

Linguistic Awareness of Teenagers: How They Apply the Role of Punctuation in English Writing

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Abstract. The purpose of this research is to determine the students' errors in using punctuation marks at Cakung East Jakarta. this research approach was descriptive quantitative method. In collecting the data, the researcher asked the students to rewrite the sentence with the right punctuation. The total population teenagers at Cakung and samples was 20 teenagers as the respondents. For the exam, The researcher discovers that the test's average score is 52.5, with 100 being the highest and 80 being the lowest possible scores. For the questionnaire, the researcher finds the result of the questionnaire for the first statement always use a period to end statement sentence is 70% participant choose always, second statement use period in every sentence statement is 40% choose always, third statement use comma before writing a direct sentence is 35% choose sometimes, fourth statement use a comma in the middle of sentence is 40% choose often, fifth statement use quotation is 45% choose always, sixth statement exclamation point is 50% choose always, and the last use exclamation when showing a surprised expression is 45% choose always. The reason why they made error is because they did not know the limitation and the role of the structure and context.

Keywords: English writing, Punctuation, Students error

1. Introduction

English is a worldwide language that is important for intercultural communication between people of diverse nationalities and linguistic backgrounds. English is a universal language that is frequently used for direct communication in many different nations throughout the world. Language is a characteristic that sets humans apart from other animals. Because foreign language is learned rather than acquired, it is taught using a variety of activities [1]. The activities are made to keep the reader interested in the material as they read it. Tavşanlı explained that When a child begins formal schooling, they begin studying a foreign language. All students in Indonesia are required to take English, which is taught as the first foreign language [2], [3]. Everyone on the planet must therefore be able to speak English fluently. Speaking, reading, writing, and listening are the four skills. Writing is the process of arranging words in a way that readers can read and comprehend. Writing is the final skill in all language skill guides, but it is also not the least significant because, like speaking, listening, and reading, writing is a foundational skill. Additionally, writing is utilized to express one's views as well as to communicate with others [4]. It could also be used to remember information and exercise critical thinking. Azrial stated that Writing is one of the main skills used and promoted when teaching students. This makes it a useful tool for both education and persuasion [5].

The four talents are speaking, reading, writing, and listening. Writing is the process of putting words into a format that can be read and understood by readers. The last skill in all the language skill manuals is writing, although it is not the least important because writing, like speaking, listening, and reading, is a fundamental skill [6]. Furthermore, writing is used not only to communicate with one another, but also to convey one's thoughts. It could also be utilized to recall information and think critically [7], [8].

Writing is one of the four key language abilities that EFL (English as a Foreign Language) students need to master in order to learn the language. explained that Writing is the fundamental

component of language [9]. When a child writes, their thoughts and knowledge are put together to create a unique meaning. Additionally, the researcher could give preparatory materials to other people who can assess the product. When it comes to completing written projects and assessments, writing is a crucial component of language learning. Students may write in written texts to exchange information and thoughts. Writing is a learning strategy that improves retention of information and comprehension [10].

One of the most influential ways of communicating is through writing, which is one of the language competences. Writing, like speaking, necessitates pupils' preparation of language vocabulary. While a student writes, he or she need greater mental ability than when speaking since critical writing necessitates serious thought. Mahill explained that in composing, students have a process to assume, sort out their thoughts, compose, revise, and edit their final works to produce good writing [11]. Students who have prepared an analytical exposition text should therefore follow the cognitive process outlined above. It could also be applied to critical thinking and the ability to recall information [12]–[15].

Afshar stated that it is important for writers to master various types of explicit rules in writing, which encourage them to help readers in determining and receiving the content message of the writings they convey [16]. Furthermore, in order to write well, students must first decide what they want to write before deciding on the genre of writing, because if students decide on the genre of their writing first, it will be difficult for them to produce clear phrases and paragraphs [17]–[19].

The conclusion drawn from the foregoing reasons is that writing is a crucial talent for students to learn since, along with speaking, it is one of the productive skills that is commonly used to communicate with others.

This linguistic awareness should not be confused with language action in its purest forms. The second is first entirely inaccessible to conscious consciousness. Speaker-hearers are conscious of some aspects of their own linguistic activity, some of which are related to the writing system in their language. Mattingly contends that the reader must be familiar with the conventions of the writing system. explained that This occurs as a result of reading activities that are process-related including both oral and written components [20]. the guidelines connect written language to the linguistic components that can be seen by the human eye. During the lengthy history of English spelling, the designers undoubtedly founded their principles on what Mattingly refers to as linguistic awareness. The same fundamental linguistic awareness can be used by educators and students to better understand the goals of the orthography's creators in the teaching of reading [21]. Due to the child's innate linguistic awareness, learning to read in English thus requires, at least in part, developing the alphabet and spelling.

Students are expected to discuss their work with others, exchange ideas with peers, and edit and update their writing through self- and peer-reviews. The revision stage's frequent and varied feedback helps students modify their text, apply spelling conventions, and correctly use punctuation by Hardman & Bell [22]. Feedback on writing assignments should be of a high standard and free of judgment to increase writing success. When providing comments, don't just focus on the areas where the student's writing appears to be lacking. Each of these procedures is crucial for the improvement of pupils' writing abilities [23]. Remember that a successful writing instruction at this stage will have an impact on the entire academic and professional future of the students. Punctuation marks are essential for understanding the meaning of a written sentence. As a result, Students should accurately use these marks, and they should be well-taught [24]. Even after graduating from high school and passing the entrance exam for their chosen university, many students still commit punctuation errors in their work.

Understanding the meaning of a written statement depends on the punctuation used. As a result, students should be properly instructed and use these marks accurately. Many students continue to make punctuation mistakes in their writing even after finishing high school and passing the admission exam for the university of their choice. Khan stated All writing requires a solid command of punctuation since it removes ambiguities and makes literature intelligible and straight forward [25]. Punctuation is a strategy used by writers to help readers understand the meaning of their words. The findings revealed that students' error in placing punctuation marks, period, comma, question mark, quotation mark, and exclamation point. It happened because they were lack of accuracy, omission and misunderstanding of using punctuation correctly by Rahmawati [26].

The earlier studies listed above piqued the researcher's interest. These previous studies were used as a point of comparison when comparing those who were relevant in order to undertake a study on teenagers' linguistic awareness and how they employ punctuation in digitally based English writing.

Studies conducted in conjunction with the researcher's research showed differences in the data processing method, sample size and demographics, and study objectives [27]. They do, however, have in common the application of the study's focus on the function of punctuation in English text. The researcher observed few mistakes in using period, comma, question mark, quotation mark, and exclamation point by Benjamin [28].

Ozkara explained that the correlation between reading attitudes and punctuation marks among fifth-grade children and discovered a strong correlation between the two [29]. Karagul stated that When the usage of punctuation by pupils was looked into, it was discovered that they were unable to complete the program at the necessary level [30]. Yildirim explained that 5-8 secondary schools The students in the classes do not possess sufficient punctuation abilities [31]. The researcher was interested in the past investigations mentioned above. In order to perform a study on teenagers' linguistic awareness and how they use punctuation in digitally based English writing, Those past studies were used as a point of comparison when comparing those who were relevant. studies in conjunction with the researcher's research the variations between these research appeared to be in the data analysis method, demographic and sample size, and study objectives [32]. They do, however, share a common goal with this study, which is to apply the role of punctuation in English writing.

From the explanation above, the researcher hopes that using punctuation in writing can benefit and enhance pupils' writing abilities English so that writing can be arranged properly and correctly. Therefore, the researcher wants to do research on punctuation in English.

2. METHOD

Descriptive quantitative research was used by the researcher. According to Creswell the goal of a typical descriptive study is to learn more about the current status of the problem [33]. In this study, the researcher outlines the errors that students made when writing. The test and questionnaire were the sources of the quantitative data for this study. The aim of the test and questionnaire is to identify the different types of punctuation errors. Because of this, the researcher mainly covered frequent punctuation errors that students made when composing recall texts. The data collection strategy is an essential component of the process because collecting data is the main objective of the research. It focused on collecting, analyzing, and mixing both quantitative and qualitative data by Creswell [34]. Population of this research was the teenagers living around Cakung 13 until 19 years old. And from the total population that researcher took, the researcher only took 20 teenagers living around Cakung. The technique sampling that researcher will use in this research is purposive sampling in which there are two criteria about researcher already decided: (a) Teenagers around 13 until 19 years old. (b) Willing to be research participants.

Researcher Instruments

As a result, the study offers the following instruments for gathering data: The researcher used a test and questionnaire as their study tool. The research tool employed by the researcher was a test. The purpose of the test is to help the students recognize and understand the punctuation mistakes they have committed. The pupils were instructed by the researcher to post a brief text on social media. The researcher also used a questionnaire as the instrument of the research. The questionnaire give to the students to find out how far understanding recognizes and uses punctuation in English writing. The aim of the test is to assist the students in identifying and comprehending the punctuation errors they have made[35]. The researcher gave the students instructions on how to submit a quick text to social media. A questionnaire served as another research tool for the researcher. The pupils were given a questionnaire to see how well they understood punctuation usage and recognition in English writing.

Technique Collecting the Data

Because gathering data is the major goal of the research, the data collection strategy is a crucial part of the process. Additionally, the research needs some sort of tool to collect the data. As a result, the research provides the following data collection tools: (a) Test. The research tool employed by the researcher was a test. The purpose of the test is to help the students recognize and understand the punctuation mistakes they have committed. The pupils were instructed by the researcher to post a brief text on social media. (b) Questionnaire. The researcher also used a questionnaire as the

instrument of the research. The questionnaire give to the students to find out how far understanding recognizes and uses punctuation in English writing.

Data Analysis Technique

In the data analysis, the researcher used procedure of the error analysis by Weber [36]. It includes the following six steps : (a) Collect data from the test, at the first step, the researcher gave the test to the students about recount text which they must use proper punctuation marks and then collects it. A test is a device or a technique used to know or measure something in a situation by following predetermined procedures and criteria. The written test used in this study was created by the participants. And from the questionnaire the researcher also give to students several question in the questionnaire to determine understanding of punctuation. (b) After delivering the test and questionnaire, collect the result and creat a specific table to determine the students' correct and incorrect answer. In error analysis, identification is required because it is at this stage that the researcher will record the students' mistakes. As a result, the researcher will have an easy time determining where the students are at fault. (c) Clasification the error, clasification is step which help to understanding how the students' error. In this step, the researcher classified and analyzed the students' error. (d) A statemnt of error frequency, the researcher would like to find out the level of frequncy and percentage of students' errors in all students error. In this research used formula as follow:

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

P = Percentage

F = Frequency of error made

N = Number of cases (total frequent / total individual)

100% = Constant value

(e) Presenting the result of the calculation into tables as simple medium to interpret the findings. (f) The last step was drawing the conclusion. The researcher proposed the finding what the error of punctuation in English writing. After getting the final score, the researcher described it narraztively using the following interpreted average score.

Tabel 1. Interpreted Average Score

Interval	Criteria
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.20	Moderate
3.21 – 4.20	High
4.21 – 5.00	Very high

3. Findings

The researcher discusses the test and questionnaire results. At Cakung, the researcher gathered data from teenagers between the ages of 13 and 19. This study aims to pinpoint the types of punctuation errors that English teenagers commit most frequently. The study therefore made use of writing tets without punctuation. The teenagers were told to use punctuation when writing in English. Twenty of them were teenagers. Following is a presentation of the research's findings:

Tabel 2. The result of test in using punctuation.

No	Students Name	Score
1.	GC	40
2.	SR	20
3.	NA	60
4.	AKS	50
5.	HR	50
6.	KSS	50
7.	MQ	70
8.	MA	40
9.	UFA	40
10.	SN	100
11.	RP	50
12.	ILE	80
13.	ES	40
14.	CMD	20
15.	SH	40
16.	DNA	50
17.	RRA	50
18.	MAB	80
19.	SF	40
20.	ZKF	80
Average		52.5
Highest Score		100
Lowest Score		80

The researcher concludes from the aforementioned data that the test has an average score of 52.5, a maximum score of 100, and a minimum score of 80. The aforementioned table demonstrates that the majority of students made mistakes during the session.

The result of questionnaire As explained in the previous chapter, the researcher also used a questionnaire to measure students' responses to the use of punctuation marks. A total number of 7 students participated in giving their responses. The following are students responses to the questionnaire

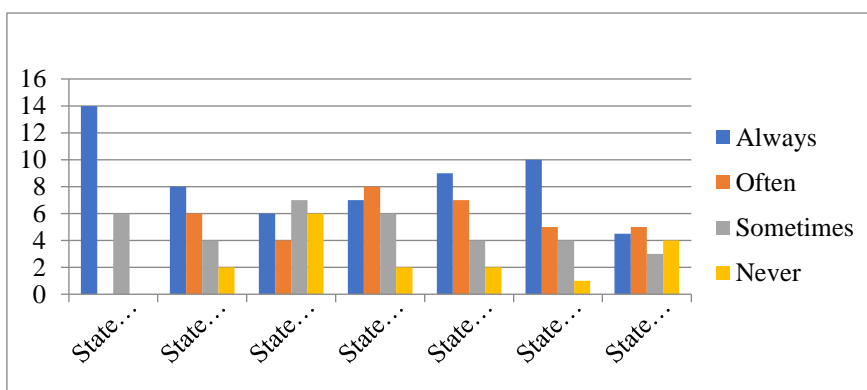


Figure 1. The result of questionnaire in using punctuation

The result of questionnaire. First statement is always use a period punctuation mark to end statement sentence 14 participant (70%) chose always, second statement is always use a period punctuation mark in every sentence statement 8 participant (40%) chose always, third statement is always use a comma before writing a direct sentence 7 participant (35%) chose sometimes, fourth statement is always use a comma in the middle of sentence 8 participant (40%) chose often, fifth statement is always use quotation marks to make the title used in the story 9 participant (45%) chose

always, sixth statement is always end imperative sentence with an exclamation point 10 participant (50%) chose always, and the last statement is always use exclamation mark when showing a surprised expression 9 participant (45%) chose always.

4. Discussion

Students are given a test by the researcher. To complete the text on this test without utilizing punctuation, pupils have to use the appropriate punctuation. There are 10 questions on the test. There are two periods, two commas, two exclamation points, two question marks, and two capitalizations in all. The researcher discovers that the test's average score is 52.5, with 100 being the highest and 80 being the lowest possible scores. When the researcher have the results. The researcher will provide a narrative summary each questionnaire on the survey should be read as follow:

Tabel 2. How they apply the role of punctuation in English writing

No.	Statements	Never	Sometime	Often	Always
1	I always use a period punctuation mark to end statement sentence	0	6	0	14
2.	I always use a period punctuation mark in every sentece statement.	2	4	6	8
3.	I always use a comma before writing a diret sentence.	6	7	4	6
4.	I always use a comma in the middle of sentence.	2	6	8	7
5.	I always use quotation marks to make the title used in the story.	2	4	7	9
6.	I always end imperative sentence with an exclamation point.	1	4	5	10
7.	I always use exclamation mark when showing a surprised expression.	4	3	5	9

From the table above, for the first statement is 0 participant chose never, 6 participant chose sometimes, 0 participan chose often, and 14 participan chose always. The second statement is 2 participant chose never, 4 participant chose sometimes, 6 participan chose often, and 8 participan chose always. The third statement is 6 participant chose never, 7 participant chose sometimes, 4 participant chose often, and 6 participan chose always. The fourth statement is 2 participant chose never, 6 participant chose sometimes, 8 participan chose often, and 7 participan chose always. The fifth statement is 2 participant chose never, 4 participant chose sometimes, 7 participan chose often, and 9 participan chose always. The sixth statement is 1 participant chose never, 4 participant chose sometimes, 5 participan chose often, and 10 participan chose always. And the last statement is 4 participant chose never, 3 participant chose sometimes, 5 participan chose often, and 9 participan chose always. That for the result of the questionnaire. The finding was supported by the previous study conducted by Nurhayati in regarding with the most frequent type of punctuation errors made by students in writing.

5. Conclusion

The researcher reached the conclusion that certain students continued to struggle with punctuation. The students still need to practice punctuation and become more aware of it. Punctuation is important in writing because it helps the reader comprehend what is being written. The results of this investigation revealed that some students' punctuation was improper. The researcher has concluded that students typically make the following errors while employing punctuation based on the analyses' findings. For the exam, The researcher discovers that the test's average score is 52.5, with 100 being the highest and 80 being the lowest possible scores. For the questionnaire, the researcher finds the result of the questionnaire for the first statement always use a period to end statement sentence is 70% participant choose always, second statement use period in every sentence statement is 40% choose always, third statement use comma before writing a direct sentence is 35% choose sometimes, fourth statement use a comma in the middle of sentence is 40% choose often, fifth statement use quotation is 45% choose always, sixth statement exclamation point is 50% choose always, and the last use exclamation when showing a surprised expression is 45% choose always

6. References

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