



**STUDENT'S ABILITY IN USING PUNCTUATION IN
DESCRIPTIVE TEXT AT GRADE VIII OF MTsN 4
MANDAILING NATAL**

THESIS

*Submitted to state Institute For Islamic Studies (IAIN)
Padangsidimpuan as a partial Fulfillment of Requirements For the
Graduate Degree Of Education (S.Pd) In English*

Written by:

DESMI AISYAH
Reg. Number: 14 203 00024

ENGLISH EDUCATION DEPARTEMENT

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

2021



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LETTER OF AGREEMENT

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Padangsidempuan, Januari 2021
to: Dean Tarbiyah And Teacher
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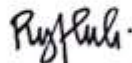
Assalamualaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to DESMI AISYAH, entitled "STUDENTS' ABILITY IN USING PUNCTUATION IN DESCRIPTIVE TEXT AT GRADE VIII OF MTSN 4 MANDAILING NATAL" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English.

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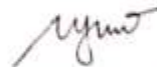
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IN DESCRIPTIVE TEXT AT GRADE VIII OF
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Written By : DESMI AISYAH
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree
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ABSTRACT

This research focused on students' ability in using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal. The researcher formulate the problem on specific question as follow” How is the students ability in using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal”, and then the objective of this research is to “describe students ability in using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal.

The research methodology of this research is quantitative descriptive research. Subject of this research is grade VIII^A of MTsN 4 Mandailing Natal, which consist 30 students as a sample. There was instrument in collecting the data: test. The researcher gave a test, and the test has 20 punctuations and time allocate for the test is 45 minutes. Then, the researcher analyzed the data, use mean score to find out level of students' ability.

From the analysis, the result showed that no students that categorized into low and failed, 3 students or 10% was categorized into fair, 7 students or 23.33% was categorized into good, and 20 students or 66.67% was categorized into very high.

The total average score of students' ability in using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal in academic year of 2020/2021 was 81.03, it concluded that the students' ability was categorized into very high.

Keywords: *Students' Ability, Punctuation, Descriptive Text.*

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ABSTRAK

Penelitian ini difokuskan pada kemampuan siswa dalam menggunakan tanda baca pada teks deskriptif di kelas VIII MTsN 4 Mandailing Natal. Peneliti merumuskan masalah pada pertanyaan khusus sebagai berikut “Bagaimana kemampuan siswa dalam menggunakan tanda baca dalam teks deskriptif di kelas VIII MTsN 4 Mandailing Natal”, kemudian tujuan dalam penelitian ini adalah untuk “mendeskripsikan kemampuan siswa dalam menggunakan tanda baca dalam teks deskriptif pada siswa kelas VIII MTsN 4 Mandailing Natal.

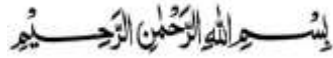
Metodologi penelitian dalam penelitian ini adalah penelitian deskriptif kuantitatif. Subjek penelitian ini adalah siswa kelas VIII-A MTsN 4 Mandailing Natal yang berjumlah 30 siswa sebagai sampel. Instrumen pengumpulan data: tes. Peneliti memberikan tes, tes memiliki 20 pertanyaan dan alokasi waktu untuk tes adalah 45 menit. Kemudian peneliti menganalisis datanya, menggunakan skor rata-rata untuk mengetahui tingkat kemampuan siswa.

Dari hasil analisis diperoleh hasil bahwa tidak ada siswa yang masuk kategori rendah dan gagal, 3 siswa atau 10% masuk kategori sedang, 7 siswa atau 23,33% masuk kategori baik, dan 20 siswa atau 66,67% masuk kategori sangat tinggi.

Total skor rata-rata kemampuan siswa dalam menggunakan tanda baca dalam teks deskriptif di kelas VIII MTsN 4 Mandailing Natal tahun ajaran 2020/2021 adalah 81,03, maka disimpulkan bahwa kemampuan siswa termasuk dalam kategori sangat tinggi.

Kata Kunci: *Kemampuan Siswa, Tanda Baca, Teks Deskriptif.*

ACKNOWLEDGEMENT



Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “The Students Ability in Using Punctuation in writing Descriptive text at Grade VIII of MTsN 4 Mandailing Natal ”. Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. My beloved advisor Mrs. Rayendriani Fahmei Lubis, M.Ag. as my first advisor and Mrs. Yusni Sinaga, S.Pd, M. Hum. as my second advisor who guided me to make a good thesis, who have been the great advisor for me and gave me many ideas and criticisms in writing this thesis.
2. Mr. Dr. H. Ibrahim Siregar, MCL. as the Rector of IAIN Padangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M. Si as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M. Hum., as the Chief of English Education Department who support me and also all of students in finishing the

Thesis and always be patient in facing our problem.

5. Mrs.Sri Rahmadhani Siregar, M.Pd, who always gave me the support in writing this thesis.
6. All lecturers and all the academic cavities of IAIN Padangsidimpuan who has given so much knowledge and helped during I studied in this institute.
7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S.Ag., M.Hum. and staffs), for their cooperative and permission to use their books.
8. Mrs. Umami Salamah, S.Ag, MM. as a Headmaster of MTsN 4 Mandailing Natal, Mega Sari S.Pd. as a English teacher in MTsN 4 Mandailing Natal. Who helped me in doing research at MTsN 4 Mandailing Natal.
9. My beloved parents, sisters and brothers who have taught me how to be patient, praying and survive with my own hand, who never be tired to give me the advice and always support me in any condition.
10. My lovely friends Saroani Nsution, Fauziah Indah Hasibuan, Asiah Hasanah Hasibuan, Indah Mayrani, Akmal Mursalin, Nisa Thoyyibah, Samsuddin Lubis, Nora Yanti, Akmal Mursalin, Daut and all of my friends in TBI who always supported me to finish my thesis at the time and also be my spirit in writing this thesis. Thank you so much for the help and the happiness that you brought to my life.

11. All of my friends in IAIN Padangsidempuan, especially for TBI I, II, III and IV thank you so much for your support and help and also all of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, February, 2021
Researcher

DESMI AISYAH
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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language plays so important role in human life. Language is considered to be a syistem of communicating with other people using sounds, syimbols and words in expressing meaning , ideas or thought. Language use by human as tool of communication since he was born. As I see babies use the language by crying. It characterized by crying when the babies was hungry, sleepy, or over heat. Crying used as a tool to communicate with people around him to convey the desires and his thought. A long with the development and grouth of the child's language will also be devaloped into a well structured language.

Language distinguishes the difference and also celebrates the unique of cultures in a country or in a community. A language shapes the way people perceive the world and it also helps to define culture of any society. Language gift the knowledge of more than one language makes more efficient and skillful in many ways. It's open minds and guides us into a magical world. Language helps us to develop our selves, mind and, personality. There are many languages in the world such as Arabic, English, Spain, French but the first important language is English.

English is one of the subject that is taught in the school in Indonesia. There are many people want to be able to master English well by mastering all the skills. In Indonesia, English is known as foreign language that should

be taught at school. It is important for students in all levels, especially in Junior High School, Senior High School, and University. It might be because that English is a global language. That is used by many people around the world to be able to communicate each other so that Indonesia Government of Education include English as one of compulsory subjects to be taught at schools.

Moreover, there are many universities that provide English as one of study program within in both English department and non-English department. English also needed to transfer knowledge and high technology even culture, because most of books of knowledge of high technology are written in English. Therefore, English as the foreign language needs to be learned by the students.

Study about English there are four skills that should be mastered by students, they are: listening, speaking, reading, and writing. First, listening is the unidirectional receiving of audible symbols or an interactive process as the brain acts on impulses, bringing to bear a number of different cognitive and affective mechanism. Second, speaking is an interactive process of constructing meaning involves and receiving and processing information. Next, reading is receptive skills, it is a transactional between a reader and writer. The last is writing. 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 is activity to transfer ideas through words and sentences the idea will change to scientific.

There are some kinds of writing, writing sentence, paragraph, and text. Writing is one of language skills necessary skill for students to master science of frequently determines their academic success. Writing gives them ability to record their own in descriptive text correctly. They should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals.

Writing is activity for producing and expressing, it's producing words and sentence then it expressing with meaning of ideas, opinion, experience, and information. There are some kinds of writing such as descriptive, narrative, recount, exposition, and argumentation. From all of those kinds of the text above, the researcher will only do research about descriptive text. Descriptive text is a text to tell about a short description of people's characterization, animal, thing and particular places.

Writing text has many rules, one of them is use punctuation. By the process of learning writing have to use punctuation. Punctuation is a symbols use in writing to help indicate something about the structure of sentence, or to assist reader in knowing when to change rhythm or the stress of their speaking.

Study about text, most of students in MTsN 4 Mandailing Natal still have problem and difficulties in understanding about the text. They are confuse to distinguish kinds of the text that they read, confuse to use structure and grammar well and also the students often have problem in using punctuation

well. They did not know when they use Full Stop (.), Capital Letter, Comma(,), Colon (:), Semi Colon (;), Question Mark (?), Exclamation Mark (!), Dash (-), Parentheses (()), Apostrophe ('), Triple Dots (...), and Brackets ([]). If students have mistake to put punctuation in their written it can be make reader misunderstanding about the text.

In writing English especially writing text like descriptive text, punctuation must be correct and clear, punctuation is an integral part of writing. In my research I want to relate it with descriptive writing.

If students make mistake to put punctuation in writing descriptive text, so the reader will be missunderstanding. Punctuation is an important aids to understand sentence. It can be guide, or marker for location of sentence core parts. The Students at MTsN 4 Mandailing Natal have studied about punctuation and descriptive text when they are at seven grade , it can be seen on their syllabus. But, in fact some of students at Eighth Grade of MTsN 4 Mandailing still have problems in writing descriptive text. They did not know how to put punctuation in text well. For example, some of students often make mistake in using coma and full stop. Actually its have different used in text.

After doing interview some of students at Eighth Grade of MTsN 4 Mandailing Natal got difficulties in witing text. They are confuse to identify the kinds of the text. They felt difficult to share their ideas, to use the good sentence in writing and to distinguish when they use Full Stop, Capital Letter, Comma, Colon, Semi Colon, Question Mark, The Exclamation Mark, Dash,

Parentheses, Apostrophe, Triple Dots, and Brackets, that they want to write the punctuation.

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

Based on the explanation above, the researcher interested to carry out the research about **Analysis Students' Ability in Using Punctuation in Descriptive Text at Grade VIII of MTsN 4 Mandailing Natal**

B. Focus of The Problem

There are many punctuation features that often use in junior high school must be mastered on writing descriptive text, they are: full stop, capital letter, comma, colon, semicolon, question mark, dash, apostrophe, parenthesis, quotation mark, and exclamation point. But, in this research, the researcher just focused on capital letter, full-stop, and comma.

C. Definition of Terminology

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

1. Definition of 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 consists of.

2. Defenition of Students Ability

According to Hornby “ the sudents is a person in studying at shcool or college.¹ Students is a person who studies or investigates or person who is enrolled for study at school, college, etc.² It can be conclude that the students is the person that study at school, not only in Elementary School, Junior High School, Senior High School, but also they are that study in Collage.

On the otherhand Syaiful Bahri Djamarah said that “ anak didik adalah setiap orang yang menerima pengaruh dari seseorang atau sekelompok orang yang menjalankan kegiatan pendidikan”.³ It means that, the students is everybody that get influence from someone or group of human that doing education activity. So it can be conclude that the students is everyone that learn at the school or university to get the knowledge from the teacher.

Ability is capacity or power students to perform. Hornby said that, ability is potencial capacity or power to do something physical or mental. It's also define as special nature power to do something well or talent. So ability means quality or capacity of being able to do something well.

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

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

³Syaiful Bahri Djamarah, *Guru dan Anak Didik* (Jakarta : Rineka Cipta, 2000) p.51.

3. Defenition of Punctuation

Punctuation is an important aid to understanding sentence. It can be a guide or a marker for the location of sentence core parts. Punctuation may also separate the core parts of the sentence from other words and phrases in the sentence.⁴ Punctuation is the symbol that can be use to separate sentences and part of sentence.⁵ Punctuation is the practice or system of using certain conventional marks or characters to make clear the meaning of written or printed language.⁶ Punctuation also plays an important role developing writing skill. It is very often proved that punctuation may alter the meaning of a sentence.⁷

In write a text, an article, or even a book, the students must be know about the clues that involved in the sentence or paragraph to make them understanding about the text that they read. Sometimes the students can't understand how to use functuation, so the writer want to discuss about punctuation.

Meanwhile Oxford states that punctuation is the action or system of punctuating.⁸ So base on the description above, the researcher conclude that punctuation is important aid to understanding sentence or to guide and

⁴Zainil, *Reading Theorie* (Padang : Universitas Padang, 2003) p. 92.

⁵Warriner E, Jhon, *Warriner English Grammar and Composition-First Course* (New York: Harcourt brace Jovanivich, 1982) p.30.

⁶Entin Sutinah, et, al. *Get Along with English* (Bandung: Erlangga, 2019) p. 117.

⁷Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book place E, 391, 1998) p.319.

⁸Hornby, *Oxford the Third Edition*

marker the sentence or paragraph to make the students understanding about the sentence, paragraph, and text.

The punctuation that usually uses in the text.

1) Capital Letters

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

- a) First word in a sentence or direct quotation
- b) Names of person
- c) Names of particular place
- d) Names of days of the week, months and holidays
- e) Names of commercial product
- f) Titles of book, magazine, article, films, television shows, song, stories, poems, and the paper that you write.
- g) Names of companies, association, union, club, religious, political groups and the other organization.⁹

2) Full stop (.)

Full stop is a form of punctuation that use to sign avery long rest and used in the end of sentence, after abbreviation and initial.

3) Comma

The comma, it is mark the shorter pause such as:

- a) To separate three or more words in same part of speech

⁹Langan Jhon, *Sentense Skill* (New York: Atlantic Cape Community Collage, 2003) p.268 -269.

b) To mark off the nominative address

c) To mark a phrases in aposition

D. Formulation of The Problem

Base on the background and focus of the problem above, there researcher formulate the problems of research as follow:

- How is students' ability in using punctuation in descriptive text at grade VIII of MTs N 4 Mandailing Natal ?

E. The Objective of The Research

Based on the formulation of the problem above, the researcher determine the aim of this research as follow:

- To describe students' ability in using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal.

F. The Significances of the Research

The result of research is expected to be useful for:

1. For English teacher

To improve their teaching and learning process especially in using punctuation in writing descriptive text.

2. For students

To solve their difficulties in using punctuation for writing descriptive text

3. Another researcher

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

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follows:

Chapter one consists of background of the problem, focus of the problems, defenition of the keyterms, formulation of the problem, the objectives of the problems, significances of the research, and outline of the thesis.

Chapter two consists of the theoritical description which explain about punctuation (defenition of punctuation, types of punctuation, position of punctuation) and also about descriptive text (definition of descriptive text, component of descriptive text, generic structure, language features and example of descriptive text) and about related finding, the hypothesis, and conceptual framework.

Chapter three is research methodology consists of place and time of the research , the research design, the design of this research is quantitative research used descriptive method, the population and sampel, the instrument of data, the technique collecting data, and the technique of data analysis.

Chapter four consist of results of the research consistof general finding, specific finding consist of consist descriptions of student's ability in using punctuation in descriptive text. The result of the research talking about the analysis data. This chapter consist description of data and discussion result of the research.

Finally, chapter five consist of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Description of Students Ability

1. Defenition of Students Ability

Students is a learner, a person who lives together and studies in formal education attends an educational institution and how is their relation as a member of society to develop education level process.

A student is a person who studying at a university or other place of higher education. A student is a person who is studying at a college or university, and person studying at secondary school.¹ It means that the students is a person who studying in formal education.

According to Hornby Student is a pupil especially in Elementary school, junior high school, Senior high school, and the last University, person studying at secondary school , any person interested in a particular subject.² It can be conclude that students is a person that studying at school not only in elementary school, junior high school, senior high school but also in university. Students is a person who studies or investigates or person who is enrolled for study at school or college.³

¹Martin Hewings, *Advanced Grammar in Use* (Jakarta: Erlangga,2001), p.429

²A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York : Oxford University Press, 2000) p.1187

³Victoria Newfelat &David B. Guralmilk, *Webstern New World Collage dictionary* (USA: Macmilan,1995).p 12

Absolutely, the researcher concludes that the students is a learner, a person who lives together and studies in formal education attends an educational institution and how is their relation as a member of society to develop education level process.

Ability is capacity or power students to perform. Hornby said that, ability is potential capacity or power to do something physical or mental. It's also define as special nature power to do something well or talent.⁴

Then, Marriam says that ability is a quality or being able, especially in physical, mental, or legal power to perform.⁵ It mean that we do something consist of physical or mental achievement as a skill. According to, James Drever, ability is a skill to perform certain action both physically and mentally both before and after receiving training.⁶

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition ability is such as:

- 1) Capacity or power to do something and mental
- 2) Cleverness, intelligence
- 3) Special natural power to do something well that talent.⁷

Ability is a capacity to do something physical or mental. According to

Douglas Brown the word ability has three meaning, they are:

⁴Hornby, *Oxford Advance Learners Dictionary of Current English* (London: Oxford University Press, 1987), p.2

⁵A. Marriam Webster, *Colegate Thesaurus* (USA: Massa Chusettes, 1976), p.33

⁶James Drever, *Kamus Psikologi*, (Jakarta, Bina Aksara, 1998), p.2

⁷Hornby, *Oxford Advance Learners Dictionary of Current English*, p.2

- 1) Achievements is actual ability and can be measured by straight use of instrument or devise test.
- 2) Capacity is potential ability can be measured by not straight, the individuals' capacity.
- 3) Attitude is quality and can be expressed by especially training.⁸

That's means to do something consist of physical or mental achievements, so can be determine as a skills, expertness or talent. Therefore ability is the mental or physical capacity, power or skill required to do something.

2. Kinds of Ability

There are many kinds of ability, they are:

- 1) Flexibility and speed of closure is the ability to hold in mind a particular visual configuration.
- 2) Fluency is the ability to produce words, ideas, and verbal expression.
- 3) Inductive reasoning is the ability to form and test hypothesis directed and finding relationship.
- 4) Span memory is the ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
- 5) Associative memory is the ability to remember bits of unrelated material and to recall.
- 6) Number facility is the ability to rapidly manipulate number in arithmetic operations.
- 7) Perceptual speed is speed in finding figures, making comparison, and carrying out simple task involving visual perceptions.
- 8) Deductive reasoning is the ability to reason from stated premiers to their necessary conclusions.
- 9) Spatial orientation and visualization is the ability to perceive spatial patterns and to manipulate or transform the image spatial patterns.
- 10) Verbal comprehension is the knowledge of words and their meaning as well as the application of knowledge.⁹

From the explanation above, the researcher used ability from the book Gibson with the title Organization Behavior Structure Process

⁸H. Douglas Brown, *Teaching By Principles and Interactive Approach to Language Pedagogy* (New Jersey :Engle Wood Cliffs,2001), p.236-238

⁹Gibson, et,all *Organization Behaviour Structure Process* (Singapore:The Megraw Hill Companies,2004), p.93

number 10. The researcher choose point 10 because the ability is about knowledge and their meaning as well as the application of knowledge. So, that ability is potential to get about competence of special power result for action or practice and used to work something, especially in using punctuation in descriptive text. Students must understand about it. So, the students ability in this research mean the power, the achievements and the level skill of the students MTs N 4 Mandailing Natal in using punctuation in writing descriptive text.

3. Definition of Punctuation

a. Punctuation

Punctuation is a system of using certain conventional mark in writing paragraph to separate sentence in paragraph. According to Zainil “ Punctuations is important part in writing sentence or paragraph so we must know what is paragraph and the part of paragraph. Punctuation is an important aid to understanding sentence. It can be a guide or a marker for the location of sentence core parts. Punctuation may also separate the core parts of the sentence from other words and phrases in the sentence.”¹⁰

Punctuation is the symbol that can be use to separate sentences and part of sentence.¹¹ Punctuation is the practice or system of using certain conventional marks or characters to make clear the meaning of written

¹⁰Zainil, *Reading Theorie* (Padang : Universitas Padang, 2003) p. 92.

¹¹Warriner E, Jhon, *English Grammar and Composition-First Course* (New York: Harcourt brace Jovanivich, 1982) p.30.

or printed language.¹² Punctuation also plays an important role developing writing skill. It is very often proved that punctuation may alter the meaning of a sentence.¹³ Based on the definition above the researcher conclude that punctuation is the symbols that can be used to separate when we write sentence.

In writing text, an article, or even a book, the students must be know about the clues that involved in the sentences or paragraph to make them understanding about the text that they read. Sometimes the students don't understand to put and how to use punctuation, so the writer want to discuss about punctuation. Punctuation must also separate the core part of sentence from other word and pharases in the sentence.

In addition Hotban Lingga said that punctuation is one of the feast to determine the limites of meaning from sentence and very important from understanding they clarity, coincidentally, correctness and change the sentence.¹⁴ Without punctuation relation from part each sentence can not understand. Because of that , using punctuation with correct aid in give a stop signal and separate every part from sentence. Meanwhile oxford stated that punctuation is the action or system of punctuating.¹⁵

¹²Entin Sutinah, et, al. *Get Along with English* (Bandung: Erlangga, 2019) p. 117.

¹³Jayanthi Dakshina Murthy, *Contemporary English Grammar*(New Delhi : Book place E,391, 1998) p.319.

¹⁴Hotben D. Lingga, *Advenced Eglish Grammar for Toefle Preparation* (Jakarta : PuspaSwara, 2006), p.314

¹⁵ Hornby, *Oxford the Tird Addition*

So based on the definition above, the researcher concludes that punctuation is an 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.

b. Types of Punctuation

1) Capital Letters

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

- a) First word in a sentence or direct quotation

Example: The teacher said, “ I have a dream”

- b) Name of person

Example : at the picnic I met Aisyah andAli

- c) Names of particular place

Example : After graduate from Institut Agama Islam Negeri in padangsidimpuan, I worked as a teacher in Madrasah Aliyah Negeri Siabu.

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

Example : This year, Idul Fitri Day falls on the last Thursday in June

- e) Names of commercial product

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

f) Titles of book, magazine, article, films, television shows, song, stories, poems, and the paper that you write.

Example : I like watch film Laskar Pelangi and also read the novel

g) Names of companies, association, union, club, religious, political groups and the other organization.¹⁶

Example: The Football World Cup take place every four years.

2) Full stop (.)

Full stop is a form of punctuation that very important and use to sign every long rest and used in the end of sentence, after abbreviation and initial.

Example: We read Al-qur'an every morning

According to Wren and Martin in their book said that” full stop in represents the greatest pause and separation.¹⁷ Meanwhile Refnaldi, at.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 the sentence.¹⁸

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

¹⁶Langan Jhon, *Sentense Skill* (New York: Atlantic Cape Community Collage, 2003) p.268 -269.

¹⁷Wren and Martin, *High School English Grammar and Composition* (New Delhi: RajendraRavindra, 1996) p.337

¹⁸Refnaldi, et.al, *writing* (Jakarta: Universitas Terbuka, 2008), p.42

Example: Leave me alone.

- b) Used an abbreviation in a sentence

Example: Mister Yahya F. Lubis left his card.

- c) To separate watch, minute, and second

Example: 05.20 (At five twenty minutes).

- d) Used before a decimal point and with dollars and cents.

Example: Production standards vary by only. 14 millimeter.¹⁹

3) Comma (,) : It marks the shortest pause

- a) It used to separate three or more words of the same part of the speech.

Ex: Noun : I saw Madhavi, Ramya, Jaya and Jhoty.

Verb : I wrote, read, examined and put aside the document.

Adjective : Madhavi is beatiful, attractive, rich and polite.

Adverb : He expained the lesson very clearly, carefully, and effectively.

- b) To mark off phrases in apposition.

Ex : Mother tersa, a great social worker , was a kind woman.

- c) To mark off the nominative of address.

Ex : O God, give us strength and Power

- d) After adverbial phrases of absolute construction.

¹⁹Trimmer F. Joseph, *Writing With a Purpose* (Mercy English: Ball State University, 1989) p.539

Ex : The weather being fine, we decided to carry on our work.

e) Before and after an adjectival phrase formed with a participle.

f) To separate words/ phrases/ clauses inserted into the body of a sentence.

g) To avoid repetition of a verb

Ex : I gave her a flower, and him a watch.

h) To separate a subordinate clause from the participial clause

Ex : When she comes here, I shall ask her about it.

i) To separate co-ordinate clause in a compound sentence.

Ex : Men may come, and men may go, but I go on forever.

4) Colon (:)

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

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

5) Semicolon (;)

The use of semicolons are similar to the comma, it separates two closely related ideas.

Example: Alice is going to Campus; she isn't going Home

6) Interrogation mark / note of interrogation mark / quotation mark (?)

`Interrogation is used after direct question or used in the end of the question and replace of full stop. It can be used after the request sentence and polite sentence.²⁰

Example: Where do you live?

Would you mind tell me your name?

7) Dash (_)

The dash is commonly used to separate unessential or parenthetical elements from the core parts of sentence. This usage also have reader to separating core parts from supporting information.

Example: At least the sport, basketball, football, and tennis, continually gaining television fans.

8) Hyphen (-)

The hyphen is a less weighty than a dash and resides within and between words, the hyphen connect ideas.

Example: Daughter – in- law

Jack- of-all-trades.

9) Apostrophe (‘)

Apostrophe is the sign of something missing; when you see an apostrophe, some of apostrophe, some part of word has been omitted.

²⁰ Jayanthi Dakshina Murthy, Contemporary English Grammar....., p.320.

Example: Dresses of boy: boys' dresses

Of everybody: everybody's

10) Inverted Commas

Inverted commas used to complement the quotation or words that saying someone with direct sentence. Also used in title of book, drama, and etc.

Example : “ I want speak to him “ Nita said.

“ Have you read Al-qur'an “ Mother said

11) Parenthesis (())

Parentheses set words, pharases, ideas asideas : they cradle them. They often suggest the conspiratorial message, wishpered behine the cupped hand. And also used in explain the true meaning from abbreviation, term or words.²¹

Example : The entry family (exept one daughter) lives in Jakarta.

He is very important member of the UN (United Nation)

12) Obligue or Virgule (/)

Obligie used to show the abbreviation, and used in explain two or more sentence.

Example : 186,000 mi./sec. (miles per second)

From all of punctuations, there are punctuation that usually used in descriptive text, they are : capital letter, full stop, and

²¹ Wren & Martin, High School English Grammar & Composition,.....p.340

coma. So the researcher just focus to do research about how to use them in descriptive text.

4. Defenition of Descriptive text

a. Definition of descriptive Text

Descriptive text is a text that describe an object, it can be a person, an animal and other things. Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. The purpose of text is to describe particular person, place, or thing.²² When you describe someone or something, you give your readers a picture in words. To make the word picture as vivid and real as possible, you must observe and record specifpic details that appeal to your readers' senses (sight, hearing, taste, smell, and touch).

More than any type of essay, a descriptive paper needs sharp, colorful details.²³ A good piece of descriptive writing 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 a painter, who has chemicals or pigments to work with, the writer has only words to use.

²² Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89.

²³ John Langan, *College Writing Skills...*, p. 175.

Therefore, to be effective, written descriptions should have an efficient, sensible, carefully thought-out, logical plan.²⁴ Descriptive text is kinds of academic writing text. Descriptive text also has purpose to describe object (personal person, thing, place). Descriptive text is reading object with the words and make it to be a written text. It same with giving readers a picture in words.

Descriptive text is a kind of text that actually tells us about a short description of people's characterization, animal, thing, and particular place. To begin descriptive text must make an identification as a first steps that is introduce the thing that will be describe and then continue to the description that will be description also.

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. According to Sanggam Siahaan 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.²⁵

So, the researcher concludes, that Description text is a kind of text in genre that gives description about thing, living thing or non-living thing (include sense, sight, sound, smell, taste, and touch) and have

²⁴ George E. Wishon and Julia M. Burks, *Lets Write English, revised edition*, (New York: Litton Educational Publishing, 1980), p. 129.

²⁵ Sanggam Siahaan, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2007), p.89.

purpose to describe peoples, animals, places, and things itself. Descriptive describes much information about an object, where the information is about the parts, or qualities, or characteristics of the object that is described.

b. Component of Descriptive Text

Descriptive 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 characteristics: 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, recount text, and report text. However descriptive text means to descriptive things, people, place specifically.

c. Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to describe and description intended of writing that tries to put a 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) Identification: is writing the name of something, place, picture, city, and family with brief description, to identify the object to describe.

2) Description: describes parts, qualities, and characteristics of the parts of the object.²⁶

From explanation above that generic structure of descriptive text is identification and description. Identification talk about object identity that will describing. Description talk about describing an object it can be kinds of the object. As the Lowes and Clark explained about generic structure of descriptive text, it will easier for writer to make a descriptive text and easier a reader to know the kind of the text.

d. Characteristics and Language Features of Descriptive

There are some characteristics of descriptive text, here the characteristics of descriptive text, the researcher adopt from Alice Oshima in her book *Introduction to Academic Writing*. She states several characteristics, that will be explained as follow:

- 1) A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sound.
 - a) Use spatial order to organize the description. Spatial order is the arrangement of item in order by space.
 - b) Use spatial order expression to show the order. Examples of the spatial order; on the dashboard of my car; in the distance.
- 2) Unity is an important element of a good paragraph. Unity means that a paragraph discusses one and only one main idea.

²⁶Sanggam Siahaan, *Generic Text Structure....* , p. 89.

- 3) Supporting details are the “meat” of a paragraph. They prove the truth of the writer's top sentence, and they make the writer rich and interesting.
 - 4) Use of simple present tense.
 - 5) Use of specific participants.
 - 6) Dominant grammatical aspects.²⁷
- e. Example of descriptive text

To be more clearly, the example of text structure of descriptive text can be illustrated as follows:

Table I: The example of descriptive text

| Rafflesia Arnoldi | |
|--------------------------|--|
| Identifikasi | Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesian's provinces. |
| Description | It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It can not be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be three meters length. It usually has five big size leaves. The leaves usually patterned and colourful. The most color is maroon and it contains white spots to make it interesting to look at. The mid part is the trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since this plant |

²⁷ Alice Oshima and A. Hoge, *Introduction to Academic Writing*,...p.74.

| | |
|--|--|
| | grows up following the sun's light. Actually, it can not be called as "trunk" since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The is carrion-like. It spreads up to ten meters surround. The bad smell function to protect itself from any disturbance such as animals, insect, etc. ²⁸ |
|--|--|

Table II : Example 11

| The Elephants at the City Zoo | |
|--------------------------------------|--|
| Identification | The zoo in our town also has a pair of elephants. They are Sumatran elephants. They are about the same age, around 40 years. |
| Description | <p>The male is very big. It is 2.5 m tall. He is gray. He has wide ears, and small eyes. Its tail is very short, not like other elephants. Its tusks are short, too. They are white, but they are always dirty. The female is also big. It is 2 m tall. Unlike the male, she has a long tail. She, however, does not have tusks. She has three white spots along her trunk.</p> <p>They like eating green long grass. The male also likes coconuts very much. He always peels the coconut with his tusks. The female like cucumbers and young bamboo leaves. The zoo keeper gives them food three times a day.</p> <p>There is a small pond inside the den. The elephants drink the water from the pond. Sometimes they also play with the water. They suck the water into their trunks and spray to the</p> |

²⁸ Sanggam Siahaan & Kisno Shinoda Generic Text Structure,.....p. 92

| | |
|--|---|
| | sky. It looks like a fountain. They also like walking along the fence of the den. The female walks behind the male. She holds the male's short tail with her trunk. ²⁹ |
|--|---|

B. Review Related Finding

Related to this research, some researchers has done as below: therefore the researcher made theirs as related finding. There are three researchers wasused as a related findings. First, thesis from Irmadani Fitri Harahap,³⁰ the conclution of her research in analysis student's punctuation error in writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan follows four types of tense error student' in writing descriptive text, they are: omission type with 16 cases (25%), then, error in addition type with 34 cases (53,123%), next, error type in misformation with 12 cases (18,75%), and the last, error in misordering with 2 cases (3,125%). The most dominant type punctuation error in writing descriptive text is addition type with 34 errors (53,125%), the error that the students addition in put the punctuation in writing descriptive text.

Second, Dwi Atma Etinurwati's research,³¹the students ability in using punctuation in descriptive paragraph writing was categorized into fair, since the mean of the students' score was 59.7. It was because half of the students were less pay attention in using punctuation. Other classification indicated that

²⁹ Djatmika, dkk, *Passport to the World, A Fun and Easy English Book for Grade VIII of Junior High School*, (Solo : PT Tiga Serangkai Pustaka Mandiri, 2018), p. 107

³⁰Irmadani Fitri Harahap, *Analysis student's punctuation error in writing descriptive text at grade X SMK Swasta Panca Dharma Padangsidimpuan*.

³¹Dwi Atma Etinurwati, *Students ability in using punctuation in descriptive paragraph writing*.

no one of student or 0% was categorized into excellent, 4 students or 11% students was categorized into good, 21 students or 57% students was categorized into fair, 12 was categorized into failed. It can be concluded that students ability in using punctuation in descriptive paragraph writing was categorized into fair.

Last, Fitri Handayani Nasution,³² Error analysis in using preposition of place by the second year students of MTsN 1 Model Padangsidempuan in 2012/2013 academic year. The conclusion of her research was : the common types of errors (183) errors for writing test that the students made, the highest percentage of errors belong to missformation type (50.82%) and the lowest percentage of errors is missordering type (1.64%), for the secntence completion test(428) errors, the highest percentage of errors is also on missfomation type (85.28%) and lowest percentage in addition (5.37).

C. Conceptual Framework

Based on theoritical description and review related findings. The researcher make conceptual framework of this research. In teaching Learning process, especially in English, there are four skills must be mastered by students, they are: listening, writing, speaking, reading to complete their ability in oral language. In this skill, the students' can improve their grammar such as how to use correct tenses, article, and noun and especially in punctuation. The suitable technique is very important for teacher especially to teach punctuation.

³² Fitri Handa yani Nasution, *Error Analysis in Using Preposition of Place by the Second Year Students of MTsN 1 Model Padangsidempuan 2012/2013 Academic Year*.

Further, Descriptive text is one of the kinds of genre text. Descriptive text is a text in which the writer describes an object, the object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or camping, in this case if the teacher use the suitable technique in teaching automatically can helps the students to understanding about descriptive text. A clear teacher is one who presents material in ways that make it easy to understand.

As well producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such as answering question and problem solving. Although, they are have study about punctuation whwn they are at seven gtade. But, in fact they still have problem in understanding about how to used punctuation well. So, the teacher have to presents material in ways that make it easy to understand. So students can identifying and differentiate the kinds of punctuation especially capital letter, full stop and coma in descriptive well.

D. The Hypothesis

In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research with the species the correct processing , acquiring and analyzing of the data, it needs to formulate hypothesis of this research is “The students’ ability in Using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal is high ability”.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research has been conducted at MTsN 4 Mandailing Natal. It is located at Jl. Trans Sumatra Bukittinggi-Padangsidempuan, Siabu, Kab. Mandailing Natal. The subject of this research is grade VIII of MTsN 4 Mandailing Natal in 2020-2021 academic year. This research have done from October up to finish.

B. Research Design

The researcher used a method of quantitative descriptive approach. It means that this research described and interpreted of the ability of the grade VIII of MTsN 4 Mandailing Natal in using punctuation in descriptive text. Then, the researcher concludes that this research that is describing the students' ability in using punctuation in writing descriptive text by measuring the students' score in numerical data at grade VIII MTsN 4 Mandailing Natal.

C. Population and Sample

1. Population

Population of the research are all the VIII grade students of MTsN 4 Mandailing Natal. There are six classes at VIII Grade of MTsN 4 Mandailing Natal, they are VIII-^A consist of

30 students, VIII-^B consist of 29 students, VIII-^C consist of 30 students, VIII-^D consist of 28 student, VIII-^E consist of 30 students, and VIII-^F consist of 30 students . Based on the explanation above, the population of research can see in the table below:

Table III

Population of the research grade VIII students at MTsN 4

Mandailing Natal

| No | Classs | Number of Students |
|----|--------------------|--------------------|
| 1 | VIII- ^A | 30 students |
| 2 | VIII- ^B | 29 students |
| 3 | VIII- ^C | 30 students |
| 4 | VIII- ^D | 28 students |
| 5 | VIII- ^E | 30 students |
| 6 | VIII- ^F | 30 students |
| | Total | 177 Students |

2. Sample

To get the sample, the reseacher applies random sampling technique by choosing of students based on lottery method. Sampel of these research was the VIII-^A grade of MTsN 4 Mandailing Natal that consist of 30 students. The procedures

to get the sample are: the researcher wrote the name all of the classes in grade VIII of MTsN 4 Mandailing Natal in a small paper. These piece of paper rolled and put into a box, then the researcher shake the box and took one paper randomly to be decided as the sample.

D. Test Validity

The test of using punctuation in descriptive text was an instrument that needs to determine validity of the test to be used in this research. To know the validity of the test refer to content validity to establish the validity of instrument that is test. The researcher took content validity of the instrument because content validity refers to extent which instrument represent the content interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive process includes in the content universe under consideration.

The test function is to measure the students' ability in using punctuation in descriptive text. The process of analysis has showed the content validity of the test was validated. The researcher was validated the test by checking the advisor of the research.

E. Technique for Collecting the Data

In this research the researcher used a test to collect the data. This test used for analyzing the students' ability in using punctuation in descriptive text . Then, the test make easy the

researcher when doing the reseach. In script the researcher make the indicator of the test.

In this test, the researcher gave a text consist of 20 punctuations, they are 5 capital letter, 10 full stop, 5 comma, each number have 5 score. It means that the totally of score for this is 100. The students order to write again a descriptive text and fill in the blank about punctuation in text. The test take from their english book, the researcher make the indicator of test as follow:

Table IV : Indicators of Test

| NO | Indicator | Total | Number of Item | Score | |
|-------|----------------|-------|---------------------------|-------|-----|
| 1 | Capital Letter | 5 | 3,4,6,7,11 | 5 | 25 |
| 2 | Full Stop | 10 | 1,5,8,9,10,12,15,16,18,20 | 5 | 50 |
| 3 | Comma | 5 | 2,13,14,17,19 | 5 | 25 |
| Total | | 20 | | 20 | 100 |

So, the techniques for collecting data by using the test as follow:

- a) Explain about punctuation, descriptive and preparing the test
- b) Giving descriptive text test to all of students according the sample stated, and give the test with blank about punctuation
- c) Determining the time of doing the test

- d) Giving chance or time for students to ask something left or clear in doing test
- e) Asking the students to do test and the researcher looked after students during the test time
- f) After students finished answering the test, then the researcher collected their answer to analyze.

F. Techniques of Data Analysis

After collecting the data, the researcher analyzed the data by quantitative data, it was presented in statistic formula. The data were analyzed by statistical analysis with the some steps as follow:

- a. Identifying and correcting the students' answer from the test.
- b. Using mean score, to analyzed the test result, with the formula:

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

Note: X : Mean score of the students'

$\sum x$: The number of students'

N: The total Score¹

- c. Then to know the students' result or score would calculate into classification quality. The classification quality of the result could been seen in the following table below:

¹Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: P.T Grafindo Persada, 1987), p.81

Table V
The Classification Quality of the Students'
Score:²

| Range score | Category |
|--------------------|-----------------|
| 0% - 20 % | Very Low |
| 21% - 40 % | Low |
| 41% - 60 % | Enough |
| 61 % - 80% | High |
| 81 % - 100% | Very High |

Based on explanation above, the ability of students' can see easily based on classification quality after the researcher found mean scores of students. It is consultate the criteria as follows:

- 1) If score is 81% -100%, it can be categorized into very high.
- 2) If score is 61% - 80%, it can be categorized in to high.
- 3) If value is 41% - 60%, it can be categorized in to enough.

²Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p.89

4) If score is 21% - 40%, it can be categorized in to low.

5) If score is 0% - 20%, it can be categorized very low.

d. Taking conclusion from the test instrument, it is done conclude the discussion solidly and briefly.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Research Procedure

The researcher has done the research through test as an instrument. The test was used to describe students' ability in using punctuation in descriptive text. The researcher found some result of students' ability in using punctuation in writing descriptive text at the first semester of the grade VIII MTsN 4 Mandailing Natal in academic year of 2020/2021.

Before doing the test the researcher tried to avoid the forgetfulness of the students. The researcher gave the review about punctuation and their function. In the test, the researcher gave the test to the students to get the data about their ability in using punctuation in descriptive text. After that, the researcher analyzed the result of the test and determined the level of students' ability, then classification the category level of each students.

B. Research Finding

The subject of this research is the grade VIII of MTsN 4 Mandailing Natal. The researcher introduced herself and delivered her aim to the students, then she gave the test of using punctuation in descriptive text to the students. The test was students write again a descriptive text and complete the text with used the correct punctuation. After collecting the students' answers sheet, researcher analyzed students answers sheet. The steps are as follows:

1. The researcher collected the students' test.
2. The researcher analyzed the data of students' test.

Table VI
Description of Students' Score in Using Punctuation in Descriptive
text at Grade VIII of MTsN 4 Mandailing Natal.

| No | Name | Correct Answer | | | Total | Total Score |
|----|----------------------|----------------|-----------|-------|-------|-------------|
| | | Capital Letter | Full Stop | Comma | | |
| 1 | Afifah Dwiandra | - | 9 | 5 | 14 | 70 |
| 2 | Ahmad Fadli Zakaria | 5 | 10 | 5 | 20 | 100 |
| 3 | Arif Riansyah | 4 | 9 | 5 | 18 | 90 |
| 4 | Annisa Nailatul Izza | 3 | 10 | 5 | 18 | 90 |
| 5 | Ainul Mardiah | 5 | 10 | 5 | 20 | 100 |
| 6 | Firman Ramadhan | 1 | 10 | 5 | 16 | 80 |
| 7 | Riza Melinda | 2 | 9 | 5 | 17 | 80 |
| 8 | Khusnil Khotimah | 2 | 7 | 4 | 13 | 65 |
| 9 | Ridwan Gunawan | 1 | 9 | 2 | 12 | 60 |
| 10 | Latifah Rahmadhani | 1 | 10 | 5 | 16 | 80 |
| 11 | Novita Rahmadhani | 1 | 8 | 5 | 14 | 70 |
| 12 | Haidir Alvin Lubis | 5 | 10 | 5 | 100 | 100 |
| 13 | Nur'aini | 3 | 10 | 5 | 18 | 90 |
| 14 | Chelea Alika Raysa | - | 10 | 5 | 15 | 75 |

| | | | | | | |
|----|-------------------------|---|----|---|----|----|
| 15 | Anna Laila | 3 | 10 | 5 | 18 | 90 |
| 16 | Farhan Antoni | 3 | 8 | 4 | 15 | 75 |
| 17 | Rahmi Aliyah | - | 10 | 5 | 15 | 75 |
| 18 | Syahban Ahmadi Nasution | 3 | 9 | 4 | 16 | 80 |
| 19 | Putri Lestari | 4 | 9 | 4 | 17 | 85 |
| 20 | Ahmad Zaki | 1 | 10 | 5 | 15 | 80 |
| 21 | Dinsamsudin | 3 | 8 | 4 | 15 | 75 |
| 22 | Nilam Sari | 3 | 9 | 5 | 17 | 85 |
| 23 | Lukman Hakim | 2 | 10 | 5 | 17 | 85 |
| 24 | Julita Sriwahyuni | 3 | 8 | 3 | 14 | 70 |
| 25 | Eka Noviyanti | 1 | 9 | 2 | 12 | 65 |
| 26 | Raihan Pratama | 3 | 9 | 4 | 16 | 80 |
| 27 | Rafa Amanda | 2 | 9 | 5 | 16 | 80 |
| 28 | Ahmad Abizar | 4 | 10 | 3 | 17 | 85 |
| 29 | Nurul Ansari | 3 | 8 | 5 | 16 | 80 |
| 30 | Novita Dewi Hayati | 2 | 10 | 5 | 17 | 85 |

3. In scoring students' test, there were 20 frequency of punctuation that students must be completed. The students got 5 (five) for the correct answers and 0 (zero) for incorrect answers. Most of students got score above 80, ten (10) students got score below 80.

4. After students' score was found, the researcher classified the level of students' ability based on the category as follow:

Table VII
The Classification Quality of the Students' Score:¹

| Range score | Category |
|--------------------|-----------------|
| 0% - 20 % | Very Low |
| 21% - 40 % | Low |
| 41% - 60 % | Enough |
| 61 % - 80% | High |
| 81 % - 100% | Very High |

From the table of the quality of students, the frequency of each students' classification was calculated as follow:

Table VIII
The Result of Students' Ability classification in Using Punctuation in Descriptive Text

| Students' Ability | Level of Ability | Frequency |
|--------------------------|-------------------------|------------------|
| 0% - 20% | Very Low | 0 |
| 21% - 40% | Low | 0 |
| 41% - 60% | Enough | 3 |
| 61% - 80% | High | 7 |
| 81% - 100% | Very High | 20 |

¹Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p.89

Based on the table above there was no student who categorized into low and very low . There was 3 students who categorized into enough, 7 students who categorized into high and 20 students who categorized into very high. And in this category the lowest score that the students got was 60 and high score 100.

5. find out the prcentage of the classification.

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

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

P = Percentage Number

F = Frequency

N = Number of Students

The percentage of students' classification excellent.

$$P = \frac{20}{30} \times 100\% = 66.67\%$$

The percentage of students' classification good.

$$P = \frac{7}{30} \times 100\% = 23.33\%$$

The percentage of students' classification fair.

$$P = \frac{3}{30} \times 100\% = 10\%$$

The percentage of students' classification in low and very low was 0% because there was no students who categorized into low and very low,

and the lowest score that students got was 60. For more detail it can be seen on the table below:

Table X
The frequency's Percentage of Students' Ability Classification in Using Punctuation in Descriptive Text.

| Students' Ability | Frequency | Percentage |
|--------------------------|------------------|-------------------|
| 0% - 20% | 0 | 0% |
| 21% - 40% | 0 | 0% |
| 41% - 60% | 3 | 10% |
| 61% - 80% | 7 | 23.33% |
| 81% - 100% | 20 | 66.67% |

It was clearly seen in the table above that there were :

- a. 20 students or 66.67% students were categorized into very high.
 - b. 7 students or 23.33% students were categorized into high.
 - c. 3 student or 10% students were categorized into enough.
 - d. No students or 0% students were categorized into low and very low.
6. Find out the total average score of students' ability in using punctuation in descriptive text with the formula below:

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

Were:

\bar{X} = the mean

$\sum X$ = the total score

N = the number of students

From the formula above, the average score of students' ability in using punctuation in descriptive text at grade VIII of MTsN 4 Mandailing Natal in academic year of 2020/2021 was 81.03. so the criteria of the students' ability belongs to very high.

C. Discussion

This section discussed about the result of the research finding which include the result of the test in using punctuation in descriptive text. There were 30 students as the sample, based on the data the mean score of students' ability in using punctuation in descriptive text at the grade VIII of MTsN 4 Mandailing Natal in academic year 2020/2021 was 81.03, so the criteria of the students' ability belongs to very high.

From the data analyzing showed that no student or 0% was categorized into low and very low, 20 students or 66.67% was categorized into very high, 7 students or 23.33% was categorized into high, and 3 student or 10% was categorized into enough. Based on data analyze, the researcher identified:

- a. Most of students completing the text with used the correct punctuation. The result showed that half of students got the high score, it can showed that there 20 students or 66.67% was classified into excellent.

b. The students did not used capital letter for personal name

1) sarah brought me a bolster with the shaun the sheep on it.

(correct: Sarah brought me a bolster with the Shaun the Sheep on it)

c. Most of students did not used capital letter in the firts letter of sentennce.

1) This new bolster is made of soft fabric.

(correct: This new bolster is made of soft fabric)

d. Some of students used incorrect punctuation

1) When I touch it. It feels like touching wolly fabric.

(When I touch it, it feels like touching wolly fabric)

2) The lower parts' colour is black. while the upper part is white.

(The lower patrs' colour is black, while the upper part is white)

3) I got a surprice this morning,

(I got a surprise this morning.)

Based on the result of this research about students' ability in using punctuation (capital letter, full stop, and comma) at grade VIII of MTsN 4 Mandailing Natal is belongs to very high. It cause that most of students used punctuation correctly in the text. Using punctuation correctly in a text is important, because the correct punctuation shaw what the appropriate expression with the sentence have been built by the writer and make reading easier.

D. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had the activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it, Some of students' still did cheating it made the answer of the test was not pure because they did not do it by themselves.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English teachers.

CHAPTER V

CONCLUTION AND SUGGESTION

A. CONCLUSION

After collecting the data and analyzing the result of the research in the previous chapter, the researcher draw conclusion about students' ability in using punctuation in descriptive text at the grade VIII of MTsN 4 Mandailing Natal in academic year 2020/2021 was categorized into very high.

The students' ability in using punctuation in descriptive text was categorized into very high, were the mean of students' score was 81.03, It was because most of students used punctuation correctly in the text.

B. SUGGESTION

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the English teacher
 - a. The tescher should give motivation and attention to students in their writing.
 - b. The teacher may gives interesting teaching methods in teaching English in order to make them interested in lerning English.
2. For the students
 - a. The students should increase their effort in improving their knowledge and subject that they learn whelpn they are studying the

foreign language, because the foreign language is not as simple like the mother tongue.

- b. The students should increase their understanding in using punctuation and do some practice of using punctuation in their writing, in order to improve their ability in using punctuation.

3. For other researcher

It is important to other researcher also to discuss first to the expert people about the research related to this research because to know the knowledge about the research design and topic is bringing to arrange the more perfect the research and better than this research.

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CURRICULUM VITAE

A. Identity

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Place/Birth : Lumbandolok / December, 31st 1994
Sex : Female
Religion : Islam
Address : Lumbandolok, Siabu, Mandailing Natal.

B. Parents

Father's Name : Alm. Abd. Murad Lubis
Mother's Name : Nurbaidah

C. Educational Background

1. Elementary School : SD N 1 Lumbandolok (2006)
2. Junior High School : MTs N 4 Mandailing Natal (2009)
3. Senior High School : MAN 3 Mandailing Natal (2012)
4. Institute : IAIN Padangsidimpuan (2021)

ADVENDIX 1

RESEARCH INSTRUMENT

Name :

Class :

Direction :

- 1. This research only for research purpose**
- 2. The result of this test does not influence your grade**
- 3. Answer the question below based your opinion**
- 4. Thank you very much for your kindness in answering question**

Please write again the text and use the correct punctuation (capital letter, full stop and comma) in every number of the text.

My Shaun the Sheep Bolster

I got a surprise this morning(1) My uncle (2) (3)sarah and (4) jim visited our house(5) Sarah brought me a bolster with the head of (6) shaun the (7) sheep on it(8) The head is completed with its long ears and wide stupid eyes(9) I bet you know about this funny character(10)

(11)this new bolster is made of soft fabric(12) When I touch it(13) it feels like touching woolly fabric(14) soft and fluffy (15) The length of the bolster is about a meter(16) The lower part's colour is black(17) while the upper part is white(18) The bolster has two front legs(19) but strangely it doesn't have back legs(20)

ADVENDIX II

THE KEY ANSWERE

My Shaun the Sheep Bolster

I got a surprise this morning. My uncle, Sarah and Jim visited our house. Sarah brought me a bolster with the head of Shaun the Sheep on it. The head is completed with its long ears and wide stupid eyes. I bet you know about this funny character.

This new bolster is made of soft fabric. When I touch it, it feels like touching woolly fabric, soft and fluffy. The length of the bolster is about a meter. The lower part's colour is black, while the upper part is white. The bolster has two front legs, but strangely it doesn't have back legs.

APPENDIX III

STUDENTS' NAME AND INITIALS GRADE VIII OF MTsN 4 MANDAILING NATAL

| No | Students' name | Students' Innitials |
|-----------|-----------------------|----------------------------|
| 1 | Afifah Dwiandra | AD |
| 2 | Ahmad Fadli Zakaria | AFZ |
| 3 | Arif Riansyah | AR |
| 4 | Annisa Nailatul Izza | ANI |
| 5 | Ainul Mardiah | AM |
| 6 | Firman Ramadhan | FR |
| 7 | Riza Melinda | RM |
| 8 | Khusnil Khotimah | HK |
| 9 | Ridwan Gunawan | RG |
| 10 | Latifah Rahmadhani | LRD |
| 11 | Novita Rahmadhani | NRD |
| 12 | Haidir Alvin Lubis | HAL |
| 13 | Nur'aini | NA |
| 14 | Chelea Alike Raysa | CAR |
| 15 | Anna Laila | AL |
| 16 | Farhan Antoni | FA |
| 17 | Rahmi Aliyah | RA |

| | | |
|----|-------------------------|-----|
| 18 | Syahban Ahmadi Nasution | SAN |
| 19 | Putri Lestari | PL |
| 20 | Ahmad Zaki | AZ |
| 21 | Dinsamsudin | DS |
| 22 | Nilam Sari | NS |
| 23 | Lukman Hakim | LH |
| 24 | Julita Sriwahyuni | JSW |
| 25 | Eka Noviyanti | EN |
| 26 | Raihan Pratama | RP |
| 27 | Rafa Amanda | RA |
| 28 | Ahmad Abizar | AA |
| 29 | Nurul Ansari | NA |
| 30 | Novita Dewi Hayati | NDH |

APPENDIX IV

**THE DETAILED DESCRIPTION OF STUDENTS' ABILITY IN USING
PUNCTUATION IN DESCRIPTIVE TEXT AT GRADE VIII OF MTsN 4
MANDAILING NATAL**

| No | Students Initial | Correct Answer | Total Score |
|----|-------------------------|-------------------|-------------|
| | | Total Punctuation | |
| | | | |
| 1 | AD | 14 | 70 |
| 2 | AFZ | 20 | 100 |
| 3 | AR | 18 | 90 |
| 4 | ANI | 18 | 90 |
| 5 | AM | 20 | 100 |
| 6 | FR | 16 | 80 |
| 7 | RM | 16 | 80 |
| 8 | HK | 13 | 65 |
| 9 | RG | 12 | 60 |
| 10 | LRD | 16 | 80 |
| 11 | NRD | 14 | 70 |
| 12 | HAL | 20 | 100 |
| 13 | NA | 18 | 90 |
| 14 | CAR | 15 | 75 |
| 15 | AL | 18 | 90 |

| | | | |
|----|-----|----------------------|--------------|
| 16 | FA | 15 | 75 |
| 17 | RA | 15 | 75 |
| 18 | SAN | 16 | 80 |
| 19 | PL | 17 | 85 |
| 20 | AZ | 16 | 80 |
| 21 | DS | 15 | 75 |
| 22 | NS | 17 | 85 |
| 23 | LH | 17 | 85 |
| 24 | JSW | 14 | 70 |
| 25 | ENY | 12 | 65 |
| 26 | RP | 16 | 80 |
| 27 | RA | 16 | 80 |
| 28 | AA | 17 | 85 |
| 29 | NA | 16 | 80 |
| 30 | NDH | 17 | 85 |
| | | Highest Score | 100 |
| | | Lowest Score | 60 |
| | | Sum | 2431 |
| | | Mean Score | 81.03 |
| | | Median | 82.16 |
| | | Mode | 81.25 |

APPENDIX V

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

| | | | | |
|----|----|-----|-----|-----|
| 60 | 65 | 65 | 70 | 70 |
| 70 | 75 | 75 | 75 | 75 |
| 80 | 80 | 80 | 80 | 80 |
| 80 | 80 | 80 | 85 | 85 |
| 85 | 85 | 85 | 90 | 90 |
| 90 | 90 | 100 | 100 | 100 |

2. High score = 100
3. Low score = 60
4. Range = high – low score
= 100 – 60
= 40
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (30)$
= $1 + 3.3 (1.47)$
= $1 + 4.85$
= 5.85
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{6} = 6,67 = 7$$

7. Mean score

$$\bar{x} = \frac{\sum fix_i}{\sum fi}$$

| No | Interval | Fi | Xi | Fixi |
|--------------|----------|-----------|----|-------------|
| 1 | 59 – 65 | 3 | 61 | 183 |
| 2 | 66 – 72 | 2 | 69 | 138 |
| 3 | 73 – 79 | 5 | 76 | 380 |
| 4 | 80 – 86 | 13 | 83 | 1079 |
| 5 | 87 – 93 | 4 | 90 | 360 |
| 6 | 94 – 100 | 3 | 97 | 291 |
| i = 7 | | 30 | | 2431 |

$$\text{Mean} = \bar{x} = \frac{\sum x}{N} \quad x = \frac{2431}{30} = 81.03$$

8. Median

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

$$b = 80 - 0.5$$

$$= 79.5$$

$$F = 3 + 2 + 5$$

$$= 10$$

$$f = 13$$

$$p = 7$$

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

$$Me = 70.5 + 7 \left(\frac{\frac{1}{2}(30) - 10}{13} \right)$$

$$= 70.5 + 7 \left(\frac{15 - 10}{13} \right)$$

$$= 70.5 + 7 \left(\frac{5}{13} \right)$$

$$= 70.5 + 7 (0.38)$$

$$= 70.5 + 2,66$$

$$= 82,16$$

9. Modus

$$Mo = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

$$b = BB - 0.5$$

$$= 87 - 0.5$$

$$= 86.5$$

$$P = 7$$

$$b_1 = 3$$

$$b_2 = 9$$

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

$$= 7.5 + 7 \left(\frac{3}{3+9} \right)$$

$$= 79.5 + 7 \left(\frac{3}{12} \right)$$

$$= 79.5 + 7 \left(\frac{1}{3} \right)$$

$$= 79.5 + 7 (0.25)$$

$$= 79.5 + 1.75$$

$$= 81.25$$

So, modus (the score that the most students got) = 81.25

APPENDIX VI

DOCUMENTATION OF THE RESEARCH

A. The researcher give the explanation about the test to students'.



B. The researcher giving the test to students'.



C. The researcher cheking the students' in doing the test



D. Colecting students'answere sheet



E. The researcher take a photos with the students'





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Padangsidempuan, 10 Oktober 2017

Nomor: 129 /An.14/E.6a/PP.00.9/10/2017

Lamp :-

Perihal: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth 1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Yusni Sinaga, S.Pd., M.Hum. (Pembimbing II)

Di Padangsidempuan

Assalamu'alaikum Wr. Wb,

Dengan hormat, disampaikan kepada bapak/Ibu bahwa berdasarkan hasil siding pengkaji kelayakan judul skripsi, telah ditetapkan judul skripsi mahasiswa dibawah ini:

Nama : Desmi Aisyah
NIM : 14 203 00024
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI-2
Judul Skripsi : STUDENTS' ABILITY IN USING PUNCTUATION IN
DESCRIPTIVE TEXT AT GRADE VIII OF MTsN 4 MANDAILING
NATAL

Seiring dengan hal tersebut, kami mengharapkan kesediaan bapak/ibu menjadi pembimbing I dan pembimbing II penulisan skripsi yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari bapak/ibu kami ucapkan terimakasih.

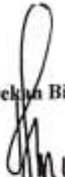
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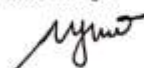

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Hal : Izin Penelitian
Penyelesaian Skripsi.

19 Oktober 2020

Yth. Kepala MTsN Siabu
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Desmi Aisyah
NIM : 1420300024
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpun yang sedang menyelesaikan Skripsi dengan Judul "Analysis of Students' Ability in Using Punctuation in Writing Descriptive Text at Grade VIII of MTsN Siabu/ Kab. Mandailing Natal".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

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KEMENTERIAN AGAMA KABUPATEN MANDAILING NATAL
MADRASAH TSANAWIYAH NEGERI (MTsN) 4 MANDAILING NATAL
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Nomor : B-171/MTs.02.42/KP.01.1/11/2020
Sifat : Biasa
Lampiran : -
Perihal : Melaksanakan Penelitian

Siabu, 10 Nopember 2020

Kepada Yth :
Bapak Dekan Bidang Akademik IAIN PADANGSIDIMPUAN
di -
Padangsidimpuan

Assalamu Alaikum Wr, Wb

Sesuai surat Nomor : B- 1203 /In.14/TL.00./10/2020 Tanggal, 19 Oktober 2020 dengan hal di pokok surat, maka dengan ini kami sampaikan kepada Bapak/Ibu bahwa :

Nama : DESMI AISYAH
NIM : 1420300024
Jenjang Program : Strata Satu (S1)
Program Study : Tarbiyah dan Ilmu Keguruan
Konsentrasi : Tadris Bahasa Inggris

Telah melaksanakan Penelitian di MTs Negeri 4 Mandailing Natal untuk Menyusun TESIS yang berjudul : *"Analysis Of Students' Ability in Using Punctuation in Writing Descriptive Text at Grade VIII of MTsN 4 Mandailing Natal.*

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.



Kepala

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