Kepala SMK N 1 Sipirok
di-

Sipirok

Assalamu'alaikum Wr.Wb.

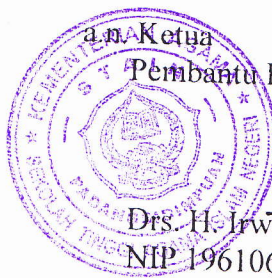
Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Sopiah Siregar
Nomor induk mahasiswa : 07 340 0029
Jurusan/prog.Studi : Tarbiyah/TBI-1
Alamat : Sihitang

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **"The Correlation Between Punctuations Mastery Towards Writing
Paragraph at Grade XI SMK N 1 Sipirok"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



a.n Ketua
Pembantu Ketua I

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NIP. 19610615 199103 1 004