

Investigation of Punctuation Errors Face Students in English as Foreign Language Writing Skills (A Case Study of Students at East Sinnar Locality -2020-2023AD)

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ABSTRACT:

The study aimed to investigate the Punctuation Errors Made by Students in English as a Foreign Language Writing Skills among secondary school students (male and female) during 2020-2023. The study aimed to list the punctuation errors and the reasons that cause them. The contrastive tests were used for a sample of 80 students in the third year in the study area. The study followed the descriptive analytic approach. The primary data was collected by the method of pre and post tests and questionnaire for (50) teachers and students (80) the target students sat for the pre and post tests. The samples were selected randomly. The experimental group underwent a course study in applying the use of punctuation marks correctly in the writing skills. The data were analyzed by (SPSS – The Statistical Package for Social sciences version 16 and Pearson's reciprocity also with the significance of (0,010). The study concluded with several important findings: the weaknesses of the students in using the punctuation marks in the writing skills because students come to secondary level with a weak basis in using punctuation marks the method of teaching the punctuation marks is not carried out in an ideal way in order to consolidate the correct use of punctuation marks in the minds of students. The ways of teaching punctuation marks are not effective. The researcher recommends that the teachers should be well trained to teach the use of the punctuation marks correctly in the writing

skills. Also, remedial activities should be given continuously to develop students to use punctuation marks effectively in the writing skills. Further studies should be carried on the this area to develop students writing .

Key words : Investigation , Punctuation ,Errors , Foreign, Writing

التحقيق في أخطاء علامات الترقيم التي تواجه الطلاب

في اللغة الانجليزية كمهارة الكتابة بلغة أجنبية

(دراسة حالة طلاب محلية شرق سنار 2020-2023م)

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المستخلص:

هدفت الدراسة لمناقشة أخطاء استخدام علامات الترقيم التي يعملها طلاب المدارس الثانوية محلية شرق سنار في مهارات الكتابة اللغة الانجليزية كلغة اجنبية خلال الفترة ما بين (2020- 2023) هدفت هذه الدراسة إلي حصر أخطاء علامات الترقيم والأسباب التي تحدثها. استخدمت الاختبارات التقابلية للعينة المكونه من 80 طالب بالمستوى الثالث بمنطقة الدراسة. انتهجت الدراسة المنهج الوصفي التحليلي. جمعت البيانات الاولى عبر الاختبار القبلي والبعدي والاستبانة لعدد 50 معلم و 80 طالب. تم اختيار العينات بالطريقة القصدية البسيطة. تلقت المجموعة التجريبية كورس في استخدام علامات الترقيم في مهارات الكتابة. تم تحليل البيانات عبر برنامج الحزم الاحصائية للعلوم (SPSS) النسخة 16 ومعامل بيرسول بالترتيب بمعنوية (0.010). وتوصلت الدراسة لعدة نتائج اهمها ضعف الطلاب في استخدام علامات الترقيم في مهارات الكتابة بسبب حضور الطلاب للمرحلة الثانوية بأسس ضعيفة. لم تكن طرق التدريس التي استخدمت في الدراسة لأجل التركيز علي استخدام هذه العلامات . طرق تدريس علامات الترقيم لم يكن فعالا. توصي الدراسة بأن ينال المعلمون التدريب الجيد لتدريس علامات الترقيم الصحيحة لمهارات الكتابة. ايضا ينبغي اعطاء الطلاب التدريبات العلاجية باستمرار لتطوير اداء الطلاب لعلامات الترقيم في مهارات الكتابة بفاعلية. ينبغي اجراء دراسات في هذا المجال لتطوير الطلاب في مهارات الكتابة

الكلمات الافتتاحية : التحقيق , علامات الترقيم , الأخطاء , أجنبية , الكتابة

1- Background

punctuation marks and its relationship with grammar and syntax Words are delimited as orthographic units by being preceded and followed either by a space or by one or more punctuation Marks Punctuation plays a critical role in the modern writing system yet its significance is regularly underestimated Punctuation is an element of text writing that plays an important Punctuation

marks are symbols that are used to aid the clarity and comprehension of written language. Many linguists try to role in determining the meaning of a text. Despite its textual needs in writing it seems to be a rather neglected area of study in linguistics. Sinnar secondary schools Locality is writing. In addition to that, they misapply punctuation marks in writing. In punctuating texts, it was observed that there were various problems such as, errors, omission and unawareness of using appropriate punctuation when composing the This reflects a picture of students' weakness as they use punctuation. According to punctuation errors occur with the omission or misuse of one of the punctuation marks. It is necessary for students to avoid them and acquire their correct uses. Their omission, misuse or misunderstanding as students use punctuation marks in a sentence might change the meaning of that sentence. Notice the following sentences.

Example 1: A woman, without her man, is nothing.

Example 2: A woman, without her, man is nothing.

The first example indicates that if a woman is not with her man, then she is nothing, or not worth anything. The second one is the reverse. It indicates that without a woman, a man is nothing. It may also be talking about mankind. Since woman is the base of society and is the nurturing mother, without her, man could not exist. State that punctuation marks are systems of signs the functions of which are to assist students of English language to use them correctly in writing. Similarly, he emphasizes that punctuation marks are used in writing to imitate speech. When students speak they use voice inflections, stops, pauses, and even body language to indicate their meaning. For example, when they are asked a question their voice rises at the end of a sentence and this inflective rise is a vocal question mark. When students make a statement their voice drops at the end of the sentence and this inflective drop is a vocal full stop. When they verbally list items they pause after

each item. This verbal pause is a vocal comma. Thus, it is necessary for students to put the correct punctuation marks on the correct pauses as punctuating sentences. This will convey correctly their ideas, clarify and emphasize the meaning of the sentences in such a way that the readers understand each sentence states that it is important for students to choose the right punctuation marks to punctuate sentences. Since the wrong or misuse of punctuation could change the meaning. See the examples below:

Example 1: Eat children.

Example 2: Eat, children.

The difference between the two sentences is only influenced by the punctuation marks that make different meanings. Both sentences are commands, but the first sentence would be correct only in a society where people eat human flesh. It is clear that these sentences take the view that there are correct and incorrect ways of using punctuation. Each exhortation suggests that punctuation marks can be used to make clear certain relationships in the text. who shares the views of above linguists sees that the correct uses of punctuation marks are indispensable to make accurate writing on one hand. Misused punctuation marks, using a question mark for instance, instead of a full stop at the end of a sentence may convey different message, namely a question, not a statement on the required text.

In this regard, makes a point of view that, teachers need to teach students to value punctuation marks as much as letters and words for conveying meaning. The wrong use of punctuation can interrupt the flow of ideas and change the meaning. Who agreed with has explored ways of including rules of punctuation marks for students to acquire in order to apply them correctly to avoid punctuation errors in writing. Their lack might cause many difficulties to the writer who needs his text to be understood.

Thus, the above mentioned review of punctuation marks indicates that they are less considered by some students. Some of them seem they ignore their uses and some might regard that the presence of these marks in writing would not influence their writing and would be understood by readers. They just write and punctuate their writing automatically without having enough attention towards the importance of punctuation marks. These possible causes of students' weakness in punctuation prompted the researcher to analyze punctuation errors made by the students of Sinnar University be found. All these problems might influence readers' understanding towards students' writing. For instance, there are students who write "Where are you from!" readers might regard that the sentence is about exclamatory. Actually, students wanted to write interrogative sentence but they put incorrect punctuation mark on it.

As a result readers will confuse on how to understand that sentence; is it about asking or expressing anger. In addition to the difficulty of choosing the right punctuation mark and its appropriate place according to certain rules and sentence type construction. They found that rules are seemingly arbitrary, boring and students do not know how to apply them. These views are expected to be the cause of the difficulties that students encounter in their writing tasks. These have been noticed during teaching; consequently, it exhorted the study to conduct this study.

Referring to the above problems, the present study aims to investigate the errors of punctuation marks made by the students through error analysis. Moreover, the study is an attempt to evaluate the current syllabus of English language being taught in the East Sinnar locality of which the punctuation might appear inadequate. Materials in book or textbook are mostly literature-based. Hand out lacks the necessary punctuation activities which might develop students' competence. Hence, it seems essential to investi-

gate the different types of punctuation errors committed by students in writing. However, this might elevate students' understanding of punctuation errors. Moreover, the study seeks to find out the extent to which handout or textbook will provide sufficient punctuation teaching. It also seeks to find out whether or not textbook contains fundamental punctuation exercises for students to practice. Based on the explanation above, using the right punctuation is very important in students' writing. Students sometimes think that punctuation marks are little elements and never pay them consideration, but actually they have great effects to writing. If an error of punctuation is made in writing, it will confuse the readers. Readers could not perceive the goal of writers to understand what have been written. Using correct punctuation marks need to be achieved when writing a text. Of course, text consists of many sentences and need a detailed correction. Punctuation is a part of teaching process and need to be considered by teachers. Sometimes, it is seen as a little thing, but actually it has a big effect which influences a written work quality.

The researcher attempts to write the research that has the purposes of finding some errors made by students as using punctuation. It tries to errors made by third year students of Secondary school . The researcher hoped the study results could give positive output for improving students' standard in punctuation.

2- Statement of the Problem

There are many causes of misapplying punctuation marks. When punctuating a test, complicating problems as errors, confusions and unawareness of using punctuation marks appropriate may

1. The study findings are expected to support students having a good awareness of errors punctuation appropriately. They might be able to recognize their errors using punctuation marks. They can learn from their errors and know how to correct them. It is expected that this study is capable to stim-

ulate students to understand better to punctuate correctly. The study provides recommendations as remedies which might solve the problems students face in punctuation.

2. As for the teachers, this study can raise the awareness of punctuation to highlight some punctuation problems found in students' writing. The recommendations might support teachers to teach punctuation appropriately. At least, the teachers know the students' problem, in using punctuation marks in writing and how to manipulate them.
3. This study provides a feedback to the syllabus designers to improve SP texts by including punctuation as one of the writing teaching program. The findings are expected to serve as a guide to the syllabus designers to discover the teachers and students' needs.
4. The findings of the study are expected to help the writers of English in general to enrich their understanding of using punctuation marks correctly. Writers could utilize from the recommendations. They could be as reference to the writers in composing accurate writing.

3- Objectives of the study

Based on the problems of the study, the main objectives are as follows:

1. Errors are inevitable among students of English. Hence, the study aims to analyze the errors commonly committed by students of East Sinnar to determine the punctuation marks that need reinforcement.
2. The study aims to investigate the extent to which handout lacks punctuation teaching.
3. The study aims to make an assessment to whether text contains sufficient exercises of punctuation marks for practice.
4. The study aims to investigate the different types of punctuation errors made by students of East Sinnar Locality . This

might in turn, contribute to improving students' standard to use punctuation marks correctly.

4- Literature review

Punctuation as a mainstream of writing mechanism causes difficulties to the students of Sinnar secondary schools Locality. These difficulties somewhat let students commit punctuation errors. However, views of different linguists about punctuation errors will be reviewed.

Teachers need to teach students to end sentences of a text correctly. Similarly, Hansen, et al. (1998) sees that punctuation is a part of teaching writing mechanic. It has a big influence on the sentences of a written text.

W. Ross (1867-p548) says that "punctuation helps show the relationship between written words the period (1) for instance : clearly indicates where a sentence end . it cause reader to stop and read particular group of words for one complete though , other marks of punctuation such as the semicolon or colon or colon show that there is relation between a words or group of words".

Generally, the linguists dispute in views; but they do not fundamentally differ in significance and aims. According to the study purposes, wrong uses of punctuation marks on one hand, change the meaning of sentences. The correct uses of punctuation keep the writing clear and understood for the readers on the other hand. Students might commit errors of punctuation marks during the writing. Therefore, teachers need to help them to avoid the errors they made while doing tasks. Making errors might assist teachers of English to provide their students with the necessary punctuation exercises for practice Gass and Selinker (2008:102).

On one hand, Richards and Sampson (1974) found that, punctuation errors let teachers to determine students' errors they might commit to remedy them. Punctuation errors being pinpointed

could assist teachers to correct them during their writing. Therefore, it is important for students to acquire punctuation marks accurately and apply them in exercises. On the other hand, Jones (1994) claims that the correct insertion of punctuation marks requires different practices through exercises exist in the syllabus. Levenson (1985) argues to see the correct uses of punctuation marks depends on knowing the different lengths of pauses. The following are types of errors students of secondary schools.

5- Previous Studies

2.2.1.0 Mohammed, E.A.El Beshay (2006) Analysis of punctuation Errors Made by Sudanese EFL Learners. Sudan University of Science and Technology .Sudan –Master Dissertation –Education

- The objective is to find out the reasons behind the causes of errors made by those students. Besides, to find out that SPINE six does not cover the needs of students in punctuation. His study also tried to find out that how SPINE six reflects teaching objectives of punctuation marks. Moreover, he a strayed that if SPINE six contains sufficient activities and lack authentic materials in teaching punctuation marks.

- The researcher achieve the goal of this study, the researcher used two tools. He administered a written test which includes five different types of questions for collecting data. He administered a test to sixty students in third year. Thirty English Language teachers from secondary schools at East Sinnar locality participated in a questionnaire to evaluate teaching punctuation process required for data collection in his study. The result of the study reached is that SPINE six does not ease the difficulties in using punctuation marks effectively.

- The recommendations: more attention should be paid to these very important elements of punctuation marks. The teachers should emphasize on teaching punctuation marks through examples and

exercises. Additionally, to reinforcement the use of English punctuation marks

6- The method of the study:

To collect the data, a questionnaire was given to teachers of English language. Its purpose was to collect data on teachers' perceptions about students' common writing errors based on their experience to investigate whether their perceptions matched with students' punctuation errors based on a written test. The teachers were asked to evaluate their students' use of punctuation marks and whether the syllabus provides punctuation marks as well. They were asked to submit it two weeks later. A written test was administered to the students to know how far they were able to place punctuation marks correctly. They were told about the purpose of the test which was to investigate their errors in an unpunctuated text and some sentences. The test was developed to check students' probable writing errors and also to compare these committed errors with teachers' experienced feedback on students' writing problems. Then, the study got in touch directly with the students to carry out the test. First, the researcher took permission from the headmasters and arranged the time for doing it. Then, the researcher told students about the test and explained how they insert punctuation marks in the text and the sentences.

7- Discussion:

- Mohammed study was about Analysis of punctuation Errors Made by Sudanese EFL Learners.

The researcher the syllabus does not ease the difficulties in using punctuation marks effectively.

- He pointed out that more attention should be paid to these very important elements of punctuation marks. And
- The teachers should emphasize on teaching punctuation marks through examples and exercises. Additionally, to reinforcement the use of English punctuation marks

Comment:

The previous study had shed light on the importance of teacher attention to the importance of intensive teaching of punctuation marks in writing. It was clear that teachers do not give students ample practice.

Lia ,R (2014) in her study: Error Analysis of using punctuation Made by student in writing second class. There are errors of using punctuation made by students in writing. S/he found different kinds of errors students commit are period, comma, question mark, quotation marks, exclamation mark as well as omission. And

- Insisted on students need more treatment or remedial. Besides, more attention should be paid to the ways of using a period as an aspect of most dominant error made by students.

Comment:

It is clear from the previous study that students made errors when using punctuation in writing.

Both, studies proved that students make errors when using punctuation marks.

Reliability

Reliability of the test should yield the same scores if it is given to the same students in the same conditions in near future. In other words, reliability concerns the consistency of the test results Davies, (1990). Similarly, De Vos (2000:85) states that reliability is the degree of consistency between two independently derived sets of scores and the extent to which independent administrations of the same instrument yield similar results under comparable conditions. Similarly, reliability of the test is that the test should yield the same scores if it is given to the same group of students in the same conditions in the near future Polit and Hungler (1993). According to Hatch and Lazaraton (1991), there are several ways to estimate the reliability:

1. Correlation of parallel tests.
2. Reliability check for equivalence judgments.
3. The principle of giving similar test for the second time.
4. Correlation between test and retest consistency.

The test in this study used No (4). It was administered to 80 students of secondary schools in East Sinnar Locality. Two weeks later, it was administered again for the same group in the same conditions. The aim of the test and the retest is to assess and identify the reliability.

Reliability analysis was conducted to measure statistical reliability coefficient of the test. Reliability is expressed as coefficient ranging from. The higher the coefficient, the more reliable the test is. According to Hazard and Lazaraton(1991), the reliability coefficient is always reported as a correlation (r) in several statistical measurements such as, T-test, Pearson Correlation, ANOVA, and Reliability Analysis. In this study Reliability Analysis has been used to measure the test and retest scores.

Discussion of the Results study

To test the pilot study, Test–retest has been administered to a group of 89 students of secondary schools in sinnar Locality. Group 89 students. The data collected from the students was analyzed by a T-test method. However, the procedure of the pilot study was used for the following reasons:

The easiness of the test to the students ‘understanding.

To find out whether the test could cover all the area of the study problem.

To see whether the test could evaluate students’ use of punctuation marks correctly without errors.

To discover the problems before the main study begins

In this chapter the study tends to analyze and discuss the data which was collected through a test which directed to EFL students at Secondary school level dealing with punctuation as element of

writing skills in secondary school stage in Sinnar state, locality of East Sinnar, Shambata secondary school for boys and girls.

The Test

The students had undergone two tests: a pre-test and a post-test. The tests was conducted to support the findings of the research. The sample were (89) students (male and female). They were given the same length of time (45 minutes) to complete the test. They showed a negative attitude towards taking tests. but the researcher inform them , that this test is only for research purposes, it doesn't have an impact on their final degrees at schools , The period between the pre-test and the post-test was two weeks.

Table 1: Comparing the results of the pre and posttests for group A and group B

	Pretest		Percent		Posttest				Total
	Frequency				Frequency		Percent		
	A	B	A	B	A	B	A	B	
Comma	3	1	7.1%	2.1%	40	45	92.2%	95.7%	89
Q. mark	12	18	28.6%	38.3%	26	33	61.9%	70.2%	89
Colon	10	9	23.9%	19.1%	34	36	78.6%	76.6%	89
Inverted comma	12	1	28.7%	2.1%	33	32	78.6%	68.1%	89
Brackets	4	6	9.5%	12.8%	38	41	94.5%	83.2%	89
Ex. Mark	9	11	21.4%	23.4%	33	36	78.6%	76.6%	89
Hyphen	10	10	23.9%	21.9%	31	38	73.8%	80.9%	89
Apostrophe	6	4	14.3%	8.5%	34	35	78.6%	74.5%	89
Full stop	5	7	11.9%	14.9%	0		88.1%	85.1%	89
Passed	16	19	38.1%	40.4%	26	28	83.3%	83%	89
Total results	16	19	38.1%	40.4%	36	38	61.9%	59.6%	89
No. of students	42	47	42	47	42	47	42	47	89

The following table and figures explain the discussion of the results of each group in the questions provided. It showed the statistical differences between the results of the members of each group. The t-test below used to measured the significance that the results related to.

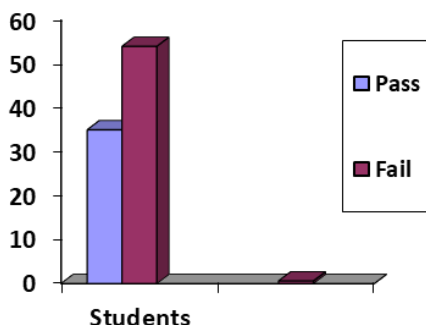
Part One: The (T test) of the Test

3.1.1 (Pre test)

(Table:2) Pre-test Result

Result/Students	Students	%
Pass	35	39.7%
Fail	54	60.3%
Total	89	100%

From the table (35) students who represents (39.9%) passed and (54) of the students who represents (60%) failed in the pre- test. It is clear from the above results that students were unable to use the punctuation marks correctly



3.2 (Post-Test)

The following table and figure showed that 74 of the sample who represent 83.4% passed the test after being taught punctuation marks carefully for 2 two weeks of about 8 hours daily. It is clear that their standard has developed and they benefited from the courses.

Table (3) Post-test result

Result/Students	Students	%
Pass	74	83.4
Fail	15	16.6
Total	89	100%

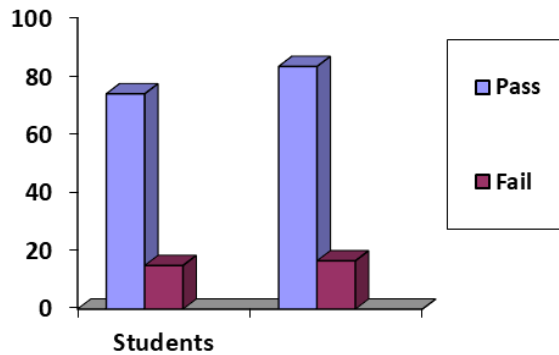


Figure 3. shows the students' results in posttest

3.3 Pre and Post test Statistical Result

According to the statistical results, which discuss above about teaching punctuation marks were carefully chosen to help the students to lean them. Although some basics were neglected, but with the guidance of the English teachers work only for academic purpose, they have not affected their better learning result. The percentage indicates that the students misunderstood the study of punctuation mark and their uses in writing English language. The posttest (table 4:2) show that there is an obvious development and good understanding of the use punctuation mark considerable observed.

Table (4) Total Results of the two Parts of the Test

Section	Pre test				Posttest			
	Pass	%	Fail	%	Pass	%	Fail	%
Students	35	39.7%	54	60.3	54	83.4%	15	16.6%
Total	35	100%	54	100%		100%		100%

The table (4.3) Comparing the pre- test and the pot- test.

It is clear that there are differences in the students' scores and degree with the references to the two table above .

4.4 Descriptive statistics of the pretest and posttest

The impact of teaching and shed lights on punctuation marks for

the results of the groups in the pretest, compared the improvement in the posttest on the another side, the students took part in a post-test of the same vocabulary test after completing the course.

The results of the test pre- test and the post test were compared using independent samples t-test statistical procedure, whose result showed that the mean scores in the posttest stage ($M = 63.9048$, $SD = 17.2030$) and was significantly different from the control group in pretest ($M = 51.6667$, $SD = 19.44822$). The result of the pre test and post-test for the study group is summarized in Table (3:4).

(Table 5) Descriptive statistics of the pretest and posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	51.6667	89	19.44822	4.24395
	Post	63.9048	89	17.02030	3.71413

Table (5) shows the mean and standard deviation of the difference of the scores the students attended the two tests.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre & Post	89	.891	.000

Table (6) Paired sample result

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	1.22381E1	8.82556	1.92589	-16.25544-	-8.22075-	-6.354-	20	.000

From the calculations, study group 8.8 points raise was seen as the result of the training, whereas after two weeks training, the treatment stage, 8.8-point increase was observed. When pretest and at the post test was compared, the rise of the study group in terms of pre-test and post-test results was found significant compared in the treatment stage ($P=0.010$). As a result, it can be said that teaching punctuation marks with some strategic ways had a significant positive effect on the increase in scores.

Part Two Test (Frequency and Percentages) of the punctuation mark:

This section concerns with the results of data analysis to the tests, it has adopted the following: The table of the frequency is shown to represent the result of each item, then the results of each table statistically. With some comments followed by researcher's own point of view.

Table (7) Comma

Option	Frequency	Percent
Post	85	95.5
Pre	4	4.5
Total	89	100%

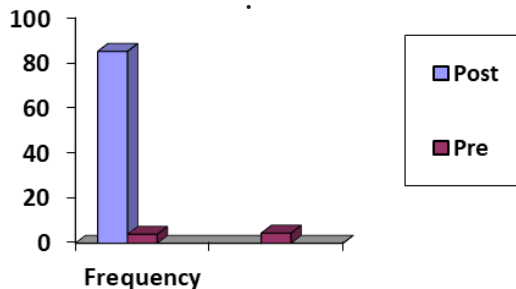


Fig (7) Comma

The figure have shown that (95.5%) of sample have got the correct answers of the test in application of the comma, and (4.5%) got the wrong answers. So thee comma is a common mark, but the students do not pay a great attention during their writing the pas-sage, So teachers must train their students to do it well in extra work.

Table (8) Question Mark

Option	Frequency	Percent
Post	59	66.48
Pre	30	33.52
Total	89	100%

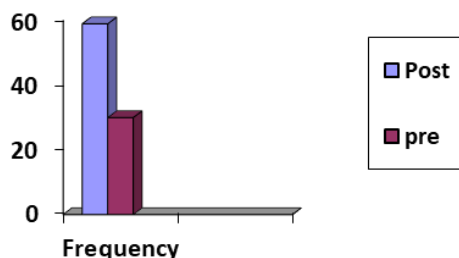


Fig (8) Question Mark

Table (8) and figure (8) demonstrated that (66.48%) of the sample got the right answers, while testing the question mark use, and (33.52) of them got the wrong answer. We remark that vast a majority of the students succeeded in posttest because they accustomed to do them in their exercises and they learn that by good strategies.

Table (9) Colon

Option	Frequency	Percent
Post	70	78.54
Pre	19	21.46
Total	89	100%

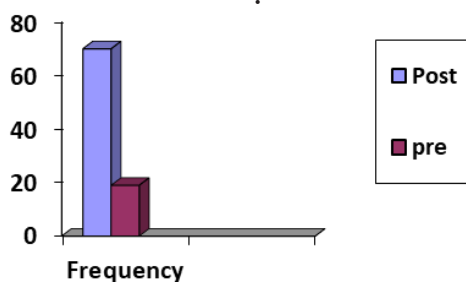


Fig (9)

Table 9

Table and figure (9) have indicated that (78.54%) of the sample brought the high scores in the post-test in their application of use of colon mark, and (21.46%) got the score in the pre-test, the weakness was attributed to the lack of application and exercises in

the curriculum as well teachers. So, colon use represents a real problem for English as a Foreign Language learners in their writing and speaking tasks.

Table (10) Inverted Commas

Option	Frequency	Percent
Post	65	73.79
pre	24	26.21
Total	89	100%

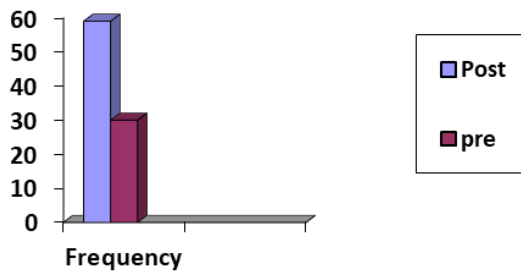


Fig (10) Inverted Commas

Table

Table and figure have shown that (73.79%) of the sample got the right score in posttest, and (26.21%) got the right in the pretest while testing the inverted commas. This weak results in pretest refers to- no correction for the previous punctuation marks mistakes, also there are practices in the curriculum focusing on giving extra exercises to solve punctuation mistakes problem.

Table Brackets

Option	Frequency	Percent
Post	79	88.49
pre	10	11.51
Total	89	100%

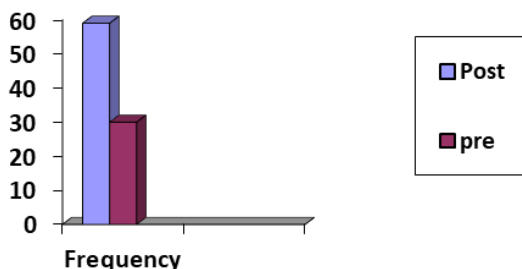


Fig Brackets

Table and figure(11) have demonstrated that (88.49%) of the sample got the right score in post test, and (11.51%) pretest in testing the brackets. So this result indicated to the weakness in using brackets in writing a passages, this explains that students ignore doing such practices unless teachers explain what to do to solve this problematic area. So the brackets are rooted problem for EFL students when using punctuation mark.

2.2.2 Analysis of the Questionnaire

Table(1) : The syllabus provides sufficient explanation of punctuation marks

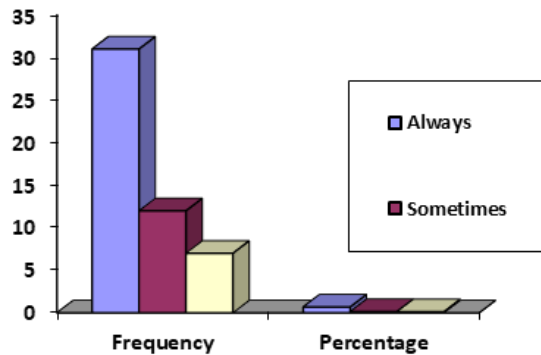
Options	Frequency	Percentage
Always	31	70%
Sometimes	12	16%
Rarely	07	14%
Total	50	100%

Diagrams (2-5)

Table indicated that (35%) of the respondents pointed that the syllabus always provides sufficient Explanation of punctuation teaching. But those who agreed that the syllabus sometimes provides sufficient Explanation of punctuation teaching were (20%). While those (30%) who agreed that the syllabus rarely provides sufficient Explanation of punctuation teaching. See table and diagrams (6) above.

Table (2) :The syllabus provides sufficient punctuation exercises for students to practice

Options	Frequency	Percentage
Always	31	70%
Sometimes	19	16%
Rarely	00	14%
Total	50	100%

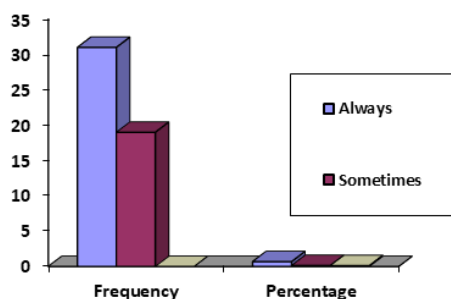


Diagrams (2-5)

Table (12) indicated that (35%) of the respondents pointed that the syllabus always provides sufficient punctuation exercises for students to practice. But those who agreed that the syllabus sometimes provides sufficient punctuation exercises for students to practice were (20%). While (30%) agreed that the syllabus rarely provides sufficient punctuation exercises for students to practice. See table and diagrams (7) above.

Table (3) : The syllabus provides teachers of English with additional exercises to support their students with more practice

Options	Frequency	Percentage
Always	25	70%
Sometimes	22	16%
Rarely	03	14%
Total	50	100%



Diagrams (2-5)

Table (13) indicated that (35%) of the respondents pointed that the syllabus always provides teachers of English with additional exercises to support their students with more practice. But those who agreed that the syllabus sometimes provides teachers of English with additional exercises to support their students with more practice were (20%). While (30%) agreed that the syllabus rarely provides teachers of English with additional exercises to support their students with more practice. See table and diagrams (8) above.

Table 14: Teachers teach the use of punctuation marks without giving them activities for practice

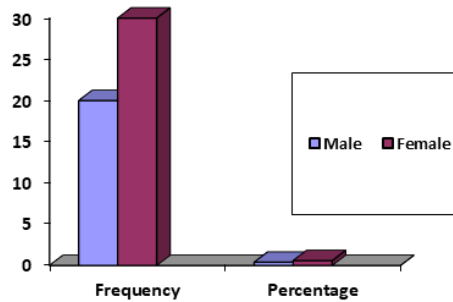
Options	Frequency	Percentage
Always	17	34%
Sometimes	31	48%
Rarely	02	18%
Total	50	100%

3-2-2 The teachers:

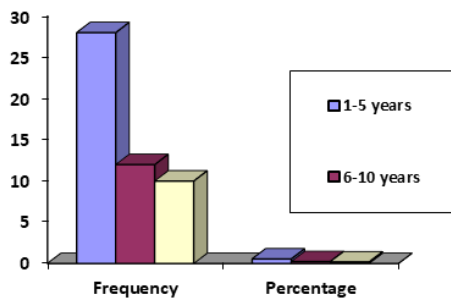
The teachers (50) were from the English language in Sinnar Locality. They have marked the questionnaire. They classified due to gender and years of experience as shown in the following tables:

Table 3-1 Gender

Results	Frequency	Percentage
Male	20	40%
Female	30	60%
Total	50	100%

**Table 3-2 Year of experience**

Results	Frequency	Percentage
1-5 years	28	56%
6-10 years	12	24%
More than 10 tears	10	20%
Total	50	100%

**Dig. 3-2**

The table above showed that the majority of the sample do not have the experience to teach at the secondary level. Besides it was observed that they do not have training to teach. Some were

not graduated from faculties of Education.

This defiantly may leads to cause of errors

The test will be given to the students as follows

Tools of the study

Pre-test

The students of both controlled and experimental groups will be given pre-test to test their ability in using the correct punctuation marks at secondary school in writing. It is done to find out the standards of students in punctuation before receiving punctuation instructions. The test consists of 18 items with 30 spaces concerned with the use of punctuation marks .The students are required to put the correct marks in their correct places.

Post Test

The post-test will be administered to determine students' performance in An investigation into punctuation errors made by students of secondary school in writing. Therefore, two weeks later and after students of controlled group of student have been received punctuation instruction they will be given the post test. Its purpose is to find out whether or not the students have undergone as the punctuation marks.

CONCLUSION

This chapter is a conclusion in which the main findings will be stated and some recommendations will be provided. It hope that they will be useful in improving the students in absorbing the concept and using the correct punctuation marks in their writing.

Conclusion:

This study is an attempt to display the difficulties that face the EFL learners when using punctuation marks at the secondary Schools. To fulfill these aims at this study the students at secondary schools in Eastern Sinnar has been taken as a sample for this study. the study reveal that: The majority of the students misplace the punctuation marks, as the result of their ignorance of the basic

rules, and an in effective practice. There should be a syllabus that helps to clarify and define the basic rule of punctuation marks.

Findings

The findings of the study represent in the following points:
students come to secondary level with a weak basis in using punctuation marks.

The majority of the students misplace the punctuation marks, as the result of their ignorance of the basic rules, and an in effective practice.

Students do not take the punctuation marks serous when writing that means they do not give it enough care and attention.

the syllabus lacks the basic rules of punctuations marks.

Students have negative ideas towards writing skill in general, and punctuation marks in special way.

The ways of teaching punctuation marks are not effective.

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