

## Dedication

This thesis is dedicated to my mother, father, wife, brothers and sister. To them all I dedicate this humble work.

## Acknowledgements

First of all, I express my special thanks to my supervisor Dr. Abdalla Yassin Abdalla for his guidance, valuable suggestions, consultations and constant support. My special thanks go to the administration of Sudan University of Science and Technology for having registered me into Ph.D program.

I offer my best regards to Mrs. Safiya Ibrahim Howly and instructors at University of Nyala for their encouragement and support during the data collection process.

I would like to express my thanks to Dr. Daleel Ahmed Eidam and Dr. Abdalsamad for their assistance, supportive advises and beneficial comments on the test and questionnaire.

Thanks also go to Dr. Adam Abdalghani for the valuable time he spent to analyze the data of the test and his fruitful support and suggestions. I would like to express my thanks to the headmasters of secondary schools for permission to hold the tests of the research in their schools.

Thanks are extended to the teachers of English language in secondary schools for responding to the questions of the questionnaire. Thanks are also extended to the students of secondary schools for their cooperation as the sample of this research to answer the test questions.

Finally my thanks are also extended to everyone who gives support and comment throughout the stages of this research.

## Abstract

This study aims to analyze punctuation errors made by third year students of secondary schools. The context of the problem is to analyze the students' errors in using punctuation marks in text and sentences. Descriptive analytical method was adopted. The instruments for collecting data were test for students of Sudanese secondary schools in third year. The test was administered to (80) students of Sudanese secondary schools, Nyala Locality, Darfur. The study also used an English questionnaire for teachers of English. The questionnaire was given to (40) teachers in order to know their opinions about the errors students commit as they use punctuation marks. The validity and the reliability of the test and the questionnaire being used were measured. Alpha Correlation Coefficient was used for the test reliability 0.92. The test was statistically analyzed using SPSS program and the questionnaire was analyzed using frequencies and percentages. Four hypotheses were formulated and supported by four questions. These hypotheses were positively confirmed. The results of the investigation have revealed the following findings:

1. Lack of punctuation exercises provided by SPINE (6) textbook that students of secondary schools should practise to improve their writing.
2. There is weakness in students' punctuation writing due to lack of punctuation teaching provided by English teachers.
3. Punctuation specific topics will significantly improve students' performance in writing if are introduced into the English syllabus.

Findings and recommendations which are significance to students, teachers, and syllabus designers were provided. The researcher suggested that other studies could be conducted in the same area.

# Abstract (Arabic Version) مستخلص الدراسة

يهدف هذا البحث إلى تحليل الأخطاء في استخدام علامات التقييم التي يرتكبها طلاب الصف الثالث بالمدارس الثانوية السودانية. يرى الباحث أن مشكلة الطلاب تكمن في ارتكاب الأخطاء في استخدام علامات التقييم في الكتابة. ولتحقيق أهداف الدراسة فقد إتبع الباحث المنهج الوصفي التحليلي. وقد صمم أيضاً إختبار لطلاب الصف الثالث بالمدارس الثانوية. إستهدف الإختبار (80) طالباً في أربع مدارس. كما صمم ايضاً إستبانة لمعلمي اللغة الإنجليزية بالمدارس الثانوية. هذه الإستبانة كانت موجهة إلى (40) معلماً بغرض معرفة آرائهم فيما يتعلق بأخطاء استخدام علامات التقييم التي يرتكبها طلاب المدارس الثانوية. هذه الأدوات أوفت معايير البحث من حيث صحتها وأمنت على فرضياتها. أثبتت نتائج البحث صحة فرضيات البحث بالإضافة إلى صحة الأسئلة التي وضعت في الإستبانة والإختبار من خلال تحليل إجابات الإختبار بواسطة إرتباط ألفا كرونباخ 0.92 لموضوعيتها وصلاحيتها. توصلت نتائج الدراسة إلى ما يلي:

1. عدم إحتواء منهج اللغة الإنجليزية (6) SPINE على تدريبات تخص علامات التقييم والتي تساعد الطلاب في تحسين مستواهم عند إستخدامها في الكتابة.
  2. عكست إجابات الإختبار ضعف مستوى الطلاب عند إستخدام علامات التقييم في الكتابة ويعزى ذلك لعدم تدريس المعلمين لها.
  3. إن مستوى أداء الطلاب سوف يتحسن عند إستخدام علامات التقييم في الكتابة إذا تم إضافة دروس خاصة بها في منهج اللغة الإنجليزية.
- وبناءً على هذه النتائج قدمت الدراسة توصيات وكذاك مقترحات للبحث في دراسات مستقبلية في نفس المجال.

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