

**AN UNDERGRADUATE THESIS**

**IMPROVING THE PUNCTUATION MASTERY IN A  
PARAGRAPH WRITING THROUGH PEER REVIEW  
TECHNIQUE THE ELEVENTH GRADERS OF SMAN  
1 BATANGHARI EAST LAMPUNG**

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



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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH DEPARTMENT**

**STATE ISLAMIC COLLEGE (STAIN)  
JURAI SIWO METRO  
1438 H/2017 M**

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**STATE ISLAMIC COLLEGE (STAIN)  
JURAI SIWO METRO  
1438 H/2017 M**

# **IMPROVING THE PUNCTUATION MASTERY IN A PARAGRAPH WRITING THROUGH PEER REVIEW TECHNIQUE THE ELEVENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG**

## **ABSTRACT**

**By: Muhammad Khoiri Furqon**

A great deal of this research to know improving the punctuation mastery in paragraph writing. Using peer review technique can be good alternative to make the students' better in writing punctuation mark. The primary goal of this research is to figure out the use of peer review technique to improve the first grade students' writing performance in punctuation at SMA Negeri 1 Batanghari. The use of peer review technique is the effort of the researcher to solve the problems of XI IPA 1 students in writing punctuation.

This research was classroom action research which takes two cycles. Each cycle of this study contains four steps. First step is planning the action; in this stage the researcher prepares the form of lesson plan. The second is implementing the action; researcher implements peer review technique based on lesson plan. Third is observing, the real English teacher acts observer and observes the classroom activities using peer review technique in the class. The last step is reflecting, the researcher evaluated the action and what should be revised for the next cycle.

Finally, the finding research showed that the average of students' score in pre-test was 62,15, the post-test 1 was 66,8 and the post-test 2 was 81,4. The percentage of students who success in second cycle is 85 %. It is higher than 75 % which has been set by the researcher up in this study. The conclusion of this research was using peer review technique to improve students' writing performance in punctuation at the first grade of SMA Negeri 1 Batanghari is successful because the success criteria used in this research was achieved well.

**IMPROVING THE PUNCTUATION MASTERY IN A PARAGRAPH  
WRITING THROUGH PEER REVIEW TECHNIQUE THE  
ELEVENTH GRADERS OF SMAN 1 BATANGHARI EAST  
LAMPUNG  
ABSTRAK**

**By: Muhammad Khoiri Furqon**

Tujuan utama penelitian ini adalah untuk mengetahui perkembangan capaian terhadap kemampuan tanda baca dalam paragraf. Penggunaan teknik peer review bisa menjadi alternatif agar kemampuan menulis tanda baca mereka menjadi lebih baik. Tujuan utama dari penelitian ini adalah untuk mengkaji penggunaan teknik peer review untuk meningkatkan kemampuan menulis tanda baca siswa kelas XI di SMA Negeri 1 Batanghari. Penggunaan teknik peer review adalah upaya peneliti untuk memecahkan masalah siswa kelas XI IPA 1 dalam menulis tanda baca.

Penelitian ini adalah penelitian tindakan kelas yang mana terdapat dua siklus. Setiap siklus dalam pembelajaran terdapat empat langkah. Langkah pertama adalah perencanaan tindakan, dalam langkah ini peneliti mempersiapkan Rencana Pelaksanaan Pembelajaran. Langkah kedua adalah melakukan tindakan, peneliti menerapkan teknik peer review sesuai dengan Rencana Pelaksanaan Pembelajaran. Langkah ketiga adalah observasi. Guru Bahasa Inggris di kelas XI sebagai pengamat dan mengamati aktifitas pembelajaran yang menggunakan teknik peer review. Langkah terakhir adalah refleksi, peneliti mengevaluasi tindakan yang telah dilakukan dan apa yang harus diperbaiki pada siklus selanjutnya.

Kesimpulannya adalah hasil penelitian ini menunjukkan bahwa nilai rata-rata dalam pre-tes adalah 62,15, post-test 1 66,8, dan post test 2 81,4. Persentase siswa yang sukses pada siklus 2 adalah 85%. Itu lebih baik daripada 70% yang telah ditentukan peneliti dalam penelitian ini. Kesimpulan dari penelitian ini adalah penggunaan teknik peer review untuk meningkatkan kemampuan menulis tanda baca didalam paragraf siswa kelas XI di SMA Negeri 1 Batanghari dapat dikatakan sukses karena kriteria sukses yang ditentukan dalam penelitian ini mendapatkan hasil yang baik.



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*Assalamu'alaikum Wr. Wb.*

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

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*Assalamu'alaikum Wr. Wb.*

Setelah kami mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang telah disusun oleh:

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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**APPROVAL PAGE**

The Title : IMPROVING THE PUNCTUATION MASTERY IN  
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### **RATIFICATION PAGE**

**No.**

**The undergraduated thesis entitled:** IMPROVING THE PUNCTUATION MASTERY IN A PARAGRAPH WRITING THROUGH PEER REVIEW TECHNIQUE THE ELEVENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG.

Written by Muhammad Khoiri Furqon, Student Number 1292637 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department on Monday, January 23<sup>rd</sup>, 2017.

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#### **STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

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Study Program : English Education Study Program (PBI)

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States that this undergraduated thesis is originality the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

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The Writer,

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, .....  
yang menyatakan

**Muhammad Khoiri Furqon**  
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**MOTTO**

... قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ  
وَالَّذِينَ لَا يَعْلَمُونَ  
إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ (٩)

...Say: "Are those equal, those who know and those who do not know?"

It is those who are endowed with understanding that receive admonition.

(QS: Azzumar : 9)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah SWT.,the Most Gracious, the Most Merciful, who has taught us with pen and has taught human being of what they do not know.
2. My beloved parents, Wiyono A.Ma.Pd. and Murayani., who always give support and guidance to be successful in my study, thank you very much for your endless love. I love you and you are spirit in my life.
3. My beloved young brother, M. Nurhuda, who always gives support for me. Thanks for your attention and kindness.
4. My guide lecturers, Dr. Mahrus As'ad, M.Ag, Ahmad Subhan Roza, M.Pd.
5. All of my beloved best friends in Damascus Class (Class D) who have given motivation and support to finish this undergraduate thesis.
6. The beloved people who have supported until the writer finished this undergraduate thesis that cannot be mentioned one by one.
7. My grateful Almamater State Islamic College of Jurai Siwo Metro.

## **ACKNOWLEDGMENT**

Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who has taught us with pen and has taught human beings of what they don't know. Allah has given His gift to the researcher that he could accomplish this Undergraduated Thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This Undergraduated Thesis entitles "Improving the Punctuation Mastery in a Paragraph Writing the Eleventh Graders of SMA Negeri 1 Batanghari East Lampung". The research would be conducted to the students of SMA Negeri 1 Batanghari.

The biggest gratitude would be addressed to Prof. Dr. Enizar, M.Ag as a leader of STAIN Jurai Siwo Metro, Dr. Hj. Akla, M.Pd as the leader of Tarbiyah Department, Ahmad Subhan Roza, M.Pd as the leader of English Education Study Program. His acknowledgments go to both of his advisor, Dr. Mahrus As'ad, M.Ag and Ahmad Subhan Roza, M.Pd. May Allah SWT gives them reward for supporting and guiding during the Undergraduated Thesis writing process. Her deepest gratitude goes to her family who strongly inspire.

Furthermore, the researcher also would like to express his inner thanks to the lecturers of English Education Study Program, the students of SMA Negeri 1 Batanghari, and also all friends of mine.

The last, Wise-man said "take what happen as a lesson". The researcher apologizes for all mistakes she have made in writing and presentation items.

Hopefully, this Undergraduated Thesis can be benefit to us and English language teaching.

Metro, Desember 2016

The researcher

Muhammad Khoiri Furqon  
St. Number 1292637

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Nowadays, English is studying as a foreign language in Indonesia. The first reason is Indonesian does not use English as a daily language. The second, English grammar, vocabulary, and pronunciation are different from Indonesian. These reasons make English difficult to be learn and memorize. English has been set by the government into the curriculum. It is stated in the Competence-Based Curriculum and the School-Based Curriculum (KTSP), the teaching and learning purpose of English as a Foreign Language (EFL) is to develop the students' skill in listening, reading, speaking, and writing. The students are expected to achieve competencies in understanding oral and writing texts and are able to express their thoughts and ideas either in oral or written form, especially in the form of narrative, recount, descriptive, procedure, and report texts.<sup>1</sup>

English is one of languages which is used widely. Moreover, English is the second or formal languages in many countries in the world included many countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures are written in English. That is why it is called an international language.

English has been widely used for international communication. It is used by all people in the world to communicate each other in knowledge,

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<sup>1</sup>Bambang Yudi Cahyono, *Techniques in Teaching EFL Writing*, (Malang: University of Malang Press, 2009), p.1.

science, and technology as well as education, business, transaction, and other activities in the world. Moreover, it is used by many people for the different purposes such as studying, travelling, getting job in certain country.

In certain countries, English is used as a second language which means it is spoken by the society as daily language. English also is used as a foreign language which means it becomes a compulsory subject in educational institutions.

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. In fact, mastering English language means acquiring four basic skills of language such as listening, speaking, reading, and writing skills. The skills are clusterly correlated, they could not be separated each other. In other words, they are the critical requirements for the students to communicate well in English.

One of the skills of language is writing. As a part of language skills, writing plays an important role for the success of language learning. In writing activity, we can write anything to improve our skill such as letter, poem, make a paragraph and the others. Accordingly, the students can open minded their ability in writing skill especially to learn English language.

Writing is one of important aspect in language learning. By writing, the students can share information and ideas in the written text.

Writing performance can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing ability is one of the important skills that should be mastered by the students, beside speaking, reading and listening. Based on the syllabus of curriculum writing is become one os standard that will be measured the ability. In English learning context in senior high school level, in every based competence the students are always demanded to bo able to arrange oral or written text.

However, writing is one of language skills which are important but the student assumed writing is most difficult activity in language learnng. The students' problems of the SMA NEGERI 1 BATANGHARI that are commonly faced in writing especially in paragraph writing, such as: the students' writing is not comprehensible, lack of English grammar understanding, and lack of writing practice. To know the students performance in narrative writing, I hold the pre-survey of the SMA Negeri 1 Batanghari which show in the table below:

**Table 1**



**The Pre-survey Data of Students' Punctuation Mastery at the Eleventh  
Grade of SMA Negeri 1 Batanghari**

No	Name	Result of writing	
		Score	Category
1	AB	42,5	Fail
2	AALS	42,5	Fail
3	AL	42,5	Fail
4	BP	45	Fail
5	CA	45	Fail
6	DAN	45	Fail
7	DYS	45	Fail
8	DPS	42,5	Fail
9	FRM	52,5	Fail
10	LM	42,5	Fail
11	MM	42,5	Fail
12	MDR	45	Fail
13	NMS	47,5	Fail
14	RH	50	Fail
15	RR	47,5	Fail
16	STR	42,5	Fail
17	SH	42,5	Fail
18	TS	42,5	Fail
19	YD	42,5	Fail
20	YP	45	Fail
<b>Total</b>		<b>892,5</b>	<b>--</b>
<b>Average</b>		<b>44,625</b>	<b>Fail</b>

**Table 2**

**The Pre-survey Data of Students' Punctuation Mastery at the Eleventh  
Grade of SMA Negeri 1 Batanghari**

SCORE	CRITERIA	TOTAL OF THE STUDENTS	PERSENTAGE
$\geq 75$	PASS	0	100%
$\leq 75$	FAIL	20	0%
<b>TOTAL</b>		<b>20</b>	<b>100%</b>

Based on the pre-survey data, I found that most of eleventh grade of SMA Negeri 1 Batanghari is categorized into low category. It can be seen

from score of 20 the students' less than 75 as the Minimum Standar Criteria (MSC).

Therefore, to overcome the problem above, I decided to conduct a research focusing on improving the punctuation mastery in paragraph writing through peer review technique to the students of SMA Negeri 1 Batanghari.

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 statements above, this study emphasizes on the IMPROVING THE PUNCTUATION MASTERY IN PARAGRAPH WRITING THROUGH PEER REVIEW TECHNIQUE THE ELEVENTH GRADERS OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG.

## **B. Problem Identification**

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

- a. Many students of SMA Negeri 1 Batanghari at the eleventh graders still have low writing ability.
- b. Many students of SMA Negeri 1 Batanghari at the eleventh graders in using punctuation in paragraph is low.
- c. Most of the students at the eleventh graders of SMA Negeri 1 Batanghari still lack structure knowledge and vocabulary.

## **C. Problem Limitation**

In order to get in conducting in this study, I limited the scope of the study only to improving the punctuation mastery in a paragraph writing through peer review technique at the eleventh graders of SMA Negeri 1 Batanghari.

#### **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 in paragraph writing?”

#### **E. Objective of The Study**

Generally, the objective of this research is to show that the use of peer review technique can improve the students’ writing in punctuation in paragraph writing at the elevent graders of the SMA Negeri 1 Batanghari.

#### **F. Benefits of the Study**

Hopefully, in this research paper will give contribution for:

##### **a. For the teacher**

The teachers can apply peer review technique in punctuation mastery especially in paragraph writing. 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 in paragraph writing.

##### **b. 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.

**c. For other researcher**

- 1) As additional knowledge about Writing in English language teaching as foreign language.
- 2) Information for further research with similar interest.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. The Concept of Writing

###### a. The Definiton of Writing

Etymologically, writing is a derived from the word 'write'. Writing is a process of expressing thoughts and feeling of thinking, and shaping of experiences.<sup>1</sup> In addition, writing is important for students to express their knowledge in the form of essay, paper, and job application.

Writing is a productive skill that must be taught in teaching and learning process. The real goal of language learning is communication. Teaching writing give special attention to the development on writing ability. Both teachers and students should realize that the powerful role of writing ability is important for their success in language learning.

The process of teaching a foreign language is complex one.<sup>2</sup> Learning alanguage is grammatical form. There are productive skills and receptive skills inlearning language that we should master. Many branches of language emerged from philosophy. Psychology is one of them. The development of psychology has

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<sup>1</sup>Walter T. Petty and Julie M. Jansen, *Developing Children's Language* (USA,1980), p. 3

<sup>2</sup>Ur Penny, *A course in language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 10.

made teaching and learning very effective and scientific.<sup>3</sup> Receptive skills are the ways in which people extract meaning from the discourse they see or hear. In addition, receptive skills are the ability to understand listening and reading while productive skills involve speaking and writing.

Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, refine their knowledge of the grammar, and develop their understanding of how things are best expressed and how well their message is understood.<sup>4</sup>

Learning to write foreign language is learning to put down at a greater speed than draw the conventional symbols of the writing symbols that represent the utterances that everyone has in mind.<sup>5</sup> Teacher's role in teaching will affect student's progress in writing. Teacher should implement an interesting technique in teaching and learning process, so they steadily have great enthusiastic and creativity to write and throw away their boredom or nervous when they are writing. It means that teachers also should characterize everything that is used in teaching and learning process, particularly in teaching writing both material and strategy.

These two things should be practical, interesting and creative.

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<sup>3</sup> Shri M.N. Patel, *English Language Teaching: Methods, Tools & Techniques*, (Jaipur: Sunrise Publishers & Distributors: 2008) p. 25

<sup>4</sup>John Little Andrew, *Writing Student's Book* (Cambridge: Cambridge University Press, 1996), 10.

<sup>5</sup>Robert Lado, *Language Teaching* (Bombay: MC Grow-Hill Publishing, 1964), 143.

## b. The Process of Writing

Writing has a process to achieve a good writing. McCrimmon states that there are three stages in the writing process; planning, drafting and revising.

### 1) Planning

Planning is any orderly procedure used to bring about a desired result. As the first stage in writing process, *planning is a series of strategies designed to find and produce information in writing.*<sup>6</sup>

Jacqueline and Patrick explain that “Planning is vital as a preliminary to good writing; so too is a sound basis for getting it down on paper”.<sup>7</sup>

Jeremy Harmer said that:

When planning, writers have to think about three main issues. In the first place they have to consider the **purpose** of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the **audience** they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the **content structure** of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.<sup>8</sup>

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<sup>6</sup> McCrimmon, *Op.cit.*11

<sup>7</sup> Jacqueline Connelly and Forsyth Patrick.2012.*Essay Writing Skills (Essential techniques to gain top grades)*.India : Replika press Pvt Ltd. P.54

<sup>8</sup> Jeremy Harmer, *How to Teach Writing*. England: Pearson Longman. ,2004. P.4

So that planning in the writing process is the essential one to get a good writing. Because we have to think about three main in the planning; purpose of we do writing, audience and the content of the structure.

## 2) Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, *drafting is a series of strategies designed to organize and develop a sustained piece of writing.*<sup>9</sup>.

It can be concluded that in the drafting process, we make a point of our information that will be written. In this process writer does not focus on the grammatical accuracy.

## 3) Revising

Revising is a procedure for improving or correcting work in progress. As the third and final stage in the writing process, *revising is a series of strategies designed to re-examine and re-evaluate the choice that have created a piece of writing.*<sup>10</sup>

Richards and Renandya state that “Revising is not merely checking for language errors (i.e., editing). It is done to improve

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<sup>9</sup> McCrimmon, *Loc.cit*

<sup>10</sup> *Ibid*, 11



global content and the organisation of ideas so that the writer's intent is made clearer to the reader".<sup>11</sup>

Revising aims to re-evaluate what we have written. In the revising includes evaluate the language errors and check the use of language which can be used globally and the content of our written in order the readers will be easy to get the meaning of the text that we have written. On the other hand our written will be a good written in many aspects when we do revising.

From the three processes of writing stated by McCrimmon, there is an editing process or stage which stated by Richards and Renandya. They said that "At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like".<sup>12</sup>

According to the writing process have been explained in the previous paragraphs, it can be concluded that there are four main processes in writing; planning is accessing the information about what will we write by paying attention to the purpose, audience,

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<sup>11</sup> Jack C Richards and Willy A Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, New York: Cambridge University Press, 2002. P 317

<sup>12</sup> *Ibid*, 318

and the content of structure. Drafting is making a point of what will be written. Revising is re-evaluating our language errors and the last process is editing. In this stage the writer checks the use of grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material in order the reader is easy to understand what the writer intends.

### c. The Concept of Paragraph Writing

There are so many expert that have different definitions for paragraph, but here the writer will take several definitions according to the experts as follows:

Barli Bram defines paragraph as “a group of sentences which contain relevant information about one main or central ideas.<sup>13</sup>According to Wishon and Burks paragraph is “a series of sentences that develops one topic. A paragraph can be as long or as short as necessary to develop the topic.”<sup>14</sup>

Paragraph writing is designed to help low-intermediate students analyze model paragraphs, find ideas for their writing, put their ideas into sentences, organize their sentences into paragraphs, review their paragraphs, and revise their paragraphs so that they become even stronger.<sup>15</sup> This process approach to writing will not

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<sup>13</sup>Barli Bram, *Write Well: Improving Writing Skills*, (Yogyakarta: Kanisius,1995) p.13

<sup>14</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, Litton Educational Publishing International, New York , 1980, p.369

<sup>15</sup>Dorothy E Zemach, Carlos Islam, *Paragraph Writing from Sentence to Paragraph*, (Spain: Macmillan, 1998).

only develop your students' paragraph writing skills, but will also encourage them to become independent and creative writers.

Writing about paragraph is a creative act in expressing ideas. The writers move the pen across the pages, creates, discovers, and forms meaning of words they wrote. According to some experts, writing is considered as solitary activity. It is because the writers have own way to produce the ideas. White states that the writers have highly varied ways of composing and any writing task involves a highly creative use of composing process. It means that the writers have freedom to explore their creativity. The writers can clarify its meaning gradually; experiment the early draft; try out ideas, organizations, and others to find the most effective ones.<sup>16</sup> Moreover, Wingard states that writing is a self-dependence activity. The writers can check and correct their composition.

However, there are some obstacles that make writing seems to be difficult. Sometimes, the writers have universal problem to put appropriate words on the page and revise them. Bazerman states that for that reason, the writers need to get more input.<sup>17</sup> The input can be taken from reading and feedback from the reader, because reading and writing are related.<sup>18</sup> The importance of

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<sup>16</sup>Charles Bazerman, *The Informed Writer, using sources in The Disciplines*, (Boston: Houghton Mifflin Company, 1985), Second Edition, 437.

<sup>17</sup>Ibid.,p. 437

<sup>18</sup>Wingard, Abbot .G Ed, *The Teaching of English as an International Language. A Practice Guide* (London: Collins, 1981), 102.

reading and writing is what the writers have read can be an example or model for their writing. The writers will get much information by reading. It needs to be added into their composition besides their own knowledge about the topic.

#### **d. The Types of Paragraph**

There are four types of paragraph : narrative, description, exposition, and argumentation.

According to Wishon, writing of paragraph used to tell or relate is called narrative; the form of writing used to describe is called description; the form of writing used to explain or interpret is called exposition; the form of writing used to persuade or argue is called argumentation.<sup>19</sup> There are four different types of writing as follows:

##### 1) Narrative

###### a) The Definition of Narrative

Narrative is the form of writing used to relate the story of act or events. Narrative place occurrences in time and tell what happened occurring to natural time sequence. Based on the quotation above, it can be inferred that narrative is a form of story that effort to tell about an event so the reader can see and feel what happened in that story.

Example:

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<sup>19</sup>George E. Wishon, *Let's write English*, (New York : Litton Education Publishing, , 1978), p. 68-69

A man and a woman sat talking on a bench in the late afternoon. The man was middle-aged and slender; his skin was dark; his eyes looked poetic. The woman was young, blonde, and graceful. Her dress was gray, with odd brown markings. She may have been beautiful; one found it difficult to notice anything except her eyes, which drew attention from everything else. The eyes were gray-green, long, and narrow. With an expression that defied analysis. One could only know that they were disquieting. Cleopatra, the queen of ancient Egypt, may have had such eyes.

“yes” said the woman. “I love you, God knows; but I cannot marry you; I cannot, and will not.”<sup>20</sup>

#### b) The Features of Narrative

There are three characteristics of Narrative : 1) Orientation,2) Complication,3) Resolution. According to Smalley, and Ruetten (1984) Narrative is text focusing some specific participants that have several structural features making different from other genres.

Narrative has social function that is to tell stories either in present which is called present narrative, past events which called past narrative and future which is called future narrative. To entertain the readers. And narrative text consists of the following structure : (1). Orientation tells about the introducing the participant and informing the time and the place. (2). Complication tells about rising crises which participants have to do with or among participants relationship in a process of social interaction.(3). Resolution showing the way of participant

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<sup>20</sup>*Ibid.p. 378*

to solve the crises, better or worse. And coda as additional.<sup>21</sup>

And there are language form of narrative. Using processes verb like tell, etc. Using temporal conjunction : chronological order and also using simple past tense and also another tense.

## 2) Description

### a) The Definition of Description

Description reproduces the way things look, smell, taste, feel, or sound; it is also evoke moods, such as happiness, loneliness, or fear. It may be used to describe more than the outward appearance of people it may tell about their trait of character or personality.

Example:

Tom's wife was a long termagant, fierce of temper, loud of tongue, strong of arm. Her voice was often heard in wordy warfare with her husband; and his face sometimes showed signs that their conflicts were not confined to words. Thus, Tom was a universal friend of the needy and acted like a "friend in need" that is he always exacted good pay and good security ...

When someone writes a descriptive writing, he or she expresses anything in his mind about certain object or event into word and sentences.

### b) The Features of Description

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<sup>21</sup> McGrath, Jane L, *Building Strategies for College Reading second edition*, (New Jersey: Prantice-Hall, 1995) p. 24

There are two classification about features of description, they are: 1) Generic Structure, 2) Language Features.

(1) Generic Structure

- General classification introduce the topic;
- Description provides details of the topic such as parts, quantites or qualities, characteristics

(2) Language Features

- Focus on specific participant
- Use of attributive and identifying process
- Use of simple present tense
- Frequent use of classifier in niminal group.<sup>22</sup>

3) Expositions

a) The Definition of Exposition

Exposition is used in giving information, making explanations. Moreover, interpreting meaning it includes editorial, essays, and informative and instructional material used in combination with narrative.

Example:

And every night, about midnight I termed the latch of his door and opened it –oh, so gently and then when I made and opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh you would have laughed to see how cunningly I thrust it in! I move it slowly, very, very slowly, so that I might not disturb the old man’s sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay on his bed...

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<sup>22</sup> Ibid, p. 26

## b) The Features of Exposition

An exposition includes particular language features. Aim to include some of these features in exposition:

### (1) Purpose

- (a) To persuade the readers that idea is important matter.
- (b) To persuade the readers or listeners that there is something that, certainly, needs to get attention.
- (c) To analyze a topic and to persuade the readers that this opinion is correct and supported by arguments.

### (2) Generic Structure

- (a) Thesis (introduction): introducing the topic and indicating the writer's position.
- (b) Arguments (body): explaining the arguments to support the writer's position.
- (c) Reiteration (conclusion): restating the writer's position.

### (3) Language Features

- (a) Using relational process: relationship between and among leaders, worker, followers, partners, co-workers, etc. People knowing and caring about people.



- (b) Using external conjunction: enhancing by linking to real world events (holocaust, the final solution, death trains)
- (c) Using internal conjunction: elaborating and itemizing steps in an argument (firstly, secondly, next, finally)
- (d) Using passive sentence
- (e) Using simple present tense: Bruno is quiet boy.<sup>23</sup>

#### 4) Argumentation

##### a) The Definition of Argumentation

Argumentation is used in persuading and convincing. It is closely related to expositions and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition. Study the following paragraph. They are exposition, but they use argumentation.

Example:

Moon tracking is a new science –sport, great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched. The game got under way in earnest. Then radio amateurs, photographer and observers in large numbers began to record the orbiting of artificial satellites.<sup>24</sup>

Moreover, Jack Baker et.al (2012) describe that the argumentative writing is a genre of writing that requires the

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<sup>23</sup> [Blogspot.com/2015/03/analytical-exposition-definition.html](http://Blogspot.com/2015/03/analytical-exposition-definition.html)

<sup>24</sup> *Ibid.* p. 383

student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on topic in a concise manner.<sup>25</sup>

Additionally, argument can serve private purpose. Through argument with others an individual can work through personal beliefs, values, commitments, and life choices. This, also called persuasive, is a writing type in which the writer can show their opinion or argumentation about certain topics and try to persuade the readers by their proof, data or examples. In this writing, the writers must clearly stand his position.

b) The Features of Argumentation

An argumentation include particular language features:

- (1) Describe the opinion that the reader believe
- (2) Require proof of fact for pictures/graphics, and others
- (3) Exploring the source of ideas from observation, experience, and research
- (4) Conclusion of the conclusion.

From the statement above, can conclude that there are four characteristics of argumentation. So, state this clearly so that the reader can easily to understood about the text or paragraph writing well.

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<sup>25</sup> Jack Baker, Allen Brizee, Elizabeth Angeli, 2012.  
<http://owl.english.edu/owl/resource/685/05/>

### e. The Characteristics of Paragraph

A paragraph consist of several sentences dealing with one topic. A text should always be broken up into paragraphs. If it is one long piece with no paragraphs, it will be very difficult to read. Each paragraph should be indented so that the reader is aware it start afresh.<sup>26</sup> In other hand, a paragraph is a group of sentences about single topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic.<sup>27</sup>

A paragraph has three basic parts:

**1) The topic sentence** is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.<sup>28</sup> As Kolin says that the topic sentence is the most important sentence in your paragraph. It helps you generate and control your information.<sup>29</sup>In conclusion, the topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is. In addition, the topic sentence is helpful guide to both the writer and the reader.

**2) The supporting sentences** are sentences that talk about or explain the topic sentence. They are more detailed ideas that

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<sup>26</sup>Marion Feild, *Improve Your Punctuation and Grammar*, (UK: howtobooks,2009)

<sup>27</sup> Dorothy E Zemach, Lissa A Rumisek, *Academic Writing of Paragraph to Essay*, (Spain: Macmillan, 1998),p. 11

<sup>28</sup> Ibid, p.11

<sup>29</sup> Philip C. Kolin,*Successfull Writing at Work*,9th ed. (Wadsworth, 2010)

follow the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

**3) The concluding sentence** is the last sentence of paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.<sup>30</sup> However, for single paragraphs, especially long ones it is helpful serves three purpose: to signal the end of the paragraph, to summarize the main points of the paragraph and to give the final comment on the topic and leave the reader with the most important ideas to think.

#### **f. The Mastery of Paragraph Writing**

Mastery means that “ expert skill or knowledge.”<sup>31</sup> Oxford dictionary states defines mastery as “ great knowledge about understanding of particular thing.” Students can development their written and good punctuation in paragraph writing.

Based on the opinion of Bloom, “The students will write a clear and effective essay on an assigned topic”.<sup>32</sup> And, Brown maintained that, “Writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to edit text for appropriate

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<sup>30</sup>Dorothy E Zemach, Lissa A Rumisek, *Academic Writing of Paragraph to Essay*, (Spain: Macmillan, 1998),p. 11

<sup>31</sup> Webster, *Random House Webster's College Dictionary* (New York: Random House, 1999),p.815.

<sup>32</sup> Bloom, Benjamin S., *Handbook on Formative and Summative Evaluation of Student Learning* (America:Library of Congress Catalog, 1971),. p.769

grammar, and how to produce a final product".<sup>33</sup> It shows that teaching the students to write is extremely different from teaching them to speak or teaching them to use grammar. It is clear that teaching writing is also teaching the students' to gather and organizes the ideas. And, the role of the teacher it to help the students in gathering and organizing their ideas.

Paragraph writing is a tool to develop student's general abilities in English. There are some reasons for bringing writing into a more control position in class room because the aspects in paragraph writing include the use of vocabulary, structure of sentences, grammar, spelling, and punctuation. These aspects are very important to master in order to able to write well.

## **2. The Concept of Punctuation**

### **a. The Definition of Punctuation**

Punctuation, according to Johnson, can be thought of as a means of indicating in writing the pauses and changes of tune that are used in speech to help communicate the meaning of sentences.<sup>34</sup> Punctuation marks are involved to structure and organize writing, that is the reason why the writers need to place punctuation correctly. Without punctuation, it is almost impossible, a writing can be understood by the readers.

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<sup>33</sup> Ibid.

<sup>34</sup> Johnson, Edward, *The Handbook of Good English*, (New York: Facts on File, 1991), p.

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 your work.<sup>35</sup> 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.

Many people have difficulties with punctuation. The problem of poor punctuation the readers makes difficult to read what has been written.<sup>36</sup> 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 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 what have been said. 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 jobs.<sup>37</sup> So, the punctuation mastery very influential in paragraph writing.

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<sup>35</sup> *Ibid*, p. 88

<sup>36</sup> R.L Trask, *The Pinguin Guide to Punctuation*, (England: Pinguin Group, 1997), p. 2

<sup>37</sup> *Ibid*, p.3

Space is a basic form of punctuation. It separates words, sentences, paragraphs, and larger units such as chapters. Historically, in medieval manuscripts and early books, sentences were separated by a variety of decorative devices. But with the advent of printing this labour-intensive practice was dropped in favour of plain space: small spaces between words, larger spaces between sentences, and fresh lines—sometimes indented—for paragraphs, as in this book.<sup>38</sup> Space is a component of sentence and paragraph.

#### **b. The Function of Punctuation in Paragraph Writing**

There are several functions of punctuation, according to Richard Lauchman there are two functions 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. (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 writers and readers need to understand it and pay attention to it.<sup>39</sup> Based on the statement above, the writer can conclude that emphasizing the students' understanding about punctuation can help them become masters of paragraph writing.

#### **c. The Kind and Use of Punctuation in Paragraph Writing**

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<sup>38</sup> Graham, King, *Good Punctuation*, (Britain: Harper Collins Publisher, 2004), p. 10

<sup>39</sup> Lauchman, Richard, *Punctuation at Work*, (New York: AMACOM, 2010), p. 17

Here the writer adds the explanation about kind punctuation and using punctuation that the punctuation in English can be said to be similar with punctuation in Indonesian. In order not to make doubt, here is the explanation about kind punctuation.

Based on this research, the writer focus on twelve mark 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 using 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 sentence.<sup>40</sup> But, according to R.L. Trask, Capital letters are not really an aspect of punctuation, but it is convenient to deal with them here. The rules for using them are mostly very simple.<sup>41</sup> It is used:

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

Example:

- (1) The **b**umbl**i**ng w**i**zard R**i**nce**w**ind is Pratchett's most popular character.

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<sup>40</sup> Kirkman, John, *Punctuation Matters* (Advice on punctuation for scientific and technical writing), (London: Routledge, 2006) p. 24

<sup>41</sup> Ibid, p. 73



(2) Will anyone now alive live to see a colony on the moon?

Probably not.

(3) 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:

(1) Next Sunday France will hold a general election.

(2) Mozart was born on 27 January 1756.

(3) 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's a very common mistake.

Example:

(1) Juliet speaks English, French, Italian and Portuguese.

(2) I need to work on my Spanish irregular verbs.

(3) Among the major languages of India are Hindi, Gujarati and Tamil.

(4) These days, few students study Latin and Greek.

2) The Full Stop

The full stop (.), also called the period, presents few problems.<sup>42</sup> Period is the punctuation mark commonly placed at the end of sentence. It is used:

- a) At the end of a sentence.

Example: Rina is beautiful.

- b) After an abbreviation.

Example: Mr. Gio

### 3) The Comma

The comma (,) is very frequently used and very frequently used wrongly. In fact, the rules of using commas are really rather simple, though complicated by the fact that the comma has four distinct uses. To begin with, forget anything you've ever been told about using a comma 'wherever you would pause', or anything of the sort; this well meaning advice is hopelessly misleading.<sup>43</sup> 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 that the listing comma, the joining comma, the gapping comma and bracketing commas.<sup>44</sup> Each use has its own

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<sup>42</sup> Ibid.,p. 5

<sup>43</sup> *Ibid*, p. 13

<sup>44</sup> R.L Trask, *The Pinguin Guide to Punctuation*, (England: Pinguin Group, 1997),p. 13

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 type faces. 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's really rather easy to use correctly, since it has only one

major use.<sup>45</sup> In other hand, Noah Lukeman said that, the colon is the magician of the punctuation world. It holds its audience in suspense, waits until just the right moment then viola: it pulls back the curtain to reveal the result.<sup>46</sup> 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:

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

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

- b) 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.<sup>47</sup> 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

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<sup>45</sup>*Ibid.*,p. 38

<sup>46</sup>*Ibid.*,p. 91

<sup>47</sup>*Ibid.*,p.41

“supercomma” or a “semiperiod” because its practical effect is to bring things to a near stop.<sup>48</sup> 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) A semicolon connects closely related independent statements or clauses where no conjunction is used.

Example: A man chooses; a slave obeys.

- b) 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 don't like to be eaten by them.

- c) 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 punctuation mark that replaces the period at the end of an interrogative sentence. It is used:

- a) After a direct question.

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<sup>48</sup> Lauchman, Richard, *Punctuation at Work Simple Principles for Achieving Clarity and Good Style*, (United State of America: Amacombooks, 2010), p.149

Example: Where are you going?

- b) 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 to indicate the omission of a letter or number, also to form the possessive. It is used:

- a) To show possession or ownership.

Example: A mother's love is precious.

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

Example: All the students' reports were excellent.

- c) 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 word. It is used:

- a) Use a hyphen with compound numbers.

Example: Forty- seven

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

Example: Sons-in-law

- c) To divide a word at the end of a typed or written line.<sup>49</sup>

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:

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

Example: “Stop!”

- b) Many interjections need an exclamation mark.

Example: “Hi! What’s new?”

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<sup>49</sup> Joy M. Reid, *The Process of Paragraph Writing* ( USA: Prentice Hall Regents, 1992), p.250-255.

- c) 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!

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

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!”

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

### 3. The Concept of Peer Review Technique

#### a. The Definition 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 work.<sup>50</sup> Kenneth Bruffee suggested in “Collaborative Learning and the ‘Conversation of Mankind’” 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 interaction.<sup>51</sup> Assigning virtual peer review is one way that instructors can accentuate writingclasses with technology. Here I propose an assignment model in which virtual peer review becomes a recurring activity in the writing classroom.<sup>52</sup>

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.

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<sup>50</sup> Breuch , Lee-Ann Kastman, *Virtual Peer Review: Teaching and Learning about Writing in Online Environment*, (State University: New York Press, 2004), p. 149

<sup>51</sup>*Ibid.*, p. 7

<sup>52</sup>*Ibid.*, p. 129

### **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.
- 2) Peer review involves students giving and receiving feedback on each other's work.
- 3) Peer review comes in various forms and has broad application.
- 4) 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 projects.<sup>53</sup> 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 Use of Peer Review Technique to Improve Paragraph Writing Mastery**

Most of the difficulties discussed in the literature relate to peer grading of student work and to the assessment concerns of

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<sup>53</sup> 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

validity, reliability, bias and fairness. The peer-review process can to improve paragraph writing mastery of the students. Because, implementing students peer review is related to students perceptions and attiitudes about the peer review process. Thisi is the use of peer review to improve paragraph writing 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' work.<sup>54</sup> From statement above the writer can conclude that the use of peer review can increase the paragraph writing mastery of the students, because the students' can explore their knowledge to others students' or teachers.

#### **d. The Procedures of Peer Review Technique**

A peer review may consist of two or more persons, but generally, there are two roles in peer review : that of the writer, and that of the reviewer.

The role of the person whose writing is being reviewed is that of the writer. During the peer review, the author may be

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<sup>54</sup> Ibid.,p. 4-5

asked questions by the reviewer. The writer might take the opportunity to discuss ideas for revision with the reviewer.

The role of the person or persons reading the paper is that of the reviewer. And then, 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. 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. 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 experience.<sup>55</sup>

Approaching roles positively in a peer review is key to good peer review experience.

#### **e. 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

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<sup>55</sup>*Ibid.*, p. 150

purpose, and adequate support. Peer review is often conducted in the workplace among technical writers.

So, the steps of peer review are :

- 1) peer review can be conducted in pairs student groups.
- 2) The writer give the paper or worksheet to the pair students' and then, they can analyze the each student exchanges her paper with her partner.
- 3) 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.
- 4) And then, reviewers should be prepared to provide positive comments that help the student improve his or her writing.
- 5) The researcher encourage peer reviews to be an opportunity for active dialogue.<sup>56</sup>
- 6) The review process requires students to analyse, review, clarify and sometimes correct each others' work. This can help to clarify and reinforce the reviewers' knowledge and understanding of the area and encourages the development of advanced critical thinking and higher-order cognitive skill.<sup>57</sup>

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<sup>56</sup> Ibid.,p. 149-151

<sup>57</sup> Ibid.,p. 4

In conclusion, peer review technique can be the good method for learning process especially for paragraph writing.

## **B. Hypotheses**

In line with the considerations and assumption the researcher formulates the hypothesis “Using Peer Review Technique the students will be able to improve their writing ability at the eleventh graders of SMA Negeri 1 Batanghari East Lampung”.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting**

This research is the classroom action research type, and the was conducted inthe eleventh graders of the SMA Negeri 1 Batanghari on the first semester, which is located Jl. Kaptan Harun 47 Nampirejo Kec. Batanghari. This class consist of 20 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 the SMA Negeri 1 Batanghari. They are twenty students of class XI IPA of the SMA Negeri 1 Batanghari. The researcher chosen the students' of class XI IPA after getting information from the teacher that the class have difficult in writing, especially the lowest punctuation in paragraph writing.

#### **C. Object of the Study**

The object of this study is to the students' improvement the punctuation in paragraph. The collaborator of this research is the Engilsh teacher of the eleventh graders of the SMA Negeri 1 Batanghari. His name is Mr. Chandra Jaya, S.Pd. The researcher will show how to improve the students' of paragraph writing.

#### **D. Classroom Action Research (CAR)**

According to Suharsimi Arikunto, action research is a precision about teaching and learning process in action that is intentionally carried

out in the classroom.<sup>1</sup> McNiff said that action research is a name given to particular way of researching us own learning.<sup>2</sup> It means that the teacher gives an action or instruction in order that the students follow it.

Classroom action research must concern with the effort of teacher in learning process. Here is the step of classroom action research design:

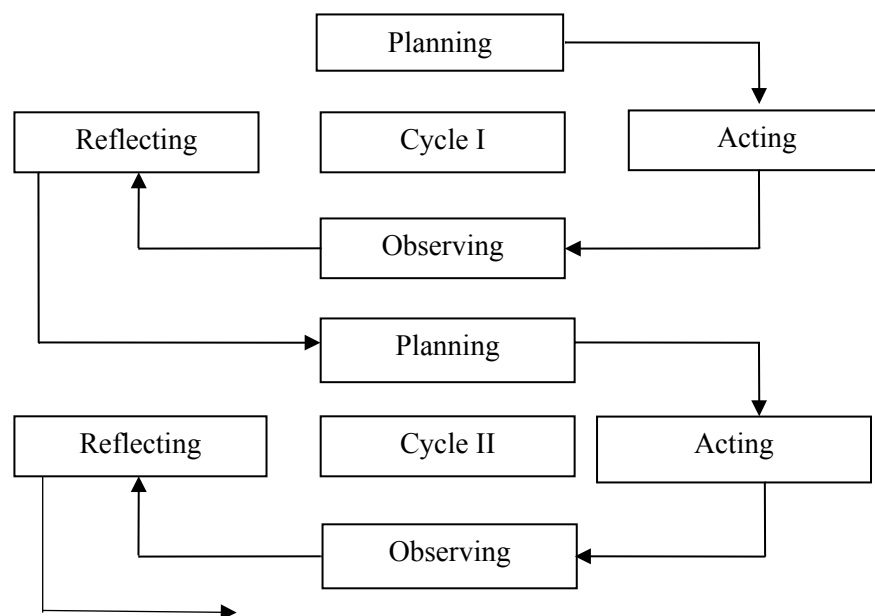


Figure 1. Sequence of Action-Reflection Cycle

Classroom Action Research (CAR) cycles are :

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

#### a. Cycle I

##### 1) Planning

<sup>1</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007 p.3

<sup>2</sup>McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (London and New York, 2002), Second Edition, P. 15



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

- a) The researcher found and solved the problem with the best solution.
- b) The researcher makes and prepare the lesson plan, such as: material, media, place, and time.
- c) The researcher found the good sources to teaching and learning activity.
- d) The researcher prepares the method.
- e) The researcher given assignment and evaluation.

## **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 greet together.
  - (2) The researcher checks the attendance list.
  - (3) The researcher asks the students condition.
  - (4) The researcher chooses the appropriate with the material going to be taught.
- b) While Teaching
  - (1) The teacher divides group of students.
  - (2) The students discuss the paragraph with the group.

- (3) The students write the whole paragraph using their own words individually. It make students are easier to discuss and share information to their friends in the group.
- (4) The researcher and collaborator give the scoring to the students.
- (5) The researcher asks the students are there difficulties in determine the punctuation in paragraph.

c) Post Teaching

- (1) The researcher summarizes the material of learning.
- (2) The researcher and the collaborator give motivation to the students.
- (3) The researcher closes the meeting.
- (4) The researcher greets 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 the students about 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 the weakness of the action that the writer and teacher have done. The writer decides that the next cycle will be 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 of the writer will not focus. Here are the steps that the writer preapares makes in planning:

- a) The researcher found and solved the problem with the best solution.
- b) The researcher makes and prepares the lesson plan, such as: material, media, place, and time.
- c) The researcher prepares good sources for teaching and learning activity.
- d) The researcher prepares the method of teaching.
- e) The researcher gives an assignment and evaluation.

### **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 greet together.
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- (1) The teacher divides group of students.
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- (4) The researcher and collaborator give the scoring to the students.
- (5) The researcher asks the students are there difficulties in determine the punctuation in paragraph.

c) Post Teaching

- (1) The researcher summarizes the material of learning.
- (2) The researcher and the collaborator gives motivation to the students.

(3) The researcher closes the meeting.

(4) The researcher greets to the students.

### **3) Observing**

Observation is carried out 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 paragraph 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 and the second cycle is enough or needs 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 a series of questions or statement to measure skill, knowledge, intelligence, ability of the individual or group.<sup>3</sup> The

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<sup>3</sup>*Ibid*, p.105

materials in pre-test and post-test are different but have same difficulties.

The test is divided into two parts as follows:

a. Pre-test

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

b. Post-test

The post-test is carried out in the end of the class. This treatment had accomplished in the last meeting, after doing treatments have 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 given after the treatment to know the influence of the jigsaw technique whether it is able to increase the students' writing performance.

## 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 they think they occur.<sup>4</sup>

The researcher applies this method to get the students' activities like students' comprehend in answering the question,

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<sup>4</sup> Burns, Anne, *collaborative Action*, p. 80

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 information<sup>5</sup>.

### F. Data Analysis method.

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

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 Students<sup>6</sup>

Furthermore, to know the result of the treatment 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.

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<sup>5</sup>*Ibid* p. 119

<sup>6</sup>Burhan, Nurgiyanto, Gunawan and Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

### **G. Indicators of Success**

In order to know that the peer review technique can be used to improve punctuation mastery in paragraph writing, the researcher will determine the indicators of success of the research. The indicators of success includes the mastery of punctuation ; capital letter, the full stop, the comma, the colon, the semicolon, question mark, apostrophes, the hyphen, parentheses, bracket, exclamation mark, and quotation mark. The treatment will be success if 80% of the students get the minimum score 75 in paragraph writing and the treatment can improve the students' punctuation mastery in those respect of learning paragraph writing, with the minimum mastery criteria (KKM) of 75.



## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. The Profile of the Research Setting**

##### **1. The History of the SMA Negeri 1 Batanghari**

The SMA Negeri 1 Batanghari established in 1993. It is located at Jl. Kapten Harun, Nampi Rejo village, Batanghari, East Lampung. The first headmaster was Drs. Abdullah Makmur H.A in 1993 to 1997. Then from 1997 to 2000, led by Drs. Jahidin Husein, from 2000 to 2004, by Drs. Slamet Sudianto, from 2004 to 2012, led by Drs. Ketut Sutarta, from 2012 to 2013, led by Siman Ragil, S.Pd., from 2013 through 2014, led by Drs. I Nengah Surata, and then in 2014 led by Drs. Budi Rahayu, MM, and from 2014 up to now led by Suropto, S. Pd. The area of the school is 15.080 meter square.

SMA Negeri 1 Batanghari have 19 classrooms, a chemistry lab, a library, a physics lab, a computer lab, a teacher's office, 1 TU's room, and a principal's office. It has also 12 student toilets and 4 teacher toilets. The SMA Negeri 1 Batanghari has two departments: science and social departments. 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 SMA Negeri 1 Batanghari 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.

## **B. Result of the Research**

This research used action research approach. That has purpose to increase the activity and the study result of Senior High School 1 Batanghari 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 seventh grade of students at the SMA N 1 Batanghari, he is Mr. Chandra Jaya, S.Pd. Before implementation the treatment the researcher and the collaborator prepared the lesson plan. One cycle in the research accomplish in three meeting (2x45minutes).

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 Wednesday, November 2<sup>nd</sup> 2016 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 3**  
**Frequency of Students' Pre-Test Score**

No	Students' Name	Score	Target>75
1	AB	58	Failed
2	AALS	83	Completed
3	AL	50	Failed
4	BP	66	Failed
5	CA	33	Failed
6	DAN	66	Failed
7	DYS	66	Failed
8	DPS	75	Completed
9	FRM	41	Failed
10	LM	83	Completed
11	MM	83	Completed
12	MDR	33	Failed
13	NMS	58	Failed
14	RH	75	Completed
15	RR	75	Completed
16	STR	50	Failed
17	SH	58	Failed
18	TS	66	Failed
19	YD	58	Failed
20	YP	66	Failed
	Total	1243	
	Average	62,15	

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 62,15. From the table 3, we know that there were 14 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 Thursday, November 3<sup>rd</sup> 2016 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 Wednesday, November 8<sup>th</sup> 2016 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 10 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

**Table 4**  
**Frequency of Students' Post-test 1 Score**

No	Students' Name	Score	Target>75
1	AB	66	Fail
2	AALS	83	Complete
3	AL	66	Fail
4	BP	75	Complete
5	CA	33	Fail
6	DAN	75	Complete
7	DYS	75	Complete
8	DPS	83	Complete

9	FRM	50	Fail
10	LM	83	Complete
11	MM	66	Fail
12	MDR	41	Fail
13	NMS	66	Fail
14	RH	75	Complete
15	RR	83	Complete
16	STR	50	Fail
17	SH	66	Fail
18	TS	75	Complete
19	YD	50	Fail
20	YP	75	Complete
	Total	1336	
	Average	66,8	

### 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 5****The Result of the Students' Activity in the Learning Process of Cycle 1**

<b>No</b>	<b>Students' Activity</b>	<b>Frequency</b>	<b>Percentage</b>
1	Paying attention to the teachers' explanation	10	50%
2	Able to study in each of their team	13	65%
3	Doing the Task	8	40%
4	Making note from the material	5	25%

The data above explained that the total of students who paid attention to the teacher explanation were 10 (50%). Students were be able to study in each of their team, they were only 13 students (65%) but there were 8 students (40%) still did the task given from the teacher. The poor activity was only 5 students (25%) 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 62,15. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 83 and the lowest score was 33. The average score of post-test 1 was 66,8.

#### 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 didn't 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 necessary to hold 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 give 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 identify 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 Tuesday, November, 10<sup>th</sup> 2016 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 November, 16<sup>th</sup> 2016. 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, the semicolon, question mark, apostrophes, the hyphen, parentheses, bracket, exclamation mark, and quotation mark. It can be seen from the result of post-test II.

**Table 6**  
**Frequency of Students' Post-test 2 Score**

No	Students' Name	Score	Target>75
1	AB	75	Complete
2	AALS	100	Complete
3	AL	83	Complete
4	BP	91	Complete
5	CA	41	Fail
6	DAN	91	Complete
7	DYS	91	Complete
8	DPS	100	Complete
9	FRM	66	Fail
10	LM	100	Complete
11	MM	75	Complete
12	MDR	50	Fail
13	NMS	75	Complete

14	RH	83	Complete
15	RR	100	Complete
16	STR	75	Complete
17	SH	75	Complete
18	TS	91	Complete
19	YD	75	Complete
20	YP	91	Complete
	Total	1628	
	Average	81,4	

There are 17 of 20 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 90%, 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 7**

**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	18	90%
2	Able to study in each of their team	16	80%
3	Doing the Task	20	100%
4	Making note from the material	16	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 100 and the lowest score was 41. The average score of post-test 2 was 81,4.

d. Reflection

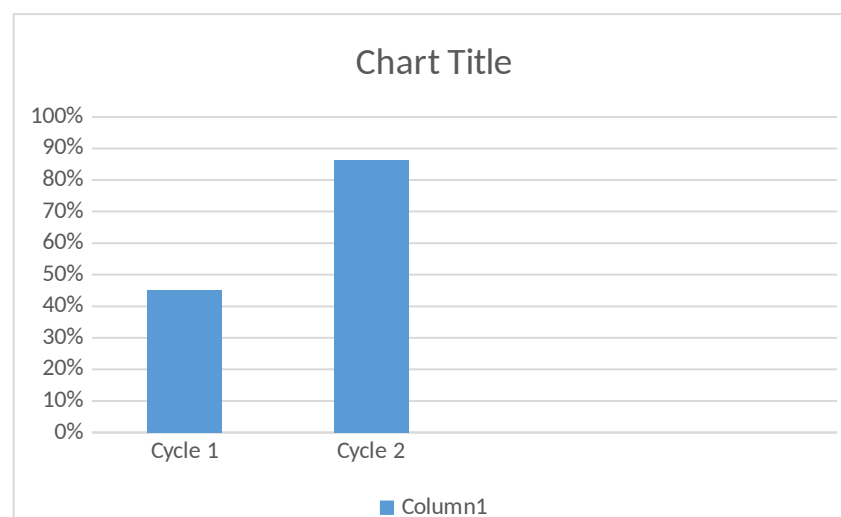
Based on the end part of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, it 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.

**Figure 2**  
**The Result of the Punctuation Mastery during the Research**  
**in Cycle 1 and Cycle 2**



Based on the chart above, it can be concluded that from 20 students' can determine the capital letter, the full stop, and the comma. And then, the most of students' less parentheses and bracket.

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

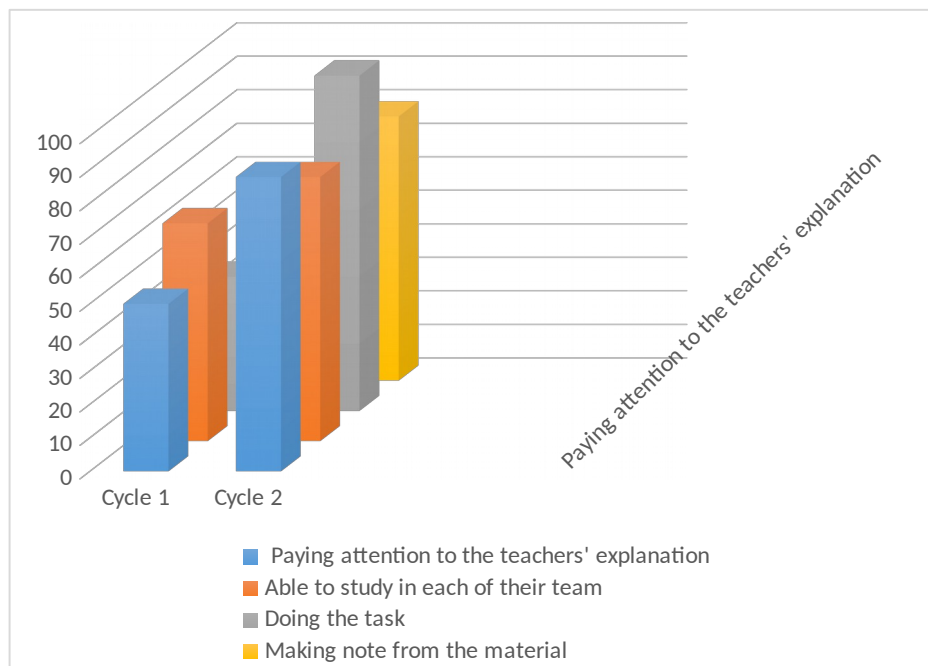
The reseracher approached the students' activities in the learning process by using observation sheet.the comparison of two activities can be seen in the table below:

**Table 8**  
**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	50%	18	90%	Increase
2	Able to study in each of their team	13	65%	16	80%	Increase
3	Doing the Task	8	40%	20	100%	Increase
4	Making note from the material	5	25%	16	80%	Increase
<b>Average</b>			<b>45%</b>		<b>86,35%</b>	<b>Increase</b>



**Figure 3**  
**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 (50%) became 18 students (90%). Then there are only 13 students (65%) who are interested in studying in the team has increased up to 16 students (80%). The students' activity in making note from the material has reached from 5 students (25%) to 16 students (80%).

The most increasing reached out of all students (100%) from 8 students (40%) 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 45% to 86,35% has reached the indicator of success namely 70% of students are active in the learning process. The increasing point was 41,35%.

## **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:

**Table 8**  
**The Result of the Students' Punctuation Mastery Score in Pre-Test,**  
**Post-Test 1, and Post Test 2**

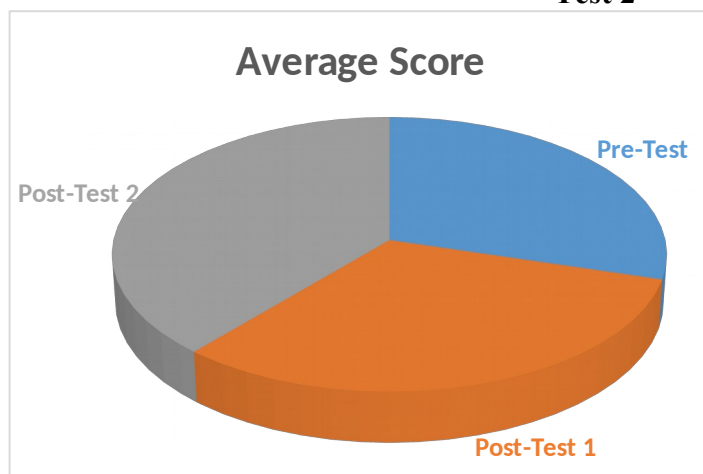
No	Student's Name	Pre-Test	Cycle				Note
			Cycle 1		Cycle 2		
			Post-Test 1	Increasing Score	Post-test 2	Increasing Score	
1	AB	58	66	8	75	9	Increase
2	AALS	83	83	0	100	17	Increase
3	AL	50	66	16	83	17	Increase
4	BP	66	75	9	91	16	Increase
5	CA	33	33	0	41	8	Increase
6	DAN	66	75	9	91	16	Increase
7	DYS	66	75	9	91	16	Increase
8	DPS	75	83	8	100	17	Increase
9	FRM	41	50	9	66	16	Increase
10	LM	83	83	0	100	17	Increase
11	MM	83	66	0	75	9	Increase
12	MDR	33	41	8	50	9	Increase
13	NMS	58	66	8	75	9	Increase
14	RH	75	75	0	83	8	Increase
15	RR	75	83	8	100	17	Increase
16	STR	50	50	0	75	25	Increase
17	SH	58	66	8	75	9	Increase
18	TS	66	75	9	91	16	Increase
19	YD	58	50	0	75	25	Increase
20	YP	66	75	9	91	16	Increase
<b>Total</b>		<b>1243</b>	<b>1336</b>	<b>118</b>	<b>1628</b>	<b>292</b>	Increase
<b>Average</b>		<b>62,15</b>	<b>66,8</b>	<b>5,9</b>	<b>81,4</b>	<b>14,6</b>	Increase
<b>The Highest Score</b>		<b>83</b>	<b>83</b>		<b>100</b>		
<b>The Lowest Score</b>		<b>33</b>	<b>33</b>		<b>41</b>		

The data on the table above presented the increasing score of students writing paragraph. It can be examined from the result of the students' score in pre-test. The average score was only 62,15 which were

far from satisfying. But, after using peer review technique the score was increased good enough and increased 4,65 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 66,8 and the average of post-test 2 was 81,4. The score has increased 14,6 point. The increasing can be seen in the chart below:

**Figure 4**  
**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. All of the students were successfully reached out the Minimum Standard Criteria (MSC) namely 75. The average of students' score was increased from 62,15 to 66,8 and finally became 81,4. 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 70% 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 SMA Negeri 1 Batanghari 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 62,15, the post-test 1 was 66,8 and the post-test 2 was 81,4. The percentage of students who success in the second cycle is 85 %. It is greater than 70 % 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 45% and in cycle 2 has increased up to 87,5%.

## **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.







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**RATIFICATION PAGE**

**No.**

**The undergraduated thesis entitled:** IMPROVING THE PUNCTUATION MASTERY IN A PARAGRAPH WRITING THROUGH PEER REVIEW TECHNIQUE THE ELEVENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG.

Written by Muhammad Khoiri Furqon, Student Number 1292637 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department on Monday, January 23<sup>rd</sup>, 2017.

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