



Sudan University of Sciences and Technology

College of Education

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Investigating Difficulties That Face English Language Students in Using Punctuation Marks

تقصي الصعوبات التي تواجه طلاب اللغة الإنجليزية في استخدام علامات الترقيم

**A thesis submitted in fulfillment of Requirements of the
Degree of BA in ELT**

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Dedication

To my mother...

To my father ..

To all my teachers..

To my friends..

Acknowledgements

I would like to thank all the people who helped me in accomplishing this research , especially my supervisor teacher **Mohammed Tom** for this guidance and good advice. And thank all my teachers.

I would also My deep thanks to my family for their support and kindness like to thank my friends for their great efforts in this work .

Abstract

This study aims to investigate punctuation errors in written English composition of Sudanese university learners. This study also investigates the factor behind these errors. In order to collect the research data a questionnaire was used to measure the student attitude to words punctuation in English .The questionnaire results showed that the reasons for punctuation errors refer to syllabus itself and always that are taught were not effective and the syllabus does not cover or provide enough exercises on punctuation. The study also proved that many teachers do not give enough attention in teaching punctuation. The study found the activities on punctuation on punctuation marks and spelling practice were not enough to enable the students to practice these activities in the class room.

Finally this study recommends that punctuation should be thought throughout contexts. It also recommends that the students must be made aware that punctuation are part of their problems. The learners should be provided with effective syllabuses the cover the problematic areas on punctuation. Teachers should motivate the student to words extensive reading for better improvement in punctuation practice.

مستخلص البحث

تهدف هذه الدراسة لمعرفة أخطاء علامات التقييم في الكتابة باللغة الإنجليزية باعتبارها لغة اجنبية لطلاب الجامعة استخدم الباحث استبيان لجمع المعلومات لمعرفة اراء الطلاب حول صعوبة علامات التقييم في اللغة الإنجليزية

أظهرت الدراسة ان الطلاب يواجهون صعوبات في كيفية استخدام علامات التقييم وكذلك وجدت الدراسة ان بعض المعلمين لا يعطون الاهتمام الكافي بعلامات التقييم كما وجدت الدراسة ان المنهج نفسه هو احد أسباب صعوبة علامات التقييم اذ لا يقدم المنهج تمارين كافية في هذا الموضوع

وجدت الدراسة ان تلك النشاطات والتدريبات على علامات التقييم في المنهج المدرسى غير كافية لتطوير الطلاب في هذا الجانب

أخيرا هذه الدراسة توصى بان تدريس علامات التقييم من خلال صياغات النصوص واعطائها الوقت الكافي وكما اوجدت الدراسة بلفت انتباه الطلاب باشكالات علامات التقييم وتحفيزهم بالقراءة خارج المنهج للتطوير والارتقاء بمستوياتهم

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CHAPTER ONE

Introduction

1.0 Background:

When we speak we can help the listener to understand thought the use of gestures ,facial, expressions and body language .We can also use pauses hesitations and repetitions to add to the force of what we are saying and to make sure that the listener has understood what we are trying to communicate .When we are writing we have to use different mechanisms to do the same work .This is where punctuation comes in .It allows us to divide up our ideas in to manageable Chunks so that the reader understands what we are trying to say .There are many different rules and conventions regarding punctuation but even following these norms you still have flexibility in the use of variety of punctuation marks.

It may seem strange to think about punctuation as a Cohesive device when on the surface ,it looks as if punctuation breaks your writing up .By breaking up the writing in to chunks and creating different weighting of importance for the parts of your writing punctuation actually makes connection so that the writing begins to take on overall structure .(Phyllis Creme and Mary R.Lea,2008,160).

There are many types of punctuation marks:

Comma(,):

Commas generally reflect pauses in speech .

Colon(:):

Colon usually introduces an explanation or further details , can introduce to a list .

Semi-Colon(;):

Semicolons are sometimes used instead of full stop, in cases where sentences are grammatically independent but the meaning is closely connected .

Quotation marks(,,):

Can be single or double they are also called inverted commas in British English .

Question mark(?):

Is used after direct question but not after an indirect question.

Fullstop(.):

Is used after declarative or imperative sentence, or after an indirect question , but not after a direct question .

Apostrophe():

Are used to form the possessive of a noun ,singular or plural ,that does not end in .s.

1-1 Statement of the problem:

Many students at university feel anxious about the use of punctuation mark in their writing .

One of the language problems that Sudanese university students face in their in ability to organize their writing .

1-2 Significance of the study:

This study is important for students and teachers and syllabus designers in university investigate the main reasons that make students punctuation error when they write essay.

1-3 Objective of the study:

To find out how student use and put a punctuation marks in a correct place .

To find out the types of punctuation by student to find out whether.

To find out the student will be able to punctuate simple sentence .

1-4 Research question:

To what extent student can use and put a punctuation marks in a correct place?

To what extent student will be able to punctuate simple sentence?

To what extent student list the types of punctuation?

1-5 Research hypotheses:

Student use a punctuation marks in a correct place.

Student list a types of punctuation marks to find out whether.

Student will be able to punctuate simple sentence.

1-6 Methodology of the study:

The research study would be according to the theoretical descriptive method .The subjects are university students .The tool of data collection is questionnaires.

1-7 Limitation of the study:

This study limited to and aimed at study punctuation. The study carried out of the following limitation:

Location: Sudan University Of Science &Technology.

Time: The study is limited at (2017).

CHAPTER TWO

Theoretical Framework and Literature

2.0 Introduction:

The primary function of punctuation is to take the readers by their collective hand and guide them through the sentence telling them to pause here, get excited there, contract these words and stop briefly before going to the next part of the message. We know how to punctuate .We cannot punctuate unless we understand part of speech and sentence structure function.

Continuing with the approach we have followed so far , let us make our discussion as simple as practical as we can . Some punctuation is less difficult to master than other . Period, question marks, exclamation marks is not hard to understand and to use effectively .Slashes, dashes , apostrophes , brackets , colons and semi colons present more of challenge commas , apostrophes , hypens and question marks test the skills of even the best writers .(George,1991).

Definition of writing:

Traditionally, writing is considered to be one of the most unflavored fields of the study for many students if not all .Generally it has been noticed that, not only second language(L2)learners hated writing ,but also in many occasions , even first language (L1) professional writers too (Lyons,1981).

It has been reported that, before the invention of writing as a means of effective communication people had been faced with many problems in conveying their beliefs, ideas, thought, etc. Accurately in fact, it is a way of communication such as memorization, sending verbal messages and using certain symbols or drawing to mean particular semantic.

The importance of the writing:

The importance of writing is clearly indicated in the above poem quoted from (White,1991).

Writing is an important human thinking activity for the following reasons:

1. Through writing thought can be recorded for a long time.
2. Writing is a means of communication, through which learners are able to share ideas and feelings (Sander,1988).
3. It provides a chance for those who do not learn through oral practice easily these can learn through writing.
4. It exposes learners to more than one medium and also provides an additional connection with the language outside the class room.
5. It is used for formal and informal texts.

Quality of good writing :

Writing requires certain qualities, they are :Accuracy clarity and naturalness.

Accuracy: accuracy of writing means the list of correct style to convey the meaning intended by the writers .

1. Clarity: white ,clarity of writing means the use of the most clear way of writing to convey the intended and exact meaning and ideas expressed by writer as simple as possible to enable the ordinary recipient or the reader to get those intended meaning , and hence understand them.
2. Naturalness: The naturalness of writing context mainly , cohesiveness and coherence of the written text and it must follow the natural form of the target language in order to in able the reader get the idea from what he/ she reads .

In addition to three above mentioned qualities , there are one also many and varied skill necessary for writing and these are:

Appropriate sentence language use , the ability of writing correct spelling and punctuation marks .(Heaton,1989).

2-1Punctuation marks:

Punctuation is defined as the art of using correctly the various stops and marks in writing .It makes the of the passage clear and helps the reader grasp it easily .

Without punctuation marks the meaning of the sentence can be distorted and misunderstood .

Punctuation also regulates reading and tells us the place where we should pause and take breath in reading .Speech sentence are

punctuated with pauses, rises in voice pitch, intonation, and modulations in speech of utterance, facial gestures and hand motions .In writing , punctuation for the absence of these visual and vocal clues to meaning .Correct punctuations is effective punctuation.(Cowon and cowon,1980).

2.1.1 Problems of punctuation:

Some sentence errors occur when punctuation marks fields to indicates relationship between sentences .Punctuation is a system or making sentences so that the reader can follow the writers thought , stopping and pausing in appropriate places.

When these marks are missing or misused; meaning may be lost or misunderstood. Also these were such problems with punctuation as run-on , comma splice and fragment (Riames,1992).

2.1.1 punctuation marks are;

- Full stop (period)
- Question marks
- Exclamation marks
- Comma
- Semi-colon
- Colon & Dash
- Apostrophe
- Quotation
- Other punctuation marks.

2-1-1 Full stop(.):

Period are used to end declarative sentences, indirect question, rhetorical questions and most imperative sentences .Periods also are use for abbreviations and to indicate that selected words has omitted the on purpose from a quotation(John Selly ,1985).

1. After the end of declarative sentence the final dealing in 11:15 p.m.

Sara is retiring today.

2. After a sentence that make statement .

More single parents are adopting children .

It has rained for most week .

3. After the end and indirect question .

The editor wanted to know when the lead editorial would be ready.

4. To separate dollars from cent .

5\$. 25 10\$.15

The wrong use of period:

1. To indicate pauses.

In correct

The city manager's job is considered safe....at least for now. or:

The city mangers job is considered safe –at least for now.

2. With certain well-known abbreviations.

3. With an acronym (a pronounceable word formed from the first letter of two or more words).

A period indicates a full stop at the end of the sentence .It had many uses in writing .(Wintered&Murray,1985).

2-1-2Question mark(?):

A question mark is a mark which ends the interrogative sentence and separates it from the sentences the follow .The question mark has many uses in writing according (Cowon & Cowon , 1985: 603-664).

1. Use question mark ends a sentence , as a full stop does, and is used to indicate that the sentence is question.

(Jhon Selly , 1998).

2. In a declarative sentence that ends with interrogative you wouldnot fire me for missing one dealing would you ? Do not use a question mark after an indirect question (question not in the speakers exact words).

She asked when the paper was due

He asked how my cold was

Tom asked when I was leaving

2-1-3Exclamation marks(!):

Use an exclamation mark after a word or sentence that expresses strong feeling come here !

Ouch! This pizza is hot !

How to use exclamation marks:

1-Command

Get back to work now!

2-In expressions of disbelief

I cannot believe you did not get the job!

3-In expressions of surprise .

It is wrong color!

4-Indeclaration

That is greatest victory In the history of university!

5-With interjection expressed strongly.

Gosh! Darn! Great! Fantastic! Wonderful!

Note: Be careful not to overuse exclamation point.

How not use exclamation marks.

2-1-4 comma(,):

In combination with one or more others exclamation marks .

In correct

The advertising jingle is the best I have ever heard!

Writes often get in trouble with comma when they employ one of two common in words of wisdom

When in doubt it leave it out .

According to (Fawcelt and Sandberg , 200) .

A comma is used after most introducing phrases and more than two words .

e.g By four in the afternoon, everybody wanted to go home.

Six main uses of the comma are used mainly as follow:

- 1.To separate items in a series .
- 2.To set off introductory material .
3. On both sides of words that interrupt flow of thought in a sentence.
4. Between two complete thoughts connected by and but , for, or , nor, so, yet .
5. To set off a direct question from the rest of sentence.
6. For certain every day material .

You may find it helpful to remember that the comma often marks as light pause , or break in a sentence . These pause or breaks occur at points where the six main comma rules apply . At the same time , you should keep in mind that commas are more often over used than under used as general rule . You should not use a comma unless a given comma rule applies or unless a comma is otherwise needed to help sentence read clearly . A good rule of thumb is that “ when in doubt “.

About whether to use comma it is often best to “level it out”.

1. Comma between item in a series.

Clap member selected a president vice president secretary , and treasurer.

Magazines , paperback novels and text books crowded the shelves

.

2. Comma after introductory material.

Just to annoy , he let it crawl a long her arm.

3. Between two complete thoughts connected by , but , for , or ,
nor , so , yet .

My parent threatened to show me out of the house so I had to
stop playing the dram .

4. To set off a direct quotation from the rest of a sentence .

“please take a number” said the deli clerk.

5. For certain everyday material :

a) Person spoken to

Sally , I think that you should go to bed .

b) Dates

Our house was sold on October 28 , 2003 .

c) Addresses

Lola’s sister was lives at greenway village , 34 z red oka drive, los
Angeles , California 90057-S.

d) Openings and closing letters:

Dear Sara , sincerely

Note informal letters a colon is used after the opening.

Dear sir: Dear Madam:

(John Longman 1979)

The comma is arguably the most difficult punctuation mark to
master because it is use in so many ways .

However , despite its utility , the comma is not powerful. It cannot hold two sentences together the way the stronger semi colon can and it certainly cannot bring anything to stop and to half the way period and exclamation marks can .nevertheless , the comma is wonderfully useful when called upon for less demanding tasks .Perhaps the best way to gain a comprehensive understanding of the comma is to start by committing to memory the rules covering it is most common functions.

The more difficult use will take longer to learn and will require continual referral to be that rules governing them.(George,176). Traditional advice used to be that you should read a text aloud and where it was necessary to mark a short pause , there you should put a comma . While there is some truth in this, it does not always work . It is important to remember that most reading is silent , and the comma is as much an instruction to the voice . It helps the reader see speedily which are separated.(John Selly 1998).

The wrong use of comma:

1-Don't set off days of the week inside commas.

In correct :

The play will begin ,Monday, at 10 a.m.

Correct :

The play will begin, Monday, at 10 a.m.

2-Don't used comma after a relative pronoun

In correct:

I want to use computer that comma we purchased for 500 \$

2.1.5 .SEMICOLON(;):

The semicolon, a stronger separator than the commas, is used between coordinate elements, especially closely related independent clauses which balance or contrast with each other . (Watkins 1961).

The semicolon signals more of a pause than the comma alone but not quite the full pause of a period. Use semicolon to do the following:

1-Joint two complete thoughts that are not already connected by a jointing word such as and, for, but, or so.

The chemistry lab blew up; professor Ali was fired.

2-joint two complete thoughts that include transitional word such as: however, otherwise, more ever, Furthermore or consequence.

Sally finishing typing the paper ,however ; she forget you .Bring it to class .(john Longman,283) if you visit the doctor ; it will be better for you .

3-to join two closely related independent clause.

News stories are written objectively; editorial aren't Semicolon use figures.

Some of money 100\$

Time 7=30 am;

Weights and measure 75 kg;

Percentage 9590

2:1.6.parentheses:

Use parentheses to do the following :

1-set of extra or incidental information from the rest of sentence.

The chapter on drugs in our text book (page1420178) contains frightening statistic .

2-enclose letter or numbers that signal items in series three steps to follow in previewing text book are to(1)study the title ,(2) read the first and last paragraph, and (3)study the heading and subheading .

(bound 1997) states that the parentheses are used to enclose when inserted into sentence of which it really forms no part ,and from which it could be omitted without materially affecting the sense .

3-to define a term or provide an abbreviation for later use.

We belong to the society for technical communication (STC)

2-1-7 Colon:

Use colon after salutation.

Dear MR : Ahmed

Note: hand lighten the nuts .

She said the following : no comment :

Colon is used to announce , explain ,clarify or give example. The sight of colon is certain signal to the readers that something coming . The colon is the best sign we have to provide an introduction except for their most common uses such as , separating hours from minutes and chapters from verses .

Colon is considered formal and although , their use is not rare . It is infrequent. Moreover (Turabian,1973) says a colon is used between place and publisher in foot note and bibliographical reference , and between volume and page reference in question . Also (wintered & Marry.1985).A colon is used to separate number from verse numbers reference from the bible e.g. Jons:15 . Sally arrived at 5:30 .

We study six course in this semester : Radio production a common mistake is to place a colon after in complete sentence .

Incorrect :The two keys to success are : Earning money and spending wisely .

Correct :The two keys to success are as follows :Earning money and spending wisely

Or

The two keys to success are as follows :

- 1-Earning money
- 2-Spending wisely

2.1.8 Dashes (-):

Dash or a pair of dashes may indicate a sudden break in thoughts disrupts the sentence structure , the dash similar in use to the colon .However , it calls attention towards or word groups that proceeds .The dash has many uses in writing (Harriston ,1981).

A dash , typed as two consecutive hyphens with no spaces before or after , is a versatile punctuation marks used in the following ways :

1-After a heading and before an explanation .Example:

For casting Jone and Jone will be in charge of reaching fourth – quarter production quotes.

2- To indicate an emphatic pause .

Example:

You will be fried unless you obey company rule.

3-To highlight a new ideas.

Here is what we can to improve production quality on- the job training , salary incentive , and quality controls .

2.1.9 Hyphen:

The hyphen allows readers distinguish between (A man- eating- tiger) and a man eating chicken .

Use hyphen in the following ways:

1-With two or more words that acts as a single and describe a noun.

A white –gloved waiter then but some snails on the table .

2- To divide word at the end of line of writing or typing .

Although it had began to drizzle , the team decided to play the champion – ship games that day .

(John Longman , 1979)

3-To indicate the division of a word or the end of reply line .

He is a well- known engineer .

2.1.10 Apostrophe(’):

Moreover, the plural of such words as the following as denoted by using the apostrophe before s e.g there are two c’s and m’s in the word accommodation (Ponad,1997:552).

The smile of the child = The child’s smile

Do not watch too much T.V = Don’t watch too much T.V.

She is my best friend = She’s my best friend

Apostrophe to show ownership possession the house owned by my mother.

2.1.11 Quotation marks(‘ ’ “ ”):

Quotation are used to denote direct speech that is ; the actual words used by speaker or writers quotations making meaning clear (Raimes,1992).

E.G “ I am studying medicine on a “ Mona stated proudly .

Use quotation marks when you want to show the exact words of speakers or write .

2.1. 12Capital letters:

Capital letters are used with First word in sentence or direct question .

Our company has begun lying people off .

Names of persons and the word

As the picnic , I met Sara and Mona .

❖ Main uses of capital letters :

Capital comes from the Latin word can put meaning “head” chief also come from can put by the way of French a capital letter is a chief letter. The rule of a capitalization that follow indicate the uses of capital in standard English (Raimes ,1992).The first word of sentence is capitalized (e.g he three most common color of flowers are white , red , and blue ,in the order).

❖ Names of particular places :

After graduating from Khartoum university in Sudan , I walked as the teacher in Bkht a Rida institute.

Names of Days of the Week , Months , and Holidays , This Year , Memorial Day falls on the last Thursday in May .

Titles of Books , Magazines , Articles , Films , Television , Shows , Songs , Poems , Stories , Papers that you write , and the like .

My oral report was on the Diary of a young Girl , by Anne frank .

Names of the companies , Associations , Unions , Clubs , Religious and political Groups and other organizations (John Longman , 1979).

2.2 Previous Studies:

This section reviews studies carried out in punctuation errors made by E.S.L learner.

Ramiz Altayeb Nouraldein , Problems of Teaching writing Skills in Secondary level with reference to Spine (4)&(5).

The results of this study gives the following finding:

- 1-Teaching writing is more complicated and need more effort than others skills language.
- 2- There are not enough writing activities .
- 3-Writing provides additional contact is language outside the class room.

Sumia Yahia Salim:

English writing problems Faced By Sudanese Pupils This study shows The writing Skills are difficult.

- 1- English teaching needs enough courses so as to improve their teaching.
- 2- The syllabus in the school do not include the English. Grammatical rules.
- 3- Pupils in the basic level do not know the principles of the speech skills clearly .

Hassan Mohammed (2005) carried out a study to investigation difficulties facing student to using punctuation marks. The findings shown that student facing difficult of using punctuation marks due to the lack of background knowledge.

Chapter Three

Methodology

3.1 Introduction:

This chapter will explain the Methodology of the study . In that, it will describe the method and techniques a doubted , the tool the population, the samples and procedures of data analysis .

3.2The methodology :

This study is descriptive analytical in nature it will focus on the “what” of the problem in questions . The study will a try to investigate the different aspect of the problem and it will shed light on the areas that need attention .

3.3 Population &Sampling:

The Geographical setting of this study is Sudan University Of Science &Technology the population of study is all of the English language students in Sudan University.

A samples of 30 students was randomly selected for the questionnaire .

3.4 Tools:

The tool was used in the study for data collection is questionnaire the respondances were presented with items to which they were request to chose one of five option :

Strongly agree , agree , natural , disagree , Strongly disagree.

The questionnaire was developed it through the following stages it was design by the researcher by consultation with some college :

- 1- It was designed it
- 2- It was presented to supervisor approvable.
- 3- It was refer to expert for judgment for the validity and reliability.

3.5 The Reliability

Polit & Hungler (1993: p: 445) refer to reliability as "the degree of the consistency with which an instrument measures the attributes it is designed to measure". So the questionnaire was designed according to the following formats.

The main chosen system strongly agree, agree, neutral, disagree and strongly disagree. Also the researcher designed test for students, the words of spelling selected from spine three the student text book

Reliability

Statistics

Cronbach's Alpha	N of Items
.614	9

3.6 The Validity

Polit & Hung (1993: p: 448) refer the validity as "the degree to which an instrument measures what it is intended to measure, to ensure the fact and content validity for study". The method of trustees validity of questionnaire are judges consisting of 30, at Sudan university . They proved that the questionnaire was related to the items of study.

3.7 Procedures of data analysis :

The data collected through the questionnaire will be tabulated and treated statistically by the SPSS programme . the results in percentile form will be used to answer the relevant study questions.

Chapter Four

Data Analysis

4.1 Introduction.

In this chapter the data that collected by the researcher will be analyzed. The questionnaire which was presented by research and respond by teachers will be analysis.

4.2 The Analysis of the Questionnaire

Table (4.1) present the number of teacher respond to the questioner.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

a. List wise deletion based on all variables in the procedure.

Table (4.1) show that 30 teachers participate in fulfill the questioner with validity 100%

(4.2) Students are motivated to use question mark (?) to develop their writing skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	11	36.7	36.7	36.7
Agree	14	46.7	46.7	83.3
Neutral	2	6.7	6.7	90.0
Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Students are motivated to use question mark (?) to develop their writing skills.

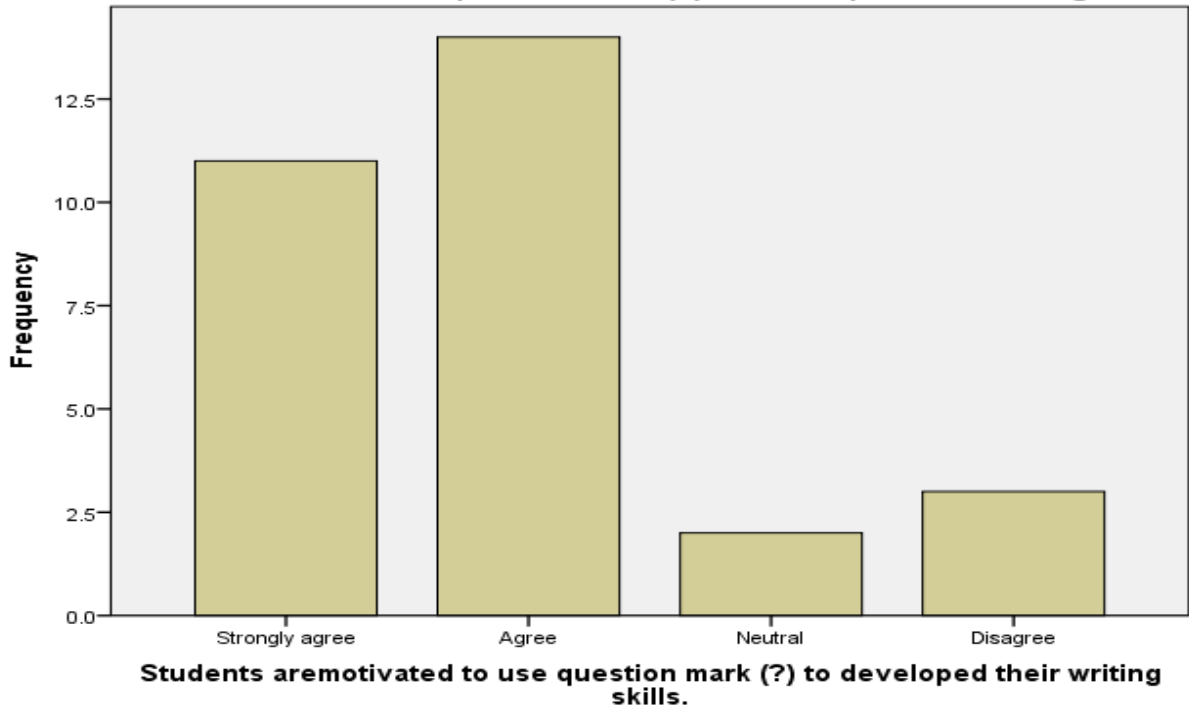


Table (4.3) above represents the distribution of the respondents' view about the statement: **"Students are motivated to use question mark (?) to develop their writing skills "**. The result revealed that (83.3%) of English were agree while only (10%) were disagree and (6.7%) were neutral.

Spelling errors occur because of the mother tongue interference.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	16.7	16.7	16.7
Agree	9	30.0	30.0	46.7
Neutral	7	23.3	23.3	70.0
Disagree	9	30.0	30.0	100.0
Total	30	100.0	100.0	

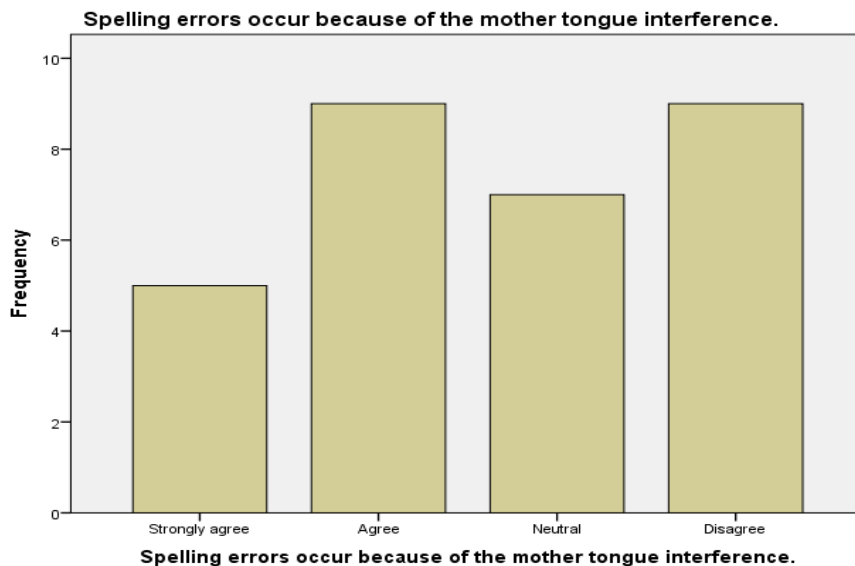


Table (4.3) above represents the distribution of the respondents' view about the statement: "**Spelling errors occur because of the mother tongue interference**". The result revealed that (46.7%) of English were agree while (30%) were disagree and (23.3%) were neutral.

Table 4.4 Students make mistakes in using exclamation (!).

		Frequenc y	Perce nt	Valid Percent	Cumulative Percent
	Strongly agree	7	23.3	23.3	23.3
	Agree	12	40.0	40.0	63.3
	Neutral	7	23.3	23.3	86.7
	Disagree	3	10.0	10.0	96.7
	Strongly disagree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

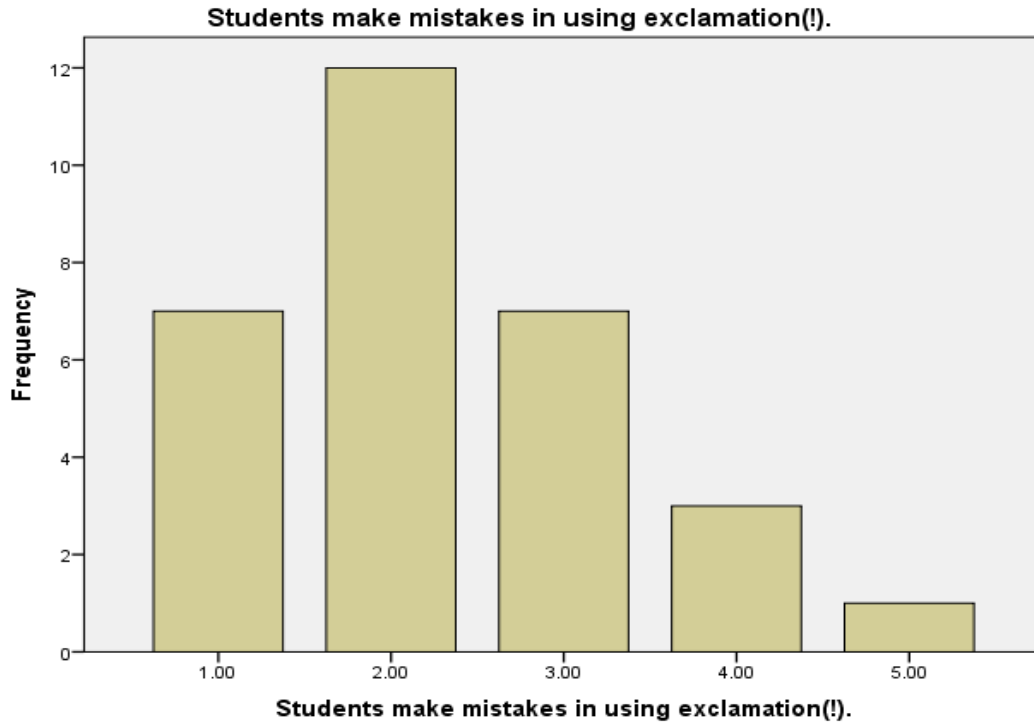


Table (4.4) above represents the distribution of the respondents' view about the statement: "**Students make mistakes in using exclamation (!)**" The result revealed that (46.7%) of English were agree while (30%) were disagree and (23.3%) were neutral.

Table (4.5) Students have shortage in basic knowledge in punctuation marks such as comma, semi-colon and exclamation mark.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	9	30.0	30.0	30.0
Agree	13	43.3	43.3	73.3
Neutral	6	20.0	20.0	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Students have shortage in basic knowledge in punctuation marks such as comma, semi-colon and exclamation mark.

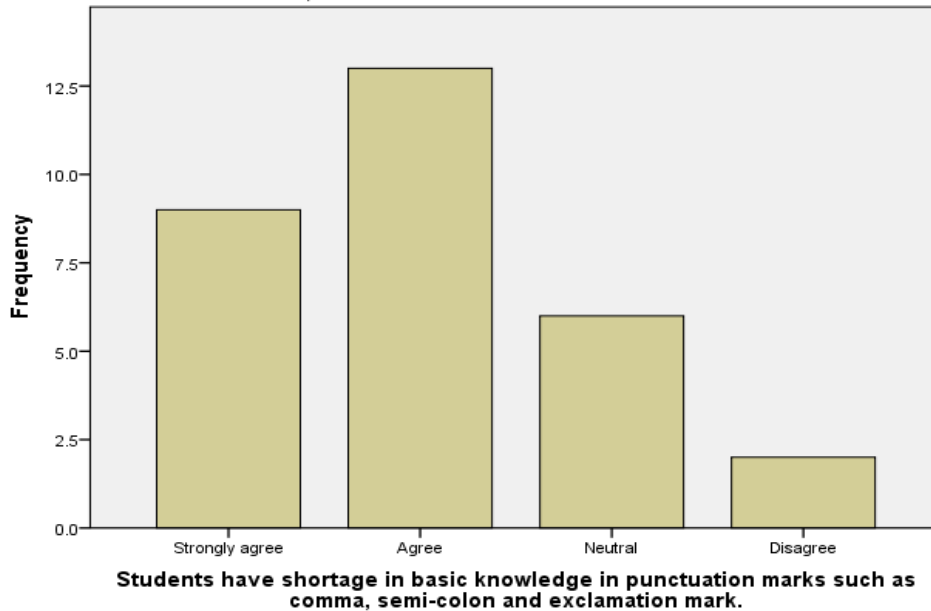


Table (4.5) above represents the distribution of the respondents' view about the statement: " **Students have shortage in basic knowledge in punctuation marks such as comma, semi-colon and exclamation marks**" The result revealed that (73.3%) of English were agree while only (6.7%) were disagree and (20%) were neutral.

Table (4.6) Students are not aware of punctuation marks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	23.3	23.3	23.3
Agree	8	26.7	26.7	50.0
Neutral	7	23.3	23.3	73.3
Disagree	7	23.3	23.3	96.7
Strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

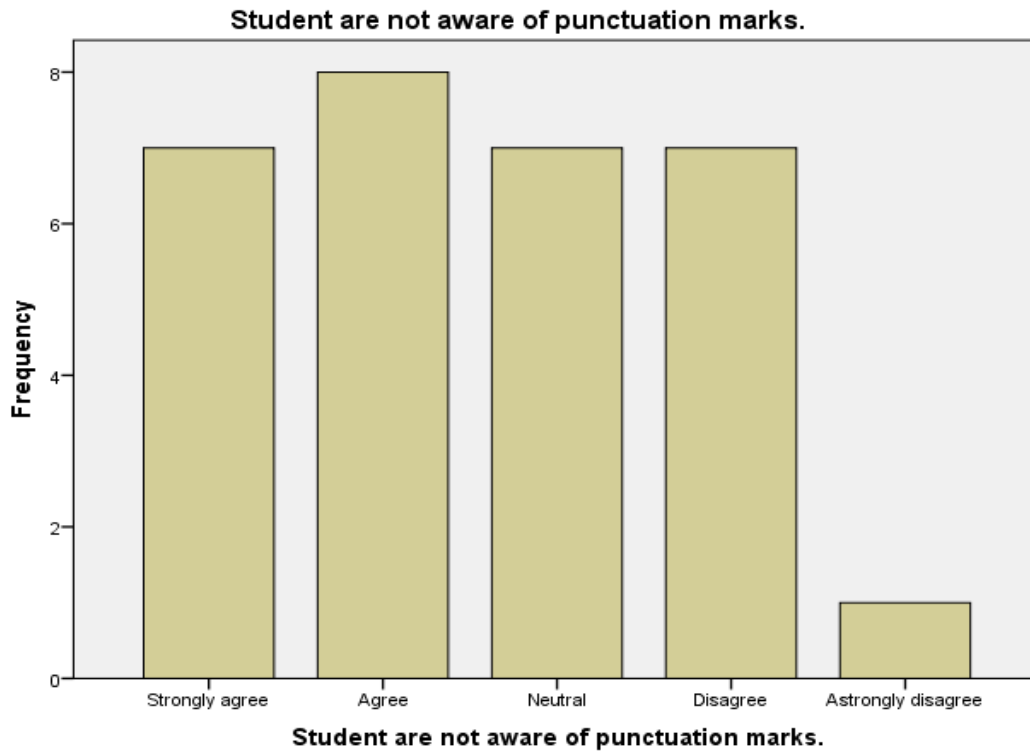


Table (4.6) above represents the distribution of the respondents' view about the statement "**Students are not aware of punctuation marks**". The result revealed that (50%) of English were agree while only (26.6%) were disagree and (23.3%) were neutral.

Table (4.7) Teaching punctuation marks needs special effort.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	26.7	26.7	26.7
Agree	13	43.3	43.3	70.0
Neutral	7	23.3	23.3	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

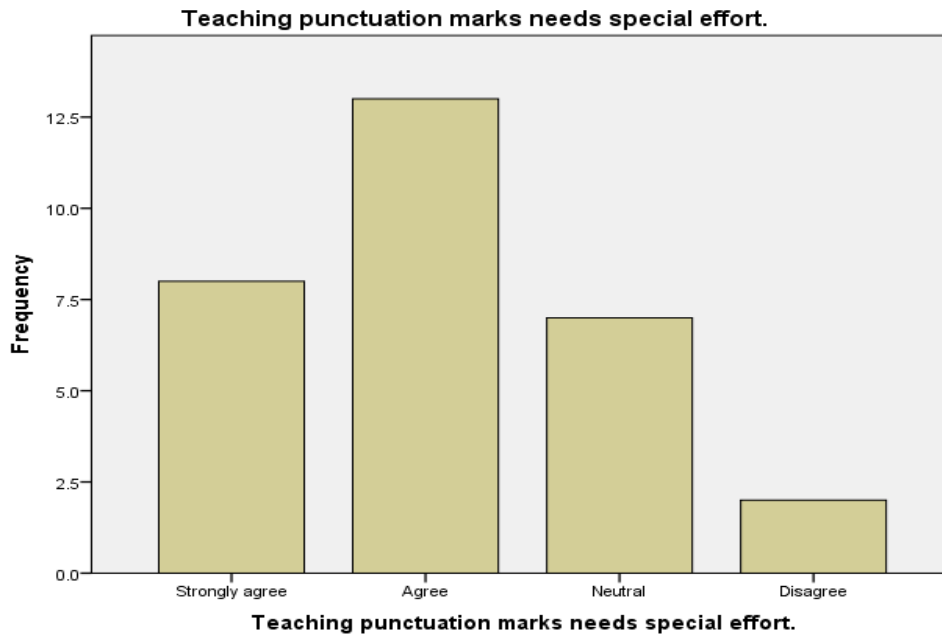


Table (4.7) above represents the distribution of the respondents' view about the statement " **Teaching punctuation marks needs special effort** " The result revealed that (70%) of English were agree while only (6.7%) were disagree and (23.3%) were neutral.

Table (4.8) The SPINE (4) series does not focus on teaching punctuation marks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	20.0	20.0	20.0
Agree	8	26.7	26.7	46.7
Neutral	10	33.3	33.3	80.0
Disagree	3	10.0	10.0	90.0
Strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

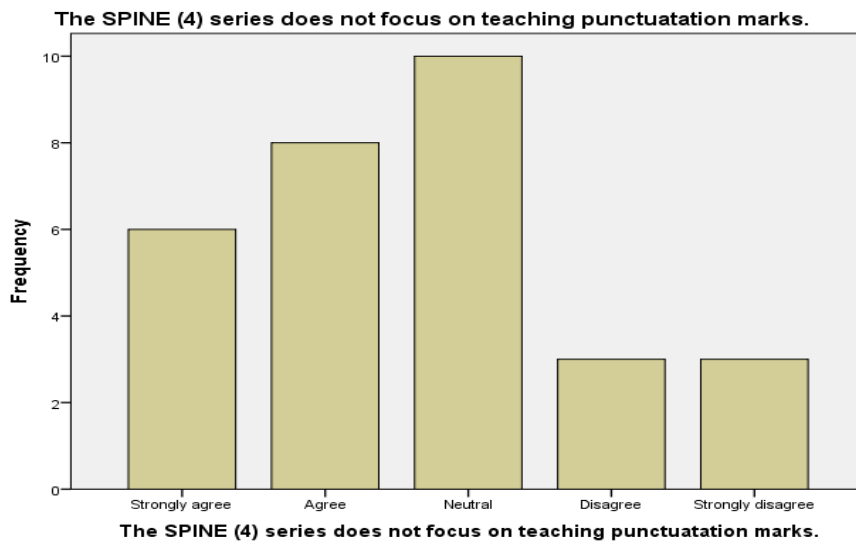


Table (4.8) above represents the distribution of the respondents' view about the statement " **The SPINE (4) series does not focus on teaching punctuation marks**" The result revealed that (46.7%) of English were agree while only (33.3%) were disagree and (20%) were neutral.

(Table (4.9) The exercise and activities of punctuations in SPINE (4) series are not enough to enable students to use punctuation marks correctly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	26.7	26.7	26.7
Agree	13	43.3	43.3	70.0
Neutral	4	13.3	13.3	83.3
Disagree	3	10.0	10.0	93.3
Strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The exercise and activities of punctuations in SPINE (4) series are not enough to enable students to use punctuation marks correctly.

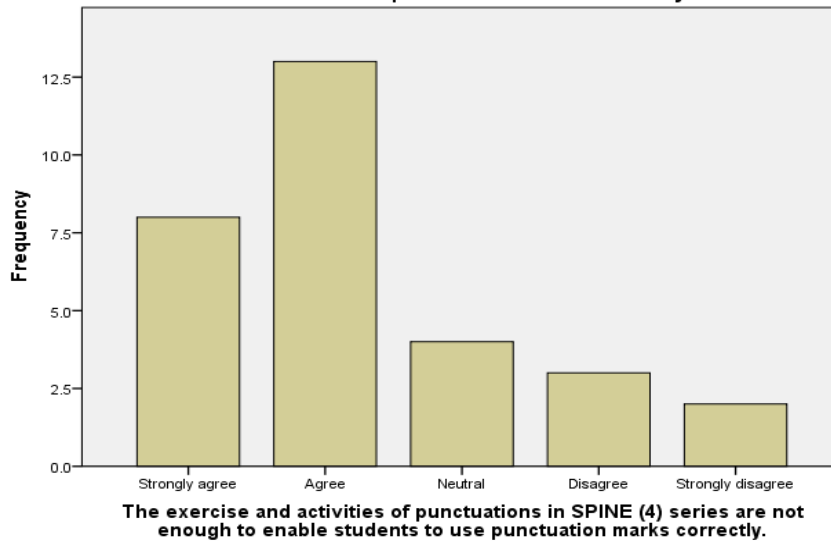


Table (4.9) above represents the distribution of the respondents' view about the statement " **The exercise and activities of punctuations in SPINE (4) series are not enough to enable students to use punctuation marks correctly** ". The result revealed that (70%) of English were agree while only (16.7%) were disagree and (13.3%) were neutral.

Table (4.10) Some teachers use interesting sentences to enhance learning of punctuation marks.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	23.3	23.3	23.3
Agree	14	46.7	46.7	70.0
Neutral	8	26.7	26.7	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Some teachers use interesting sentences to enhance learning of punctuation marks.

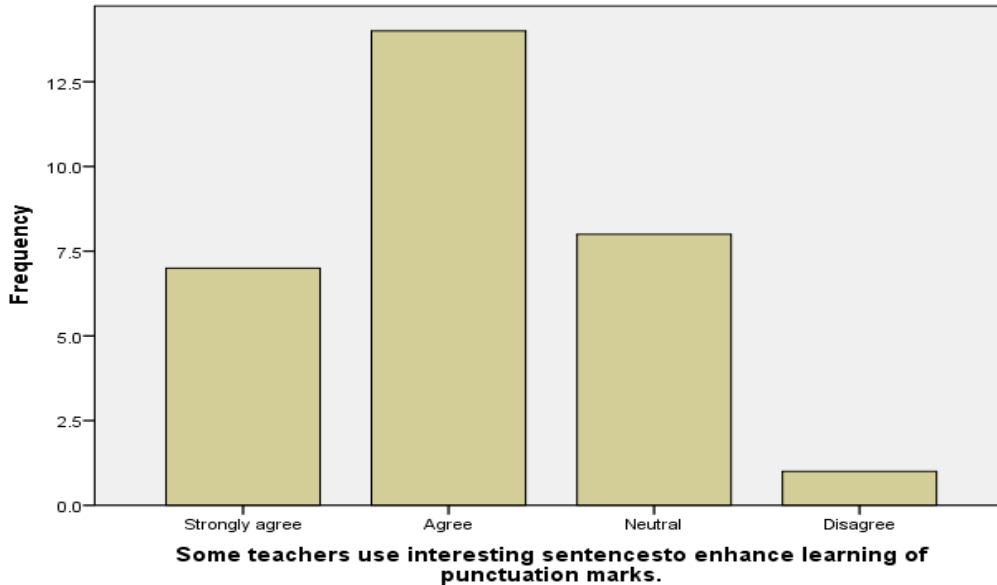


Table (4.10) above represents the distribution of the respondents' view about the statement **"Some teachers use interesting sentences to enhance learning of punctuation marks"** The result revealed that (70%) of English were agree while only (1.3%) were disagree and (26.7%) were neutral.

4.3. Hypotheses Results

1) Student use punctuation marks in correct place.

The result of tables (4.1), (4.2) and (4.3) revealed that (56%) of English Language teachers agreed that students not face difficulty in using punctuation, (29.3%) disagreed and (25.7) were neutral. So the hypothesis is accepted.

2) Student able to list a type of punctuation marks to find out whether.

The result of tables (4.4), (4.5) and (4.6) showed that (64.3%) of English Language teaches agreed that students are able to list punctuation

whereas (13.3%) disagreed and (22.4) were neutral. So the hypothesis is accepted.

3) Student will be able to punctuate simple sentences.

The result of tables (4.8), (4.9) and (4.10) revealed that (62.3%) English Language teachers agreed that student will be able to punctuate simple sentences whereas (17.7) disagree and (20%) were neutral. So the hypothesis is accepted.

CHAPTER FIVE

Summary of finding, Recommendation and suggestion for further studies

5.1 Introduction

The main objective of this study is to identify and analyzes punctuation marks' problems which face student s of English language in writing.

5-2 Summary of finding

This study shows that most students have no problems and committed few mistakes in using punctuation marks.

These mistakes and errors emerged from different and various factors such as:

Students not practicing in using punctuation marks , some English punctuation marks are problematic because it have no equivalent in Arabic language , another factors is that students were not strongly encouraged by teachers to use punctuation marks effectively as well as teaching punctuation needs more efforts a thing much of teacher didn't do it.

5-3 Recommendation

In the light of the above reasons and causes of problem in using punctuation marks the following recommendation are strongly required.

- 1- Students should be aware of when and how punctuation marks are used in written English, what are their characteristics and principles.

- 2- The different between English punctuation marks and Arabic ones must be an area of contrastive study.
- 3- The teachers should have encouraged and motivated learners to use punctuation marks properly in writing.
- 4- Teachers should make more efforts in teaching punctuation marks.
- 5- The teacher's rules that govern each of punctuation marks have to be clearly explained to the learners.

5-4 Suggestions for further studies

Both Teachers and Students have to Experience the Utmost Important Role of Punctuations in Decoding the Meaning of any Message.

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Appendix (1)

Sudan University of science and Technology

College of Education

English Language Department

Questionnaire to find out to **Investigate the Problems Faces Second Year Secondary School Student in Punctuation Marks**

Statement	Agree	Strong Agree	Disagree
1. Second year secondary school students have problems in using punctuation marks.			
2. There are particular causes that face students in using punctuation marks.			
3. Most students use punctuation marks correctly.			
4. The syllabus focuses on teaching of punctuation marks.			
5. Most teachers use interesting techniques in teaching learning punctuation marks.			
6. Teachers exert great effort in teaching punctuation marks.			
7. Students are motivated to use punctuation marks, to develop their writing skills.			
8. Exercises and of punctuation marks in syllabus are enough to enable students to use punctuation marks correctly.			
9. Students have shortage in using knowledge in punctuation marks.			
10. Students are aware of using punctuation marks.			