Research Article

Identifying the Difficulties of Using Punctuation Marks in Writing Among Grade Ten Students in Kalmunai Muhammad Ladies College

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Abstract. The correct use of punctuation mark is a key skill in writing. It forms an important part of written language and plays a very important role in giving intended meaning to the language. The use of a wrong mark of punctuation or even a wrong placement of mark of punctuation can change the meaning of a sentence completely and lead to confusions. This study investigates Identifying the difficulties of using punctuation marks in writing among the grade ten students in Kalmunai Mahmud Ladies College. It presents the method which includes a questionnaire and tests for students. Data was collected both from the questionnaire the questionnaire and the results of tests such as pre- test and post test given to students. The results showed that the KM/ Mahmud Ladies College students had

difficulty in identifying punctuation marks in writing. Moreover, it was identified that the teaching method could be changed and improved so as to make the students understand. At last, the s tudents showed improvement in their understanding of punctuation marks and its application after second language learners learnt punctuation marks through the new teaching method.

Keywords: Grade ten students, Punctuation marks, Second Language Learners, Teaching method, Writing

INTRODUCTION
1.0 Overview
This study is conducted under the title "Identifying the difficulties of using punctuation marks in writing among grade ten students in Kalmunai Muhammad Ladies College." This chapter includes the background of the research, aim and objective of the research, previous research, research problem and hypothesis limitations of the research, methodology and outcomes of the research

1.1 Research Background
There are four integrated skills in English that support each other. The four skills are writing, reading, listening, and speaking skill. Writing becomes an important subject that must be taught to students because of in writing, students can express their feelings, ideas, thoughts and opinions. There are some components that must be there in writing and one of them is the punctuation mark.

The problem that can be mentioned among the students in the case of using punctuation mark is the error in placing punctuation itself. The students are still incorrect in applying punctuation. Based on the pre-survey, the researcher found the misunderstanding in the meaning of the sentence from the Talking about the difficulty, it means that talking about the error. Teacher can know the student's difficulty when teacher does the error analysis. From there, teacher can also find out the student's ability about using punctuation marks in writing. By doing the error analysis the teacher can concentrate on the materials in which most students made and error, the teacher can evaluate herself whether she succeed in teaching or not and also can improve the technique in teaching by preparing systematic materials is the condition of having incorrect of false knowledge. L2 Learners commonly make an error or mistake in using English punctuation mark in their writing. Whereas, a good paragraph or writing is also supported by the correct of punctuation's laying. Sometimes, most of students underestimate about the importance of the English punctuation mark. They still lack of knowledge about it. This condition needs an analysis. Analysis is the studyof something by examining its part. It will be needed and useful by students and teachers for evaluating themselves.

The problem that can be mentioned among the grade ten students in the case of using punctuation mark is the error in placing punctuation itself. The students are still incorrect in applying punctuation. Based on the pre-survey, the researcher found the misunderstanding in the meaning of the sentence from the students' worksheet. It is caused by the incorrect of punctuation's laying. Hence, the role of the teacher is

very needed to improve students' ability in using English punctuation mark for producing the good writing. In this research, the first step that the researcher can do is doing an error analysis of students in using English punctuation mark. From the step, the researcher will analyze the students' error including difficulties faced by the students in using English punctuation.

Therefore, this research seeks address An Analysis of Students' Difficulties in Using English Punctuation Marks in writing among the grade ten students in KM/ MLC.

1.2 Aim and objective of the research

The aim of this study was to investigate the difficulties of using punctuation marks in writing among the grade ten students in KM/ MLC. The objective of this research is to enhance the correct usage of the punctuation marks in writing.Relevant to the research questions, objective of the research is formulated as follows; to analyse the dominant error made by students in using English punctuation mark, to analyse the kinds of difficulties faced by the students in using punctuation markThis research has decided to identify the problems of a students in grade ten classes facing in this area and to upgrade their knowledge of punctuation mark in writing by using various strategies to increase the pass percentage in their future exams.

1.3 Previous Research

In the research "A study of errors made by second language learners in using punctuation marks in writing. The researcher found some previous studies which are closely related to this research, those researchers:Sunaryati, (2014), Error Analysis in Writing Narrative Paragraph at the Fourth Semester Students of English Study Program Tarbiyah Department (IAIN) Palopo. The result of the data analysis showed that the researcher found that the students produced an error in writing a narrative paragraph in the selection (56, 6 %) and the addition (7.8 %). Based on the questionnaire, the factors cause the students produce error are: lack of understanding about structure and grammar, lack of vocabulary and idea to write, lack of understanding about component of writing, the students are careless and not focus when they are writing. Kirkaman (2006, p 47) defines that "punctuation marks integral parts of writing. They do two jobs one is grammatical and other is rhetorical."The other concept comes from Samson (2014, p 34) " punctuation enables us to clarify statements and communicate better with readers."

This research has similarity to such a study that is both analyze the student's error however they are different because this study will focus to error students dominant in using punctuation mark. Talking about the method which is used in the research, for the Sunaryati's research applied quantitative research, while, this study will apply the qualitative descriptive method. The other conclusion is scaffolding does not mean the teacher helps from beginning until finishing the material and exproriating the students' assignments, but the teacher here just gives the students some guidance so that the students' thought is more guided and it will make students find a new concept to write by themselves. It will make the students feel satisfied about their result.

1.4 Research Problem

The research problem of identifying the difficulties of using punctuation marks in writing among students is an important one, as it addresses a common issue in writing skills development. These difficulties stem from various factors, including limited grammar education, language barriers, and inconsistent exposure to proper punctuation rules. These struggles can profoundly impact the quality of students' writing. Incorrect or absent punctuation can lead to unclear communication, affecting coherence, and readability. It can also diminish the overall impact of their work, hindering their ability to convey ideas effectively. Current educational methods might not adequately address these challenges, lacking in engaging strategies or comprehensive materials tailored to students' individual learning styles and needs.

To help students overcome these punctuation hurdles, it's crucial to develop targeted resources and strategies. This could involve interactive exercises, mnemonic devices, and real-world application exercises. Providing accessible and diverse learning materials could significantly enhance students' grasp of punctuation rules, ultimately improving the quality and clarity of their writing.

1.5 Limitations of the Research

There are limitations faced in this research such as multi ability students, lack of time and resources and wrong usage

1.6 Methodology

There are many ways of qualitative and quantitative data collection methods were used to implement the tasks successfully inside the classroom for this research. Those are primary data and secondary data, questionnaire, pre-test, mid test, post-test, observation, case study and video recordings are primary data and books journals, electronic references are the secondary data were used in this research.

1.7 Outcomes of the research

To avoid these mistakes and errors using mind map activities will be effective in developing the punctuation marks in writing among the students.

1.8 Summary

The chapter, introduction comprises the related research background and the aim of the research, the previous research, the methodology of the research and structure of the research in order to expound the introductory explanation of the research.

LITERATURE REVIEW
2.0 Overview

This chapter focuses on defining and establishing the central theme, issue, or subject matter, creating a suitable context for assessing existing literature. It highlights prevalent patterns in published works regarding the topic, as well as discrepancies in theories, methods, evidence, and conclusions, or areas lacking in

research and scholarly exploration. It also outlines the criteria for analyzing and comparing literature and how the review will be structured. Emphasizing the significance of the literature review in research, it serves as a crucial step following the selection of a research topic. The review aids in addressing gaps in previous literature, guiding the research in alignment with the field and its objectives to achieve the desired outcome. Punctuation is the sign on writing which make meaning of the sentences became clear and make the reader easy to understand about messages meaning or message that the writer wants to deliver.

2.1 The concept of punctuation mark

In simple terms, punctuation marks are a symbol to create and support meaning within a sentence or to break it up. It is really important to make a sentence clear and accurate so that it can be understood. In oxford dictionary " Assign or mark used in writing to divide sentences and phrases." These marks are how ideas are conveyed to the reader properly. You can use our fantastic and diverse range of resources and teaching aids to find all punctuation marks with names, uses and examples that you children can use to master their punctuation skills.

2.1.1 Definition of punctuation mark

According to Arlo Bates (2021, p. 201) " Punctuation as an integral and as important a part of what is written as are the words." whereas punctuation mark, according to Marriam Webster"s unabridged dictionary, is the mark of sign in written or printed matter in order to clarify the meaning and separate structural units. Another description is the practice, action or system of inserting points or other small marks into text, in order to interpretations; division of text into sentences clauses by means of such marks. Punctuation errors occur with the omission or misuse of one of the punctuation marks, the function of punctuation marks is to separate words and phrases within a sentence according to their meanings. Based on the definition, the researcher concludes that definition of English punctuation marks as the signs in writing for making the sentence's meaning be clear for the readers. In addition, English punctuation mark is the important unit in writing who has relation with intonation of sentence.

2.1.2. Kinds of punctuation mark

There are several kinds of punctuation marks used in written language, each with its specific purpose. Al- Hamash (1980, p 48) "They are either end marks or non-end marks." Here are some common types of punctuation marks and their uses with examples:

1. Period (.)
- used to end a declarative sentence or make an abbreviation.
  Example: She went to the store.

2. Comma (,)

- used to separate items in a list, set off introductory phrases and clarify the structure of a sentence.

  Example: He, along with his friends, attended the event.

3. Question Mark (?)
- used at the end of a sentence to indicate a question.

 Example: What is your name?

4. Exclamation Point (!)
- Used to express strong emotion or emphasis.

  Example: Wow, that was amazing!

5. Colon (:)
- Used to introduce a list, explanation or quotation.

  Example: There are three colors to choose from: red, blue, and green.

6. Semicolon (;)
- used to connect closely related independent clauses.

  Example: The weather was perfect; we decided to have a picnic.

7. Quotation Marks (" ")
- used to enclose direct speech or to indicate that a word is being used in a special sense.

  Example: She said, "I'll be there by 3 o'clock."

8. Apostrophe (')
- used to show possession or to indicate missing letters in contractions.
  Example: It's (short for "it is"), Sarah's book.

9. Parentheses (())
- used to enclose additional information that is not essential to the main text.
  Example: The conference (scheduled for next week) has been postponed.

10. Hyphen (-)
- used to join words together, especially in compound words.

  Example: The well-known actor starred in the movie.

11. Dash (— or –)
- used to set off information within a sentence or to emphasize a point.
  Example: The weather—unpredictable as ever—made planning difficult.

12. Ellipsis (…)
- used to indicate omitted words in a quotation or to create suspense.
  Example: "I'm not sure… I need more time to decide."

13. Brackets ([])
- used to enclose comments or explanations within a quotation.
  Example: [Note: This information is important.]

14. Slash or Forward Slash (/)
- used to indicate alternatives or separate lines in poetry or song lyrics.
  Example: Visit our website at www.example.com/jobs.

15. Ampersand (&)
- used to represent the word "and".
  Example: Tom & Jerry

These are some of the most common punctuation marks, and each serves a specific role in clarifying and structuring written communication.

2.2 Challenges of learning punctuation marks
Punctuation plays a crucial role in written communication, as it helps convey meaning, clarity, and structure in writing. However, many students encounter difficulties in learning and using punctuation effectively.

1. Understanding Rules:
Punctuation marks have specific rules governing their usage, which can be complex and varied. Students may struggle to grasp when to use commas, semicolons, apostrophes, and other marks correctly.

2. Memorization:
Remembering the rules for different punctuation marks can be overwhelming. Students may find it challenging to recall when to employ specific marks in various contexts.

3. Application:
Knowing the rules is one thing; applying them correctly in writing is another. Students might have difficulty integrating punctuation marks naturally into their writing without disrupting the flow or clarity of their sentences.

4. Language Variations:
Different languages have distinct punctuation conventions, causing confusion for multilingual students who need to navigate diverse punctuation systems.

5. Contextual Understanding:
Punctuation often depends on the context of a sentence. Understanding the purpose behind using a particular mark in a given context can be tricky for learners.

6. Lack of Proper Education:
One of the primary difficulties students face is the lack of proper education on punctuation rules. Many students are not adequately taught the rules and functions of different punctuation marks, leading to confusion and errors in their writing.

7. Ambiguity:

Misplaced or missing punctuation can lead to ambiguity in writing. Students may fail to recognize the importance of punctuation in disambiguating sentences, which affects the clarity of their communication.

8. Overuse or Underuse:
Students sometimes overuse or underuse certain punctuation marks. For example, they may use too many commas or use exclamation marks excessively, which can disrupt the flow of their writing.

9. Multilingual Challenges:
Students who are multilingual or non-native English speakers may face unique challenges in mastering punctuation, as different languages have varying rules and conventions for punctuation.

10. Technology and Informal Communication:
The prevalence of texting and social media has led to a shift in writing habits, with students becoming more accustomed to informal communication styles. This can impact their ability to use punctuation effectively in formal writing.

11. Psychological Factors:
Psychological factors, such as test anxiety or the fear of making mistakes, can lead to punctuation difficulties among students, especially in high-stress situations like exams.

In conclusion, identifying the difficulties of using punctuation marks in writing among students is essential to design effective strategies for improving their punctuation proficiency. Addressing these challenges may involve enhancing pedagogy, encouraging more practice, and raising awareness about the importance of punctuation in effective written communication.

2.3 Review of Literature Related to the Study
According to Jones (1994, p.421) "punctuation, as we consider it, can be defined as the central part of the range of non-lexical orthography". Although arguments could be made for including the sub-lexical marks (e.g. hyphens, apostrophes) and structural marlcs (e.g. bullets in itemisations), they are excluded since they tend to be lexicalised or rather difficult to represent, The other concept comes from Samson (2014, p.23)"punctuation enables us to clarify statements and communicate better with readers." It is similar with the opinion from Ritter (2001, p. 112) "Punctuation exists to clarify meaning in the written word and to facilitate reading. Too much can hamper understanding through an uneven, staccato text, while too little can lead to misreading. Within the framework of a few basic rules (fewer still in fiction), anauthor's choice of punctuation is an ingredient of style as personal as his or her choice of words."

Writing is a method of communication that involves the representation of language and ideas through visual symbols, such as letters, numbers, or characters, on a surface, typically paper or a digital screen. It allows people to convey information, express thoughts, record knowledge, tell stories, and communicate across time and space. Writing can take various forms, including essays, books, letters, emails, and more, and it plays a crucial role in human culture and the transmission of information

and culture from one generation to the next. Ridha, (2012, p.22). Yi, (2009, p. 53) "The definition of writing ability be formed depending as teachers and philosophy of writing, taken into consideration characteristic of learners and aims in a given context."

However, writing also can improve the grammatical and lexical accrue g English. Chandler (2003, p. 272) said, students were given extensive in reading and writing in a genre and about content they were familiar order to focus on improving both their reading and writing fluency and tical and lexical accuracy of their self-expression in writing English."

2.4 Importance of punctuation

According to Snooks(2002) states that marks of punctuation have a very important role in giving the intended meaning to the language. He adds that the use of the wrong placement of such marks can change the meaning of the sentence completely and sometimes even convert the sentence to complete nonsense. Below are the reasons why using the correct punctuation mark in the right place is so crucial. It is especially so in the case of academic writing:

- Right punctuation allows your readers the perception the right message of your text.
- In academic writing, punctuation marks can help strengthen your arguments and reasoning in the text form.
- Missing punctuation marks or misused ones can completely alter the meaning of a sentence.

It helps emphasize pauses, thoughts, ideas, and even the tone and emotion of the text.

METHODOLOGY
3.0 Overview

This chapter describes all about the clear view on the methodology used in this study. It covers several components of research methodology including research design, research participants, data collection, data analysis and a brief summary of the chapter.

3.1 Sample Setting

The sample of the study conducted at KM/ MLC. This educational place consists of grade 10 students. More than a thousand students are studying in that school. As far as grade ten is concerned, there are four classes with 40 students in a class. In this, the researcher conducted to the study with the sample of setting who scored less than 50 marks in a particular class. First, the researcher conducted the interview individually and in the group among the students who are studying grade 10. The researcher requested the details of the students to the class teacher and collected the number of students who are studying in grade 10 class. According to that there are 40 students studying in the KM/ MLC. The researcher used quantitative and qualitative research techniques to check whether why using punctuation marks are difficulted in writing among the grade 10 students at KM/ MLC.

3.2 Research Design

According to Cohen et al. (2011, as cited in Aloysius, 2015), research is a process of arriving at a dependable solution to problems through a planned and systematic collection, analysis, and interpretation of data. The method the method employed determines the type of either as quantitative or qualitative, "whereas, quantitative research refers to counts and measures of things, qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things" (Anderson, 2006:3, as cited in Aloysius, 2015). To get rich amount of data, the researcher intended to combine both approaches within a single study which is known as mixed method approach.

Therefore, this particular study uses a mixed method approach in order to investigate the problems of using punctuation marks in writing. Sequential explanatory (Creswell, 2003) method was used in this study: which means, quantitative data was collected first followed by qualitative data collection in order to interpret the findings from the quantitative phase. It allowed the researcher to adopt different research tools in both quantitative (questionnaire) and qualitative (focused-group interview) research methods.

3.3 Variables

In studies, researchers frequently adjust or gauge independent and dependent variables to examine cause and effect associations. The independent variable serves as the cause and remains unaffected by other variables within the study. Conversely, the dependent variable acts as the effect, and its value is contingent upon variation in the independent variable.

3.3.1 Independent variable

Based on this study, the independent variable is the difficulties of using punctuation mark in writing.

3.3.2 Dependent variable

The dependent variable is impact of punctuation errors in writing. inadequate teaching and learning resources, lack of English language proficiency and inappropriateteaching methods and learning.

3.4 Instruments and Techniques of collecting data

In this research, the data collection was used to implement the tasks successfully inside the classroom. Those are questionnaire, pre- test and post- test.

3.4.1 Questionnaire (Appendix – 1)

Questionnaires crucial for gathering valuable insights on students' current proficiency in English writing with using punctuation marks. This questionnaire includes simple and straightforward questions that aim to capture the students' experiences, preferences and challenges related to writing. The questions cover aspects such as the students' comfort level with English writing, L2 Learners exposure to using symbol of punctuation and their perceptions how these symbols can contribute to understanding their writing performance. Additionally, the questionnaire may inquire about any challenges in writing faced by students' of using

punctuation marks. By analyzing the responses from this questionnaire, the study aims to gain valuable insights into the students' perspectives, which were contributed to identifying the difficulties of using punctuation marks in writing among grade ten students at KM/MLC.

3.4.2 Test

Pre- tests and post- test were employed in the study. Students are assessed for their level of competency in using punctuation marks before the teacher teaches and results recorded. The researcher identified the challenges related to punctuation marks from the answers of students' pre- test. After teaching by using modern teaching techniques instead of punctuation marks, the evaluation done by students' post- test.

3.4.2.1 Pre- test (Appendix -2)

In evaluating the progress of identifying the difficulties of using punctuation marks in writing among grade ten students, a testing methodology was employed. To conduct this assessment, 40 students were randomly selected as samples. The researcher designed one activity for this purpose. The researcher gave the students to insert punctuation marks in correct places. This activity aimed to assess their ability to understand and improving about punctuation marks knowledge.

3.4.2.2 Post- Test (Appendix – 3)

The post- test of similar format was conducted to 15 students who scored less than 50 marks in the pre- test were selected as samples of the study and were taught punctuation marks through new teaching methods and post- test was conducted. As a result, a better result was obtained.

3.5 Data Analysis

Data analysis took several steps. In this research, both quantitative and qualitative methods were used to collect data. Quantitative data involved written tests, asking students to improve grammar to measure their proficiency in grammar. Meanwhile, qualitative data focused on exploring the teaching environment. By conducting activities and tests such as pre- test and post- test, the researcher gained a detailed understanding of students' difficulties and requirements while enhancing punctuation marks in their writing abilities.

3.6 Summary

The current study took place at the Kalmunai MLC. Forty students were randomly selected as the samples for this research. Both the quantitative and qualitative methods were used in this study to collect data. Also, research instruments like questionnaire, focus pre- test and post- test were utilized in the process of data collection. Pre- test and post- test were carried out to evaluate how well the strategies implemented improved students' ability to using punctuation marks in writing. This thorough method gave important information about how the intervention affected students' development and their thoughts about the methods used. The research aimed to systematically evaluate the real advantages and success of the intervention in boosting the writing skills of grade ten students.

DATA ANALYSIS
4.0 Overview
      This chapter's main objective is to cover the introduction, pre- test, post- test and findings. When initiating any research study, it is highly essential for the researcher to compose the data analysis chapter, ensuring it is integrated into the mentioned structure for ease of reference.

4.1 Introduction
      The research outcomes revolve around addressing the problem statement, focusing on identifying difficulties made by students in utilizing punctuation mark within the context of the writing. The research incorporated an intervention program, employing diverse data collection methods to obtain both quantitative and qualitative data from students' activities. The study recorded pre- test and post- test data, which were subsequently analysed and visually presented through tables and chart.

4.2 Pre- test
      Pre- test was held to the whole class which was consisting 40 students. From the pre- test 15 students who got lower than 50 marks were selected for the research samples. (Numbers are used rather than using the name of the students)
4.2.1 Pre-test marks
      Pre- test was held to the whole class which was consisting 45 students. Whole the class pre-test marks are as follows.

Student	Marks	Student	Marks
1	88	21	72
2	84	22	25
3	56	23	72
4	68	24	44
5	43	25	40
6	56	26	68
7	72	27	36
8	36	28	32
9	48	29	70
10	52	30	65
11	88	31	56
12	44	32	44
13	74	33	64
14	40	34	72
15	20	35	60
16	38	36	33
17	84	37	56
18	92	38	65

19	52	39	70
20	35	40	76

Table 1: Pre-test marks.

This chart shows the whole class which was consisting 40 students. 15 students who got lower than 50 was taken as a sample out of the total students. Around 25 students got above 50 marks were not taken as a sample.

4.2.2 Selected samples from the pre-test
Pre-test marks which students who got lower than 50 marks are as follows in the table.

Student	Marks
5	43
8	36
9	48
12	44
14	40
15	20
16	38
20	35
22	25
24	44
25	40
27	36
28	32
32	44
36	33

Table 2: Selected samples from the pre-test.

This table shows that two students got lower than 30 marks. Eight students got above 40 marks but less than 50 marks. So, totally 15 students who got less than 50 marks takes as a sample out of the classroom.

4.3 Activities
Activities were held after the teaching learning process for the selected 20 sample students and identified both qualitative and quantitative data.
4.3.1 Marks of the activities
This table shows the marks of the activities after the teaching learning process as follows.

Sample	Activity 1	Activity 2	Activity 3(group)	Average marks
1	86	84	90	260/3=86.6

2	92	92	90	274/3=91.3
3	78	75	88	241/3=80.3
4	66	59	85	210/3=70
5	90	84	70	244/3=81.3
6	68	75	80	223/3=74.3
7	80	75	92	247/3=82.3
8	94	92	83	269/3=89.6
9	74	59	87	220/3=73.3
10	66	75	80	221/3=73.6
11	86	89	90	265/3=88.3
12	70	67	82	219/3=73
13	76	90	86	252/3=84
14	85	85	87	257/3=85.6
15	92	68	95	255/3=85
16	88	72	84	244/3=81.3
17	60	89	90	239/3=79.6
18	79	78	89	246/3=82
19	65	82	87	234/3=78
20	81	70	85	236/3=78.6

Table 3: Marks of the activities

In every activity after the teaching learning process almost all the students performed well. The ratio of the marks was increasing. In the group activity all the groups performed well. Only the main focus was given on punctuation mark.

4.4 Post test

In the pre-test many students scored below 40 and a few obtained below 50. But after the treatment of the research intervention all the students got more than 65.

4.4.1 Post test marks for the samples

After the intervention programme a post test was held to the same samples with the same paper (with some changes). The marks the obtained were as follows.

Students	Marks
5	78
8	68
9	80
12	82
14	79
15	60
16	65
20	70
22	63

24	82
25	80
27	75
28	72
32	84
36	67

Table 4: Post test marks for the samples.

In the pre-test many students scored below 40 and a few obtained below 50. But after treatment of the research intervention all the students got more than 59. Nine students got more than 70 except on three students obtained more than 80.

4.5 Comparison of pre-test and post test
There is a clear difference between pre-test and post-test with the same students
4.5.1 Comparison of pre-test and post-test marks
The marks obtained by the students during the pre-test and post-test are as follows.

Student	Pre-test marks	Post test marks
5	43	78
8	36	68
9	48	80
12	44	82
14	40	79
15	20	60
16	38	65
20	35	70
22	25	63
24	44	82
25	40	80
27	36	75
28	32	72
32	44	89
36	33	67

Table 5: Comparison of pre-test and post-test marks.

The following chart is shown in two different ways to understand the improvement very distinctly pre-test shown in the red colour and the post-test shows in the blue colour column.
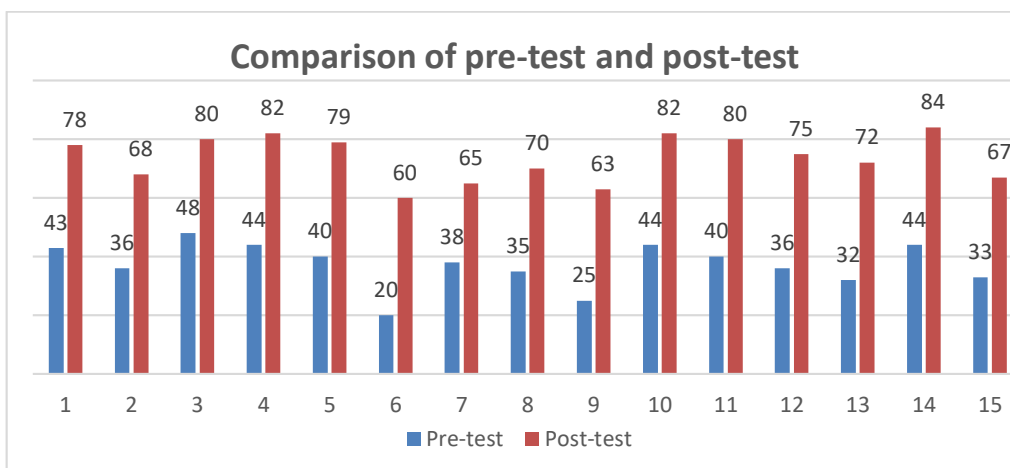
Chart 1: Comparison of pre-test and post-test

This marks schedule clearly displays the performance of 15 samples during the action research intervention, highlighting significant improvement with marks nearly doubling compared to their initial pre-test scores for almost all students.

4.6 Summary

The chapter, data analysis comprise the improvement in the students' learning was showed by the tables and charts. Anyone could easily understand that there the samples have got much of knowledge after the intervention programme.

DATA FINDINGS AND DISCUSSION
5.0 Introduction

Findings for the following objectives; to find out difficulties This chapter provides a brief summary of the study, summary of findings and discussions as well. This research is undertaken by the researcher in 40 students selected as sample for this research of the grade 10 students from Km/MLC. This research is carried out with a structured undistinguished questionnaire, activity paper, pre-test and post-test. The researcher created the questionnaire and shared the questionnaire among students in Km/MLC. The researcher collected data from 40 students of both male and female from grade 10 in that school. The data analysed with many statistical tools to derive of using punctuation of grade 10 students, to determine the reasons in difficulties of using punctuation mark in writing skills.

5.1 Summary of the Findings

Analysis of the reasons for using the punctuation marks correctly or incorrectly demonstrated that the students made mistakes mostly in complex sentences and sentences that lack a clear clue about the punctuation marks. Students used correct punctuation marks in simple sentences and sentences that included clear clues about the required punctuation marks. During education before higher education and in exercises included in textbooks, the points that required a punctuation mark are indicated by parentheses. In other words, the students are not trained and evaluated based on the texts they write, multiple choice questions where the points that require

the punctuation mark indicated by parentheses are utilized. This restricts the punctuation marks to remain at the knowledge level, leading to student mistakes in open ended questions and cases that require creativity.

Although students used punctuation marks in the manuscripts they edited, they used a very few correctly. This finding demonstrated that students had incomplete or incorrect knowledge on punctuation marks and their functions.

Another general problem was the comprehension of compound sentences. Instead of separating the compound sentences with a comma, students considered it as a full sentence and used a period. This finding demonstrated that the sentences knowledge levels of the students were inadequate.

The students experienced the highest number of problems with dash (2.32 %) and semicolon (1.66%). The high rate of mistakes in these punctuation marks was due to the fact that the students used quotation marks instead of a dash and coma instead of a semicolon. This suggested that the knowledge of the students on the functions of punctuation marks was insufficient.

The students made the least number of mistakes when using the question mark (85.49%). The students mostly used the question mark correctly; however, they also used a question mark in the sentence that included a word indicating a question but was not a question sentence. This led to a higher error rate in exclamation point use (22.24%). This demonstrated that certain students did not know that the question mark could only be placed at the end of a sentence which includes a question. This finding could be interpreted as the education level of the students increasing. For more reliable results, further studies on the correlation between age and education level should be contacted.

5.2 Discussion

Findings from the study were discussed, explained and interpreted in the part. According to this study provides identifying the difficulties of using punctuation marks in writing among the grade Ten students in KM/ MLC. This caused students to experience the same difficulties that the initials users of punctuation marks who invented them. The present study findings demonstrated that the students did not learn knowledge on punctuation marks clearly that should be learned during primary and secondary education and can' t use the punctuation marks when required.

In a study conducted for grade 10 students at KM/ MLC, it was also found that students scored poorly on punctuation marks. MLC suggested that this was due to insufficient punctuation marks content in the textbook used in the course. Although the punctuation marks and which punctuation marks should be instructed in which grade were specified in the curriculum, it could be suggested that the problem was due to the teachers and utilized instructional methods and techniques. The reason should be determined in a future comprehensive study and it was a support to prove researchers' intention.

CONCLUSION AND RECOMMENDATION
6.0 Conclusion

This study revealed the difficulties faced by KM/MLC grade ten students in using punctuation marks. It highlights the problems of KM/MLC students in difficulties and using punctuation marks in English writing. This research has an important role in L2 learners' writing skill. In the light of this study, the researcher found that students had problems in using punctuation marks. These problems were due to inadequate learning and ineffective teaching. According to result, 65% of the students who learnt punctuation marks used them appropriately. Their writing seemed to indicate that those students did not understand how to use the punctuation marks correctly in conveying information accurately and effectively.

This study has investigated punctuation mark in writing purpose of L2 learners in KM /MLC. The tool of this study was one test the findings of this study showed that the majority of the students confuse the use of punctuation marks such as the colon, semicolon, question mark and the full stop, due to the poor and inadequate punctuation mark activation presented in the text book.

6.1 Recommendation

The researcher presents the following recommendations which may represent some guidelines for teachers of English to the L2 learners.

- Teachers should give more attention to teaching punctuation marks in English and new strategies should be developed through giving students more practice in the use of the punctuation marks.
- Punctuation marks should be taught as a part of composition.

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