



Sudan University of Sciences and Technology
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Investigating the Problems of Using Punctuation Marks in Paragraphs among University Students

تقصي مشاكل استخدام علامات الترقيم في الفقرات بين طلاب الجامعة

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

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October 2017

الاية

قَالَ تَعَالَى:

﴿ اللَّهُ نُورُ السَّمَوَاتِ وَالْأَرْضِ مِثْلُ نُورِهِ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ الْمِصْبَاحُ فِي زُجَاجَةٍ
الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا
يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ نُورٌ عَلَى نُورٍ يَهْدِي اللَّهُ لِنُورِهِ مَنْ يَشَاءُ وَيَضْرِبُ اللَّهُ الْأَمْثَلَ
لِلنَّاسِ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿٣٥﴾ صدق الله العظيم

سورة النور آية 35

Dedication

To our parents

Sisters, brothers and

all friends

Acknowledgements

Thanks and praise exclusively to Allah, the Almighty who bestowed us with the energy and capacity to carry out this work in its present form it is very hard to name all those who played particular roles in making this study. We are greatly indebted to our supervisor ***Dr. Ienas Ahmed Abdelrhman*** for her encouragement, rigorous guidance and patience throughout all the stages of this study. Also, our thanks are extended to teachers and professors of faculty of education for their cooperation and supporting.

Abstract

This research is an attempt to investigate punctuation mark problems made by students in their writing performance. Students of second year in the Sudan university of science and technology the samples randomly were (30) students were chosen randomly of (60) who were enrolled in the Department of English. One instrument was used for data collection which was test for the students. The data were analyzed using the SPSS program. Some of the most important result which the study came up with is that the students do not know the which wring of use some punctuation marks such as the colon, question mark and full stop. The study also offered some recommendations the most important of which is teachers should give more emphasis to the teaching Moreover the study effort some suggestions for further research.

ملخص البحث

هذا البحث عبارة عن محاولة لمعرفة مشاكل الطلاب عند استعمال ادوات الترقيم في الكتابه استنادا الي السنه الثانيه لطلاب التربيه قسم اللغه الانجليزية جامعه السودان للعلوم والتكنولوجيا . تتكون عينه البحث من (30) طالب تم اختيارهم عشوائيا من بين 60 طالب اودرجو من قسم اللغه الانجليزيه. تم جمع بيانات البحث من الطلاب حللت البيانات باستخدام برنامج SPSS من اهم النتائج التي وصلت إليها الدراسه عدم معرفة الطلاب في استخدام بعض علامات الترقيم بصورة صحيحة مثل () () () ()، يجب علي الاساتذه اعطاء توضيح اكثر في تدريس علامات الترقيم من خلال اعطاء تمارين مكثفه في استخدام علامات الترقيم .

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CHAPTER ONE

Introduction

1.0 Introduction

Writing is a productive skill and one that students often have difficulties with. Students are introduced to different exam. types, Writing task, story writing, informal letters, articles, reports and discourse composition. Writing is a means of communication; it helps us to articulate our ideas, and to discover what we really think about an issue.

EFL (English Foreign Language) students in Sudan university ignore the importance and spelling in writing English paragraph. This research is an attempt to investigate punctuation and spelling errors in writing English paragraph the main purpose is to find the possible means to solve the obstacles that face many of the students. The use of capitalization, full stop, commas, inverted commas, hyphen, dash, exclamation marks, question mark, and semi colon represent a real problem in written paragraph beside the spelling errors.

1.1 Statement of the Problem

The writing skill is most important and has very complex process Thus English language learner commits many errors. Punctuations are special marks that you add to your writing to separate phrases and sentences to show that something is a question of it in observed that university student have problem in using punctuation marks this study attempt to find the problem of second year university student in using punctuation mark in writing paragraph.

1.2 Significance of the study

This study the significance of The study is useful for the researchers in the area of English language teaching as a foreign language. The study is also an attempt to introduce practical and theoretical solutions practical and theoretical solutions for both students and teachers.

1.3 Objectives of the study

This study aims to

1. Investigate the problems of punctuation marks in writing paragraph that face second year student of English language
2. Identify the punctuation errors made by second year students at Sudan university in their writing paragraph.

1.4 Question of the study

The study will attempt to provide answer to the following questions

1. What are the difficulties punctuation mark that face second year student in writing paragraph?
2. To what extent do second year students use punctuation mark correctly in writing paragraph?

1.5 Hypotheses of the study

This study has the following as its hypotheses

1. Second year students face difficulties in using punctuation mark in writing paragraphs.
2. Second year students can use punctuation marks correctly in writing paragraphs.

1.6 Limit of the study

This study will be limited to the following aspects

This research is limited to second year students at Sudan University of science and Technology in the year 2017 semester two.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

This chapter describes the definition of writing and nature of writing character is ties of writing definition of a paragraph and its types. It also explains the punctuation marks and the previous studies that related to the present study.

2.1 What is writing?

- 1- Walters, (1983) writing is the least and perhaps the most difficult skill pupils learn, even teachers are some time confused about was of approaching writing instruction, many still see it as away to reinforce oral.
- 2- Byrne (1979) writing is a process of expressing opinions, feeling and factual information by using and agreed upon set of graphic symbols so that the audience deciphers the script to receive the message coded by the writing.
- 3- Gebhardt and RODLIGUES,(2004) writing is the process of which thoughts are translated into word and words are fashion able into sentences and paragraph, poems and composition. Writing is away to explore material, away to discover insights into subject. Many of the most important process in writing take place in visibly and very privately, inside in visibly and very privately, inside the writing mind.

2.2 The Nature of writing

Ronald, (1973) Considering the skill of the language, writing and speaking are usually classified as productive skills, while listening and reading are classified as receptive skill. But writing and reading are also classified as graphic skill, and listening and speaking as oral skill. This

later classification distinguishes writing from speaking, even though the both productive skill RAIMES , (1983) discussed some ways in which writing and speaking differ from one another

- 1- Speaking is universal; every one acquire a native language in the write oral.
- 2- Speakers use their voices and bodies to help convey their ideas. Writers have to rely words to express their thoughts.
- 3- Speakers use pauses, intonation and facial expressions and writing use punctuation.
- 4- Speaking pronounce writers spell.
- 5- Speaking is usually spontaneous and unplanned, most writing takes time. Its planned; can go back and change what we have writing.
- 6- Speech is usually in formal and repetitive, writing is more formal
- 7- Speaker use simple sentences connected by a lot of ends and buts. Writing use more complex sentences with connecting words like in addition. However etc.

2.3 What is paragraph?

1- Alice o shim and Hose (1997) state that A paragraph is group of related sentences which a writer develops about a subject. The starting sentence explains the certain idea while the sentences are stated to support it.

They also explained that it is emphasized by identifying the first word from the left hand margin. So a paragraph is made up of three sorts of sentences, the topic sentence which is described as around about sentence.

2- (J. M. Red, 1988) a paragraph is a series of sentences that develop one idea.

3- A paragraph is usually about a single to topic, part of a larger subject perhaps, but still a self- contained topic by itself. (skills for students of English, Richard c. y or key, p122))

2.4 Characteristics of a Good paragraph

A good paragraph should have three major structural parts as what have been clearly stated by o shim and Hogue, (19833) as follows.

i. Topic sentence

Topic sentence is sentence which states the main idea of the paragraph. Topic sentence not only states the Topic of the paragraph but also controls or limits the topic so that it can be discussed completely in the space of single paragraph. Topic sentence, Therefore can be farther, divided into two.

ii. Topic Idea

Topic Idea states The topic of the paragraph Controlling Idea controlling Idea limits the topic

iii. Supporting sentence

Are sentences that develop topic sentence or main idea. They explain the topic sentence by giving reasons examples, facts, and statistics, quotations, etc.

iv. Concluding sentence

Concluding sentence is a sentence in which the writing concludes the paragraph in order to give the reader with important points to note.

Instead of having these three major structural parts, a good paragraph should also possess two additional elements.

Unity

Unity means that all of the supporting sentence develop or discuss the main idea stated in the topic sentence of the paragraph.

Coherence

Coherence means the paragraph is easy to read and understand because supporting sentence are organized in logical order and use of appropriate translation signals.

In summary, a well-written paragraph contains five elements. Topic sentence, supporting sentence, concluding sentence, unity and coherence in this module, you will study and practice each of these elements.

2.5 Types of paragraph

Paragraphs differ according to their function, content and styles. The following are some of the types of paragraph.

2.5.1 Narration paragraph

Narration paragraphs are most distinctively used in fiction. As such they will contain all necessary components. Of development, setting, goal, obstacle, climax and resolution writing narration paragraphs requires consequently, sequential order and chronology. There are many descriptive elements that may be included in the body of the narration.

2.5.2 Exposition paragraph

It is created in order to clarify or explain a problem or a phenomenon. Writing exposition paragraphs requires strict focus on evidence and objective language.

Many contain elements of comparison and contrast or cause and effect writing.

2.5.3 Examples paragraph

Examples paragraphs are kind of list paragraphs in which example sentences closely support the topic sentence. It also contains a terminator sentence which links the conclusion with the main idea of the paragraph.

2.5.4-Comparison paragraph

A comparison paragraph compares similar aspects or qualities of two subjects. In a comparison paragraph, a topic introducer may be stated more specifically the basis of the comparison.

2.5.5-Contrast paragraph

Unlike the comparison paragraph, the contrast paragraph compares dissimilar aspects of two subjects like the comparison paragraph, however,

two procedures may be followed in writing the contrast paragraph. The first method alternates example of the subject. A with example subject B, the contrast by be in the same sentence, or they may be in consecutive sentence the other method present all the subject A examples together, then all subject B example together.

2.5. 6- Space and time paragraph

This kind of paragraph is developed through space and time sequences e.g. the subject may require an organization of ideas according to place or space relationship without referring to dates e.g If you speak about agriculture you may speak about issues on agriculture in India, Africa, etc.... without indicating any dates.

2.5.7 Descriptive paragraph

Good descriptive writing came readers see, hear smell, and tastewhat the author wrote about a good descriptive paragraph gives a single main impression of person, place, or thing, usually that impression is stated in the topic sentence the other sentences in the paragraph give details these details support the main impression.

The details in a descriptive paragraph be carefully organized to give a clear picture, you can organize descriptive details by their location, this kind of organization called spatial organization.

2.5.8- Process paragraph

Successful writing is more than putting words and sentences on paper it is a step- step process. If you learn step and follow them you will find that writing becomes easily you will communicate more effectively with your readers. Finding subject is the first step of the writing process. Sometimes you will be assigned a subject, at other times you will choose your own subject. There are many to find subjects for writing, sometimes you finds a subject by thinking and writing down ideas, some Times you find one by taking to other people sometimes, pictures books or television show. Or

suggest subject to you. The second step of the writing process is drafting when you write a draft, you make a plan for your work.

An important step in drafting a paragraph is to decide what the main idea of your paragraph will be. Once you have decided on your main idea, you should write it in a sentence the third step in the writing process in composing you have selected a subject to write about and made a plan, you have decided on your main idea and listed details to support it, in this step you will write a paragraph. As you write your paragraph, you will use your sentence about your main idea and the details you have listed, however, other ideas may occur to you as you write, you may include them in your paragraph if they support your main idea.

2-6 Definition of punctuation Marks

Elnoor, (2003 :153) Punctuation is simply a device for making it easy to read and understand written or printed matter.

Punctuation is defined as the art of using correctly the various stops and marks in writing it makes the meaning of the passage clear and helps the reader to grasp it easily. Without punctuation marks the meaning of the sentence can be distorted and it is not understood.

2.7 Punctuation Marks

Punctuation is simply a device for making it easy to read and for understanding writing or printed matter (Elnoor, 2003-153). In speech, we can make a pause between words and phrases, we can use gestures, give emphasis to a word and raise or lower the voice to help the listener to understand our meaning; in writing much of that work is done by punctuation e. g my baby, sister, SALWA and I went to the zoo.

How many persons went to the zoo? If you use three commas, four persons went. (baby, sister, SALWA, I).

If you use three commas, three persons went. (BABY sister, SALWA, I) or two person went. If the baby sisters name is SALWA Capitalization and the punctuation system, which characterize written English posses a major challenge to Arab learners of English.

A concise Guide to punctuation

Punctuation marks do not exist, as one student recently complained to make your life complicated. They are used to clarify your written thoughts so that the reader understands your meaning. Just as traffic signs and signals tell a driver to slow down, stop or go, so punctuation is intended to guide the reader through your prose or any kind of writing (Wyrick , 2005499).

Some confusion when necessary punctuation marks are omitted-

- Confusing Has the Tiger been fed Bill? (Bill was Tigers dinner).
- Clear Has the Tiger been feed, Bill?
- Confusing After we had finished ranking the dog Jumped in to the pile of leaves. (ranking the dog?)
- Clear After we had finished ranking, the dog Jumped in to the pile of leaves.

Because punctuation marks helps you communicate clearly with your reader, you should familiarize yourself with the following rules.

2.8 Types of punctuation

2.8.1 Parentheses

Use parentheses to do the following

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

The chapter on drugs in our textbook (page1420-178) contains frightening statistic.

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

(BONAD 1997) states that the parentheses are used to enclose when inserted into a 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)

2.8.2 Full stop(.)

Full stop has three distinct functions. Firstly, it marks the end of a sentence. Secondly, it indicates abbreviations of words (unless first and last letters of word are shown). Thirdly, it also punctuates numbers and dates as in the following examples

The dog is completely black.

The doctor will be Adam Suleiman (B. Sc I)

All exercises should be Submitted by (by 6. 6 . 03 .)

2.8.3 Apostrophes

The conventional functions of the apostrophe are from in possession to form plural of characters, abbreviations and signs. It is used to indicate left out letters in contraction; it is not used to form the possessive of the first personal pronoun. Since contractions are rarely used in formal writing, so did the apostrophe.

2.8.4 Brackets

The nonmathematical functions of brackets are to enclose editorial insertions, corrections, and comments in quoted material and in reference citations

These instruments the radiometer and satellites as well as aircraft use brackets to enclose parenthetical material within parentheses. (Brandi planned) to work as an aeronautic engineer she completed an internship at national Aeronautics and space Administration (NASA) as soon as she completed her doctoral work (MACCA skill ETAL 1998).

2.8.5 Colon

The function of the colon is to separate and introduce lists, clauses, and quotations, along with several conventional uses. Authorities disagree on usage of the colon and capitalization of ten a colon. The following guide lines generally correspond to words in to type (skilling et al. 1974).

Conventional uses of the colon

The colon is used by convention as follows

After the salutation in formal letters Dear sir Between hours and minutes in time 11 30 am. In reference citation slate, Philip n Remote sensing...

To express ration 2 1 mixture (MACCA skill ETAL 2009).

2.8.6 Commas

commas are used in longer sent enc as to separate information into readable units. A single comma ensures correct reading of a sentence which starts with along introductory element. Pairs of commas help in the middle of a sentence to set off any string of words which is either a parenthesis, contrast, to whatever went before.

2.8.7 Comma splice

According to OLSON ETAL (2009 33) comma splice is the last kind of sentence fault. It is actually a special type of run- on sentence in which a comma is used in place of a semicolon to join two independent clauses without a conjunction. A comma splice can be corrected by putting a semicolon in place of comma or by adding a conjunction after the comma.

2.8.8 Wrong

Henry lives across The Street he has been there for 25 years.

2.8.9 Correct

Henry lives across the street he has been there for 25 years.

2.8.10 Dashes

Hyphens are not the same as dashes. Dashes are like brackets; they enclose extra information. A colon and semi-colon would work just as well in the example opposite. Dashes are rarely used in academic writing. Although often used in pairs, dashes can also be used singularly.

For example look at these sentences to the three divisions of the economy—agriculture, manufacturing, and service industries—Jones has added a fourth. Have an orange—or would you prefer a banana? While the importance of sport to pay T.V is clear, the opposite perspective is less certain—the importance of pay T.V to sport.

2.8.11 Hyphen

When used correctly, a hyphen links two or more words that normally would not be placed together, in order that they work as one idea and these are called compound nouns. The hyphen is used to connect words or parts of words it connects the syllables of words broken at the end of lines, it connects prefixes and suffixes to words, and it connects compound words. The modern trend is away from hyphenation. Permanent compounds tend to become solid, and temporary compound tend to be hyphenated only necessary to avoid ambiguity. Words may be hyphenated at the end of lines between syllables. Proper place to break words are determined from your favorite dictionary.

For instance study the following

Use a hyphen to join two coequal nouns working together as one. Shannon is a teacher poet.

Pete Rose was a play-coach for the Cincinnati Reds. Kevin Costner has joined the ranks of well-known actor-directors.

2.8.12 Italics

Why is a section on italics appearing in a chapter on punctuation? The purpose of italics very closely resembles the purpose of punctuation to

make meaning clear and reading Easier. According to words into type (skilling et al. 1974) Italics are used to distinguish letters words, or phrases from the rest of the sentence so that the writers thought or the meaning and use of the italicized words will be quickly understood, Italics are used to distinguish elements to be emphasized, special terminology, symbols, and words or letters to be differentiated from text. In addition, there are several conventional used for ital is in type writing text. Underscore replaces italics and should be used only when absolutely necessary. In many instances, underscore, is not used in type written text when italics would be appropriate in typeset text.

2.8.13 Question marks

The purpose of the question mark is to terminate direct question, whether the question is and dependent sentence, a clause within as sentence, or a direct quotation

what system identification procedure should be used for astatically unstable the question addressed by this research project is, what system identification procedure should be used in reference to Jones asks, what system identification procedure should be used for statically unstable aircraft.

2.8.14 Exclamation mark

An exclamation mark is used at the end of a sentence and indicates surprise, anger, or alarm. Exclamation marks should be used very sparingly and are not often used in academic writing. For instance look at the following sentences

- The police stormed in and arrested her
- How disgraceful

2.8.15 Quotation mark

Question marks are used to enclose words quoted form another source, direct discourse, or words requiring differentiation from the surrounding

text. Since the enclose they always com in pairs the can also be overused and render a text visually hard to read.

Double quotation marks (" ") are used most of the time. Single quotation marks (' ') are used only within double quotation mark. The placement of question mark with quotes following logic. If a question is in quotation marks, the question mark should be placed inside the quotation mark.

For example study these sentences she asked, "Will you still be my friend?" Do you agree with the saying "All, s fair in love and war? Here the question is outside the quote.

2.8.16 Semicolon

The semicolon separates coordinate clauses, long in tern ally punctuated elements of series, explanatory phrases and clauses, and elliptical clauses. The semicolon denotes nearly a full stop; thus, its uses are " as much a matter of personal choice as of correct punctuation" (Ebb ITT and EBBITT 1982).

2.8.17 Slash A slash, also called solidus or virgule, can be correctly used (1) in and or (2) in fractions (x/y) (3) to indicate per (m/sec), and when quoting poetry. Although most usage and grammar authorities do not acknowledge used of the slash in a tem pounds in drafts of NASA reports we frequently find such instruction as hook/ column antenna boundary-layer/ shock- wave interaction matrices/vectors lateral/ directional characteristics in the first example (hoop/ Colum), Those coining the new technical term seem to have chosen (erroneously) to use a slash rather a hyphen; however, this term, meaning a combination of a hoop and a column, has been widely used with the slash.

2.8.18 Capital Letters

CANGAN (2001) states that capital letters are used with words in a sentence or direct quotation, names of parsons, names of particular place

and in stations, names of days of the week, months, holidays, commercial products, titles of books magazines, newspapers, stories commercial products, Titles of books magazines, new, papers stories, poems, films, television shows, songs, articles, papers written, companies associations, unions, clubs, religious and political group, names showing family relationships, titles of persons when used with names specific school courses language. Geographic locations, historical periods and events races, nations and nationalities opening and closing of letter .

2.9 Previous study (first study)

Abdalgadir (2006) conducted M.A thesis in Investigating E F L learners paragraph writing Abilities. A case study of second and fourth levels English students in the faculty of Arts university of Khartoum the researcher asked whether the students were able to write a paragraph correctly. He guessed that they were unable to master the basic issues of writing a paragraph. The study found out that the student abilities in writing paragraph was below the average; they were unable to specify paragraph length, indention or applying cohesive devices. The two studies are similar in writing paragraph. But it differ in that ABDALGADER "study was for art students at Khartoum university and the present study is for E. F. L students at Sudan university (SUST).

Second study

Mohammed (2009) conducted a research in the problem of using punctuation marks, the findings showed that most of the Sudanese students find difficulty in using punctuation marks correctly Also students confuse the punctuation marks especially (;_ and) and they showed that good writing depends on punctuation mark either in writing or speaking. The two studies similar in the problem problems of using punctuation marks but it differ in tern of sample and population of the study.

Third study

Me Ca skill (1998) conducted a research on Grammar, punctuation and capitalization the findings showed that E S L learners face problems in using punctuation marks.

The both studies are differ in term of sample and population but they similar in the term of the study problems.

CHAPTER THREE

Methodology

3.0 Introduction

This chapter describes the method which was used to collect the required data. It is going to represent the population the tool, the sample and the reliabilities and validity of the study.

3-1 The methodology

This research is used described approach and the tool is a test to second year students to collect the data.

3.2 The population and sampling of the study

The population of the study are student of Sudan university of Science and Technology college of Education second year.

A sample of thirty (30) students randomly chosen to collect the required data of the study.

3.3 The Tool of the study

The researchers are using descriptive and the test will be used for collecting the data.

3.4 The validity and reliability

The test is used to find ant the difficulties the E. F. L students face in writing with punctuations mar.

The test is judged by the supervisor of the study and some other doctor whom are teaching English it consenters on the exact area to ensure its efficiency and reliability and it will be calculated by the (S P SS) (statistical package for social science).

CHAPTER FOUR

Results, Discussion and Data Analysis

4.1 Introduction

This chapter presents and analyzes the data collected through the (30) student the results will be used to provide answers to the research question.

4.2 Stability and statistical honesty

The consistency of the test means that the scale gives the same results if used once under similar conditions. Stability means that if a test is applied to a group of individuals and their scores are monitored, the same test will be applied to the same group and the same grades will be obtained. The test is completely fixed, also known as the accuracy and consistency of the measurements obtained from the test.

The most commonly used methods for estimating the stability of the scale are

- a. The Alpha-CRONBACH method.
- b. Method of reapplying the test.

Honesty is knowing the validity of the instrument to measure what has been set for it (1). The researcher found the self-confidence of her statistically using the equation of self-honesty is

Honesty =

the factor of
viability

4.3 Application of test to sample survey

The test was distributed to a sample of (30) individuals from the research community and from outside the research sample in accordance with their characteristics with the sample of the study to calculate the stability factor, to determine the degree of response of the respondents to the test and to

identify ambiguous questions and to provide preliminary testing of the hypotheses and to clarify some design and methodological problems.

The stability test for the questionnaire was conducted using the KRONBACH alpha coefficient and the result was 0.70 This means that the data is stable as shown in Table (1)

Table (4.1)

Alpha CRONBACH coefficient of the Exam

Honesty	stability	The hub	
0.83	0.70	The test is complete	

It is clear to the researcher from Table (1) that the coefficient of stability of the test was (0.70) and this coefficient is greater than (50%). Therefore, this test has great credibility and stability, which makes the statistical analysis sound and acceptable.

Table (4.2)

Degrees

2.30	Mean
2.00	Median
0	Minimum
7	MXIMUM

Source Preparation of the researcher from the field study, 2017

It is clear to the researcher from Table (1) that the average grade of students in the test was (2.30), which means that the average success of the students in this test was very weak.

Table (4.3) and Figure (4.1) below shows the frequency and percentage of students who took the test

Table (4.3)

Frequency and percentage of students who took the test

Degree	Frequency	Percent
Zero	3	%10.0
One	7	%23.3
Two	9	%30.0
Three	5	%16.7
Four	3	%10.0
Five	2	%6.7
Seven	1	%3.3
Total	30	100.0

Source Preparation of the researcher from the field study, 2017

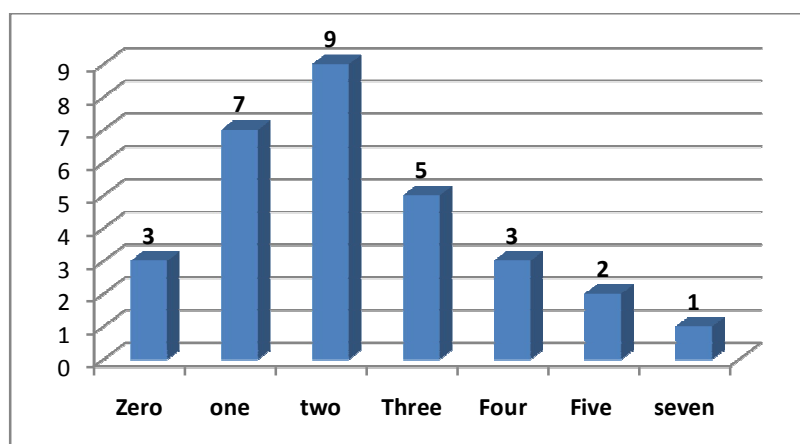


Figure (4.1) :Frequency and percentage of students who took the test

Source Preparation of the researcher from the field study, Excel, 2017

It is clear to the researcher from Table (2) and Figure (2) that the majority of the sample of the study have scored two degrees out of 10 degrees, where the number in the study sample (9) individuals (26.7%), followed by individuals who have scored one degree of origin The sample included (5) individuals with (16.7%) who had scored (3) degrees out of 10 degrees, and the sample also contained (3) individuals by (10.0%). They had scored zero out of 10, and the individuals who scored 4 out of 20 scores were equal. Two individuals (6.7%) had scored 5 out of 10, (3.3%) had achieved (7) degrees out of 10 degrees.

CHAPTER FIVE

Conclusion Recommendation and suggestion

5.0 Introduction

This chapter offered summarized the major finding and recommendations and Suggestion for further studies

5.1 Summary of finding

This study has investigated punctuation mark in written English paragraph of second in Sudan university of Science and technology. The Tool of this study was one test the finding of this study showed that the majority of the students confuse the use of some punctuation marks such as the colon, semicolon question mark and the full stop, due to the poor and inadequate punctuation marks activation presented in the text book.

5.2 Recommendations

Based on the above, the researcher offers the following recommendations

- This study recommended the following the English skill.
- Teachers should give more emphasis to the teaching of punctuation marks through giving students more practice in the use of the punctuation marks.

5.3 Suggestion for further Studies

Throughout this study, the research has noticed that the following areas need to be researched

The present research investigates the punctuation marks problem made by second year university students of English language. Below is few suggested further student on using

- 1- Other Research should be done on investigating the students problems on using some punctuation marks such as the colon, full stop and question marks.
- 2- Further studies should investigate the writing paragraph

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Appendix (1)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science and Technology

Test

Question one

In the following paragraph insert (comma (,) – full stop(.) - colon (:) - Question mark (?) – Brackets(())

Facebook

Do you use any of the social networking websites which are so popular these days--- the place where you can connect up with friends and relatives and meet people who share the same interests as you----if you're younger you may use MySpace--- young adults are more likely to be found on Facebook and busy professionals may prefer something like LinkedIn – but at least two of these sites have one thing in common----- apart from being social spaces where you can meet and chat to people ----- - share photos and other things----- they've all added new verbs and nouns to the language in the past couple of years ---let's take a look at some examples---- you can Facebook your holiday photos----- upload them to your Facebook page----- Facebook someone to see who they are (look him up in Facebook)--- Facebook someone about a part (contact someone through their Facebook) and ask permission to Facebook someone (add them as a Facebook friend).

As you can see ----- 'Facebook' is a pretty versatile word and you could say the same about 'MySpace'---- which you will find being used in much the same way all over the Net-----LinkedIn (being a more adult, professional community) has not been used in the same way----- while you're 'Facebooking' or 'MySpace' you may also find yourself 'commenting' (writing a comment on someone's Facebook or MySpace page)--- as in this example 'I commented Mary that she should come to the pub on Saturday and she commented me that she couldn't because she was going away for the weekend.