

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this final chapter, the writer would like to present the final conclusion and suggestions regarding the study.

5.1. Conclusion

In this research, the writer analyzed the frequency of the correct and incorrect use of punctuation and the frequency of the 4 types of punctuation errors. After discovering the frequency of punctuation in the mid-term tests of Writing A students, the writer found that the use of punctuation was as many as 483 times. The total of correctly used punctuation was 364 (75.36%) punctuation. The total of incorrect punctuation was 119 (24.64%) times with the division of 'Errors of Missing Punctuation' taking the first place with the total of 103 (46.61%) error. The total of 119 incorrect punctuation starts with 'Errors of Punctuation Confusion' with the total occurrences of 69 (31.22%), followed by 'Errors of Redundant Punctuation' with the total error of 34 (15.38%). The least punctuation error was from 'Errors of Punctuation/Coordination' with the frequency of 15 (6.79%) times.

Referring to the first research problem, the writer found that there were 4 types of punctuation error found in Writing A students' compositions. The punctuation errors were 'Error of Missing Punctuation,' 'Error of Redundant Punctuation,' 'Error of Punctuation Confusion,' and 'Error of Punctuation/Coordination.'

Referring to the second research problem, the writer found that the most punctuation error the students made was Error of Missing Punctuation with total of 103 errors (46.61%)

In the next sub-chapter, the writer presents some suggestions in the area of teaching and learning and also for further research.

5.2. Suggestion

The writer would like to propose some suggestions concerning the result of this study. The suggestions are as follows:

1. In order to minimize the incorrect use of several punctuation in a 'series point,' the students should be reminded not to translate word by word directly from their native language into the target language as it will make the students to follow rules from their native language.
2. The students should know the difference between American and Indonesian's 'date' form in a writing text. American's date uses MM-DD-YYYY format with comma after month and year (if there are more words after year) e.g. January 25, 2018, on PC.
3. The lack of grammar can hindrance the punctuation used in a writing text. Both knowledge of grammar and punctuation should be balance to produce better writing.
4. The students should differentiate some punctuation which are almost identical like colon and semi colon. The function of those punctuation are also important in making good writing text.
5. The transfer error or interlingual like putting certain words such as "As a child" in the end of the sentence should be carefully calculated. Students need to write sentences without any interference of their L1.
6. The students' should learn to have the tendency to proof-read every writing they have composed. Proof-reading can save the students from unintended mistakes or performance breakdown when writing the draft.
7. The fixed texts from the final-term tests was not broad enough to cover all of the punctuation. It is suggested that for future research to add more fixed text to have a much better result.
8. The teacher should spend more time exercising the students with rarely-used punctuation such as Colon, Dash, Semi Colon, Hyphen, and Parenthesis. The punctuation mentioned are often a problem for students that think the other similar punctuation can be used interchangeably.

Finally, the writer realizes that the study is far from perfection. The writer hopes that this thesis can be useful to English teachers, especially in teaching punctuation.

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