

AN UNDERGRADUATE THESIS

**THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE
PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT
MA MA'ARIF 05 RUMBIA
CENTRAL LAMPUNG**

By :
Name : SULIS SETIAWATI
Student Number : 13108507

**Tarbiyah Faculty
English Education Department**



**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439H/ 2018 M**

**THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE
PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT
MA MA'ARIF 05 RUMBIA
CENTRAL LAMPUNG**

**Presented as a Partial Fulfillment of the Requirements
for Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program**

**By :
SULIS SETIAWATI
STUDENT.ID 13108507**

**Tarbiyah Faculty
English Education Department**

**Sponsor : Dr. Mahrus As'ad, M.Ag
Co-Sponsor : Trisna Dinillah Harya, M.Pd**

**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439H/ 2018 M**



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE
PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS
AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG

Name : Sulis Setiawati

Students Number : 13108507

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Metro.

Sponsor

Metro, January 2018
Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Sulis Setiawati**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Sulis Setiawati
Students Number : 13108507
Title : THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE
PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS
AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor

Metro, January 2018
Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan Skripsi
Saudari Sulis Setiawati**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Sulis Setiawati

Students Number : 13108507

Judul Skripsi : THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE
PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS
AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, Januari 2018
Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain_metro.ac.id

RATIFICATION PAGE

No: B-0406/In.28.1/D/PP.00.9/01/2018

An undergraduate thesis entitled: THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG

Written by Sulis Setiawati student number. 13108507, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 23rd, 2018 at 011.00-13.00

BOARD OF EXAMINERS:

- | | | |
|-------------|-------------------------------|--------|
| Chairperson | : Dr. Mahrus As'ad, M.Ag |) |
| Examiner I | : Ahmad Subhan Roza, M.Pd |) |
| Examiner II | : Trisna Dinillah Harya, M.Pd |) |
| Secretary | : Sri Wahyuni, M.Pd |) |



The Dean of Tarbiyah

and Teacher Training Faculty



Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

ABSTRAK

PENGGUNAAN PEER REVIEW SEBAGAI TEKNIK UNTUK MENINGKATKAN PENGUASAAN TANDA BACA SISWA PADA KELAS SEBELAS DI MA MA'ARIF 05 RUMBIA LAMPUNG TENGAH

Oleh

SULIS SETIAWATI

Tujuan utama dari penelitian ini adalah untuk mengetahui penggunaan peer review sebagai tehnik yang dapat meningkatkan penguasaan tanda baca siswa. Menulis adalah salah satu aspek penting dalam pembelajaran bahasa. Dengan menulis, siswa bisa menggali ide atau pengetahuan mereka. Banyak siswa merasa kesulitan untuk belajar menulis, jadi mereka sulit menulis karena mereka tidak memiliki pengetahuan bahasa asing yang cukup baik, seperti pengetahuan kosakata, tata bahasa, dan tanda baca. Para siswa membutuhkan tehnik yang bisa membantu penguasaan tanda baca mereka sehingga mereka bisa menulis sebuah paragraf dengan mudah.

Metode yang digunakan dalam penelitian ini adalah penelitian Tindakan Kelas (PTK). Data dikumpulkan dengan tes, observasi dan dokumentasi. Peneliti memilih kelas XI sebagai subjek penelitian ini.

Hasil penelitian menunjukkan bahwa rata-rata skor siswa dalam pre-test adalah 59,9, post-test 1 adalah 67,68 dan post-test 2 adalah 82,7. Persentase siswa yang sukses di siklus II adalah 88%. Ini berarti bahwa penggunaan peer review sebagai tehnik dapat meningkatkan penguasaan tanda baca siswa pada kelas MA Ma'arif 05 Rumbia yang kesebelas.

ABSTRACT

THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG

BY

SULIS SETIAWATI

The primary goal of this research is to show that the use of peer review as a technique can improve the students' punctuation mastery. Writing is one of important aspect in language learning. By writing, the students can explore their ideas or knowledge. Many students feel hard to learn writing, so they have difficult in writing because they do not have good enough knowledge of foreign language, such as the knowledge of vocabulary, grammar (structure), and punctuation. The students need a technique that can help their punctuation mastery so they can write a paragraph easily.

This research is Classroom Action Research (CAR). The data were collected by test, observation and documentation. The researcher chose class XI as a subject of this research.

The finding research showed that the average of students' score in pre-test was 59,9, the post-test 1 was 67,68 and the post-test 2 was 82,7. The percentage of students who success in the second cycle is 88 %. It means that the use of peer review as a technique can improve the students' punctuation mastery at the eleventh graders of MA Ma'arif 05 Rumbia.

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun. By the pen and that which they write (therewith)

(QS. Al-Qalam:1)

DEDICATION PAGE

This undergraduate thesis is dedicate to :

My beloved mom and daddy (Katmini & Komari) who always give love, pray, financial, and great support to finish this paper.

My beloved sisters (Siti Rokhimah & Titin Tri Kesuma), My Husband (Wahyu Eko Sutrisno) and all of my big family thanks for love, pray, help, and motivation.

Dr. Mahrus As'ad, M.Ag and Trisna Dinillah Harya, M.Pd who had guided me.

All of my beloved friends and almamater at IAIN Metro.

May Allah SWT Bless Us

Amin ya Rabb.

ACKNOWLEDGEMENT

As human beings who constantly have faith and believe in Allah the almighty, let us continuously offer our praise to him for all abundant blessing, especially the precious health to the writer that I could accomplish this undergraduate research proposal. Sholawat and Salam be upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

This undergraduate thesis entitles *“The Use of Peer Review Technique to Improve Punctuation Mastery Among The Eleventh Graders at MA Ma’arif 05 Rumbia Central Lampung”*. The undergraduate thesis is presented to fulfill one of the requirements for the undergraduate thesis in English Education Department.

The researcher can not stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that researcher could not mention one by one, her big thanks to :

1. Dr. Hj. Akla, M.Pd as the Head of Tarbiyah Program.
2. Ahmad Subhan Roza, M.Pd as the Head of the English Educational Departement.
3. Dr. Mahrus As’ad, M.Ag as the First Advisor.
4. Trisna Dinillah Harya, M.Pd as the Second Advisor.
5. The Lecturers of IAIN Metro.
6. Tina Umayasari, S.S as a English Teacher of MA Ma’arif 05 Rumbia.

The writer apologizes for all mistakes that I have made in writing and presentation items.

Metro, January 2018

The Writer,

SULIS SETIAWATI
ST.N 13108507

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENT	xiii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Problem Identification	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective of Study	5
F. Benefits of Study	5
1. For The Teacher	5
2. For The Student	5
3. For The Researcher	6
CHAPTER II REVIEW OF THE RELATED THEORIES	
A. Theoretical Review	7
1. Concept of Punctuation Mastery	7
a. Definition of Punctuation Mastery	7
b. The Function of Punctuation Mark.....	9
c. The Kinds and Use of Punctuation Mark	10
d. The Problems of Teaching Punctuation	19
2. Concept of Peer Review Technique	21
a. Definiton of Peer Review Technique	21
b. The Principles of Peer Review Technique	22
c. Advantages and Disadvantages of Peer Review Technique.....	24
3. The Use of Peer Review Technique to Improve Punctuation Mastery.....	25
a. The Procedures of Peer Review Technique.....	25
b. The Steps of Peer Review Technique.....	27
B. Action Hypothesis.....	28

CHAPTER III RESEARCH METHOD	
A. Setting	29
B. Subject of The Study.....	29
C. Object of The Study	29
D. Action Plan.....	30
1. Classroom Action Research (CAR)	30
2. The Step in The Research.....	31
E. Data Collection Method.....	35
F. Data Analysis Method.....	36
G. Indicators of Success.....	37
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	
A. The Profile of the Research Setting	38
1. The History of the MA Ma'arif 05 Rumbia	38
2. Teacher and Staff Names	39
B. Result of the Research	40
C. Discussion	53
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	59
B. Suggestion.....	60
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1 : The Pre-survey Data of Students' Writing Test.....	2
Table 2 : The Pre-survey Data of Students' Writing Test	2
Table 3 : The Teacher and Staff Names in MA Ma'arif 05 Rumbia	39
Table 4 : Frequency of Students' Pre-Test Score.....	42
Table 5 : Frequency of Students' Post-test 1 Score	45
Table 6 : The Result of the Students' Activity in Cycle 1	46
Table 7 : Frequency of Students' Post-test 2 Score	51
Table 8 : The Result of the Students' Activity in Cycle 2	52
Table 9 : The Result of the Students' Activity in Cycle 1 and Cycle 2	54
Tabel 10 : The Result of the Students' Punctuation Mastery Score in Pre-Test, Post-Test 1, and Post Test 2	56

LIST OF FIGURES

Figure 1 : Chart of the Students' Activities Result in Cycle 1 and Cycle 2	55
Figure 2 : Chart of the Students' Result in Pre-Test, Post-Test 1, Post-Test 2	57

LIST OF APPENDICES

SILABUS

RPP 1

RPP 2

Attandance List of Pre-Test

Attandance List of Post-Test Cycle 1

Attandance List of Post-Test Cycle 2

Observation Sheet of The Students' Activities in Cycle 1

Observation Sheet of The Students' Activities in Cycle 2

Observation Sheet of Teacher Activities

Documentation of English Learning

Instrument of Pre-Test

Instrument of Post-Test 1

Instrument of Post-Test 2

Answer Key of Pre-Test

Answer Key of Post-Test 1

Answer Key of Post-Test 2

Answer Sheet of Pre-Test

Answer Sheet of Post-Test 1

Answer Sheet of Post-Test 2

Surat Izin Pra Survey

Surat Balasan Pra Survey

Surat Bimbingan Skripsi

Surat Tugas

Surat Izin Research

Surat Balasan Research

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the important skills which is taught in the school. It takes on a very significant role in teaching English as a foreign or second language. Writing is a process of communication which uses a conventional graphics system to the readers. By writing, the student can explore their ideas and knowledge. Furthermore, the form of communication use written language as words, sentences, punctuation, and good structure. The messages of writing should be understandable to the reader. Moreover, writer have to good knowledge of foreign language (vocabulary, grammar, punctuation, etc) to write well. So that, the readers can understand the information easily. By writing, the student can explore their ideas or knowledge. Moreover, it can be used not only for enriching the vocabularies but also for mastering grammar and mechanic, especially punctuation in writing.

Punctuations are the marks that separate the sentence from each other, and provide interpretations among the words. Punctuation is the tool that is used to clear the meaning of the words. Punctuation is used in the written documents. In verbal communication, if one wants to emphasize on the words then used to change the tone while speaking but in written form punctuations are used to emphasize on the words and facts etc. Punctuations are used for the effective way of producing sentences and paragraphs.

Many students feel hard to learn writing, so they have difficult in writing because they do not have good enough knowledge of foreign language, such as the knowledge of vocabulary, grammar (structure), and punctuation. However, in this research, the writer focus on students' punctuation mastery through peer review tehniqe in senior high school. Peer review is an exercise in which students review case other's written work. Peer review is often connected to revision a part of the writing process in which writers refine and make substantive changes to their written work.

Therefore, based on the pre-survey, the writer got the data of writing ability among the eleventh grade of MA Ma'arif 05 Rumbia Central Lampung. The data can be seen as follow:

Table 1
The Pre-survey Data of Students' Writing Test at the Eleventh Grade of MA Ma'arif 05 Rumbia

No	Name	Result of writing	
		Score	Category
1	A P K N	50	Failed
2	A M R	55	Failed
3	A S	42	Failed
4	A A S	78	Passed
5	A F	45	Failed
6	C H	45	Failed
7	D A P	60	Failed
8	D N S	46	Failed
9	D S	55	Failed
10	E S	60	Failed
11	E W	70	Failed
12	I R	45	Failed
13	I F	60	Failed
14	I M	78	Passed

15	K A	45	Failed
16	K R	33	Failed
17	M B P	40	Failed
18	M M	70	Failed
19	M A	65	Failed
20	N D	45	Failed
21	P S	75	Passed
22	R S	45	Failed
23	R K W	47	Failed
24	T W	45	Failed
25	V A	50	Failed
Total		1349	--
Average		53,96	Failed

Table 2

The Pre-survey Data of Students' Writing Test at the Eleventh Grade of MA

Ma'arif 05 Rumbia

SCORE	CRITERIA	TOTAL OF THE STUDENTS	PERSENTAGE
≥ 75	PASSED	3	12%
≤ 75	FAILED	22	88%
TOTAL		25	100%

Based on the pre-survey data, the writer found that most of eleventh grade of MA Ma'arif 05 Rumbia is categorized into low category. It can be seen from score of 25 the students' less than 75 as the Minimum Standar Criteria (MSC).

Therefore, to overcome the problem above, the writer decided to conduct a research focusing on improving the punctuation mastery through peer review technique to the students of MA Ma'arif 05 Rumbia.

The problem above, many students have low demand punctuation in paragraph. The teacher can apply peer review technique in teaching punctuation of paragraph writing.

Based on this condition, the writer proposes investigate of this study as the title : THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG.

B. Problem Identification

Based on the background above, the writer is able to identify the problem as follow:

1. Many students of MA Ma'arif 05 Rumbia at the eleventh graders still have low writing ability.
2. Many students of MA Ma'arif 05 Rumbia at the eleventh grader in using punctuation in paragraph is low.
3. Most of the students at the eleventh graders of MA Ma'arif 05 Rumbia still lack structure knowledge and vocabulary.

C. Problem Limitation

In order to get in conducting in this study, the writer limited the scope of the study only to improving the punctuation mastery through peer review technique at the eleventh graders of MA Ma'arif 05 Rumbia.

D. Problem Formulation

Concerning the background of the study, formulated the problem of the study, as followed:

Can the implementation of peer review technique improve the students' punctuation mastery?

E. Objective of The Study

Generally, the objective of this research show that the use of the peer review technique can improve the punctuation mastery of the elevent graders of MA Ma'arif 05 Rumbia.

F. Benefits of The Study

Hopefully, in this research paper will give contribution for:

1. For The Teacher

The teachers can apply peer review technique in punctuation mastery. Peer review technique can be an alternative technique to solve students' problem in writing and comprehending a punctuation. Finally, the students' performance may increase well, and they can explore their ideas.

2. For The Students

Hopefully, the students are more interested in writing especially to make a paragraph and will be the punctuation mastery. The students can discuss and help each other to produce a good writing. In addition, this research can be the motivation for the students to guide the learning process.

3. For The Researcher

- a. As additional knowledge about writing in English language teaching as foreign language.
- b. Information for further research with similar interest.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Punctuation Mastery

a. Definition of Punctuation Mastery

According to Webster, “mastery” means “expert, skill, or knowledge¹. Moreover, Hornby defines “mastery” as great knowledge about understanding of particular thing².

Noah Lukeman states that “punctuation” is skill hands a remarkably subtle system of signals, signs, symbols, and winks that keep readers on the smoothest road³. Punctuation can help us to understand about what is the sentence or paragraph explain, we know about the aim and the mean of paragraph. The scope of punctuation are comma, full stop, colon, semicolon, apostrophe, quotation mark, exclamation mark, etc.

Moreover, Johnson states that punctuation can be thought as a means of indicating in writing the pauses, and changes of tune that are used in speech to help communicate the meaning of sentences⁴. Punctuation marks are involved to structure and organize writing, that is the reason why the writers need to place punctuation correctly. Without

¹ Webster, *Random House Webster's College Dictionary* (New York: Random House, 1999), p.815.

² As Hornby, *Advance Learner's Dictionary* (Oxford University Press, 2002), p.822.

³ Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*, (Arehbishop of York : Reported, 1938), p. 7

⁴ Johnson, Edward, *The Handbook of Good English*, (New York: Facts on File, 1991), p. 81

punctuation, it is almost impossible, the writing to be understood by the readers.

In addition, punctuation, as we have already seen, is vitally important. Words must be broken up into sentences so they make sense and each word must be chosen carefully. As well as commas and full stops, there are five other punctuation marks that can be used to vary the work⁵.

Furthermore, Richard assumes that punctuation is a bunch of impossible to figure out marks, invented by the devil to give writers a foretaste of hell, taught in a hundred confusing and contradictory ways⁶. A code, used in writing, that is often necessary for meaning, and for emphasis. The code originated in attempts to capture, in text, the various stops, pauses, and inflections of speech. Today it is logical in application. Both writers and readers need to understand it and pay attention to it.

Punctuation mastery means students' skill, knowledge of punctuation. It means that have knowledge of punctuation. Many people feel difficulties with punctuation, the problem with poor punctuation is that it makes life difficult for the reader who needs to read what you've written⁷. Most people begin to interpret that sentence as a statement about a machine developing some forms; but then they have to adjust their understanding as they progress further along the lines. When we

⁵*Ibid*, p. 88

⁶ Richard Lauchman, *Punctuation at Work : Simple Principles for Achieving Clarity and Good Style* , (USA : AMACOM, 2010), p. 17

⁷R.L Trask, *The Pinguin Guide to Punctuation*, (England: Pinguin Group, 1997), p. 2

speak English, we have all sorts of things we can use to make our meaning clear: stress, intonation, rhythm, pauses-even, if all else fails, repeating. Consequently, written English has developed a conventional system of punctuation which is consistent and sensible: every punctuation mark has one or more particular jobs to do, and every one should be used always and only to do those jobs⁸. So, the punctuation mastery very influential in paragraph writing.

b. The Function of Punctuation Mark

There are several functions of punctuation. According to Richard Lauchman there are two function of punctuation :

1. A bunch of impossible to figure out marks, invented by the devil to give writers a foretaste of hell, taught in a hundred confusing and contradictory ways. Many writer feel hard to write pragraph if there are not marks in the paragraph. Puntuation marks are involved to structure and organize writing, that is the reason why the writer need to place punctuation correctly. Without punctuation, it is almost impossible, the writing to be understood by the readers.
2. A code, used in writing, that is often necessary for meaning and for emphasis. The code originated in attempts to capture, in text, the various stops, pauses, and inflections of speech. Both the writers and

⁸ *Ibid*, p.3

the readers need to understand it and pay attention to it⁹. Every punctuation mark has one or more particular jobs to do, and every one should be used always and only to do those jobs. So, punctuation can help us to understand about what is the sentence or paragraph explain, we know about the aim and the mean of paragraph.

c. The Kinds and Uses of Punctuation Mark

Here the writer adds the explanation about the use of English punctuation that is similar with punctuation of Indonesian. In order not to make doubt, here is the explanation about using punctuation in English.

Based on this research, the writer focus on twelve marks of punctuation. They are, capital letter, full stop, comma, colon, semicolon, question mark, apostrophes, hyphen, parentheses, bracket, exclamation mark, and quotation mark.

And then, here is the explanation about the use of punctuation in English.

1) Capital Letters

Use a capital letter, sometimes called an upper-case letter, at the beginning of the first word to signal the beginning of a sentence¹⁰.

But, according to R.L. Trask, capital letters are not really an aspect of

⁹ Lauchman, Richard, *Punctuation at Work*, (New York: AMACOM, 2010), p. 17

¹⁰ Kirkman, John, *Punctuation Matters* (Advice on punctuation for scientific and technical writing),(London: Routledge, 2006) p. 24

punctuation, but it is convenient to deal with them here. The rules for using them are mostly very simple¹¹. It is used:

(a) The first letter of word in a sentence, or of a fragment, begins with a capital letter:

Example:

- *The bumbling wizard Rincewind is Pratchett's most popular character.*
- *Will anyone now alive live to see a colony on the moon? Probably not.*
- *Distressingly few pupils can locate Iraq or Japan on a map of the world.*

(b) The names of the days of the week, and of the months of the year, are written with a capital letter:

Example:

- *Next Sunday France will hold a general election.*
- *Mozart was born on 27 January 1756.*
- *Football practice takes place on Wednesdays and Fridays.*

(c) The names of languages are always written with a capital letter. Be careful about this; it is a very common mistake.

Example:

- *Juliet speaks English, French, Italian and Portuguese.*
- *I need to work on my Spanish irregular verbs.*

¹¹ Ibid, p. 73

- *Among the major languages of India are Hindi, Gujarati and Tamil.*
- *These days, few students study Latin and Greek.*

2) The Period (.)

The full stop (.), also called the period, presents few problems¹².

The period is the stop sign of the punctuation word¹³. It is used:

- a) At the end of a sentence.

Example: *Rara is cute.*

- b) After an abbreviation.

Example: *Mr. Rudi*

3) The Comma (,)

The comma is the speed bump of the punctuation world¹⁴. With its power to pause, the comma controls the ebb and low of a sentence, its rhythm, its speed. Based on frequency alone, the comma wields tremendous influence, outnumbering the period by at least three to one. And yet, paradoxically, it is also the mark most open to interpretation. The comma has few hard rules, and as a result is the mark most often misused. So, the comma is the most flexible, most versatile of all the punctuation marks. Because it is the least emphatic mark it is also the most subtle and complex.

Based on R.L. Trask book, said that there are four uses of the comma are called the listing comma, the joining comma, the gapping

¹² *Ibid.*, p. 5

¹³ Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*, p. 21

¹⁴ *Ibid.*, p. 44

comma and bracketing commas¹⁵. Each use has its own rules, but note that a comma is never preceded by a whitespace and always followed by a white space.

Comma (,) is a punctuation mark, it has same shape as an apostrophe or single closing quotation mark in many typefaces it differs from them in being placed on the baseline of the text. It is used:

- a) To separate items (words, phrases, or clauses) in a series

Example: *The colors of our bag are red, white, and black.*

- b) Do not use a comma if every item in the series is joined by a connector.

Example: *He ate bacon and eggs and toast and jam for breakfast.*

- c) To separate the items in an address or date.

Example: *On July 4, 1776, the Declaration of Independence was signed in Philadelphia, Pennsylvania.*

- d) To set off appositives.

Example: *Pizza, an American food, is easy to prepare.*

4) The Colon (:)

The colon (:) seems to bewilder many people, though it is really rather easy to use correctly, since it has only one major use¹⁶. In other hand, Noah Lukeman said that, the colon is the magician of the

¹⁵R.L Trask, *The Penguin Guide to Punctuation*, (England: Penguin Group, 1997),p. 13

¹⁶*Ibid.*,p. 38

punctuation world. It holds its audience in suspense, waits until just the right moment then viola: it pulls back the curtain to reveal the result¹⁷. So, the colon is a mark often casually tossed aside, and many people write passable prose without ever feeling the need to use it. In addition, colons (:) is punctuation mark consisting of two equally sized dots centered on the same vertical line. It is used:

- To introduce a list at the end of a sentence.

Example: *These animals live in the barn: the pig, the cow, and the horse.*

- After the salutation (that is, the greeting) in a formal business letter.

Example: *Dear Mr. Farmer :*

5) The Semicolon (;)

The semicolon (;) has only one major use. It would be easy to define a semicolon as half colon, but that's hardly a useful description. In other hand, Richard Lauchman said that, even the name of this thing is trouble. It should be called a "supercomma" or a "semiperiod" because its practical effect is to bring things to a near stop¹⁸. Semicolon (;): As its name implies, this mark is an intermediate one, somewhat stronger than the comma, yet not a full stop. It is used:

- A semicolon connects closely related independent statements or clauses where no conjunction is used.

¹⁷Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*, p. 91

¹⁸Lauchman, Richard, *Punctuation at Work Simple Principles for Achieving Clarity and Good Style*, p.149

Example: *A man chooses; a slave obeys.*

- A semicolon is used to separate two statements or clauses when the second one begins with a connector that is a conjunctive adverb.

Example: *I like to eat cows; however, I do not like to be eaten by them.*

- When statements or clauses already have internal punctuation, a semicolon is used.

Example: *Examples of familiar sequences are: one, two, three; a, b, c; and first, second, and third.*

6) Question Mark (?)

Question mark is the most visible marks in the world of punctuation. Question mark (?) is punctuation mark that replaces the period at the end of an interrogative sentence. Question mark is also unique in that they indicate the end of one world (pose) and the beginning of another (dialogue), and as such are one of the most powerful tools with which to propel context into the limelight. Indeed, to discuss quotation marks their presence, absence, overuse, underuse is to discuss dialogue : the can offset individual words or phrases to indicate irony, sarcasm, or special meaning¹⁹. It is used:

- After a direct question.

Example: *Where are you going?*

¹⁹ Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation.*, p.139-140

- Do not use a question mark after a reported question or an indirect question.

Example: *He asked where the post office is.*

7) Apostrophes (‘)

Apostrophes (‘) is the punctuation mark used used to indicate the omission of a letter or number, also to form the possessive²⁰. It is used:

- To show possession or ownership.

Example: *A mother’s love is precious.*

- Use an apostrophe (without s) to show possession.

Example: *All the students’ reports were excellent.*

- To replace an omitted letter or letters.

Example: *do not: don’t*

8) The Hyphen (-)

The Hyphen (-) is punctuation mark to join word and to separate syllables of a single word²¹. It is used:

- Use a hyphen with compound numbers.

Example: *Forty- seven*

- For compound words when your dictionary indicates that the hyphen is necessary for correct spelling.

Example: *Sons-in-law*

- To divide a word at the end of a typed or written line²².

²⁰ Lauchman, Richard, *Punctuation at Work Simple Principles for Achieving Clarity and Good Style*, p.84

²¹ *Ibid*, p.120

Example: *iden-tify not ide-ntify*

9) Parentheses (())

Parentheses (()): These mark are used to enclose explanatory words, phrases, and statements where stronger separation than the comma is required.

Example: *The horse (in the barn) is really loud.*

10) Bracket ([])

Bracket ([]): Bracket are used to enclose an incidental word or phrase, words used as identification of a word (in text), or a comment added by another person or an editor (for the purpose of explanation).

Example: *I appreciate it [the honor], but I must refuse.*

11) Exclamation Mark (!)

Exclamation Mark (!) is used:

- To indicate strong feelings or a raised voice in speech.

Example: *“Stop!”*

- Many interjections need an exclamation mark.

Example: *“Hi! What’s new?”*

- A non-question sentence beginning with “what” or “how” is often an exclamation and requires an exclamation mark.

Example: *How pretty she looked in that dress!*

- In very informal writing (personal letter or email), people sometimes use two or more exclamation marks together.

²²Joy M. Reid, *The Process of Paragraph Writing* (USA: Prentice Hall Regents, 1992), p.250-255.

Example: *Remember, don't be late!*

12) Quotation Mark (“...”), (‘...’)

Quotation Mark (“...”), (‘...’): Standard usage requires the so-called double mark (occasionally a writer will use single mark and then double marks) and single marks for a quotation within a quotation.

Example: *Cats are so “cool!”*

Quotation marks are used to set off the exact words said by someone. Notice the difference between a direct and an indirect quotation:

- a) Direct quotation: My doctor said, *“You should worry more about taking antibiotics you don’t need than about not taking one at all.”*
- b) Indirect quotation: *My doctor said that I should worry more about taking an antibiotic I don’t need than about not taking one at all.*

In this research, the researcher only uses eight punctuations, they are capital letter, period, comma, colon, apostrophes, question mark, exclamation, and quotation mark.

d. The Problems of Teaching Punctuation

There are three basic problems of teaching punctuation²³:

- 1) Punctuation rules are not absolute
- 2) Punctuation is complex

²³ Joyce Armstrong Carroll, *Acts of Teaching : How to Teach Writing*, (Colorado : Teacher Ideas Press, 1993), p. 187-189

3) Punctuation depends upon the writer's style and intended meaning.

For example, this simple group of words :

Tom Smith called Sarah Lou is here.

From example above can conclude that there is no one absolute way to punctuate these words. The complexity of punctuation becomes apparent when we examine how three different students punctuated this group of words.

One used punctuation to indicate that Sarah Lou is announcing Tom Smith's arrival:

"Tom Smith," called Sarah Lou, "is here."

Another punctuated the same group of words to show that a person named Sarah is telling both Tom and Smith that Lou has arrived:

"Tom, Smith," called Sarah, "Lou is here."

Yet another punctuated the words to convey a dramatic purpose:

Tom: *Smith called.*

Sarah: *Lou is here.*

In truth, this group of words may be punctuated more than 70 different ways. By using every punctuation mark, from the exotic virgule, the less-popular bracket, the often-misunderstood ellipsis, and the flamboyant dash; to mundane parentheses, hyphens, apostrophes, commas, quotation marks, colons, and semi-colons; to the necessary terminal periods and exclamation and question marks varieties of

meaning emerge. This proves interesting to students, if they are challenged to punctuate this group of words as many ways as they can.

The teacher can build on their interest by using their variations to point out the complexity of punctuation and how punctuation alters meaning. To further demonstrate the complexity of punctuation, use the same group of words, but make the comma, parentheses, and the dash concrete. For example, suggest a comparison between the comma and the small, thin disk, which can be slid into the sentence to cause a pause.

Tom Smith, called Sarah Lou, is here.

Or compare parentheses to the curved hand placed by the mouth, ready to capture a whisper or an aside.

Tom Smith (called Sarah Lou) is here.

For the dash, which is usually made by striking two hyphens on the typewriter or computer, a flashing neon light works. Picture a flashing neon sign in an out-of-the-way spot, and then picture one along a thoroughfare in Las Vegas. The former sign stands out; it is noticeable. The latter may go unnoticed because so many signs blur together until none is noticed. Thinking of the dash in this visual way often helps students use it sparingly.

2. Concept of Peer Review Technique

a. Definiton of Peer Review Technique

Peer review is an exercise in which students review case other's written work. Peer review is often connected to revision a part of the

writing process in which writers refine and make substantive changes to their written work²⁴. Kenneth Bruffee suggests that peer review resembled the kinds of conversation that academics most value: social interaction between colleagues about scholarship. Bruffee described peer review as an activity in which “students learn to describe the organizational structure of a peer’s paper, paraphrase it, and [suggest] what the author might do to improve the work”. Although peer review has long been practiced among writers, Bruffee shed new light on the activity, framing it in terms of social construction, a theoretical perspective characterized by the assertion that knowledge is created through social interaction²⁵. Assigning virtual peer review is one way that instructors can accentuate writing classes with technology. Here Bruffee proposes an assignment model in which virtual peer review becomes a recurring activity in the writing classroom²⁶.

Kathleen states that Peer review is small group, collaborative work that is central to the writing classroom because of its emphasis on teaching writing as a process²⁷. Peer review is the structure through which classroom community created in the writing class. Peer reviewing

²⁴Breuch , Lee-Ann Kastman, *Virtual Peer Review: Teaching and Learning about Writing in Online Environment*, (State University: New York Press, 2004), p. 149

²⁵*Ibid.*, p. 7

²⁶*Ibid.*, p. 129

²⁷ Kathleen M. Hunzer, *Collaborative Learning and Writing : Essays Using Small Groups in Teaching English and Composition*, (United States of America : McFarland & Company Publisher, 1969), p.5

is thus not only an important external quality control process, but it is also one of several ways to prevent scientific fraud²⁸.

In brief, the peer review can be a process by which something proposed is evaluated by a group of experts in the appropriate field. To conduct peer review, students simply exchange written work with other students, read the work, and provide comments to help the author improve.

b. The Principles of Peer Review Technique

There are several principles of Peer Review as tool of improving the students' work :

- 1) Peer review is understood to mean the educational arrangement in which students consider or evaluate the value, quality or success of work produced by their fellow students and provide each other with feedback. The students simply exchange written work with other students, read the work, and provide comment to help the author improve.
- 2) Peer review involves students giving and receiving feedback on each other's work. The students can explore their knowledge and ideas with their friends based on the topic. They can give some comments to the other students' worksheet to improve the witten of the author.

²⁸ Peter Spyns, Maria-Esther Vidal, *Scientific Peer Reviewing : Practical Hints and Best Practices*, (New York : Switzerland, 2015), p. 2

3) Peer review comes in various forms and has broad application. There are some types of peer review. They are, single blind peer review, double blind peer review, open peer review, and post publication peer review. In single blind peer review, authors are unaware of who reviewed their paper, but reviewers are aware of the authors' identity. Then, in double blind review both the author and reviewers are not aware of each other's identity. In open peer review, identities of both authors and reviewers are known. The last, in post publication peer review is a new approach adopted by some open access publication in an attempt to overcome the limitations of traditional form of peer review.

4) Peer review used to evaluate a wide range of student work including written assignments, oral presentations, artwork and architectural designs, programming and code reviews, musical performances, as well as being used in various teamwork and capstone projects²⁹. So, that statement can conclude that peer review not only use to the research, but to others skill like design, programming, and musical.

c. The Advantages and The Disadvantages of Peer Review Technique

1) The Advantages of Peer Review Technique

There are several advantages of peer review technique, they are³⁰:

²⁹ Pearce jon, Mulder Raoul, Baik Chi, *Involving Students in Peer Review*, (The University of Melbourne: CSHE (Centre for the Study of Higher Education), 2009), p. 3

³⁰ Marion Kelt, *The Publication Process*, (London : GCU, Imperial Collage, Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License).

- a) Establishes the validity of research based upon the expert knowledge of other researchers in the discipline, therefore preventing falsified work from being accepted within an area study.
- b) Provides valuable feedback so that researchers can revise and improve their papers before publication.
- c) Enables journal editors to select the most important research findings for publication in their journals, based upon the objective, independent reviews of an expert group.

2) The Disadvantages of Peer Review Technique

The disadvantages of peer review technique include :

- a) It can cause lengthy delays in the dissemination of research findings.
- b) It may be difficult to protect the anonymity of referees in very specialised research fields where there may be only a small number of experts.
- c) It is sometimes accused of protecting established opinions and not being open to genuinely new ideas.
- d) Ultimately it may not prevent the publication of poor research as review standards may be lower in the less prestigious journal.

3. The Use of Peer Review Technique to Improve Punctuation Mark

Most of the difficulties discussed in the literature relate to peer grading of student work and to the assessment concerns of validity, reliability, bias and fairness. The peer review process can improve punctuation mastery of the students. Because, implementing students peer

review is related to students perceptions and attitudes about the peer review process. This is the use of peer review to improve punctuation mastery:

Some students resent being required to review and comment on other students' work, because they hold the belief that assesment is the teacher's responsibility. Another reason for students' discomfort with the idea of peer review is because they may lack confidence in their own ability to evaluate their peers' work³¹. From statement above the writer can conclude that the use of peer review can increase the punctuation mastery of the students, because the students' can explore their knowledge to others students' or teachers.

a. The Procedures of Peer Review Technique

In the contex of the study, procedures of peer review technique are arranged as follows :

- 1) The students make a groups consist of two or more persons, but generally, there are two roles in peer review : that of the author or writer, and that of the reviewer.
- 2) The role of the students whose writing is being reviewed is that of the author. During the peer review, the author may be asked questions by the reviewer.
- 3) The students as a author might take the oppportunity to discuss ideas for revision with the reviewer.

³¹ Ibid.,p. 4-5

- 4) The role of the students reading the paper is that of the reviewer. The reviewer will take time during the peer review to read through the author's paper, and then will ask questions of the author for further clarification.
- 5) The reviewer should feel free to point out areas that need improvement as well as areas that are done particularly well. The reviewer's role is to constructively provide feedback from a reader's point of view.
- 6) During a peer review, participants will switch roles, so that everyone get a chance to be the author whose work is reviewed and everyone gets a chance to be a reviewer. It is easy to fear the response of others, but both author and reviewer should keep in mind that reviewing each other's work is a fruitful, constructive experience³².
- 7) Approaching roles positively in a peer review is key to good peer review experience.

b. The Steps of Peer Review Technique

Receiving constructive feedback from peers is a vital activity for workplace writers. Written communication that includes technical or scientific information should be checked for accuracy, expression, appropriate address of audience and purpose, and adequate support. Peer review is often conducted in the workplace among technical writers.

So, the steps of peer review are :

³²*Ibid.*, p. 150

- 1) The teacher asks to the students to make a groups.
- 2) Each group consist of two students.
- 3) Then, the teacher gives an excercise to the students and the teacher asks the students to determine a punctuation mark in paragraph writing with their partner. The teacher asks to the students to exchanges their paper or worksheet to the pair students' and then, they can analyze the paper with their partner.
- 4) After that, the two students can read each other's papers related to the topic and discuss places where the papers could be improved. Worksheets to guide peer review could also be included in these pair peer reviews.
- 5) And then, the students as a reviewers should be prepared to provide positive comments that help the student improve his or her writing.
- 6) The teacher encourage peer reviews to be an opportunity for active dialogue.³³

B. Action Hypothesis

In line with the considerations and assumption the researcher formulates the hypothesis using peer review technique can improve the punctuation mastery of the eleventh graders of MA Ma'arif 05 Rumbia Central Lampung.

³³ Ibid.,p. 149-151

CHAPTER III

RESEARCH METHOD

A. Setting

This research is the classroom action research type. This research conducted in the eleventh graders of MA Ma'arif 05 Rumbia on the first semester, which is located Jl. Simpang Ma'arif Rukti Basuki Kecamatan Rumbia. This class consist of 25 students. It is one of school which has not been implemented peer review technique yet.

B. Subject of The Study

The subjects of this research are the students of MA Ma'arif 05 Rumbia. The researcher chosen this class because his class has the lowest punctuation in paragraph writing that was prove by the pre-survey result. In this research the researcher used a collaborator to help her in the action research. She is Mrs. Tina Umayasari, S.S, an English teacher in MA Ma'arif 05 Rumbia.

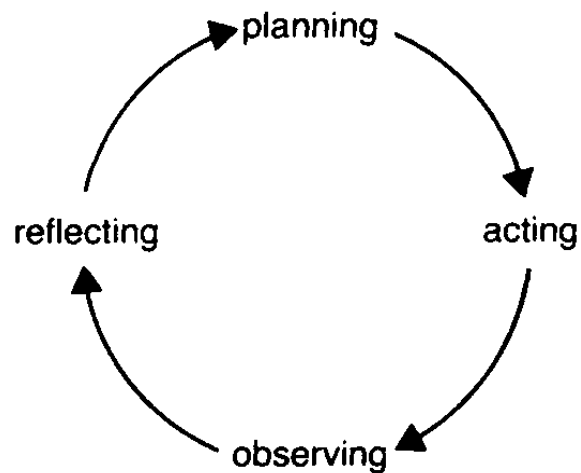
C. Object of The Study

The object of this study is punctuation in paragraph writing. Students' paragraph writing as object, the researcher should know how to increase the students' of paragraph writing. In this strategy, the researcher or the teacher applies peer review technique.

D. Action Plan

1. Classroom Action Research (CAR)

According to Stephen Kemmis, Classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices³⁴. McNiff said that action research is a name given to particular way of researching us own learning³⁵. It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teacher in learning process. Here is the step of classroom action research design:



Classroom Action Research model of Jean dan Jack³⁶.

³⁴ Stephen Kemmis and Robin, *The Action Research Planner*, (London: Springer, 2014), p.11.

³⁵ McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (London and New York, 2002), Second Edition, P. 15

³⁶ *Ibid*, P..41.

2. The Step in The Research

There are four steps in cycle. They are planning, action, observation and reflection.

Classroom Action research (CAR) Cycles are:

a. Cycle I

1) Planning

Planning is the first step in each activity, without planning the activity that the writer does will not focus. Here is step that the writer can make in planning:

- a) The researcher prepares the lesson plan.
- b) The researcher prepares the material.
- c) The researcher prepares source learning.
- d) The researcher prepares media of learning.
- e) The researcher prepares method.

2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

- a) Pre teaching
 - 1) The students pray and greets together.
 - 2) The teacher checks the attendant list.
 - 3) The teacher asks the students condition.
 - 4) The teacher chooses the appropriate with the material going to be taught.

b) While teaching

- 1) Interaction between the students and the researcher in the topic.
- 2) The researcher asks the students to mention kinds of punctuation.
- 3) The researcher writes the kinds of punctuation on the white board and give the examples of each punctuation.

c) Post teaching

- 1) The researcher asks the students to make a group consist of two students.
- 2) The researcher gives piece of paper to each group and gives time to the students to determine punctuation in paragraph writing.
- 3) The researcher gives conclusion of the materials.
- 4) The researcher closes the meeting by greeting to the students.

3) Observing

Observing is the activity of recording the event and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

4) Reflecting

The reflecting is the fourth steps that writer is done. The writer will try to see and amuse again something that writer has done. It is

also know whether there is effect to the students' learning process. By reflection, the writer and teacher will know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle. Reflections include analysis and feedback.

b. Cycle II

1) Planning

Planning is the first step in each activity, without planning the activity that the writer does will not focus. Here is step that the writer can make in planning:

- a) The researcher prepares the lesson plan.
- b) The researcher prepares the material.
- c) The researcher prepares source learning.
- d) The researcher prepares media of learning.
- e) The researcher prepares method.

2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

- a) Pre teaching
 - 1) The students pray and greets together.
 - 2) The teacher checks the attendant list.
 - 3) The teacher asks the students condition.

4) The teacher chooses the appropriate with the material going to be taught.

b) While teaching

1) Interaction between the students and the researcher in the topic.

2) The researcher asks the students to mention kinds of punctuation.

3) The researcher writes the kinds of punctuation on the white board and give the examples of each punctuation.

c) Post teaching

1) The researcher asks the students to make a group consist of two students.

2) The researcher gives piece of paper to each group and gives time to the students to determine punctuation in paragraph writing.

3) The researcher gives conclusion of the materials.

4) The researcher closes the meeting by greeting to the students.

3) Observing

Observation is done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation and field note help collaborator do observation. The result of the observation can be used as input for the next meeting. Observation is done either in first or second cycle. The researcher gives the tasks as post test in teaching learning process. The

tasks are writing narrative text based on picture series that they have discussed. The students do the tasks individually.

4) Reflecting

In this step, the writer will compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

To collect the data, the writer uses the data collection method as follows:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group³⁷. The material in pre-test and post-test are different but have same difficulties.

The test is divided by two part as follows:

a. Pre-test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test is carried out in the end of meeting in class. This treatment had done in the last meeting after doing treatments have

³⁷*Ibid*, p.105

something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the peer review technique whether it is able to increase the students' punctuation mastery.

2. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.³⁸

The researcher applies this method to get the students' activities like students' comprehend in answering the question, students' writing activity, students' participant and proclivity of student in learning writing in the class.

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information³⁹.

F. Data Analysis Method

The data will be analyzed step by step to take the average score of the pre-test and post-test.

³⁸Burns, Anne, *Collaborative Action research for English Language Teacher*. (New York: Cambridge University Press, 1999).,p. 80

³⁹*Ibid*p. 119

The formula to get the average of pre-test and post-test as follow:

$$\bar{x} = \frac{\sum x}{n}$$

Note:

\bar{x} = Average score

$\sum x$ = The total number of student's score

n = Total of Students⁴⁰.

Furthermore, to know the gain the writer will compare between pre-test and post test. Then, the result is matched by Minimum Standard Criteria (MSC) at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

G. Indicators of Success

In order to know whether the peer review technique can be used to improve punctuation mastery in paragraph writing, the researcher will decide the indicator of success of the research. The research will be success if:

There is 80% of the students gets a minimum score of 75 in punctuation mastery and the research can improve the students' punctuation mastery in paragraph writing in learning process, so it means that the research is success. With the Minimum Standard Criteria (MSC) was 75.

⁴⁰John K. Taylor, *Statistical Techniques for Data Analysis*, (USA: Chapman, 2004) p.49

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile of the Research Setting

1. The History of the MA Ma'arif 05 Rumbia

The MA Ma'arif 05 Rumbia established in 1989. It is located at Jl.Simpang Rukti Basuki, Rukti Basuki, Rumbia, Central Lampung. The first headmaster was Drs. Munawir in 1989 to 1994. Then from 1994 to 1995, led by Tohani, S.Pd, from 1995 to 2002, by Drs. Wajito, from 2002 to 2010, led by Trianto, S.Pd, from 2010 to 2014, led by Rahmad Wiyono, S.Pd, and from 2014 until now led by Abdul Rohim, S.Ag. The area of the school is 300 meter square.

MA Ma'arif 05 Rumbia have 3 classrooms, a library, a computer lab, a teacher's office, 1 TU's room, and a principal's office. It has also 2 student' toilets and 2 teacher' toilets. The MA Ma'arif 05 Rumbia has one department: social department. The schedule learning of school is beginning in 7:15 a.m. to 1:45 p.m. Except Friday; the schedule is beginning from 07:15 a.m. to 11:30 a.m.

The vision of the MA Ma'arif 05 Rumbia is "Achievement, Skilled and Faithful" and the mission is Carry out effective learning and guidance, so that students can develop and excel in knowledge, skills and attitudes appropriate potentials. Growing spirit of achievement intensive, the entire school community. Encourage and assist each student to recognize their potential and thereby can be optimally developed, good knowledge, skills

and attitude. Growing appreciation of the teachings of the religious affiliations and national culture so that it becomes a source of wisdom to act in accordance with the faith. Implementing participative management by involving the whole school community and the school committee.

2. Teacher and Staff Names

The teacher and staff names of MA Ma'arif 05 Rumbia in academic year of 2016/2017 can be identified as follows;

Table 3
The Teacher and Staff Names in MA Ma'arif 05 Rumbia

No.	Name	Position
1.	Abdul Rohim, S.Ag	Headmaster
2.	Agus Mulyanto, S.Pd	Teacher
3.	Sarjudin, S.Ag	Teacher
4.	Ummu Zainab , M.Pd.I	Teacher
5.	Muslim S,Pd	Teacher
6.	Muswati S.Pd	Teacher
7.	Dra. Siti Musyafaah	Teacher
8.	Bidayatul Amanah	Teacher
9.	Suhadi S.Ag	Teacher
10.	Binti Zakiyah, S.Pd.I	Teacher
11.	Jarwati, S.Pd	Teacher
12.	Daud Rais Abdillah, S.Pd	Teacher
13.	Muflihatul Ummah, A.Ma.Kom	Teacher
14.	Nurul Fatonah, S.Pd	Teacher
15.	Oki Salindra, S.Pd	Teacher

16.	Tina Umayasari, S.S	Teacher
17.	Margiati Retnoningsih, S.Pd	Teacher
18.	Imam Nasrudin, S.Pd	Teacher
19.	Tukhli Triyono, S.Pd	Teacher
20.	Mozarudin, S.Pd.I	Teacher
21.	Evant Wijaya Kusuma, S.Pd	Teacher
22.	Ninda Zuchridin, S.Pd	Teacher
23.	Uswatun Hasanah, S.Pd.I	Teacher
24.	Desiana Ratnasari S.Pd	Teacher
25.	Sulistiyawan, S.Sos	Teacher
26.	Sartika,A.Md.Ak	Teacher
27.	Ismail Hasan,S.Sy	Teacher
28.	Dewi Sulistiani,S.Pd	Teacher

B. Result of the Research

This research used action research approach. That has purpose to increase the activity and the study result of MA Ma'arif 05 Rumbia conducted in 2 cycles. The students result was gotten through test that was given to the students in the begin research and in the end of every cycle, while the activity data was gotten from the observation the learning activity was happened.

The researcher collaborated its research with English Teacher of eleven grade of students at the MA Ma'arif 05 Rumbia, she is Mrs. Tina Umayasari, S.S. Before implementation the treatment the researcher and the collaborator prepared the lesson plan.

This research concerned four steps in every cycle; they were planning, action, observation, and reflection. These were research finding of cycle 1 and cycle 2 by every step inside.

1. Cycle I

a. Planning

In this stage the researcher and the collaborator planned to give material about writing. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the media that used in learning writing, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Action

The action in the cycle 1 consisted of 3 meeting. The first meeting was used to pre-test. The second meeting was used to the action and the third meeting as the last meeting in the cycle 1 used to post-test1. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was conducted on Friday, October 6th 2017 for 2x45 minutes. This meeting was used as the pre-test before the

students were given action. The collaborator opened the class by greeting, praying, and checking attendance, and asking the students' condition. Then, the researcher gave pre-test to the students. The kind of test was writing test, the researcher gave a paragraph and the students determine the punctuation in paragraph writing based on the paragraph. The teacher gave 70 minutes to finish it.

The pre-test was done in 70 minutes to measure how far the mastery of the students' using punctuation mark in paragraph appropriating. The result of pre-test can be seen on table below:

Table 4
Frequency of Students' Pre-Test Score

No	Students' Name	Score	Target>75
1	A P K N	58	Failed
2	A M R	80	Completed
3	A S	50	Failed
4	A A S	66	Failed
5	A F	33	Failed
6	C H	66	Failed
7	D A P	66	Failed
8	D N S	75	Completed
9	D S	41	Failed
10	E S	83	Completed
11	E W	83	Completed
12	I R	33	Failed
13	I F	58	Failed
14	I M	75	Completed
15	K A	75	Completed
16	K R	50	Failed
17	M B P	60	Failed
18	M M	50	Failed
19	M A	40	Failed
20	N D	50	Failed
21	P S	55	Failed

22	R S	58	Failed
23	R K W	66	Failed
24	T W	58	Failed
25	V A	66	Failed
	Total	1498	
	Average	59,9	

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 83 and the lowest score is 33. The average score of pre-test is 59,9. From the table 4, we know that there were 19 students who got the score below the target (under the MSC) and 6 students got score above the MSC. So, based on the result of pre-test, it could be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

2) The Second Meeting

The second meeting was used as the implementation of the action in the cycle 1. The second meeting was conducted on Friday, October 13th 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher asked the students to mention kinds of punctuation. Then the students mention kinds of punctuation that they know. The researcher writes the kinds of punctuation that was mentioned by the students on the white board. After that, the researcher gave the example of each punctuation type included about paragraph writing. Then, the

researcher make a group or peer, a group consist of 2 persons. And then the teacher gives piece of paper to each student in a group. And then, the teacher gives them a time to discuss determine a punctuation in paragraph writing. In the end of meeting, the teacher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on Friday, October 20th 2017 for 2x45 minutes. This meeting used to post-test after the students given action. This meeting started by praying, greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. The kind of test is written test, the researcher gave a piece of paper, and then researcher gave time about 70 minutes to students and they should determine a punctuation mark in paragraph writing based on paragraph. In the post-test only 14 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

Table 5
Frequency of Students' Post-test 1 Score

No	Students' Name	Score	Target>75
1	A P K N	80	Completed
2	A M R	83	Completed
3	A S	60	Failed
4	A A S	81	Completed
5	A F	60	Failed
6	C H	70	Failed
7	D A P	80	Completed
8	D N S	78	Completed
9	D S	50	Failed
10	E S	85	Completed
11	E W	85	Completed
12	I R	43	Failed
13	I F	80	Completed
14	I M	80	Completed
15	K A	80	Completed
16	K R	60	Failed
17	M B P	65	Failed
18	M M	80	Completed
19	M A	80	Completed
20	N D	65	Failed
21	P S	70	Failed
22	R S	80	Completed
23	R K W	70	Failed
24	T W	80	Completed
25	V A	70	Failed
	Total	1692	
	Average	67,68	

c. Observation

At this stage the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation.

These are explanations from the points above:

1) Students' Activities

In observing, the researcher presented in one meeting in cycle 1 of teaching writing that relate with punctuation. In this time the researcher gave the material to the students but the students still faced some difficulties in learning writing and determine the punctuation mark based on paragraph writing.

The data of the students activity can be seen in the table belows:

Table 6
The Result of the Students' Activity in the Learning
Process of Cycle 1

No	Students' Activity	Frequency	Percentage
1	Paying attention to the teachers' explanation	10	40%
2	Able to study in each of their team	13	52%
3	Doing the Task	8	32%
4	Making note from the material	7	28%

The data above explained that the total of students who paid attention to the teacher explanation were 10 (40%). Students were be able to study in each of their team, they were only 13 students (52%) but there were 8 students (32%) still did the task given from the teacher. The poor activity was only 7 students (28%) were very lazy to make the note based on the material.

2) Teachers' Note

At this stage the researcher made a note of teacher activities as the collaborator. From the observation on cycle 1 in the beginning of learning before the researcher used the peer review technique, the teacher had prepared the lesson well but there were most of students' that still seemed confused of the lesson, most of students were not active in the learning process and they still did not fully understand the teacher explanation.

3) Evaluation

Evaluation was given in cycle 1 in pre-test in the beginning of the learning and in post-test was given at the end of the learning process. From the result of pre-test the researcher obtained the result: the highest score was 83 and the lowest score was 33. The average at the pre-test was 59,92. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 85 and the lowest score was 33. The average score of post-test 1 was 67,68.

d. Reflection

Based on the result of the first meeting, the researcher analyzes the difficulties in writing performance. In the second meeting, the students got many difficulties in master a punctuation and find a good work to determine punctuation based on paragraph. Other factor that is made it not effective the researcher could not explain the material well, the researcher could not make the class in good condition and the researcher

did not use the peer review technique correctly. In this meeting, there were many students felt bored in the class because the writing material not interesting enough.

With the end of cycle 1, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle 1 was still found in the deficiencies that occurred in the cycle 1. As for deficiencies in the first cycle, there were; while the researcher explained the materials, the researcher gave less attention to every student, the researcher was low in explain the material, so that students who were noisy and some students got failure in the test of cycle 1.

The reflection result can be inferred that:

- 1) The researcher should be more paying more attention to the students.
- 2) The researcher should monitor the students one by one while learning process.
- 3) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsive.

2. Cycle II

Because the result of cycle 1 is not successful, in the stage it is necesery to held the cycle II to improve the weakness the result of the cycle I. The step of cycle II as follow:

a. Planning

Based on the observation and reflection in cycle I, it showed the result of the learning activity is not reached minimum mastery criteria yet. So, researcher and collaborator try to evaluate it and arrange the planning for cycle II. In this meeting the researcher and collaborator would gave the writing material more interested than before. The researcher prepared the lesson plan, prepared the material, prepared the media that used in peer review technique, made observation sheet of the students' activity 2, teacher's activity 2, and try to identified the problems and found the cause of problems and try to overcome the problems.

b. Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was done on Friday, October, 27th 2017 for 2x45 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher gave peer review technique and writing material more interested in teaching and learning process. While teaching and learning process using peer review technique well and writing material more interested in the class to be more enthusiastic,

interest, and the students gave full attention to the teacher explanation, so, it can made the students interest in learning process, especially about punctuation.

Meanwhile, the researcher was explaining the material more clearly than before, and the researcher gave the example of paragraph and how to choose or determine a punctuation in paragraph writing. The next stage, the researcher gave the writing material more interested to the students, and then the researcher gave the chance to the students to discuss their paragraph. It made the students more active and interest with the lesson. Most of students could determine the punctuation in paragraph well.

The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2) The Second Meeting

The second meeting was conducted on Saturday, October, 28st 2017. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test to the students. In this meeting, most of the students could write a paragraph and can use the punctuations in paragraph that are includes; capital letter, the full stop, the comma, the colon, question mark, apostrophes, exclamation mark, and quotation mark. It can be seen from the result of post-test II.

Table 7
Frequency of Students' Post-test 2 Score

No	Students' Name	Score	Target>75
1	A P K N	85	Completed
2	A M R	90	Completed
3	A S	95	Completed
4	A A S	89	Completed
5	A F	88	Completed
6	C H	85	Completed
7	D A P	85	Completed
8	D N S	80	Completed
9	D S	65	Failed
10	E S	90	Completed
11	E W	90	Completed
12	I R	50	Failed
13	I F	87	Completed
14	I M	89	Completed
15	K A	85	Completed
16	K R	65	Failed
17	M B P	81	Completed
18	M M	85	Completed
19	M A	87	Completed
20	N D	90	Completed
21	P S	88	Completed
22	R S	87	Completed
23	R K W	90	Completed
24	T W	87	Completed
25	V A	85	Completed
	Total	2067	
	Average	82,7	

There are 22 of 25 students got score above the MSC
(Minimum Standard Criteria).

c. Observation

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students' activities, teachers' note, and observation on the result of the evaluation.

1) Students' Activities

Observation was done on the cycle II was almost similar with the observation of the cycle I. From the observation of the students' activities on cycle II, can be seen that gave an attention to the teachers' explanation 92%, able to study in each of their team 80%, active in working cooperatively to identify the characteristic of punctuation 100%, and practice make a paragraph writing and responsible toward their rule in team 80%.

Table 8

**The Result of the Students' Activity in the Learning
process of Cycle 2**

No	Students' Activity	Frequency	Percentage
1	Paying attention to the teachers' explanation	23	92%
2	Able to study in each of their team	20	80%
3	Doing the Task	25	100%
4	Making note from the material	20	80%

2) Teachers' Note

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could write

punctuation mark based on paragraph, most of the students were active during teaching learning process.

3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 95 and the lowest score was 50. The average score of post-test 2 was 82,65.

d. Reflection

Based on the end part of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, it can be seen that the teaching learning process was successful, because the students who got score under the Minimum Standard Criteria (MSC) only 3 students. It mean that the teaching learning process peer review technique as a technique have positive effect and peer review technique can improve the students' writing performance.

C. Discussion

The field notes, the observation sheet for students and teacher were very helpful in preparing learning implementation plan in the cycle 2. The important points can be found in the data collection method. Based on the result of the research, the researcher can show the mastery of punctuation during the research.

The researcher presents the comparison of the data in the cycle 1 and cycle 2, as follow:

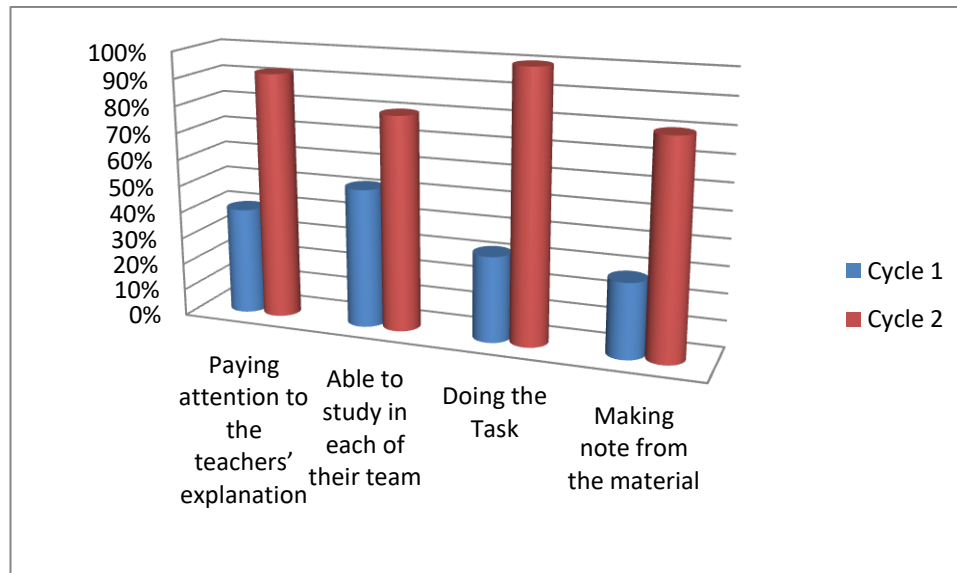
1. The result of the students' observation sheet

The reseracher approached the students' activities in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

Table 9
The Result of the Students' Activity in Cycle 1 and Cycle 2

No	Students' Activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1	Paying attention to the teachers' explanation	10	40%	23	92%	Increase
2	Able to study in each of their team	13	52%	20	80%	Increase
3	Doing the Task	8	32%	25	100%	Increase
4	Making note from the material	7	28%	20	80%	Increase
Average			38%		88%	Increase

Figure 1
Chart of the Students' Activities Result in Cycle 1 and Cycle 2



Based on the table and the chart above, the students' activities has got improvement from cycle 1 and cycle 2. The students' attention to the teacher explanation has increased from 10 students (40%) became 23 students (90%). Then there are only 13 students (52%) who are interested in studying inthe team has increased up to 20 students (80%). The students' activity in making note from the material has reached from 7 students (28%) to 20 students (80%). The most increasing reached out of all students (100%) from 8 students (32%) was in giving contribution in doing task.

In line with the explanation above, it can be concluded that the improvement of students activities in cycle 1 up to cycle 2 that was from 38% to 88% has reached the indicator of success namely 70% of students are active in the learning process. The increasing point was 50%.

2. Result of the Students' Learning

a. The Result of the Students' Learning in Cycle 1 and Cycle 2

The first using of peer review technique, the researcher found that the score of the post-test 1 was better than the pre-test and the score of the post-test 2 was better than post-test 1 . The score can be seen in the following table:

Tabel 10
The Result of the Students' Punctuation MasteryScore in Pre-Test, Post-Test 1, and Post Test 2

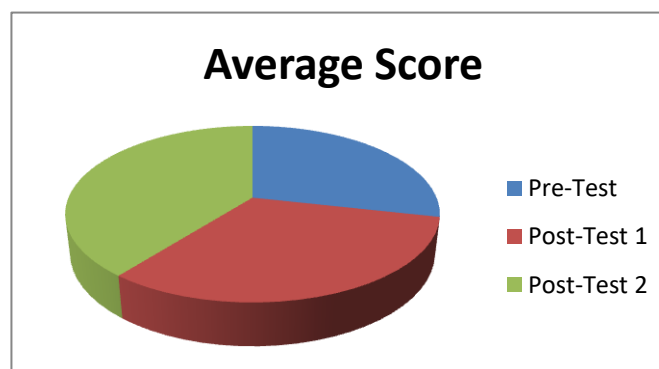
No	Students Name	Pre-Test	Cycle				Note
			Cycle 1		Cycle 2		
			Post-Test 1	Increasing Score	Post-test 2	Increasing Score	
1	A P K N	58	80	22	85	5	Increase
2	A M R	80	83	3	90	7	Increase
3	A S	50	60	10	95	35	Increase
4	A A S	66	81	15	89	8	Increase
5	A F	33	60	27	88	28	Increase
6	C H	66	70	4	85	15	Increase
7	D A P	66	80	14	85	5	Increase
8	D N S	75	78	3	80	2	Increase
9	D S	41	50	9	65	15	Increase
10	E S	83	85	2	90	5	Increase
11	E W	83	85	2	90	5	Increase
12	I R	33	43	10	50	7	Increase
13	I F	58	80	22	87	7	Increase
14	I M	75	80	5	89	9	Increase
15	K A	75	80	5	85	5	Increase
16	K R	50	60	10	65	5	Increase
17	M B P	60	65	5	81	16	Increase
18	M M	50	80	30	85	5	Increase
19	M A	40	80	40	87	7	Increase
20	N D	50	65	15	90	25	Increase
21	P S	55	70	15	88	18	Increase

22	R S	58	80	22	87	7	Increase
23	R K W	66	70	4	90	20	Increase
24	T W	58	80	22	87	7	Increase
25	V A	66	70	4	85	15	Increase
Total		1498	1692	320	2067	283	Increase
Average		59,9	67,68	12,8	82,7	11,3	Increase
The Highest Score		83	85		95		
The Lowest Score		33	43		50		

The data on the table above presented the increasing score of students punctuation mastery. It can be examined from the result of the students' score in pre-test. The average score was only 59,9 which were far from satisfying. But, after using peer review technique the score was increased good enough and increased 7,78 point.

The proof of the students' punctuation mastery in paragraph writing had an increase that can be examined from the result of the post-test 1 and post-test 2 where the average of the students' score in post-test 1 was 67,68 and the average of post-test 2 was 82,7. The score has increased 15,02 point. The increasing can be seen in the chart below:

Figure 2
Chart of the Students' Result in Pre-Test, Post-Test 1, Post-Test 2



Based on the chart above, it can be concluded that the using of peer review technique can increase the students' punctuation mastery in paragraph writing. It can be seen from the chart, there were significant increase of students' average score from the pre-test, post-test 1, and post-test 2. Most of the students were successfully reached out the Minimum Standard Criteria (MSC) namely 75. The average of students' score was increased from 59,9 to 67,68 and finally became 82,7. It can be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 88% in the last cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions from the basis of the result of the research and discussion elaborated in the previous chapter. They were concerned with the crucial activities of peer review technique and its strength in improving the students' punctuation mastery in paragraph writing. Meanwhile, the suggestions were centered on the actions to be done in following up the result of the research.

A. Conclusions

The conclusion of this research is that using peer review technique can improve the students' writing performance in punctuation mastery the eleventh graders at MA Ma'arif 05 Rumbia is successful because the success criteria used in this research was achieved well. It can be seen the result the students' score in every cycle.

The finding research showed that the average of students' score in pre-test was 59,9, the post-test 1 was 67,68 and the post-test 2 was 82,7. The percentage of students who success in the second cycle is 88 %. It is greater than 80 % which has been set by the researcher up in this study. It was clearly appeared that the score increased significantly from pre-test up to post-test 2. The increasing of the students' activities in learning process occurred in cycle 1 and cycle 2 which the achievement of students' activities in cycle 1 was 38% and in cycle 2 has increased up to 88%.

B. Suggestion

1. For the English Teacher

The English teachers should motivate the students to be more active in learning English by helping them to understand the uses and kinds of tenses. The English teachers are suggested to help the students to improve their ability by giving much exercise in writing and recommended to guide the students write the text in form of English. Teacher should always remember that only by practicing make the students' writing perfect.

2. For the Students

- a. The students should learn English actively particularly in punctuation, because punctuation is not only learnt in Senior High School but in campus.
- b. The students should spend their more time for writing activity to make them accustomed in writing.
- c. The students should never give up when they find something difficult especially in studying English. They have to be active to ask to their teacher.

3. For the Researcher

The next researcher can improve the result of this research by doing further implementation of peer review technique not only in writing but also in other skills namely speaking, listening and reading.

BIBLIOGRAPHY

- As Hornby, *Advance Learner's Dictionary*, Oxford University Press, 2002.
- Breuch , Lee-Ann Kastman, *Virtual Peer Review: Teaching and Learning about Writing in Online Environment*, State University: New York Press, 2004.
- Burns, Anne, *Collaborative Action research for English Language Teacher*, New York: Cambridge University Press, 1999.
- Graham, King, *Good Punctuation*, Britain: HarperCollinsPublisher, 2004.
- Johnson, Edward, *The Handbook of Good English*, New York: Facts on File, 1991.
- John K. Taylor, *Statistical Techniques for Data Analysis*, USA: Chapman, 2004
- Joy M. Reid, *The Process of Paragraph Writing*, USA: Prentice Hall Regents, 1992.
- Joyce Armstrong Carroll, *Acts of Teaching : How to Teach Writing*, Colorado : Teacher Ideas Press, 1993.
- Kathleen M. Hunzer, *Collaborative Learning and Writing : Essays Using Small Groups in Teaching English and Composition*, United States of America : McFarland & Company Publisher, 1969.
- Kirkman, John, *Punctuation Matters (Advice on punctuation for scientific and technical writing)*, London: Routledge, 2006.
- Marion Kelt, *The Publication Process*, (London : GCU, Imperial Collage, Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License).
- McNiff, Jean Whitehead, *Action Research: Principles and Practice*, London and New York, 2002.
- Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*, Arehbishop of York : Reported, 1938.
- Pearce Jon, Mulder Raoul, Baik Chi, *Involving Students in Peer Review*, The University of Melbourne: CSHE (Centre for the Study of Higher Education), 2009.
- Peter Spyns, Maria-Esther Vidal, *Scientific Peer Reviewing : Practical Hints and Best Practices*, New York : Switzerland, 2015.
- R.L Trask, *The Pinguin Guide to Punctuation*, England: Pinguin Group, 1997.

Richard Lauchman, *Punctuation at Work : Simple Principles for Achieving Clarity and Good Style*, USA : AMACOM, 2010.

Stephen Kemmis and Robin, *The Action Research Planner*, London: Springer, 2014.

Webster, *Random House Webster's College Dictionary*, New York: Random House, 1999.

APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MA Ma'arif 05 Rumbia
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Materi Pokok : Punctuation Mark
Alokasi Waktu : 2 x 45

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif dan punctuation mark, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap pengertian punctuation dan penggunaannya.
- 4.5 Menganalisis punctuation mark dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 4.6 Menyusun teks tulis naratif, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Menunjukkan rasa syukur dapat mengikuti pelajaran Bahasa Inggris
2. Menunjukkan sikap bersungguh-sungguh dalam belajar dan berperilaku santun dan peduli dalam belajar.
3. Komunikasi interpersonal dengan guru dan teman. Jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi.
4. Menjelaskan pengertian punctuation mark pada teks.
5. Menjelaskan macam-macam dan penggunaan punctuation mark pada teks tulisan.

D. TUJUAN PEMBELAJARAN

Siswa dapat menjelaskan pengertian, macam-macam dan penggunaan punctuation mark pada teks.

E. MATERI PEMBELAJARAN

1. Pengertian Punctuation Mark (Tanda Baca)

Punctuation is skilled hands a remarkably subtle system of signals, signs, symbols, and winks that keep readers on the smoothest road.

2. Macam-Macam Punctuation Mark

There are twelve mark of punctuation. They are :

- a. Capital letter
- b. Full stop
- c. Comma
- d. Colon
- e. Semicolon
- f. Question mark
- g. Apostrophes
- h. Hyphen
- i. Parentheses
- j. Bracket
- k. Exclamation mark
- l. Quotation mark

1. Capital Letters

Use a capital letter, sometimes called an upper-case letter, at the beginning of the first word to signal the beginning of a sentence.

The rules for using them are mostly very simple :

- 1) The first letter of word in a sentence, or of a fragment, begins with a capital letter:

Example: - The bumbling wizard Rincewind is Pratchett's most popular character.

- 2) The names of the days of the week, and of the months of the year, are written with a capital letter:

Example:

- Next Sunday France will hold a general election.
- Mozart was born on 27 January 1756.

- 3) The names of languages are always written with a capital letter. Be careful about this; it is a very common mistake.

Example:

- Juliet speaks English, French, Italian and Portuguese.
- I need to work on my Spanish irregular verbs.

2. The Period

The full stop (.), also called the period, presents few problems. The period is the stop sign of the punctuation word⁴¹. It is used:

- c) At the end of a sentence.

Example: Rara is cute.

- d) After an abbreviation.

Example: Mr. Rudi

3. Comma

Comma (,) is a punctuation mark, it has same shape as an apostrophe or single closing quotation mark in many typefaces it differs from them in being placed on the baseline of the text. It is used:

- e) To separate items (words, phrases, or clauses) in a series

⁴¹ Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*, p. 21

Example: The colors of our bag are red, white, and black.

- f) Do not use a comma if every item in the series is joined by a connector.

Example: He ate bacon and eggs and toast and jam for breakfast.

- g) To separate the items in an address or date.

Example: On July 4, 1776, the Declaration of Independence was signed in Philadelphia, Pennsylvania.

- h) To set off appositives.

Example: Pizza, an American food, is easy to prepare.

4. Colon

In addition, colons (:) is punctuation mark consisting of two equally sized dots centered on the same vertical line. It is used:

- To introduce a list at the end of a sentence.

Example: These animals live in the barn: the pig, the cow, and the horse.

- After the salutation (that is, the greeting) in a formal business letter.

Example: Dear Mr. Farmer :

F. METODE PEMBELAJARAN

Pendekatan : Diskusi

Metode : Peer Review Teknik

G. Media dan Sumber Belajar

Media : Whiteboard, Marker, Paper

Sumber : Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam(<i>greeting</i>) 2. Guru memeriksa kesiapan peserta didik belajar naik secara fisik maupun psikologis (berdoa, mengecek kehadiran siswa, dll) 3. Guru mengkondisikan suasana belajar yang menyenangkan. 4. Social chat: menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini. 5. Memberikan motivasi belajar. 6. Guru menjelaskan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	10 menit
Inti	<p>Mengamati</p> <p>Siswa melihat, mendengar dan menyimak guru yang menjelaskan tentang punctuation mark ketika sedang berada di dalam kelas.</p> <p>Menanyakan</p> <p>Siswa bertanya tentang pertanyaan yang berkaitan dengan materi punctuation mark dan dengan</p>	70 menit

	<p>bimbingan guru peserta didik bertanya tentang apa yang siswa belum mengerti.</p> <p>Mengumpulkan Informasi</p> <ol style="list-style-type: none"> 1. Siswa mencari dan membaca contoh teks dan punctuation mark. 2. Siswa menulis teks beserta tanda bacanya dengan benar. <p>Mengasosiasi</p> <p>Siswa menulis ulang teks yang belum ada tanda bacanya dan memberi tanda baca pada teks tersebut kemudian menukarkan tulisannya kepada teman sebelahnya.</p> <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru siswa dibagi kelompok secara berpasangan. 2. Siswa menukarkan hasil tulisan dengan pasangannya. 3. Setiap siswa mengoreksi dan memberi saran kepada kelompok atau pasangan yang menukarkan tulisannya tentang salah atau benar penulisan dan penempatan tanda baca pada teks tersebut. 	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru membuat rangkuman/kesimpulan pelajaran. 2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan yaitu dengan cara memberikan pertanyaan secara lisan. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit

I. Penilaian Hasil Pembelajaran

Teknik Penilaian : Test Tulisan

Bentuk Instrumen : Memberi tanda baca pada teks

Kisi-Kisi :

No	Indikator	Butir Instrumen
1	Peserta didik diminta untuk menulis ulang teks yang telah diberikan guru kemudian memberi tanda baca pada teks tersebut.	Lampiran soal dan lembar jawaban siswa
2	Peserta didik diminta untuk menukarkan hasil tulisannya kepada temannya.	Diskusi

Rubrik Penilaian

No	Nama Siswa	Ketepatan Penggunaan Tanda Baca	Nilai = Jumlah skor X 10

Rumbia, Oktober 2017

Guru Mata Pelajaran

The Researcher

Tina Umayasari, S.S
NIM. 197403042003161120

Sulis Setiawati
St.N 13108507

Mengetahui,
Kepala Sekolah MA Ma'arif 05 Rumbia

Abdul Rohim, S.Ag
NIM. 197403042003161018

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MA Ma'arif 05 Rumbia
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Materi Pokok : Punctuation Mark
Alokasi Waktu : 2 x 45

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif dan punctuation mark, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap pengertian punctuation dan penggunaannya.
- 4.5 Menganalisis punctuation mark dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 4.6 Menyusun teks tulis naratif, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Menunjukkan rasa syukur dapat mengikuti pelajaran Bahasa Inggris
2. Menunjukkan sikap bersungguh-sungguh dalam belajar dan berperilaku santun dan peduli dalam belajar.
3. Komunikasi interpersonal dengan guru dan teman. Jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi.
4. Menjelaskan pengertian punctuation mark pada teks.
5. Menjelaskan macam-macam dan penggunaan punctuation mark pada teks tulisan.

D. TUJUAN PEMBELAJARAN

Siswa dapat menjelaskan pengertian, macam-macam dan penggunaan punctuation mark pada teks tulisan yang berbentuk naratif teks.

E. MATERI PEMBELAJARAN

1. Apostrophes

Apostrophes (') is the punctuation mark used used to indicate the omission of a letter or number, also to form the possessive. It is used:

- To show possession or ownership.

Example: A mother's love is precious.

- Use an apostrophe (without s) to show possession.

Example: All the students' reports were excellent.

- To replace an omitted letter or letters.

Example: do not: don't

2. Question Mark

Question mark is the most visible marks in the world of punctuation.

Question mark (?) is punctuation mark that replaces the period at the end of an interrogative sentence.

It is used:

- After a direct question.

Example: Where are you going?

- Do not use a question mark after a reported question or an indirect question.

Example: He asked where the post office is.

3. Exclamation Mark

Exclamation Mark (!) is used:

- To indicate strong feelings or a raised voice in speech.

Example: "Stop!"

- Many interjections need an exclamation mark.

Example: “Hi! What’s new?”

- A non-question sentence beginning with “what” or “how” is often an exclamation and requires an exclamation mark.

Example: How pretty she looked in that dress!

- In very informal writing (personal letter or email), people sometimes use two or more exclamation marks together.

Example: Remember, don’t be late!!

4. Quotation Mark

Quotation Mark (“...”), (‘...’): Standard usage requires the so-called double mark (occasionally a writer will use single mark and then double marks) and single marks for a quotation within a quotation.

Example: Cats are so “cool!”

Quotation marks are used to set off the exact words said by someone.

Notice the difference between a direct and an indirect quotation:

c) Direct quotation: My doctor said, “You should worry more about taking antibiotics you don’t need than about not taking one at all.”

d) Indirect quotation: My doctor said that I should worry more about taking an antibiotic I don’t need than about not taking one at all.

In this research, the researcher only uses ten punctuations, they are period, apostrophe, colon, comma, hyphen, exclamation mark, question mark, quotation mark, semicolon, and parentheses.

F. METODE PEMBELAJARAN

Pendekatan : Diskusi

Metode : Peer Review Teknik

G. Media dan Sumber Belajar

Media : Whiteboard, Marker, Paper

Sumber : Noah Lukeman, *A Dash of Style : The Art and Mastery of Punctuation*

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam(<i>greeting</i>) 2. Guru memeriksa kesiapan peserta didik belajar naik secara fisik maupun psikologis (berdoa, mengecek kehadiran siswa, dll) 3. Guru mengkondisikan suasana belajar yang menyenangkan. 4. Social chat: menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini. 5. Memberikan motivasi belajar. 6. Guru menjelaskan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	10 menit
Inti	<p>Mengamati</p> <p>Siswa melihat, mendengar dan menyimak guru yang menjelaskan tentang punctuation mark ketika sedang berada di dalam kelas.</p> <p>Menanyakan</p> <p>Siswa bertanya tentang pertanyaan yang berkaitan dengan materi punctuation mark dan dengan</p>	70 menit

	<p>bimbingan guru peserta didik bertanya tentang apa yang siswa belum mengerti.</p> <p>Mengumpulkan Informasi</p> <ol style="list-style-type: none"> 1. Siswa mencari dan membaca contoh teks dan punctuation mark. 2. Siswa menulis teks beserta tanda bacanya dengan benar. <p>Mengasosiasi</p> <p>Siswa menulis ulang teks yang belum ada tanda bacanya dan memberi tanda baca pada teks tersebut kemudian menukarkan tulisannya kepada teman sebelahnya.</p> <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru siswa dibagi kelompok secara berpasangan. 2. Siswa menukarkan hasil tulisan dengan pasangannya. 3. Setiap siswa mengoreksi dan memberi saran kepada kelompok atau pasangan yang menukarkan tulisannya tentang salah atau benar penulisan dan penempatan tanda baca pada teks tersebut. 	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru membuat rangkuman/kesimpulan pelajaran. 2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan yaitu dengan cara memberikan pertanyaan secara lisan. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit

Rumbia, Oktober 2017

Guru Mata Pelajaran

The Researcher

Tina Umayasari, S.S

Sulis Setiawati
St.N 13108507

Answer Sheet of Pre-Test

Nama :

Kelas :

Hari/Tanggal :

Give the punctuation mark correctly!

The Fox and the Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps back the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally giving up, the fox turned up his nose and said "They are probably sour anyway." The fox proceeded to walk away.

GOOD LUCK !!!

Answer Sheet of Post-Test I

Nama :

Kelas :

Hari/Tanggal :

Give the punctuation mark correctly!

The Bear and The Two Friends

Once two friends were walking through the forest They knew that anything dangerous can happen to them at any time in the forest So they promised each other that they would remain united in any case of danger

Suddenly they saw a large bear approaching them. One of the friends at once climbed a nearby tree But the other one did not know how to climb So being led by his common sense, he lay down on the ground breathless pretending to be a dead man

The bear came near the man lying on the ground It smelt in his ears and slowly left the place Because the bears do not touch the dead creatures Now the friend on the tree came down and asked his friend on the ground Friend, what did the bear tell you into your ears The other friend replied, “The bear advised me not to believe a false friend”

GOOD LUCK !!!

Answer Sheet of Post-Test II

Nama :

Kelas :

Hari/Tanggal :

Give the punctuation mark correctly!

The Story of Toba Lake

One day while the man was do fishing he caught a big golden fish in his trap It was the biggest catch which he ever had in his life Surprisingly this fish turned into a beautiful princess He felt in love with her and proposed her to be his wife She said Yes but you have to promise not to tell anyone about the secret that I was once a fish otherwise there will be a huge disaster The man made the deal and they got married lived happily and had a daughter

Few years later this daughter would help bringing lunch to her father out in the fields One day his daughter was so hungry and she ate his father s lunch. Unfortunately he found out and got furious and shouted You damned daughter of a fish”. The daughter ran home and asked her mother The mother started crying felt sad that her husband had broke his promise.

GOOD LUCK !!!

Nama :

Kelas :

CYCLE I
Post-Test Instrument I of Punctuation

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Read the text before!**
 - 3. Give the punctuation mark in the paragraph bellow correctly!**
 - 4. You may not cheat with your friends!**
 - 5. Check your answer before submitting!**
-

The Bear and The Two Friends

Once two friends were walking through the forest They knew that anything dangerous can happen to them at any time in the forest So they promised each other that they would remain united in any case of danger

Suddenly they saw a large bear approaching them. One of the friends at once climbed a nearby tree But the other one did not know how to climb So being led by his common sense, he lay down on the ground breathless pretending to be a dead man

The bear came near the man lying on the ground It smelt in his ears and slowly left the place Because the bears do not touch the dead creatures Now the friend on the tree came down and asked his friend on the ground Friend, what did the bear tell you into your ears The other friend replied, “The bear advised me not to believe a false friend”

GOOD LUCK !!!

Nama :

Kelas :

CYCLE II
Post-Test Instrument II of Punctuation

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Read the text before!**
 - 3. Give the punctuation mark in the paragraph bellow correctly!**
 - 4. You may not cheat with your friends!**
 - 5. Check your answer before submitting!**
-

The Story of Toba Lake

One day while the man was do fishing he caught a big golden fish in his trap It was the biggest catch which he ever had in his life Surprisingly this fish turned into a beautiful princess He felt in love with her and proposed her to be his wife She said Yes but you have to promise not to tell anyone about the secret that I was once a fish otherwise there will be a huge disaster The man made the deal and they got married lived happily and had a daughter

Few years later this daughter would help bringing lunch to her father out in the fields One day his daughter was so hungry and she ate his father s lunch. Unfortunately he found out and got furious and shouted You damned daughter of a fish”. The daughter ran home and asked her mother The mother started crying felt sad that her husband had broke his promise.

GOOD LUCK !!!

Nama :

Kelas :

CYCLE I

Pre Test Instrument of Punctuation

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Read the text before!**
 - 3. Give the punctuation mark in the paragraph bellow correctly!**
 - 4. You may not cheat with your friends!**
 - 5. Check your answer before submitting!**
-

The Fox and the Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps back the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally giving up, the fox turned up his nose and said "They are probably sour anyway." The fox proceeded to walk away.

GOOD LUCK !!!

Answer Key :**Pre Test****The Fox and the Grapes**

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox. Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, “They are probably sour anyway.” The fox proceeded to walk away.

Post Test I**The Bear and The Two Friends**

Once two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bears do not touch the dead creatures. Now the friend on the tree came down and asked his friend on the ground, “Friend, what did the bear tell you into your ears?” The other friend replied, “The bear advised me not to believe a false friend.”

Post Test II

The Story of Toba Lake

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Observation Sheet of The Students' Activities in Cycle I

No	Name	Activity			
		1	2	3	4
1	Adila Puspita Kusuma Nur	✓	✓	✓	✓
2	Ahmad Muklis Rifai				
3	Alfandi Saputra				
4	Ani Afita Sari	✓	✓		
5	Ani Fatmawati	✓	✓	✓	✓
6	Chusnul Hidayah		✓		
7	Diah Aprilia Putri				
8	Dian Novita Sari	✓	✓	✓	✓
9	Dini Santika				
10	Edi Setiawan				
11	Eka Wulandari	✓	✓	✓	✓
12	Indah Rahmawati		✓		
13	Irfani				
14	Ismatul Mu'arofah	✓	✓	✓	✓
15	Khoirul Al Amin				
16	Kiki Royani		✓		
17	M. Bagas Permadi				
18	Mardiyatum Munasiroh				
19	Mega Ayunansari	✓	✓		
20	Nursakdiah	✓	✓	✓	✓

21	Putra Setiawan				
22	Risalatus Solikhah	✓	✓	✓	
23	Rizal Khoirun Warizin				
24	Tri Widodo				
25	Vera Antikasari	✓	✓	✓	✓
	Total	10	13	8	7
	Percentage (%)	40%	52%	32%	28%

NOTES :

Indicators of the students' activities that observed are :

1. Paying attention to the teachers' explanation
2. Able to study in each of their team
3. Doing the Task
4. Making note from the material

Direction :

- Give a tick (✓) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)

Researcher

TINA UMASARI, S.S

SULIS SETIAWATI
St. ID 13108507

Observation Sheet of The Students' Activities in Cycle II

No	Name	Activity			
		1	2	3	4
1	Adila Puspita Kusuma Nur	✓	✓	✓	✓
2	Ahmad Muklis Rifai		✓	✓	✓
3	Alfandi Saputra	✓		✓	
4	Ani Afita Sari	✓	✓	✓	✓
5	Ani Fatmawati	✓		✓	
6	Chusnul Hidayah	✓	✓	✓	✓
7	Diah Aprilia Putri	✓	✓	✓	✓
8	Dian Novita Sari	✓	✓	✓	✓
9	Dini Santika	✓	✓	✓	✓
10	Edi Setiawan			✓	
11	Eka Wulandari	✓	✓	✓	✓
12	Indah Rahmawati	✓		✓	
13	Irfani	✓	✓	✓	✓
14	Ismatul Mu'arofah	✓	✓	✓	✓
15	Khoirul Al Amin	✓		✓	
16	Kiki Royani	✓	✓	✓	✓
17	M. Bagas Permadi	✓	✓	✓	✓
18	Mardiyatum Munasiroh	✓	✓	✓	✓
19	Mega Ayunansari	✓	✓	✓	✓
20	Nursakdiah	✓	✓	✓	✓

21	Putra Setiawan	✓	✓	✓	✓
22	Risalatus Solikhah	✓	✓	✓	✓
23	Rizal Khoirun Warizin	✓	✓	✓	✓
24	Tri Widodo	✓	✓	✓	✓
25	Vera Antikasari	✓	✓	✓	✓
	Total	23	20	25	20
	Percentage (%)	92%	80%	100%	80%

NOTES :

Indicators of the students' activities that observed are :

1. Paying attention to the teachers' explanation
2. Able to study in each of their team
3. Doing the Task
4. Making note from the material

Direction :

- Give a tick (✓) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)

Researcher

TINA UMASARI, S.S

SULIS SETIAWATI
St. ID 13108507

OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting : 2

Day/Date : 13 oktober 2017

Researcher Activities	Good	Enough	Less
1. Pre-teaching			
a. Preparing the lesson plan	✓		
b. Preparing the peer review as a technique that will be used to learning process		✓	
c. Ability in opening the learning process	✓		
2. While teaching			
a. Informing the objective of learning		✓	
b. Explaining punctuation as a material uses peer review as a technique		✓	
c. Guide the students to follow the lesson		✓	
d. Motivate the students to ask	✓		
e. Giving exercise for the students and asking the students to read the direction before do the exercise	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Close the learning activity	✓		
Tick (✓) for each positive effect			

Collaborator (English Teacher)



TINA UMASARI, S.S

Researcher



SULIS SETIAWATI
St. ID 13108507

OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting : 4

Day/Date : 27 oktober 2017

Researcher Activities	Good	Enough	Less
1. Pre-teaching			
a. Preparing the lesson plan	✓		
b. Preparing the peer review as a technique that will be used to learning process		✓	
c. Ability in opening the learning process	✓		
2. While teaching			
a. Informing the objective of learning		✓	
b. Explaining punctuation as a material uses peer review as a technique	✓		
c. Guide the students to follow the lesson	✓		
d. Motivate the students to ask	✓		
e. Giving exercise for the students and asking the students to read the direction before do the exercise	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Close the learning activity	✓		
Tick (✓) for each positive effect			

Collaborator (English Teacher)


TINA UMASARI, S.S

Researcher


SULIS SETIAWATI
St. ID 13108507

ATTENDANCE LIST OF PRE TEST

Class : XI

Date : 6 oktober 2017

NO.	NAME	SIGNATURE
1	Adila Puspita Kusuma Nur	1.
2	Ahmad Muklis Rifai	2.
3	Alfandi Saputra	3.
4	Ani Afita Sari	4.
5	Ani Fatmawati	5.
6	Chusnul Hidayah	6.
7	Diah Aprilia Putri	7.
8	Dian Novita Sari	8.
9	Dini Santika	9.
10	Edi Setiawan	10.
11	Eka Wulandari	11.
12	Indah Rahmawati	12.
13	Irfani	13.
14	Ismatul Mu'arofah	14.
15	Khoirul Al Amin	15.
16	Kiki Royani	16.
17	M. Bagas Permadi	17.
18	Mardiyatum Munasiroh	18.
19	Mega Ayunansari	19.
20	Nursakdiah	20.
21	Putra Setiawan	21.
22	Risalatus Solikhah	22.
23	Rizal Khoirun Warizin	23.
24	Tri Widodo	24.
25	Vera Antikasari	25.

ATTENDANCE LIST OF POST TEST CYCLE 1

Class : X1


























Date : 26 oktober 2017

NO.	NAME	SIGNATURE
1	Adila Puspita Kusuma Nur	1. <i>Cant</i>
2	Ahmad Muklis Rifai	2. <i>af</i>
3	Alfandi Saputra	3. <i>Mub</i>
4	Ani Afita Sari	4. <i>Ang</i>
5	Ani Fatmawati	5. <i>Hand</i>
6	Chusnul Hidayah	6. <i>Rf</i>
7	Diah Aprilia Putri	7. <i>Ca</i>
8	Dian Novita Sari	8. <i>DF</i>
9	Dini Santika	9. <i>DF</i>
10	Edi Setiawan	10. <i>DF</i>
11	Eka Wulandari	11. <i>DF</i>
12	Indah Rahmawati	12. <i>DF</i>
13	Irfani	13. <i>DF</i>
14	Ismatul Mu'arofah	14. <i>DF</i>
15	Khoirul Al Amin	15. <i>DF</i>
16	Kiki Royani	16. <i>DF</i>
17	M. Bagas Permadi	17. <i>DF</i>
18	Mardiyatum Munasiroh	18. <i>DF</i>
19	Mega Ayunansari	19. <i>DF</i>
20	Nursakdiah	20. <i>DF</i>
21	Putra Setiawan	21. <i>DF</i>
22	Risalatus Solikhah	22. <i>DF</i>
23	Rizal Khoirun Warizin	23. <i>DF</i>
24	Tri Widodo	24. <i>DF</i>
25	Vera Antikasari	25. <i>DF</i>

ATTENDANCE LIST OF POST TEST CYCLE 2

Class : X1

Date : 28 Oktober 2017.

NO.	NAME	SIGNATURE
1	Adila Puspita Kusuma Nur	1. 
2	Ahmad Muklis Rifai	2. 
3	Alfandi Saputra	3. 
4	Ani Afita Sari	4. 
5	Ani Fatmawati	5. 
6	Chusnul Hidayah	6. 
7	Diah Aprilia Putri	7. 
8	Dian Novita Sari	8. 
9	Dini Santika	9. 
10	Edi Setiawan	10. 
11	Eka Wulandari	11. 
12	Indah Rahmawati	12. 
13	Irfani	13. 
14	Ismatul Mu'arofah	14. 
15	Khoirul Al Amin	15. 
16	Kiki Royani	16. 
17	M. Bagas Permadi	17. 
18	Mardiyatum Munasiroh	18. 
19	Mega Ayunansari	19. 
20	Nursakdiah	20. 
21	Putra Setiawan	21. 
22	Risalatus Solikhah	22. 
23	Rizal Khoirun Warizin	23. 
24	Tri Widodo	24. 
25	Vera Antikasari	25. 



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 415071 fax (0725) 47296 Website: www.metroains.ac.id e-mail: iain@metroains.ac.id

Nomor : P.0520/In.28/FTI/K/PP.00.9/04/2017
 Lamp : -
 Hal : **IZIN PRA SURVEY**

Kepada Yth.,

Kepala Ma Ma'arif 05 Rumbia

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Sulis Setiawati
 NPM : 13108507
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)
 Judul : The Use of Peer Review Technique to Improve Punctuation Mastery Among
 The Eleventh Graders at Ma Ma'arif 05 Rumbia Central Lampung

Untuk melakukan *PRA SURVEY* di Ma Ma'arif 05 Rumbia Central Lampung

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2017

Ketua Jurusan TBI



Ahmad Subhan Roza, M. Pd
 NIP. 19750610 200801 1014



**BADAN PELAKSANA PENYELENGGARA PENDIDIKAN
LEMBAGA PENDIDIKAN MA'ARIF NU
KABUPATEN LAMPUNG TENGAH
MA MA'ARIF 05 RUMBIA
NSM 131218020002 NPSN 10816281**

Jln. Simpang Ma'arif Rukti Basuki Kec. Rumbia Kab. Lampung Tengah 34157 tlp. 085279226022

Nomor : 145 / MA / LPM / IV / 2017

Prihal : Memberi Izin Pra Survey

Kepada Yth

Ketua Jurusan TBI IAIN Metro

Di-

Tempat

Assalamualaikum Wr. Wb.

Berdasarkan surat yang kami terima dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor P.0520/In.28/FTIK/PP.00.9/04/2017 Prihal Izin Pra Survey dengan ini kami memberi izin kepada mahasiswa :

Nama	: Sulis Setiawati
NPM	: 13108507
Jurusan	: Tarbiyah dan Ilmu Keguruan
Program Study	: Tadris Bahasa Inggris
Judul	: The Use of Peer Review Technique to Improve Punctuation Mastery Among The Eleventh Graders at MA MA'ARIF 05 Rumbia Center Lampung.

Untuk melakukan pra survey di MA Ma'arif 05 Rumbia.

Demikian balasan surat izin pra survey ini kami sampaikan, atas perhatiannya dihaturkan terimakasih.

Wassalamualaikum Wr. Wb.

Rumbia, 17 April 2017
Kepala Madrasah



ABDUL ROHIM, S.Ag

NIM_197403042003161018



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P. 1498/In.28/FTIK/PP.00.9/06/2017
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdr. Trisna Dinillah Harya, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Sulis Setiawati
 NPM : 13108507
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juni 2017

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Linggulyu Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah@metrouniv.ac.id

SURAT TUGAS

Nomor: 0201/In 28/D.1/TL 01/08/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
 menugaskan kepada saudara:


Nama : **SULIS SETIAWATI**
 NPM : 13108507
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF 05 RUMBIA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT MA MAARIF 05 RUMBIA CENTRAL LAMPUNG"
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di Metro
 Pada Tanggal 08 Agustus 2017

Mengetahui,
 Pejabat Setempat


ABDUL ROHIM, S.A.



Wakil Dekan I,


Dra. Isti Fatonah MA
 NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroainiv.ac.id e-mail: tarbiyah@ainq.metroainiv.ac.id

Nomor : 0202/In.28/D.1/TL.00/08/2017
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth
 KEPALA MADRASAH MA MAARIF
 05 RUMBIA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor 0201/In.28/D.1/TL.01/08/2017 tanggal 08 Agustus 2017 atas nama saudara:

Nama : **SULIS SETIAWATI**
 NPM : 13108507
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 05 RUMBIA dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT MA MAARIF 05 RUMBIA CENTRAL LAMPUNG"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**BADAN PELAKSANA PENYELENGGARA PENDIDIKAN
LEMBAGA PENDIDIKAN MA'ARIF NU
KABUPATEN LAMPUNG TENGAH
MA MA'ARIF 05 RUMBIA**

NSM 131218020002 NPSN 10813413

Jln. Simpang Ma'arif Rukti Basuki Kec. Rumbia Kab. Lampung Tengah 34157 tlp. 085279226022

SURAT KETERANGAN

Nomor : 162 / MA / LPM / XI / 2017

Saya yang bertanda tangan dibawah ini

Nama : ABDUL ROHIM,S.Ag
NIM : 197403042003161018
Jabatan : Kepala Madrasah

Menerangkan bahwa :

Nama : SULIS SETIAWATI
NPM : 13108507
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan observasi / survey di MA MA'ARIF 05 KECAMATAN RUMBIA KABUPATEN LAMPUNG TENGAH pada tanggal 03 - 31 Oktober 2017. Dengan judul : " **THE USE OF PEER REVIEW TECHNIQUE TO IMPROVE PUNCTUATION MASTERY AMONG THE ELEVENTH GRADERS AT MA MA'ARIF 05 RUMBIA CENTRAL LAMPUNG**".

Demikian surat keterangan ini saya buat, agar dapat dipergunakan sebagaimana mestinya.

Rumbia, 01 November 2017
Kepala Madrasah

ABDUL ROHIM, S.Ag
NIM. 197403042003161018

DOCUMENTATION OF ENGLISH LEARNING

The Firts Meeting

The teacher gave pre test for the students



OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting :

Day/Date :

Researcher Activities	Good	Enough	Less
1. Pre-teaching a. Preparing the lesson plan b. Preparing the peer review as a technique that will be used to learning process c. Ability in opening the learning process			
2. While teaching a. Informing the objective of learning b. Explaining punctuation as a material uses peer review as a technique c. Guide the students to follow the lesson d. Motivate the students to ask e. Giving exercise for the students and asking the students to read the direction before do the exercise			
3. Post-teaching a. Concluding the result of learning b. Close the learning activity			
Tick (√) for each positive effect			

Collaborator (English Teacher)

Researcher

TINA UMAYASARI, S.S

SULIS SETIAWATI
St. ID 13108507

The Second Meeting

The teacher gave the treatment for students



ATTENDANCE LIST OF PRE TEST

Class :

Date :

NO.	NAME	SIGNATURE
1	Adila Puspita Kusuma Nur	1.
2	Ahmad Muklis Rifai	2.
3	Alfandi Saputra	3.
4	Ani Afita Sari	4.
5	Ani Fatmawati	5.
6	Chusnul Hidayah	6.
7	Diah Aprilia Putri	7.
8	Dian Novita Sari	8.
9	Dini Santika	9.
10	Edi Setiawan	10.
11	Eka Wulandari	11.
12	Indah Rahmawati	12.
13	Irfani	13.
14	Ismatul Mu'arofah	14.
15	Khoirul Al Amin	15.
16	Kiki Royani	16.
17	M. Bagas Permadi	17.
18	Mardiyatum Munasiroh	18.
19	Mega Ayunansari	19.
20	Nursakdiah	20.
21	Putra Setiawan	21.
22	Risalatus Solikhah	22.
23	Rizal Khoirun Warizin	23.
24	Tri Widodo	24.
25	Vera Antikasari	25.

ATTENDANCE LIST OF POST TEST CYCLE 1

Class :

Date :

NO.	NAME	SIGNATURE
1	Adila Puspita Kusuma Nur	1.
2	Ahmad Muklis Rifai	2.
3	Alfandi Saputra	3.
4	Ani Afita Sari	4.
5	Ani Fatmawati	5.
6	Chusnul Hidayah	6.
7	Diah Aprilia Putri	7.
8	Dian Novita Sari	8.
9	Dini Santika	9.
10	Edi Setiawan	10.
11	Eka Wulandari	11.
12	Indah Rahmawati	12.
13	Irfani	13.
14	Ismatul Mu'arofah	14.
15	Khoirul Al Amin	15.
16	Kiki Royani	16.
17	M. Bagus Permadi	17.
18	Mardiyatum Munasiroh	18.
19	Mega Ayunansari	19.
20	Nursakdiah	20.
21	Putra Setiawan	21.
22	Risalatus Solikhah	22.
23	Rizal Khoirun Warizin	23.
24	Tri Widodo	24.
25	Vera Antikasari	25.

ATTENDANCE LIST OF POST TEST CYCLE 2

Class :

Date :

NO.	NAME	SIGNATURE
1	Adila Puspita Kusuma Nur	1.
2	Ahmad Muklis Rifai	2.
3	Alfandi Saputra	3.
4	Ani Afita Sari	4.
5	Ani Fatmawati	5.
6	Chusnul Hidayah	6.
7	Diah Aprilia Putri	7.
8	Dian Novita Sari	8.
9	Dini Santika	9.
10	Edi Setiawan	10.
11	Eka Wulandari	11.
12	Indah Rahmawati	12.
13	Irfani	13.
14	Ismatul Mu'arofah	14.
15	Khoirul Al Amin	15.
16	Kiki Royani	16.
17	M. Bagas Permadi	17.
18	Mardiyatum Munasiroh	18.
19	Mega Ayunansari	19.
20	Nursakdiah	20.
21	Putra Setiawan	21.
22	Risalatus Solikhah	22.
23	Rizal Khoirun Warizin	23.
24	Tri Widodo	24.
25	Vera Antikasari	25.

The Third Meeting

The teacher gave the post test 1



The Fourth Meeting

The teacher gave treatment more for the students



The Fifth Meeting

The teacher gave the post test II



CURRICULUM VITAE



The writer was born in Rumbia, Central Lampung, on January 23, 1995. She is the second child of the three children of happy couple, Mr. Komari and Mrs. Katmini.

The writer entered the Elementary school in SD N 3 Rukti Basuki 2003 and graduated in 2008. She continued the study in SMP N 1 Rumbia and graduated in 2010. Further she entered in MA Ma'arif 05 Rumbia and graduated in 2013. Then, she continued in State Institute for Islamic Studies of Metro.