

## **The Student's Ability in Using Punctuation and Capitalization through Performing Habit of Writing Diary**

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### **ABSTRACT**

In this study, the writer chose the students ability in using punctuation and capitalization through performing habit of writing diary at the second grade of SMP GUPPI Salawati. For that reason the writer wants to investigate and doing research in the library. The formulation of problem in this research are How is the students competence in apply writing mechanism, and what is the effect of performing habit of writing diary to increase students skill in writing mechanism. The methodology of this study is experimental study. it is means that its need statistic approach to explore the material. There are some of technique of collecting data such as the researcher after developing the test as the instrument of the research, asked the sample (students) to complete the text with punctuation, After they handed their works the writer checked the punctuation they had applied in the given text, and the writer analyze the comments or the mistake they made based on the theory. The result of this study is the writer found that teaching writing mechanism by performing habit of writing diary better than without performing habit of writing diary. It means that the students are more interest to write with writing diary and without writing diary.

**Keywords:** students ability, performing habit, writing diary.

### **INTRODUCTION**

Writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem. We also must pay attention to the grammar, so it is normal if Study English sometimes is still difficult, because the rule is not exactly same with our language.

Understanding writing mechanism like capitalization, punctuation, and spelling is not easy although in fact the students still difficulty to use writing mechanism by putting the elements as well as the correct use of spelling in the text or sentences that are customized by spelling in polishing.

Performing habit of writing diary is an activity of person's in making handwriting book that used for a daily record or event and its do often and almost without thinking. We can see adult really likes writing diary because Writing diary is fun because in writing

diary students don't needs concentration, imagination, and hard thinking only enough with bring outside our felling that has happened.

Performing a habit of writing diary must be done in teaching process and learning because internalizing habit takes much time. Based on the statement above the writer will investigate performing habit of writing diary to increase student competence in apply writing mechanism.

## LITERATURE REVIEW

### Previous of Study

Makhisoh, Iis. 2010. Using Free Writing Technique to Improve Students' Writing of The Language Program at Madrasah Aliyah Negeri Tambakberas Jombang. Thesis, Arabic Department, Faculty of Letters, State University of Malang. The Supervisor: Drs. M. Syatibi Nawawi, M.Pd. Being afraid of making linguistic errors and feeling hard to express ideas made students of Madrasah Aliyah Negeri Tambak Beras Jombang think that writing is difficult, that is the result of interview and questionnaires.

## METHOD

### Design

This study is an experimental research, since it describes the quantitative degree in which variable are related. It is also reasonable that the writer intend to examine the cause and effect between two variables, performing habit of writing diary and student competence in apply writing mechanism.

The design is called a pre-test and post-test control group design. The study design is adopted from Ary, et.al (2002: 308) as follows:

**Table 1. The Experimental Research Design**

Group	Random	Pre test	Treatment	Post test
E	R	O1	X	O2
C	R	O3		O4

Notes :

E = experimental group

C = control group

O1 = pre-test experimental group

O3 = pre test control group

O2 = post test experimental group

O4 = post test control group

X = treatment which the writer give to experimental group by writing diary

### Analysis Data

To find out the result of the test, the writer uses some statistic and takes steps as follow.

- a. Identifying the students` mistake by reading the students worksheet one by one. In reading the writer would identify the mistakes retelling to mechanics.
- b. Giving the score, in determining this, the writer would find the percentage of each problem type.

**Table 2. The Criteria of Writing Element**

No	The element of written	Score
1	Content	1-30
2	Grammar	1-25
3	Organization	1-20
4	Vocabulary	1-20
5	Mechanic	1-5
	Total score	100

(Brown, 2004:246)

To interpret the result of the students` worksheet, the writer used statistical procedures as follows:

#### Mean

The mean is the average of group scores. The way to compute the mean is adding all the students` scores then dividing this sum by the number of the test takers. The formula used to compute the mean is as follows:

- a. Mean (X)

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

Where:

X : Mean

$\Sigma x$  : Sum of Any Test Score

N : Sample

## RESULT AND DISCUSSION

### Students` Ability Taught by the habit of writing diary

The students` ability taught by the habit of writing diary is very good. Through habit writing diary that the writer used in experimental class, it can be known the score of

each student in performing habit writing diary to increase students competences in apply writing mechanism. It can be seen from the score of pre-test and post-test as follows

**Table 5. The Students' Score of Experimental Class**

No	Name of Students	Pre – test	Post – test
1.	A.K.P	60	70
2.	E.S	65	75
3.	F.H	60	74
4.	I.B	56	73
5.	M.E.T	60	75
6.	N.N	64	80
7.	N.P	73	88
8.	R.Y	65	79
9.	S.K	61	71
10.	W.W	55	80
	Total score	619	765
	Average	61,9	76,5

Based on the result of the pre-test and post-test that the students did, it can be concluded that the average score of pre-test was 61,9. The highest score was 73 and the lowest score was 55. After the writer got the result of the students' score, then she calculated their percentage in improving writing recount text ability. To obtain the percentage of the students' letter grade, the writer applied them into the following formula:

**Table 6. The percentage of the students' writing mechanism  
 Grade Pre-test Percentage**

Grade	Pre- test	Percentage
Excellent	-	-
Very good	-	-
Good	1	10%
Fair	4	40%
Poor	5	50%
Very poor	-	-
Total students	10	100%

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

Based on the result above, it can be known that there were 100 % students mastered on writing mechanism taught by habit writing diary.

Based on the result above, it can be said that there were 100% of the students who mastered writing recount text without using photographs, but there were a decrease of the ability of writing recount text. It can be known from the result of the percentage after given treatment in control class was not successful.

**Students` Competences in Apply writing Mechanism Without performing habit writing diary.**

**Table 7. The Students' Score of Control Class**

No	Name of Students	Pre – test	Post– test
1.	L.H	55	60
2.	A.N	65	53
3.	T.H	70	75
4.	S.N	51	60
5.	N.S	70	60
6.	A.D	60	72
7.	E.R	55	70
8.	T.T	60	55
9.	R.T	60	67
10.	E.K	52	63
	Total score	599	635
	Avery	59.99	63.50

Based on the result of the pre-test and post-test that the students did, it can be concluded that the average score of pre-test was 60.40. The highest score was 70 and the lowest score was 51. It means that teaching writing mechanism text without writing diary in control class was not successful.

After the writer got the result of the students' score, then she calculated their percentage in improving writing recount text ability.

**Table 8. The Percentage of The Students' Writing Mechanism Grade Pre-Test Percentage**

Grade	Post- test	Percentage
Excellent	-	-
Very good	1	10%
Good	8	80%
Fair	1	10%
Poor	-	-
Very poor	-	-

Total students	10	100%
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To obtain the percentage of the students' letter grade, the writer applied them into the following formula:

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

Based on the result above, it can be said that there were 90% of the students who mastered writing mechanism by performing habit diary, but there were a decrease of the apply writing mechanism. It can be known from the result of the percentage after given treatment in control class was not successful

**Significance of Different between Students' Competences in Apply Writing Mechanism Who are Taught by Performing Habit of Writing diary.**

It can be seen from the result of the final score or post-test that the used to measure the improvement of their ability in writing mechanism.

The average score of post-test of experimental class after they were given treatment:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{765}{10} \\ &= 76.5 \end{aligned}$$

The average scores of the students ability in writing mechanism by habit of writing diary is 76.5. The figure is then consulted to the following

**Table 9. Criteria of Mastery Grade**

Criteria of mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
less than 50	Very poor

It can be seen that the 63.5 is on the rage 61-70 which is categorized into fair. To find out the differences between the students` ability in writing recount text by using photographs and without using photographs the writer uses T-test formula. The T-test which is used in this research is as follows: Where:

Mx: Mean Deviation of Experimental Class  
 MY : Mean Deviation of Control Class  
 $\Sigma x^2$  :Deviation of Each Post Test Score from Pre Test of  
 Experimental Class  
 $\Sigma y^2$  :Deviation of Each Post Test Score from Pre Test of Control Class

Before computing the t-test above, the writer did some steps as follows:

- Finding Out the Mean of Deviation of Experimental Class (Mx)
- Finding Out the Mean of Deviation of Control Class (My)
- Finding Out the Deviation of Each Post Test from Pre Test Source of Experimental Class ( $\Sigma x^2$ ).
- Finding Out the Deviation of Each Post Test from Pre Test Source of Control Class( $\Sigma y^2$ )
- The Last Steps of The Hypothesis Testing is T- test

$$\begin{aligned}
 &= \frac{Mx - My}{\sqrt{\left( \frac{\Sigma x^2 + \Sigma y^2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 &= \frac{14,6 - 3,6}{\sqrt{\left( \frac{180,4 + 854,4}{10 + 10 - 2} \right) \left( \frac{1}{10} + \frac{1}{10} \right)}} \\
 &= \frac{11}{\sqrt{\frac{1034,8}{14} \cdot \frac{2}{10}}} \\
 &= \frac{11}{\sqrt{\frac{2069,6}{14}}} \\
 &= \frac{11}{\sqrt{147,8285714}} \\
 &= \frac{11}{12,158475} \\
 &= 0,9046
 \end{aligned}$$

From the result of calculation above, the total t- obtained value of the research is 4. 58 with that degree of freedom (df) is (20+20)-2=18 and level of significant 5%(0. 05), so the value table of t-table is 1. 98). The calculation shows that t-obtained value higher than t-table.

### Post Test

After getting the results of the data calculation, the researcher feels satisfy about the students` developmental score. In the pre test, the result score and included to fair in

the level of average achievement but in the post test, the result shows 76,8 and included to good in the level above average, so the treatment and also the instrument are really helped the students to improve writing recount text by using photographs . The problem which are faced in doing pre –test:

- a. In the pre test almost of the students are not ready to write and do the test to express their words in English are very difficult and not all of them bring the dictionary.
- b. The students do not master and understand the English grammar well.
- c. The students do not master English vocabulary well, especially in choosing the appropriate words to their story
- d. The student do not really master mechanic

### **Discussion**

According to the research finding, the writer found that teaching writing mechanism by performing habit of writing diary better than without performing habit of writing diary. It meant that the students are more interest to write with writing diary and without writing diary.

- a. Students` Ability Taught by performing habit of writing diary. The students` ability taught by performing habit of writing diary is very good. The average scores of the students achievement who were taught by performing habit of writing diary was 76.5. It is included in the good categorized.
- b. Students` Ability Taught Without performing habit of writing diary. The result of the students` ability taught without performing habit of writing diary was fair. The average score of written test was 63.5. It can be seen that the 63.5 was on the range 61-70 which is categorized into fair.
- c. Significance of Different of the students` ability in writing mechanism by Performing habit of writing diary and without performing habit of writing diary The writer found that there was significant difference between the students` ability in writing mechanism who were taught by performing habit of writing diary and those taught without could performing habit of writing diary.

It meant that writing diary help the students in improving their skill in writing mechanism. It can also help the teacher to improve the students` motivation and interest in writing mechanism according to the writing diary. Teaching by using writing diary was better that without it.

### **CONCLUSION**

From the discussion in the previous chapters, some points can be concluded as follows:

- a. The average score of the students who were taught writing mechanism by Performing habit of writing diary is 76.5.
- b. The average score of the students who were taught writing mechanism without by performing habit of writing diary is 63.5.

- c. The t-test level significant  $t_{0.05}$  shows that  $t$ -obtained value is 12.85 and  $t$ -table value is 1.98, so there is a significant difference in the students' achievement between those who were taught writing mechanism by performing habit of writing diary and those who were taught writing mechanism without performing habit of writing diary.

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