

CHAPTER I

INTRODUCTION

A. Background Of The Research

Punctuation is the system of symbols that we use to separate written sentences and parts of sentences, and to make their meaning clear. Each symbol is called a “punctuation mark”. conventional signs, and certain typographical devices as aids to the understanding and correct reading, both silently and aloud, of handwritten and printed text. The word is derived from the latin punctus, “point.” From the 15th century to the early 18th the subject was known in English as pointing; and the term punctuation, first recorded in the middle of the 16th century, was reserved for the insertion of vowel points (marks placed near consonants to indicate preceding or following vowels) in Hebrew text. The two words exchanged meanings between 1650 and 1750.

Since the late 16th century the theory and practice of punctuation have varied between two main schools of thought: the elocutionary school, following late medieval practice, treated points or stops as indications of the pauses of various lengths that might be observed by a reader, particularly when he was reading aloud to an audience; the syntactic school, which had won the argument by the end of the 17th century, saw them as something less arbitrary, namely, as guides to the grammatical construction of sentences. Pauses in speech and breaks in syntax tend in any case to coincide; and although writers are now agreed that the main purpose of punctuation is to clarify the grammar of a text, they also require it to take account of the speed and rhythm of actual speech.¹

One of the aspects influencing writing is using punctuation correctly, it can make a good paragraph writing. According to Harmer, "If capital letters, commas, full stops, sentence and paragraph boundaries, etc. are not used correctly, this can not

¹ T. Julian Brown, Professor of palaeography, University of London, 1961-84. Coauthor of *Codex Lindisfarnensis*.

only make a negative impression but also make a text difficult to understand.”² It supported by Kane that all punctuation exist, basically, to help readers understand what you wish to say.³ It means that the correct punctuation, is an essentially part of the properly constructed English sentence. In other words, if punctuation marks in the text are not properly used, the readers may have difficulties to understand the text. From the explanation above, we can realize that punctuation is very important in writing.

The researcher would like to help the English teacher and the student to find out a way how to comprehend reading text by using puzzle game. Using games in teaching and learning process help and encourage the learners to understand the lesson easily. Wright states that game can provide intense and meaningful practice of language in four skills (reading, writing, listening, and speaking),

²Jeremy Harmer, *How To Teach Writing*, (London:Longmen,2004), p.49

³ Thomas S. Kane, *The Oxford Essential Guide To Writing*, (New York:The Berkley publishing Group, 2000),p.379

for many types of communications.⁴ According to Hadfield, a game is an activity with rules, a goal and an element of fun.⁵ In addition, games are fun activities that promote interaction, thinking, learning, and problem solving strategies.⁶

Based on the preliminary research by interviewing Mrs. Mega, s.pd, as the English teacher of the eight grade students of MTS Pekalongan, kecamatan citangkil about the students' ability in mastering English, especially about their writing, he explained that the students' skill in writing were still low. The students had problems with their writing ability. The students had low understanding in using punctuation, so they were less attention in using punctuation in their writing. Beside that, the students also lack exercise about punctuation.⁷

⁴ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, Cambridge: Cambridge University Press (1983),p.2

⁵ Jill Hadfield, *Intermediate Communication Games*, Thomas Nelson and Sons Ltd 1990,p.5

⁶ Amy Talak-Kiryk, *Using Games In A Foreign Language Classroom*, SIT Graduate Institute, 2010,p.4

⁷ Mega, *an interview*, MTS Pekalongan, on july 20th ,2020

Regarding to those phenomena which is usually found in English teaching, especially in learning student ability in using punctuation. The research intends to use method crossword puzzle for using punctuation. To teach students ability in using punctuation it needs innovation and creativity of a teacher to be able to minimize the difficulties which students experienced.

And to encourage them to be interested in the learning process. In this research, the writer using puzzle as a strategy to teach punctuation because according to the writer it will be more enjoyable and interesting.

Based on the explanation above, the researcher was interested in conducting a research entitled “USING PUZZLE TO IMPROVE STUDENTS ABILITY IN USING PUNCTUATION” (A Classroom Action Research at the Eight Grade of MTS Pekalongan, Kecamatan Citangkil

B. The Identification Of The Research Problem

Based on the background above, the researcher identified the problem as follow:

1. Students do not understand in using punctuation and grammatical.
2. The students less pay attention in using punctuation in writing.
3. The students who read don't care about punctuation.
4. Teacher lack of creativity in the use of media and learning methods.

C. Limitation of the research

The limitation of the research as follow:

1. Research is focused on students' ability understanding in using punctuation.
2. The object of the study is only for the eight grade students of MTS Pekalongan Kecamatan Citangkil.

D. Research question

Based on the background of the study above, the research problems on this research can be formulated as follow:

1. How is the process of teaching writing skill in using puzzle to improve students ability in using punctuation?
2. Can using puzzle improve the students ability in punctuation ?

E. Objective Of The Study

In research question, the objective of this study to find out students in understanding punctuation in English grammatical in eight grade students at MTS Pekalongan Kecamatan Citangkil.

F. The Important Of The Research

After doing the research, the writer hopes that it may be useful as :

1. For the students

Using puzzle will make students enjoy the storyline and understand correct punctuation thus increasing the motivation of eighth grade students at MTS Pekalongan in learning punctuation in English grammar.

2. For the English teacher

The researcher hopes that after this the app can contribute to teaching and learning grammar with attractive designs in teaching English.

3. For other language researcher

The writer will get new experience in teaching writing and give new knowledge as a way that can enrich learning punctuation in English grammar, so the students are more than happy and enthusiastic in learning punctuation using puzzle and the research can carry out the strategy to the next teaching and learning in the classroom.

G. The Previous Study

The writer found many previous studies dealing with the research. This previous study are :

The researcher was done by Siti Nurhayati, 2 oktober 2019. “The Students Ability in Using Punctuation and Capitalization Through Performing Habit of Writing Diary”. In her study, she analyzes at SMP Guppi Salawati. The formulation of problem in her study are how is the students competence in apply writting mechaarism, and what is the effect of performing habit of writing diary to increase students skill in writing mechanism the methodology of her study is experimental study. And the technique of collecting data is a test. the instrument of this study, asked the sample student to complete the text with punctuation, after they handed their works the writer checked the punctuation they had applied in the given text, and she analyze the comments or the mistake they made based on the theory. The result of her study is the writer found that teaching writing mechanism by performing habit of writing diry better

than without performing habit of writing diary. It means that the students are more interested to write with writing diary and without writing diary.⁸ The difference between my research is the method used a puzzle game and this research is carried out in Mts Pekalongan Kecamatan Citangkil and the research problem is the students less pay attention in using punctuation in writing and the students who read do not care about punctuation, the technique of collecting data is a test and observation. With the puzzle game method students easily understand and also learn to be fun.

The other research was done by Fiber Yun Ginting, 3 oktober 2018. “ An Analysis of Students Ability in Using Punctuation Marks in Descriptive Paragraph Writing”. He analyzes at FKIP UNIKA Medan, in her study only describes how the students ability in using punctuation marks in writing descriptive paragraph. Because the students ability in using punctuation marks in writing descriptive was categorized into

⁸ Nurhayati Siti “*The Students Ability in Using Punctuation and Capitalization through Performing habit of writing Diary*”. 2 oktober 2019

low. And the research method is used descriptive qualitative the researcher to give description systematically and factually about fact of a certain population. The study is very different from researcher, his study uses descriptive paragraph in the FKIP UNIKA Medan while researcher uses puzzle game to make students easy to understand with the game method that researcher apply.⁹

⁹ Yun Ginting Fiber. *An Analysis of Students Ability in Using Punctuation Marks in Descriptive Paragraph Writing*. 3 October 2018