THE ANALYSIS OF PUNCTUATION USE IN UNPUNCTUATED PASSAGES: A DISCOURSE-GRAPHOLOGY PERSPECTIVE

A THESIS

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ABSTRACT

Diski Eginda Rismianti. 14111310149. The Analysis of Punctuation Use in Unpunctuated Passages: A Discourse-Graphology Perspective.

Punctuation is the basic element in writing which is important to clarify meaning. Without punctuation or ignoring the rule of punctuation in a passage, the writing will be ambiguous. The writing course in IAIN Syekh Nurjati Cirebon is studied by English Student in 5 levels. Based the phenomenon, this research aims to find out the students' error in the use of punctuation and how does the use relate to the meaning of restrictive and nonrestrictive elements. The analyses process in this research is constructed based on the theory from Marcella Frank. This research used qualitative method in analyzing data where the data contains the two original passages which is taken from the book of academic writing and the three participants' work which are got by examining the passages as a main data source to be analyzed in this research. Those passages are changed be unpunctuated passages then examined to the 3 EFL learner which comes from the high score, medium score, and low score of writing.

The result of this analysis shows that there are fifteen punctuation marks which are used in the two passages; they are capitalization, periods, commas, semicolons, colons, quotation marks, parentheses, apostrophes, hyphen, en dashes, ellipses, percent, underscore, at sign, and citation. FP has highest number of error in Capitalization with 100%. SP has big problem in commas exactly in the nineteenth rule with 90% and TP are wrong in parentheses.

For restrictive and nonrestrictive elements, restrictive elements has higher number than nonrestrictive elements, except is in appositive. The numbers of the elements are same with the three participants. The differences come from the number of appositive which passages has higher number of nonrestrictive appositive than restrictive appositives.

The results show that punctuation in unpunctuated passages used the rule from APA (American Psychological Association). The effects of the use of punctuation are in the number of sentences and clauses, types of phrases, and restrictive and nonrestrictive elements. For the students' error, there are some sentences in FP and TP which only contain phrase.

Key words: Punctuation Marks, Restrictive and Nonrestrictive Clause, Restrictive and Nonrestrictive Phrase, Restrictive and Nonrestrictive Appositives.

RATIFICATION

This thesis entitled **"The Analysis of Punctuation Use in Unpunctuated Passages: A Discourse-Graphology Perspective"** written by Diski Eginda Rismianti, student number 14111310149, has been examined on 14 July 2015. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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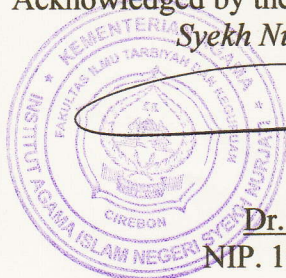
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INTRODUCTION

1.1 The Background of the Problem

Writing is one of communication to express our feeling and thinking in our life. Hyland (2009: 2) states that "writing is central to our personal experience and social identities, and we are often evaluated by our control of it." Based on the quote, writing is the expression of the experiences and the identity in the society. The idea which appeared in our writing is based on the experience that happen in our life. From the quote, social identities means that people can recognize who really you are in the society through writing. For example, people will create a composition which tells about our family and our achievement in education. Indirectly, it tells about our identity in our family and our best experience in the educational life. So, writing is the one of ways that can be used in the communication that aims to deliver and share our ideas in our mind.

The next importance of writing is skill that is necessary skill in our communications that used in society. As Brown (2003: 218) said that "Today, the ability to write has become an indispensable skill in our global literate community." It can be understood that writing is the highest matter that is very important in educational institution. For example when people will get the undergraduate degree in our study, people must write a thesis because writing is the one of requirements to continue the next level of our study. If the people do not do it, they will fail in their study. So, writing is the essential matter in educational institution.

The other importance of writing is the way to sharpen our mind to the issues in our life. According to Greetham (2001: 1) states that writing helps us to find out our thought and ideas on the issues. When people write something, it forces us to understand our thinking to think more about the issues that people want to write and it help us to create new idea. Before people start to write, they must read some articles, magazines, journals and books to get

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some information that support our idea in creating a composition. So, that is why writing can improve our critical thinking and ideas on the issues which is faced in our life.

Those are the reasons why researcher decides writing as the area in her research. Brown (2003: 218) states "writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language." It means that writing have some rules of grammar that constructed in a sentence to express our speech in written form. Rule of grammar is the one of elements in creating effective writing. The other elements are: central idea, organization, supporting material, expression, word choice, point of view, spelling, and punctuation. Punctuation has important role in writing. The function of punctuation is clarifying the meaning of passage. It is appropriate with idea from Woods (2006), he states that the way to find the meaning of the passage is the use of punctuation in a passage. Without punctuation, ignoring punctuation and mistake in locating of punctuation in a passage, the writing will be ambiguous and difficult to be read and comprehend by the reader.

In the reality, punctuation is seen as a simple discussion which has so far received little attention from the students and a few teachers. Dawkins (1995) states that it takes only a little study of the selections in our college readers to realize that punctuation rules in handbooks is important to be learned. And then, many people do not know the rules which help with punctuation; they simply use 'feelings' about what 'sound right'. Unfortunately, when using 'feelings', it is difficult to remember what 'felt right'. So, 'feelings' should not from the basis for grammar or punctuation, though they might help a little. To maintain consistency and ease of understanding, writing must show that it follows some established codes of conduct.

Based on the phenomena, this study attempts to analyze how the punctuation used by EFL learner. Besides, this study try to analyze the use of punctuation in the written language that clarifies the meaning of the passage (restrictive and nonrestrictive elements) in discourse- graphology perspective.

This study focuses on written discourse. (Discourse- graphology perspective here means that the study of handwriting, esp. when regarded as an expression of the writer's character and personality. Graphology is interested in the features like page size and layout, line direction, regularity, angle, space design, etc., including features of calligraphy. This study is very important not only for the students in giving awareness to their punctuation in creating an effective writing but also for the teacher can give their respect and put punctuation as the important part in creating effective writing and understanding the meaning of passage implicitly.

Current studies in the area of writing have touched the cohesive discourse (Azzouz, 2009; Tsareva, 2010; Agustina, 2012). Cohesive is one of the important elements in writing. Then, the area of strategy to improve EFL students' writing skills (Murray, 2007; Pardosi, 2010; Yang, 2011; Okasha, 2014). The strategies are think pair share, blog writing, and skeleton writing. Those strategies are effectively improve students' writing skills which can be used by the teachers. Another area which is studied is punctuation in discourse structure. The role of punctuation in a passage is the essential element which can clarify the meaning of that passage exactly in restrictive and nonrestrictive elements. There have some studies which prove the role of punctuation in a passage (among others, Betham, 2012; Ghabool et al, 2012; Guinda, 2002; Benjamin, 2014). Some of the results are found that punctuation as the main character in a passage because it can clarify the message. In a fact, the researcher would like to go to a smaller element in participants. The researcher focus in the English department students of IAIN Syekh Nurjati Cirebon and the researcher examine in the whole of punctuation marks use.

As the researcher feels that writing always be a difficult task for students because there are some writing problems. It is also felt by my friends who are in the eighth semester of English Department exactly, when they must write some compositions. The writing problems which are faced by them are proper use grammar, conventions, punctuation, cohesion, spelling, and some of the basic and initiating aspects of writing. The researcher focuses on the

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writing problem of punctuation. The researcher try to analyze how the punctuation that used by EFL learners. Besides, the study analyze the use of punctuation in the written language that contributes to the meaning of the passage exactly in restrictive and nonrestrictive elements. As the researcher interviewed some English Department students in some semesters recently, it seems that punctuation is the content which is rarely ignored by some students in creating and proofreading some compositions. Actually, the use of punctuation in a passage is very important to make the passage itself be clear in meaning.

The study about analyzing punctuation in the passages is very important. Its purpose not only for the students in giving awareness to their punctuation in creating a good writing but also for the teachers, hopefully, they can give their respect and put punctuation as the important part in creating a good writing and understanding the meaning of passage implicitly.

1.2 The Identification of the Problem

The identification of the problem is needed to clarification about the problem. The researcher arranged the identifications of the problem refer to the background above. There are:

1.2.1 The Field of the Research

The field of the research is writing. This research focuses in punctuation marks which are used by EFL Students in unpunctuated passages based on discourse-graphology perspective.

1.2.2 The Main of the Problem

The main problem of this research is punctuation use in unpunctuated passages as EFL learner, so the researcher try to analyze the punctuation use found in unpunctuated passages that is fulfilled by the EFL learner and to get the result about how punctuation tell us about the meaning of passages. Because of the background of the research, punctuation is very important part in writing context.

1.3 The Limitation of the Problem

Kress (2003: 126) states that punctuation is one of the elements in writing as the marker which has relation between speech and writing. In writing, punctuation can become as substitution of intonation, rhythm, and juncture which is used to clarify meaning.

In this research focus in unpunctuated passages exactly in the essay, then analyze the use of punctuation (rules of punctuation and errors of rules punctuation) and meaning of restrictive and nonrestrictive elements which is revealed from its use.

In other hand, this study investigates the participants from English Department Students in the sixth semester of IAIN Syekh Nurjati Cirebon. In this study try to find the data from the students who have gotten the introduction to writing course when the position of punctuation is important in meaning of passage and focus on the problem that is investigated based on what the researcher mentioned in the questions of the research.

1.4 The Research Formulation

Based on the explanation above, this study focuses in the analyzing of punctuation use in unpunctuated passages: a discourse-graphology perspective. Based on the reason above, the researcher tries to close attention to: "How does punctuation used in unpunctuated passages based on discourse-graphology perspective?"

1.5 The Questions of the Research

Based on the background of study above, the research question is as following:

1) What are the students' errors in the use of punctuation?
2) How does punctuation carry out about the meaning of restrictive and nonrestrictive elements in the passages?

1.6 The Aims of the Research

Based on the question above, the researcher arrange the aims of the research as follows:

1) To know the students' errors in the use of punctuation.
2) To identify the meaning of restrictive and nonrestrictive elements in the passage correlated with use of punctuation.

1.7 The Significance of the Research

These are the significance of the research:

1.7.1 Theoretically

1) The result of this study can extend understanding on the students' problem in punctuation.
2) From the result, students and educators will know how to minimize the errors in using punctuation marks in a passage.
3) The result also can be a guide in determining the meaning of passage which is influenced by the use of punctuation.
4) It also provides the understanding of the educators in giving awareness and understanding of the student about how the importance of punctuation's role in a text in teaching writing.
5) It can add the researcher's knowledge about punctuation.

1.7.2 Practically

1) The study can be used to indicate what problems that they will find when they put punctuations incorrectly in unpunctuated passage. As a result, they should be able to identify how to solve such problems in the use of punctuation and they can implement it in unpunctuated passage.
2) The research can be used as reference for the next research when the researcher finds the result of this study, it also can be implemented in teaching process and apply the solution in educational activity.

1.8 Theoretical Review

1.8.1 The Nature of Punctuation

Punctuation is the important part in language and mastering language skills, exactly in writing. There are some definitions of punctuation from the expert. One of them from Geraldine Woods (2006: vii) defines that punctuation is the traffic signs that help the reader to arrive at the writers meaning. Signs here mean that the symbol that is used in writing to guide us through the maze of words and ideas in some pieces of writing presents. This definition is almost same with Truss (2003: 7) who defines that punctuation marks are the guidance symbol for the reader which give the information to slow down, notice, stop and etc. in order to the meaning of passage is clear. It means that punctuation is voice rising, pausing, and hand waving in the form of dots, commas, and etc which means a good punctuation is vital if the reader want to get the message across loud and clear.

Another definition comes from Trask (1997: 2-3) defines that punctuation is a tool that is used to make the meaning clear, it is like stress, intonation, rhythm, pauses, etc that present when the text be read or someone speak English. Because of punctuation clarifying the meaning, so every punctuation mark has one or more particular jobs to do, and everyone should be used always and only to do those jobs. If the reader does not give attention in punctuation, she will have trouble with the meaning of passage.

It can be concluded that punctuation is the symbol in a writing which is used to clarify the meaning of passage by indicating separation of words into sentences, clauses, and phrases. Punctuation is also as stress, intonation, rhythm, pauses, etc when the passages read.

1.8.2 Kinds and Rules of Punctuation

Punctuation is divided into two types. They are Graphic and Prosodic punctuation. Hall (2003: 76) defines graphic punctuation is the use of punctuation which is dominated by the positioning of the marks in

the passage. Whereas, Chafe (1987: 8) states that prosodic punctuation is the meaning of the passage is in sound and syntax. Lukeman says that punctuation used in basic rhythm to all text and punctuation is the music of language so punctuation influence the reading experience, indicates how it should be read, carry out the best or worst in a text whereas, graphic punctuation divided into autonomous and ideological. Autonomous means that the use of punctuation confirm to the rules of function, for ideological, it means that the use of punctuation contribute to meaning- making which is based on the circumstances. The cluster of punctuation is drawn as like the following chart:
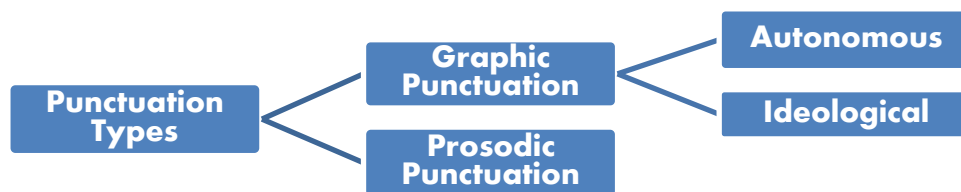
Figure 1.1 Types of Punctuation

In English, punctuation consists of some marks. According to Anne Stilman (1997: 54) there are fourteen kinds of punctuation marks, namely comma, semicolon, period, exclamation point, question mark, dash, ellipsis, parentheses, hyphen, slash, brackets, quotation mark, and apostrophe. Another expert said by King (2004: 7) there are twenty one kinds of punctuation, they are: capital letter, italic, bold emphasis, asterisk, semicolon, comma, parenthesis, colon, full stop, double quotation marks, contraction apostrophe, question mark, exclamation mark, underline, dash, hyphens, possessive apostrophe, square brackets, single quotation marks, and three- dot ellipsis. In one of programs, there are some punctuation marks which are also used in the writing. The punctuation marks are mentioned in the research that conducted by John, they are: ampersand (&), asterisk (*), at sign (@), caret (^), plus sign (+), equal sign (=), pound sign (#), tilde (~), underscore (_), the dollar sign ($), the percent sign (%),

parentheses (()), square brackets ([]), curly brackets ({}), angle brackets (<>), register trademark (®), slash (/), and trademark symbol (™). Based on the explanation above, the researcher concludes that are five basic kinds of punctuation. They are capitalization, comma, period, question mark and exclamation mark. It can be grouped into three parts: at the first (capitalization), the middle (comma), and the end of sentence (; period, question mark, and exclamation mark).

Every punctuation mark has rules that are applied in the writing. Here, the rules of every punctuation marks:

1.8.2.1 Capitalization

Capital letters are important form of punctuation in that they help to guide the eye and mind through the text. The following general rules which stated by Straus (2008: 70–72) govern the use of capital letters in English:

Table 1.1 The Rules of Capitalization

No	Rules
1.	The first word of a sentence begins with a capital.
2.	Proper nouns that begin with capital, include: Names of person, title of address preceding or following proper names, names of geographical divisions, countries, cities, names of mountains and hills, names of rivers, lakes, and oceans, names of island, names of deities, religions, and sacred books, names of streets and parks, names of the nationality of a person, names of wars, famous monuments and building, names of organization, names of aircrafts, names of armed forces, and names of days, months.
3.	Always capitalize the first and last words of titles of publications regardless of their parts of speech. Capitalize other words within titles of books, plays, songs, etc., including the short verb forms *Is, Are*, and *Be*. **Exception:** Do not capitalize little words within titles such as *a, an, the, but, as, if, and, or,*

	nor or prepositions, regardless of their length.
4.	You may capitalize words such as *department, bureau*, and *office* if you have prepared your text in the following way: *The Bureau of Land Management (Bureau) has some jurisdiction over Indian lands. The Bureau is finding its administrative role to be challenging.*
5.	Do not capitalize names of seasons.
6.	Capitalize the names of specific course titles.
7.	Proper adjective derived from proper nouns begin with a capital.
8.	Interjections used independently are capitalized.
9.	The pronoun I is always capitalized.
10.	Abbreviations words of the titles of books, poems, articles, and works of art capitalized.
11.	The first word of a dialect quotation is capitalized.
12.	After a sentence ending with a colon, do not capitalize the first words if it begins a list.
13.	Do not capitalize when only one sentence follows a sentence ending with a colon.

1.8.2.2 Periods

The use of periods in a passage means that the writer does not want to keep going back and continue to the next section. The following rules show the rule of period which Straus (2008: 52) stated in the first until the third rule, whereas, Woods (2006: 3–17) stated in the fourth until the fourteenth rule of period. Here are the rules govern the use of periods in English:

Table 1.2 The Rules of Periods

No	Rules
1.	Use a period at the end of sentence that is a statement.
2.	If the last word in the sentence ends in a period (for example the use of abbreviation that is in the last word use period), do not

	follow it with another period.
3.	Use a period after an indirect question.
4.	If a sentence is a statement or giving a command that is in parentheses, place a period inside the closing mark.
5.	Place a period outside of the sentence if a parenthetical statement is a part of that sentence.
6.	If a sentence consists of quotation, the periods go outside the sentence.
7.	When a name or title is abbreviated, insert a period.
8.	The abbreviations in the following chart are generally written with periods: *Atty. Gen*: *Attorney General, Dr.: Doctor, Esq.: Esquire, Gov.: Governor, Jr.: Junior, Rep.: Representative*
9.	Place a period after the use of ellipsis if the ellipsis is the end of the sentence. So, the periods in that sentence are four; three from the ellipsis and one from the use of period.
10.	Use a period at the end of sentence in a list if the sentence is complete.
11.	If the items are not complete sentence, do not put period after the items.
12.	If the items are numbered or preceded by letters, the number or letters are usually followed by periods or parentheses.
13.	Periods in Web address called by 'dot'. If a Web address is mentioned in the text and ends a sentence, place a period at the end of sentence in normal way.
14.	Period acts as a decimal point or separation between hour and minutes.

1.8.2.3 Commas

Commas are another very important type of punctuation. Commas tell the reader where to pause. Commas also separate phrases, ideas, and items in a list. The following general rules which based on Straus (2008: 54–57) in the first rule until the twenty first rule and

Stilman (1997: 86) in the twenty second rule until the twenty fifth govern the use of commas in English:

Table 1.3 The Rules of Commas

No	Rules
1.	To avoid confusion, use commas to separate words and word groups with a series of three or more.
2.	Use a comma to separate two adjectives when the word *and* can be inserted between them.
3.	Use a comma when an *–ly* adjective is used with other adjectives. (**note**: to test whether an *–ly* word is an adjective, see if it can be used alone with the noun. If it can, use the comma.).
4.	Use commas before or surrounding the name or title of a person directly addressed. For the example: *Yes, Sir, I do.*
5.	Use a comma to separate the day of the month from the year and after the year.
6.	Use a comma to separate the city from the state and after the state.
7.	Use commas to surround degrees or titles used with names. Commas are not required around *Jr.* And *Sr.* Commas never used in *II, III,* and so forth.
8.	Use commas to set off expressions that interrupt the flow of the sentence.
9.	When starting a sentence with a weak clause, use a comma after it but do not use a comma when the sentence starts with a strong clause followed by a weak clause.
10.	Use comma after phrases of more than three words that begin a sentence. if the phrase has fewer than three words, the comma is optional.
11.	If something or someone is enough to be identified, the description it is considered is not important and should be added

	by commas. For the example: *Freddy, who has a limp, was in an auto accident.*
12.	Use a comma to separate two strong clauses joined by a coordinating conjunction- *and, or, but, for, nor*. You can omit the comma if the clauses are both short.
13.	Use the comma to separate two sentences if it will help avoid confusion. For the example: *I chose the colors red and green, and blue was his first choice.*
14.	A comma splice is an error caused by joining two strong clauses with only a comma instead of separating the clauses with a conjunction, a semicolon, or a period. A run- on sentence, which is incorrect, is created by joining two strong clauses without any punctuation. For the example: *Time walks when we are having fun; we are always having fun.*
15.	If the subject does not appear in front of the second verb, do not use a comma.
16.	Use commas to introduce or interrupt direct quotations shorter than three lines.
17.	Use a comma to separate a statement from a question.
18.	Use a comma to separate contrasting parts of a sentence.
19.	Use a comma when beginning sentences with introductory words such as well, now, or yes.
20.	Use commas surrounding words such as therefore and however when they are used as interrupters.
21.	Use either a comma or a semicolon before introductory words such as namely, that is, i.e., for example, e.g., or for example when they are followed by a series of items. Use a comma after the introductory word.
22.	In personal letter, place a comma after the salutation and complimentary close.

23.	Do not put a comma at the end of address line or after the date.
24.	A comma at the end of a quoted statement takes the place of a period when the sentence continues on.
25.	A comma separates large numbers into group of three digits.

1.8.2.4 Semicolons

Semicolons are also used to divide up items in a list when they have a complex structure. Straus (2008: 57–58) stated the rules of semicolons in English:

Table 1.4 The Rules of Semicolons

No	Rules
1.	Use a semicolon in place of a period to separate two sentences where the conjunction has been omitted.
2.	It is preferable to use the semicolon before introductory words such as namely, however, therefore, that is, i.e., for example, e.g., or for example when they introduce a complete sentence. It is also preferable to use a comma after the introductory word.
3.	Use either a semicolon or a comma before introductory words such as namely, however, therefore, that is, i.e., for example, e.g., or for instance when they introduce a list following a complete sentence. Use a comma after the introductory word.
4.	Use the semicolon to separate units of a series when one or more of the units contain commas.
5.	Use the semicolon between two sentences that are joined by a conjunction but already have one or more commas within the first sentence.

1.8.2.5 Colons

The following general rules which stated by Straus (2008: 59) govern the use of colons in English:

Table 1.5 The Rules of Colons

No	Rules
1.	Use the colon after a complete sentence to introduce a list of items when introductory words such as namely, for example, or that is do not appear.
2.	A colon should not precede a list besides if it follows a complete sentence; however, the colon is a style choice that some publications allow.
3.	Capitalization and punctuation are optional when using single words or phrases in bulleted form. If each bullet or numbered point is a complete sentence, capitalize the first word and end each sentence with proper ending punctuation.
4.	Use a colon instead of a semicolon between two strong clauses (sentences) when the second clause explains or illustrates the first clause and no coordinating conjunction is being used to connect the clauses. If only one sentence follows the colon, do not capitalize the first word of the new sentence. If two or more sentences follow the colon, capitalize the first word of each sentence following.
5.	Use the colon to introduce a direct quotation that is more than three lines in length. In this situation, leave a blank line above and below the quoted material. Single space the long quotation. Some style manuals say to indent one-half inch on both the left and right margins; others say to indent only on the left margin. Quotation marks are not used.
6.	Use the colon to follow the salutation of a business letter even when addressing someone by his/her first name. Never use a semicolon after a salutation. A comma is used after the salutation for personal correspondence.
7.	Use the colon to separate a title from a subtitle.

1.8.2.6 Question Marks

The meaning of the use question mark depends on how many question marks the writer use. Straus (2008: 60) stated the general rules govern the use of question marks in English:

Table 1.6 The Rules of Question Marks

No	Rules
1.	Use a question mark only after a direct question.
2.	Use a question mark when a sentence is half statement and half question.

1.8.2.7 Exclamation Marks

The exclamation marks are used in a light tone, convey excitement, and even demonstrate interest. The following general rules which based on Straus (2008: 61) statement in the use of exclamation marks in English:

Table 1.7 The Rules of Exclamation Marks

No	Rules
1.	Use exclamation points to show emphasis or surprise. Do not use the exclamation point in formal business letters.
2.	If the quoted material is an exclamation, the exclamation point goes inside the closing quotation mark.
3.	If the quoted material is not an exclamation but the sentence as a whole is, the exclamation point is placed outside the closing quotation mark.

1.8.2.8 Quotation Marks

Single quotation marks are used to emphasize a word, to give quotations from other writers and to show direct speech. Besides, double quotation marks are used to show quotations inside quotations. Straus (2008: 62) said in the first rule until the sixth rule and Woods (2006: 103) stated in seventh rule and eighth rule of quotation marks in English:

Table 1.8 The Rules of Quotation Marks

No	Rules
1.	Periods and commas always go inside quotation marks, even inside single quotes.
2.	The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.
3.	When you have a question outside quoted material AND inside quoted material, use only one question mark and place it inside the quotation mark.
4.	Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.
5.	Use quotation marks to set off a direct quotation only.
6.	When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term sic in italics and enclose it in brackets. Sic means, ''This is the way the original material was.''
7.	To clarify the meaning of something in quotation, add word or phrase in brackets.
8.	Use quotation marks or italicize an unusual term to make it clear if that term appears for the first time.

1.8.2.9 Brackets

There are four types of brackets. They are: parentheses (()), square brackets ([]), curly brackets ({}), and angle brackets (<>). Every bracket has meaning but in general the use of brackets means that the writer is approaching this too logically. They are used to contain information of lesser importance.

1.8.2.9.1 Parentheses (())

The most commonly used bracket in English is the parentheses. This pair of round brackets is used when a writer wants to add information to a sentence that will give greater detail

to the information presented. However, the information is extra and not really necessary, which means that it can be removed with ease and without damaging the original information. Items placed in parentheses can often be set off with commas as well. The following general rules (Straus: 2008) govern the use of parentheses marks in English:

Table 1.9 The Rules of Parentheses

No	Rules
1.	Use parentheses to enclose words or figures that clarify or are used as an aside.
2.	Use full parentheses to enclose numbers or letters used for listed items.
3.	Periods go inside parentheses only if a complete sentence is inside the parentheses.
4.	Use parentheses in dates.
5.	Parentheses used for glosses.
6.	Use parentheses to insert extra information into sentences.
7.	Use parentheses to add comment in a sentence.
8.	Parentheses are used in citation.

1.8.2.9.2 Square Brackets ([])

Square brackets have important usage in academic writing, especially when the writer needs to add information to a quotation. Normally, a quotation must be presented exactly as it was spoken or written. The square bracket allows the writer an opportunity to fix mistakes, add explanatory information, change a quote to fit in a sentence, or add emphasis to a word through bold or italics. Similar to the parentheses, the information in the bracket cannot change the meaning of the quoted material.

1.8.2.9.3 Curly Brackets ({})

This mark has extremely limited usage and mostly for poetry or music. An exception to this would be if a writer wanted to create a list of items that are all equal choices. Otherwise, this punctuation mark would not be used in academic writing.

1.8.2.9.4 Angle Brackets (<>)

Angled brackets have very limited use in writing. They primarily set off highlighted material. The most common use for angled brackets is for placing URL's (Universal Resource Locator) into text.

1.8.2.10 Apostrophes

According to Woods (2006: 115) the use of apostrophe means that the reader has to pay attention to the little things. The following general rules govern the use of apostrophes in English:

Table 1.10 The Rules of Apostrophe

No	Rules
1.	Use the apostrophe with contractions. The apostrophe is always placed at the spot where the letter(s) has been removed.
2.	Use the apostrophe to show possession. Place the apostrophe before the s to show singular possession.
3.	Use the apostrophe where the noun that should follow is implied.
4.	To show plural possession, make the noun plural first. Then immediately use the apostrophe.
5.	Do not use an apostrophe for the plural of a name.
6.	With a singular compound noun, show possession with 's at the end of the word.
7.	If the compound noun is plural, form the plural first and then use the apostrophe.
8.	Use the apostrophe and s after the second name only if two

	people possess the same item.
9.	Never use an apostrophe with possessive pronouns: his, hers, its, theirs, ours, yours, whose. They already show possession so they do not require an apostrophe.
10.	The only time an apostrophe is used for it's is when it is a contraction for it is or it has.
11.	The plurals for capital letters and numbers used as nouns are not formed with apostrophes. Exception: Use apostrophes with capital letters and numbers when the meaning would be unclear otherwise.
12.	Use the possessive case in front of a gerund (-ing word).
13.	If the gerund has a pronoun in front of it, use the possessive form of that pronoun.

1.8.2.11 Hyphens

The following general rules govern the use of hyphens in English, the rules are stated by Stillman (1997: 87):

1.8.2.11.1 Hyphens between Words

Table 1.11 The Rules of Hyphen

No	Rules
1.	To check whether a compound noun is two words, one word, or hyphenated, you may need to look it up in the dictionary. If you can not find the word in the dictionary, omit the noun as separate words.
2.	Phrases that have verb, noun, and adjective forms should appear as separate words when used as verbs and as one word when used as nouns or adjectives.
3.	Compound verbs are either hyphenated or appear as one word. If you do not find the verb in the dictionary, hyphenate it.
4.	Generally, hyphenate between two or more adjectives

	when they come before a noun and act as a single idea.
5.	When adverbs other than -ly adverbs are used as compound words in front of a noun, hyphenate. When the combination of words is used after the noun, do not hyphenate.
6.	Remember to use a comma, not a hyphen, between two adjectives when you could have used and between them.
7.	Hyphenate all compound numbers from twenty-one through ninety-nine.
8.	Hyphenate all spelled-out fractions.
9.	Hyphen is used with certain words and structured likes: year-old.

1.8.2.11.2 Hyphens with Prefixes

Table 1.12 The Rules of Hyphen with Prefixes

No	Rules
1.	The current trend is to do away with unnecessary hyphens. Therefore, attach most prefixes and suffixes onto root words without a hyphen.
2.	Hyphenate prefixes when they come before proper nouns.
3.	Hyphenate prefixes ending in an a or i only when the root word begins with the same letter.
4.	When a prefix ends in one vowel and a root word begins with a different vowel, generally attach them without a hyphen.
5.	Prefixes and root words that result in double e's and double o's are usually combined to form one word.
6.	Hyphenate all words beginning with self except for selfish and selfless.
7.	Use a hyphen with the prefix ex.
8.	Use the hyphen with the prefix re only when: the re means

| | again AND omitting the hyphen would cause confusion with another word. |

1.8.2.12 Ellipsis

The use of ellipsis means that the writer wants the person to read between the lines. Ellipsis are also used when omitting a word, phrase, line, paragraph, or more from a quoted passage. There are some methods in the use of ellipsis marks. One of the methods is the three- dot method. The following general rules govern the use of hyphens in English:

Table 1.13 The Rules of Ellipses

No	Rules
1.	Use no more than three marks whether the omission occurs in the middle of a sentence or between sentences.
2.	When you omit one or more paragraphs within a long quotation, use ellipsis marks after the last punctuation mark that ends the preceding paragraph.

1.8.2.13 Dashes

1.8.2.13.1 En Dash

Table 1.14 The Rules of En Dash

No	Rules
1.	En Dash used for periods of time or range when you might otherwise use to.
2.	It is used in place of a hyphen when combining open compounds.
3.	Do not use dash to connect two complete sentences.
4.	Use dash to define or summarize something in the sentence.
5.	An dash connects two names when two people are referred to.
6.	Use dash to give emphasis in a sentence.
7.	It is used to replace implied "to" or "and".

1.8.2.13.2 Em Dash

Table 1.15 The Rules of Em Dash

No	Rules
1.	Em dash is longer than an en dash.
2.	In informal writing, em dashes may replace commas, semicolons, colons, and parentheses to indicate added emphasis, an interruption, or an abrupt change of thought.

1.8.2.14 Slash

The slash has several names, including solidus, virgule, diagonal, separatrix, and shilling. Computer users often refer to this punctuation mark as a forward slash, to differentiate it from the backward slash (\). Whatever you call it, you should learn to place this mark correctly, because an error slash can imply the exact opposite of what you mean. The slash indicates alternatives; links word pairs; punctuates Web addresses and some abbreviations; punctuates number in fraction; and separates the day, month, and year in dates. A slash may also show the line breaks in quoted lines of poetry.

Those are the rules of punctuation that is used in a text. A good writer will use the punctuation based on that rules. And this theory will be used by the researcher to conduct the research.

1.8.3 Restrictive and Nonrestrictive Elements

1.8.3.2 Restrictive and Nonrestrictive Clause

Frank (1972: 248) states that there are three clauses in determining restrictive and nonrestrictive clause; they are adverbial clause, adjective clause, and noun clause. He also says that adverbial clause is focused on the adverbial clause of cause which relate to the main verb, then adjective clause serves to modify the reference of the noun, and noun clause use *That* clauses which derived from verbs or adjectives to give extra information in restrictive and nonrestrictive. So

that it can be conclude that not of types of each clause are used in determining restrictive and nonrestrictive clause.

1.8.3.3 Restrictive and Nonrestrictive Phrase

According to Frank (2008: 307), the types of phrases which determine restrictive and nonrestrictive phrase are participial phrase, infinitive phrase, and prepositional phrase. He also says that only participial phrase which has adverbial function, then infinitive phrase of purpose, infinitive phrase of condition, infinitive of result, and infinitive phrase of cause, and next, only prepositional phrase which modify preceding noun.

1.8.3.4 Restrictive and Nonrestrictive Appositives

Frank (2008: 183) states that appositive are noun or noun phrase which follows or renames another noun or noun phrase. So its function is same with adjective clause or participial phrase which modifies noun or pronoun. It appears after the noun. Appositive in a clause or sentence become restrictive or nonrestrictive appositive based on the use of punctuation. As usual the use of punctuation indicates nonrestrictive appositive. But, not all punctuation which is used in deciding nonrestrictive appositive, it is only punctuation which has function to give extra punctuation like parentheses, quotation marks, and dashes.

1.9 The Previous Study

In the previous study, the researcher has reviewed another research from Apam Benjamin in 2014. That research analyzes the errors in the use of punctuation marks among students in Ghanaian Polytechnic. The researcher uses the unpunctuated passage and a written speech to measure the level of errors in the use of punctuation marks.

But in this research, the researcher try to analyze how the English Department students use the punctuation in the unpunctuated passages. The researcher decide to choose the participants of the research from the English Department Students because they are obviously have learned about the

importance of punctuation in creating an effective writing and clarifying the meaning of the passage.

The second previous research is from Dale (2000) which analyze about the role of punctuation in discourse structure. Here, the discourse structure focus on lexical markers, punctuation markers, and graphical markers which are in written natural language texts. This study states that punctuation markers at least play some role in the interpretation of particular rhetorical relations. In this research, the researcher takes a smaller unit in discourse structure. It focuses on punctuation markers which has a role as clarifying the meaning of passage exactly in restrictive nonrestrictive elements.

The third previous research is from Betham (2010) which analyze how people use punctuation later in their lives. The data collected from the interviewing people about their writing to examine their thought process when punctuating and to get their perspective on and opinion about punctuation. The participants of the research from two undergraduate students (respectively reading Modern Languages and Economics) and four professionals aged between 45-55 with higher educational background (a civil servant, a business manager, a restaurant owner, and graphic designer).

The participants of the research are different with this research. As the researcher said before that the participants are from the English Department students. Another difference point is from prosodic and graphic punctuation. The previous research focus on graphic punctuation but this research use graphic punctuation which is correlated to the semantic (meaning- making).

The fourth previous study is from Ghabool (2012) about analysis the challenges in three aspect of writing development process, namely conventions, punctuation, and language use (proper use grammar) in secondary school level from students and teacher experiences. The instrument of this research is questionnaire and an essay examination. Ghabool compare the students' error in the essays with teacher's feedback on students' writing errors exactly in conventions, punctuations, and language use. In this research,

the researcher identify the writing problem which is focused on punctuation in writing itself.

In the last previous research that has been reviewed by Xiaoli Bao in 2015. In that previous research based on Error Analysis theory which aims to explore the reasons why senior high school students find it difficult to choose relative words and how to improve this situation. This research use quantitative and qualitative method. Relative clause here relates to restrictive and nonrestrictive clause.

All of research commonly investigates the use of punctuation in written language. Punctuation is the basic elements of writing that must be mastered by the writer because punctuation has important role in a text to clarify the meaning of passage. Because of that, the researcher tries to investigate the use punctuation in unpunctuated passage that have been completed by the participants from English Department Students then, correlate its use to the meaning of passage exactly in restrictive and nonrestrictive elements.

1.10 The Methodology of the Research

1.10.2 The Objective of the Research

The purpose of this research are : to know punctuation use that is used by students in unpunctuated passages, to know the students' errors in the use of punctuation and to identify the meaning of passage correlated with use of punctuation from the title of "The Analysis of Punctuation Use in Unpunctuated Passages: A Discourse-Graphology Perspective".

1.10.3 The Place And Time of the Research

The research take a place in EFL learner's of writing problem in IAIN Syekh Nurjati Cirebon, because the phenomena is found in students' problem in the area of writing, exactly in the use of punctuation. It based on the researcher's knowledge, experience, and observation that are in IAIN Syekh Nurjati Cirebon. Punctuation seen as a simple discussion which has so far received little attention from the

students and a few teacher. Some of students still can not be applied the punctuation correctly which is appropriate to the rules of punctuation. The researcher has interviewed a number of students who have learned about punctuation in the course of writing so that is why the researcher can said it. In IAIN, exactly in English Department, the course of writing is learned in 5 levels so it should be clear that students can make an effective writing with the use of punctuation correctly. It's inversely proportional to the reality which is in IAIN Syekh Nurjati Cirebon. In addition, just a few teachers who give attention in teaching punctuation in their writing course whereas, punctuation is the important material which should be taught because it is the way to express and find the meaning of the passage. For time of the research based on the following table:

Table 1.16 Research Timeline

Activities	Year	Month	Week
Preparation		February	$1^{st} - 3^{rd}$
Identification of the phenomenon, the participant and title		February-March	$4^{th} - 2^{nd}$
Data collection and searched the theoretical foundation	2015	March	$3^{rd} - 4^{th}$
Data analysis		April	$1^{st} - 4^{th}$
Data analysis		May	$1^{st} - 4^{th}$
Describing data analysis and Conclusions		June	$1^{st} - 4^{th}$
Thesis Examination		July	1st
Thesis Revision		July	$2^{nd} - 3^{rd}$

1.10.4 The Source and Type of the Data

In this research, researcher uses both primary and secondary source data. They will be explained below:

1.10.4.1 Primary Source

Primary data source is unpunctuated passages that have been filled by the use of punctuation from the participants. The passages contain two passages which taken from academic writing and three participants' writing. From the passages, researcher analyze the meaning of passage which influenced by the use of punctuation.

1.10.4.2 Samples of Data

This research is the purposive samples for the data, purposive sample is the sample method which based on particular criteria are set by the researcher (Ary, et al 2006).

The researcher chose some samples from English department students who are at sixth semester in IAIN. The participants of this study consist of 3 students who have high score, medium score, and low score in writing. The students must finished 5 levels in writing course when the position of punctuation is important in meaning of passage.

1.10.4.3 Secondary Source

Researcher also uses secondary data to enrich deep knowledge by using references of books and journals which have been published in the international conference. The journals are from Xiaoli Bao in 2015 which explore the use of relative words in senior high school students, Doug Arnold in 2004 which explore restrictive and nonrestrictive clause in dependent syntax, Dale in 2010 which analyze the role of punctuation in discourse structure, Lascarides and Asher in 2003 which analyze the use of restrictive and nonrestrictive modifier.

1.10.5 Research Design

This study is qualitative research. In qualitative, there are some features as Yin (2011: 7) said that researching in meaning of people's life, providing the people's view and perspective, covering the contextual condition of people's life, contributing to the concept which

help explain the people's behavior, and using multiple sources. Beside that, Lodico (2006: 264) said about the characteristics of qualitative research; the research questions are designed to explore, interpret, or understand the social context, data collection technique use observation and interviewing to make the researcher and the participants in close relation, and the study will be reported in narrative form. Based on that explanation, my study involves the qualitative research because the characteristics are in my study. For the covering of the contextual condition, this study investigates the use of punctuation based on the students' perspective in understanding of punctuation which is corrected in discourse- graphology perspective. For data collection technique, the researcher uses test as the document that is analyzed in the determining the meaning of passage as a whole. For the last characteristics, this study is reported in the narrative form. So, this study is in qualitative research.

Discourse analysis is used in this study as the approach in the analysis of the document that will be used as the data. Given (2008: 217) said that discourse can be understood as the study of language in describing social context through conversations or documents. In this research, the researcher takes this method for some reasons. Discourse analysis is used by researcher when the researcher want to investigate the use of punctuation applied in a text that can clarify the meaning of that passage. It is clear that the researcher use discourse analysis in investigating a document. This document organized as the unpunctuated passage. Because of the using document, so this study uses content analysis as the research design.

1.10.6 The Instrument of Research

The instrument of research is researcher herself because the discussion in this research is discourse analysis-graphology perspective. Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.

1.10.7 The Technique of Collecting Data

This study uses document which is categorized in document analysis as the technique of the research. Given (2008: 230) states that document analysis is a part of content analysis, content analysis concentrates on word and phrase that are used in textual expression (speech transcripts are the example of document that can be analyzed by content analysis). Based on that theory, the researcher use document analysis because the researcher investigate text that have been examined to the participants. For the test, researcher use unpunctuated passages which the participants have to complete that passages with the punctuation marks. Unpunctuated passages here organized as essay. The format of testing is available in Appendixes 1.

This study analyzes the unpunctuated passage. The passage which have been examined to the participants is analyzed in the use of punctuation whether they use it correctly or not and the effect of using punctuation in clarifying the meaning of passage. Based on the step of this study, the researcher uses content analysis. Ary, et al, (2006: 457) says that content analysis focus on the analyzing and interpreting written and visual material to identify specific character of the material, the material which can be analyzed are textbooks, interview transcripts, recorded observations, narratives, responses to open-ended questionnaire items, newspapers, web pages, speeches, television programs, advertisements, musical compositions, and other types of documents. One of the purpose using content analysis in educational research is to analyze types of error in student's writing, for example in identifying the student's writing in spelling or grammatical errors and student's error in the use of punctuation (Ary, et al, 2006: 457). That purpose is same with this study. It is identifying student's error in the use of punctuation which correlated to the meaning of the passage. The other reasons why the research uses content analysis, it is because the researcher extends

the understanding. According to Krippendorff (2004) states that "content analysis is a research technique that provides new insights in the result of the research that is why the content analysis is called by a scientific tool.

The researcher follow the steps of content analysis which is proposed by Ary. According to Ary, et al (2006: 458), the steps consist of 6 steps, they are:

1) Determining the phenomenon to be analyzed

2) Selecting the media which is used

3) Formulating in-deep and communally individual coding category in order to written or visual material can be analyzed

4) Deciding on the sampling which is used to get representative sample of the documents

5) Training the coders to apply the codes schema that has been developed and contribute to the reliability of the content analysis

6) Analyzing the data, the process of analyzing data is explaining the percentage, frequencies the categories of content and descriptive account.

Those are the steps that will be applied by the researcher for this study. For the media that used is passage and interview transcript. The researcher take sampling that consist of 3 English Department Students and for analyzing the data, the researcher analyze the passage in the use of punctuation that correlate to the meaning of that passage.

1.10.8 The Technique of Data Analysis

There are some types of data analysis in qualitative research, they are: interview transcripts, fieldnotes, conversational analysis, and visual data. Fraenkel, et al (2006: 120) said that interview transcript is one of some data that used in content analysis. The researcher use documents that are obtained from the test (unpunctuated passage). For documents, the researcher use that data to be analyzed based on discourse-

grapology perspective. According to Lodico (2005: 180) there are 6 six steps of data analysis, they are:

1.10.8.1 Preparing and organizing the data

In this step, the researcher prepare to make the data easy to analyze and read. For the test, the researcher prepare the essay that is none punctuation at all.

1.10.8.2 Reviewing and exploring the data

The researcher read the data. Then, the researcher review the whole data. The data in this study is text. From the text, the researcher analyze the essay that have been completed the punctuation marks by the participants. Then, correlate the use of punctuation marks to the meaning of passage.

1.10.8.3 Coding data into categories

Coding is process identifying different segment of data by changing the proper name of each segment of data. After analyzing and reading the data through reviewing, the researcher code the data into several kinds of data. Coding in this research use 5 coding, they are:

Table 1.17 Codes of the Data

Codes	Categories
FP	First Participant (get high score)
SP	Second Participant (get medium score)
TP	Third Participant (get low score)
IC	Independent Clause
DC	Dependent Clause
S1P1	Sentence 1 Paragraph 1
S2P2	Sentence 2 Paragraph 2
S3P3	Sentence 3 Paragraph 3
S4P4	Sentence 4 Paragraph 4
S5P5	Sentence 5 Paragraph 5
S6P6	Sentence 6 Paragraph 6

S7P7	Sentence 7 Paragraph 7
S8P8	Sentence 8 Paragraph 8

The example of using coding in this research is FP did not use punctuation in S1P1. The use of coding is to make the reader easier to read the research.

1.10.8.4 Constructing descriptions of punctuation

The researcher analyze the data about the use of punctuation that based on the rules of punctuation. Then correlate its use to the meaning of restrictive and nonrestrictive elements. The example of this step in this research:

Another claim is that the birth control pill may cause breast cancer, which is a blunder.

The answer from students that show about the differences of using punctuation:

1) Another claim is that the birth control pill may cause breast cancer which is a blunder.

2) Another claim is that the birth control pill may cause breast cancer, which is a blunder.

   Analysis: that example use eleventh rule of commas if something or someone is enough to be identified, the description it is considered is not important and should be added by commas. The rule can be determined in restrictive and nonrestrictive clause.

1) Using comma in the sentence can be identified as restrictive clause and it tells that the information in the adjective clause is essential and shows the particular cancer.

2) Omitting the comma before the adjective clause indicates nonrestrictive clause which tells that the information is not essential and there is another types of cancer.

1.10.7.4 Building themes and testing hypothesis

For the step of building themes and testing hypothesis, the researcher combine the codes and explain what they have learned from the study.

1.10.7.5 Reporting and interpreting data

The last step is reporting and interpreting data, the researcher interpretes what the data mean, it is the real writing of analyzing the data. In this step, the researcher will conclude the data and answer the question research based on the result of analyzing.

CHAPTER IV
CONCLUSION

A. CONCLUSION

This study focus on the use of punctuation which relate to the meaning of restrictive and nonrestrictive elements in the two academic passages under the title "Birth Control Pills: A Safe Choice for Women" and one of letters to editor. The title of this thesis is "The Analysis of Punctuation Use in Unpunctuated Passages: A Discourse-Graphology Perspective". Before finding out the meaning of passage by using punctuation, the researcher have to decide the rule which is used in the passage. Then, the researcher discovers the students' error in the use of punctuation. And the next, the students' error is analyzed to determine restrictive and nonrestrictive elements. The elements are broken up into restrictive and nonrestrictive clause which is conducted by the use of dependent clause, restrictive and nonrestrictive phrase which is influenced by the types of phrase, and restrictive and nonrestrictive appositive. Then, here are the results.

Before presenting the students' error in the use of punctuation, the researcher summarized the rules of punctuation which are used in the passages. The punctuation marks are capitalization, periods, commas, semicolons, colons, quotation marks, parentheses, apostrophes, hyphen, en dashes, ellipses, percent, underscore, at sign, and citation. The highest number of use comes from commas with 12 rules. For the students' errot, FP has highest number in the error in the all rules of capitalization with 100%. TP get lost 80% in the ninth rule of commas, and the nineteenth rule which found wrong use of commas (89%) in SP's writing. After discovering the students' error, then the sentences in which found the errors are analyzed to determine restrictive nonrestrictive elements.

Restrictive and nonrestrictive elements are broken up into three. The numbers of restrictive elements are higher than nonrestrictive elements, except in the use of appositives. Nonrestrictive clauses come from adjective clause. Prepositional phrase has the highest number with 6 restrictive phrases. Those

number shows that the effect of the use of punctuation is not only in restrictive and nonrestrictive elements but also in the number of sentences and clauses. Furthermore, it also effect in the type of infinitive phrase which exactly found in FP's writing. As an addition, in practically, the participants still confuse in the use of punctuation in the passage, but in theoretically, they have understood about the rule of punctuation.

B. SUGGESTION

The researcher hopes that this research will be beneficial for the next research in punctuation which included in the area of writing. Beneficial here does not mean that this research is perfect because it only focuses on one of functions of punctuation that is in meaning exactly restrictive and nonrestrictive elements. Whereas, there are many function of punctuation, such us punctuation in reading experience, suprasegmental features, stylistic, or it can be related to mood or tone in writing. For the passages which are used in this research also has been not complete in the use of punctuation because there are not question marks, exclamation marks, curly bracket, square bracket, and angle bracket which found in the passage. Besides, this research only has three participants which comes from one of high score, one of medium score, and one of low score so that it will be better if the next research use more than three participants to know more about the students' understanding of the rule and function of punctuation as one of units of writing.

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