THE USE OF DIER (DESCRIPTION, INTERPRETATION, EVALUATION, AND RECOMMENDATION) TECHNIQUE TO IMPROVE THE STUDENTS’ DESCRIPTIVE WRITING SKILLS

(A Classroom Action Research of the First Grade Students of SMPN 02 Pakis in the Academic Year of 2014/2015)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

QUROTUL AINI
113 10 101

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA

2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people's ideas except the information from the references. This declaration is written by the writer to be understood.

Salatiga, April 15th 2015

The Writer

[Signature]

Qurotul Aini

[Signature]
Salatiga, April 15th 2015

Sari Famularsih, S. Pd. I., M.A.
The Lecturer of English Education Department
State Institute For Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case : Qurotul Aini’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Siti Purwaningsih’s graduating paper entitled “THE USE OF DIER (DESCRIPTION, INTERPRETATION, EVALUATION, AND RECOMMENDATION) TECHNIQUE TO IMPROVE THE STUDENTS’ WRITING SKILLS (A Classroom Action Research of the First Grade Students of SMPN 02 Pakis in the Academic Year of 2014/2015)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

Counselor,

Sari Famularsih, S. Pd.I.M.A
NIP. 198109112011 01 2004
A GRADUATING PAPER

"THE USE OF DIER (DESCRIPTION, INTERPRETATION, EVALUATION, AND RECOMMENDATION) TECHNIQUE TO IMPROVE THE STUDENTS' DESCRIPTIVE WRITING SKILLS"

WRITTEN BY:
QUROTUL AINI
NIM: 113 10 101

Has been brought to the Board of Examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 09th April 2015 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

Board of Examiners,
Head : Noor Maliah, Ph. D
Secretary : Faizal Risdianto, S.S., M.Hum
First Examiner : Hanung Triyoko, S. S., M. Hum., M. Ed
Second Examiner : Ruwandi, M.A

Salatiga, April 15th 2015
Dean of Teacher Training and Education Faculty

Suwardi, M. Pd.
NIP. 19670121 199903 1 002
MOTTO

“And when your Lord made it known: If you are grateful, I would certainly give to you more, and if you are ungrateful, My punishment is truly severe”
(QS. Ibrahim:7)

Better to be kicked with the truth than hugged with a lie.
Fall down six times; get up seven.
Genius is 1 percent of inspiration and 99 percents of perspiration.
(Anonymous)
DEDICATION

This graduating paper is dedicated to:

1. My God, Allah SWT who always besides me, listens to me, takes care of me, and gives me the best thing ever, also Prophet Muhammad SAW.

2. My beloved parents, my father (Abdul Wahab) and my mother(Muslichah) who always pray, guide, patient, and motivate me to become better person.

3. All my beloved sisters (Zahrotul Fuadah and Maelal Khasanah), my beloved brother (Fuad Masrukhan) and my big family.

4. My counselor, Mrs. Sari Famularsih, S.Pd.I.,M.A. Every student should be so lucky to have counselor like you.

5. All of big family SMP N 2 Pakis, the head master, all of my teachers and students of VIII-B class, special for Agnes Ike Purnomowati, S. Pd.

6. Almarhum Pak Kyai Muntaha Azhari dan Ibu Nyai Siti Zulaicho. Then, Abah M. Anshori and Nyai Dzikriyah, who advice me to be better person.

7. My friends all members of TBI 2010, Special for TBI D who always inside me, especially (Matul, Itiz, Wilda, Sinna, Sinta, Muth, Sofy, Intan, Siva, Wahyu, Ayu, Tika) I will remember you guys.

8. My best friends all members of PPTQ AL-AZHAR who always gave me support and always inside me, especially for Mb Tap, Mb Bad, Mb Faizah, Mb Chusna, Nurul, Ela, Faizatun, Nisa, Mafa.

9. My friends all members of SOLACE (Solidarity of Social and Exact) of Yajri Payaman especially Khafid, Ana, David, Datul, Sifa, Xsan, Iwan, Bima, Ulum.
ACKNOWLEDGEMENTS

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of States for Institute Islamic Studies (IAIN) Salatiga.

2. Noor Maliah, Ph. D. as the Head of English Language Teaching Department of States for Institute Islamic Studies (IAIN) Salatiga.

3. Sari Famularsih, S. Pd. I.,M.A as counselor who has brings up, expoused, and given the writer advices, sugestions and recommendations for this graduating paper from beginning until the end. Thanks you for your patience and care.

4. All lecturers in the English Language Teaching Department who have given much knowledge, the writer deeply thanks to you all.

5. My beloved family, thanks for your spirit and patient.

6. All of staffs who have helped the writer in processing of graduating paper administration.
7. All friends of D class and all friends in English Department. Thank you for your friendship and kindness.

8. First grade students of SMPN 02 Pakis in the academic year 2014/2015 especially VII-B class.

9. Those cannot be mentioned one by one.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, April 15th 2015

The writer

Qurotul Aini

113 10 101
ABSTRACT


Keywords: Use of DIER technique, Descriptive text, Writing Skills

This study deals with the implementation of Description, Interpretation, Evaluation, and Recommendation technique (DIER) to improve students’ descriptive writing skills in the first grade students of SMP N 2 Pakis in the academic year of 2014/2015. The objectives of this research are to find out the implementation of the application of DIER to improve students’ descriptive writing skills and to find out the influences of the application DIER technique students’ descriptive writing skills before and after teaching writing using DIER technique. The object of the research is 33 students of the first grade students in SMP N 2 Pakis 2015 were instructed through DIER technique to improve their writing skill. The methodology of this research used Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings. The results shows that the mean score of post test in cycle I is 68.63, the mean score of post-test in cycle II is 70.03. The findings show that the improvement of the students’ descriptive writing skills is significant after applying DIER technique. The influences of using DIER technique in teaching and learning process especially English lesson is reasonable because it gave the students high motivation to be more active in learning writing skills. Before the researcher applied DIER technique, the students looked bored and the situation in the class was passive. After the researcher applied DIER technique the students become more active and teaching learning process felt more enjoyable. Thus, it can be said that DIER Technique is effective to improve students’ descriptive writing skills in the first grade students of SMP N 2 Pakis in the academic year of 2014/2015.
TABLES OF CONTENTS

TITLE ........................................................................................................... i
DECLARATION............................................................................................ii
ATTENTIVE COUNSELOR NOTES ......................................................iii
PAGE OF CERTIFICATION.................................................................iv
MOTTO......................................................................................................v
DEDICATION.............................................................................................vi
ACKNOWLEDGMENT...............................................................................vii
ABSTRACT...............................................................................................ix
TABLE OF CONTENTS..........................................................................X
LIST OF TABLE......................................................................................xiv

CHAPTER I: INTRODUCTION

A. Background of Study.......................................................................... 1
B. Problem Statements.......................................................................... 4
C. Objectives of the Study..................................................................... 5
D. Benefits of Study.............................................................................. 5
E. Definition of the Key Terms ............................................................. 6

F. Limitation of the Study ................................................................. 8

G. Review of Related Research ....................................................... 8

H. Thesis Organization ..................................................................... 10

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Writing ......................................................................................... 11

  1. Definition of writing ................................................................. 11

  2. Writing Strategies ................................................................. 22

  3. The Meaning of Teaching Writing .......................................... 24

B. Descriptive Text ........................................................................... 28

  1. Definition of Descriptive Text .................................................. 28

  2. The Purpose of Descriptive Text .............................................. 29

C. The Different Approaches in Teaching Writing ......................... 30

  1. Approach ............................................................................... 31

  2. Method .................................................................................. 31

  3. Strategy .................................................................................. 31

  4. Technique ............................................................................... 32

D. DIER Technique .......................................................................... 32

  1. The Definition of DIER ............................................................ 32

  2. The instructional activity of DIER technique .......................... 33

  3. The Benefits of DIER technique .............................................. 35
CHAPTER III: METHODOLOGY OF RESEARCH

A. The Method of Research ................................................................. 36
B. Place and Time of Research .......................................................... 37
C. The Subject of the Research .......................................................... 39
D. The Procedure of Research ........................................................... 40
E. Technique of Collecting Data ......................................................... 43
F. Technique of Data Analysis ........................................................... 44
G. General Situation of SMP N 2 Pakis .............................................. 45
   1. The Teachers and Staff of SMP N 2 Pakis ................................. 46
   2. The Educational Facilities and Tools in SMP N 2 Pakis
      Academic Year of 2014/2015 ..................................................... 47
   3. The Extracurricular in SMP N 2 Pakis in the Academic
      Year of 2014/2015 ............................................................... 47

CHAPTER IV: DATA ANALYSIS

A. Field Note .................................................................................. 48
B. Discussion .................................................................................. 76
CHAPTER V: CLOSURE

A. Conclusion ........................................................................................................ 78

B. Suggestion ........................................................................................................ 79

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDIXES
Lists of Tables

Table 3.1 The schedule of the research........................................ 38

Table 3.2 The subject of the research ........................................... 39

Figure 1.1 Action research spiral based on Kemmis and Mc. Tanggart...........41

Table 4.1 The Score of pre-test in cycle 1 ....................................... 61

Table 4.2 The Score of post-test cycle 1 ........................................... 62

Table 4.3 The Score of pre-test cycle 2 ........................................... 72

Table 4.4 The Score of post-test cycle 2 ........................................... 73

Table 4.5 The Analyze of Students’ Descriptive Writing Skill Improvement... 76
A. Background of the Study

Language is involved to some extent in almost everything people do. Indonesia has *Bahasa* as their first language beside their own mother tongue or local dialect. In Indonesia, English as the first foreign language is taught at school starting from elementary school level up to the university level. The general objective of teaching English in Indonesia based on the competence based curriculum 2004 is to develop students’ communicative competence of the four language skills or aspects of teaching and learning; listening, speaking, reading, and writing.

Writing is one part of four skills that have to be mastered by the students so that they can express their idea in writing activity. Writing is a complex process that allows writers to explore thought, ideas, visible, and reflection. When thought is written down, ideas can be examined reconsidered, added, rearranged, and changed (Ghaith, 2002:56). The teacher uses the different technique for students and the teacher try to make some technique in teaching English to be interested in writing class.

The purpose of language teaching in Junior High school is to achieve functional level. In the functional level, they can develop the competence in
communicating orally and written to resolve daily problems. They have a consciousness of the importance and essential of English in global era. They can develop their comprehension about language and culture. In other hand, the purpose of language teaching in senior high school is to achieve informational level because they are prepared to continue their education in University levels (Depdiknas, 2006: 212)

The first grade students of SMP Negeri 2 Pakis got some difficulties to understand writing. Most of them do not know the meaning of some vocabularies and sometimes they are shy to ask the teacher about the material. The most difficulties of writing is the learners have not a clear idea, and their own vocabulary weakness. When the teacher asks to do assignment, the students are confused what they want to write. They do not understand about the assignment and the students need the dictionary to do the assignment. The students confuse when they have assignment to write on descriptive text, and they have not understand on descriptive text.

The facts above are experienced by students in SMP Negeri 2 Pakis, the researcher observed the teaching and learning in SMP Negeri 2 Pakis. The researcher has gotten information about the problem students in writing from the English teacher, colleagues, and the result of CAR research around 2 months at the first class in SMP Negeri 2 Pakis. The researcher has found that the students still do not understand clearly what the descriptive text is, and how to describe the persons, places, and things in English writing. For this purpose, DIER (Description, Interpretation, Evaluation, and Recommendation) becomes the technique that will be applied in improving descriptive students on writing
skill. In this technique, the teacher must understand the student’s ability to be active; their ability on writing descriptive text and their experience to be more meaningful learning materials.

This technique has some procedures when it is applied in the classroom. Firstly, ask the students to make a group consist of 2-3 people. Then the teacher gives a picture to their group and asking the students to understand the picture. The teachers ask students to work in pair and each member on the group will get different part of the picture. After the students’ understanding the picture, students should find and write the key words based on the picture they got and over the key words to their paired partner. Finally, students create the complete material, write the material and discuss with other group.

Through DIER (Description, Interpretation, Evaluation, Recommendation) technique students can applied the concept of description, interpretation, evaluation, and recommendation in brief time. The students are motivated to work cooperatively. Teacher appreciates the results of the students’ thinking so that they will be encouraged to learn other materials. This technique is expected to make students interested in writing skill, especially on descriptive text to improve the students’ writing achievement in writing skill.

Based on the condition above, the writer tries to suggest that teacher should apply a technique that emphasizes prior knowledge and the writer is supported to do a research as an effort to improve students’ writing skill through “THE USE OF DIER (DESCRIPTION, INTERPRETATION, EVALUATION, RECOMMENDATION TECHNIQUE) TO IMPROVE THE STUDENTS’ DESCRIPTIVE WRITING SKILLS (CLASSROOM
ACTION RESEARCH IN THE FIRST GRADE STUDENTS OF SMP NEGERI 2 PAKIS IN THE ACADEMIC YEAR 2014/2015”.

B. Statements of the Problem

Based on the background of the study, there are some statements of the problem are as follows:

1. To what extend is the implementation of DIER (Description, Interpretation, Evaluation, and Recommendation) technique to improve the students’ descriptive writing skills in the first grade of SMP Negeri 2 Pakis in the academic year 2014/2015?

2. To what extend is the improvement digit in each cycle of DIER (Description, Interpretation, Evaluation, and Recommendation) technique to improve the students’ descriptive writing skills in the first grade of SMP Negeri 2 Pakis in the academic year 2014/2015?

C. Objectives of the Study

According to the statements of the problem, the objectives of the study are as follows:

1. To find out the implementation of the application of DIER (Description, Interpretation, Evaluation, and Recommendation) technique in improving the students’ descriptive writing skills in the first grade of SMP Negeri 2 Pakis in the academic year 2014/2015.

2. To find out the improvement digit in each cycle of the application of DIER (Description, Interpretation, Evaluation, and Recommendation) technique in
improving the students’ descriptive writing skills in the first grade of SMP Negeri 2 Pakis in the academic year 2014/2015.

D. Benefit of the Study

1. The teacher
   a. To improve the teacher’s motivation to create better DIER (Description, Interpretation, Evaluation, and Recommendation) technique, such as joyful teaching and learning.
   b. To increase the teacher’s professionalism in teaching of learning process.

2. The Students
   a. To motivate the students in order to involve them in learning process
   b. To develop the students’ descriptive writing skill.
   c. To interest the student’s participation and the individual responsibility
   d. To be learning centre the students’ descriptive writing skill.

3. The School

   The positive result of this research can create the innovation for the school to develop the interesting learning strategy to improve the students’ involvement in teaching learning process. Besides, it creates good quality for students’ output.

E. Definition of Key Terms
The writer will explain the meaning of key terms in the title in order to make easy and understandable by the readers. They are as follows:

1. **Use**

   Use is the acting of employing or utilizing something or the intended purpose of something. Based on the title of this research, use means the application of “DIER (Description, Interpretation, Evaluation, and Recommendation)” technique in ordering to improve the seventh grade students’ writing announcement text of SMP Negeri 2 Pakis in the academic year 2014/2015. (http://www.yourdictionary.com/use).

2. **DIER (Description, Interpretation, Evaluation, and Recommendation) technique**

   DIER technique is one technique of some method that used to differentiate, to explain, to interpret, and to evaluate the information, concept, and idea. The DIER technique encourages ESL (English Second Language) students in junior high to use prior knowledge to improve students’ descriptive writing skills. The DIER technique recommended in teaching learning process (TLP) to describe materials in visual form, such as pictures about event or activity. According to Sudjana (2010:129) the DIER are:
   
   a. **Description**, means to describe the facts that visible in the picture (description: what I see, and only an observed fact).
   
   b. **Interpretation**, means to think about what we see (interpretation: what I think about what I see).
c. Evaluation, means to feel of positif grade or negatif from what I think (evaluation: what I feel about what I think).

d. Recommendation, means to suggest the application in the real life.

3. Technique

Technique is a technical or mechanical skill in music or painting, etc. method of doing something expertly (Oxford learner’s dictionary of current English, 1897:887).

4. Writing

There are four skills that the learners need in language learning. One of them is writing. The writer will describe the relevant theory about it that consist of the definition of writing:

Writing is a clearly systemof human intercommunication by means of conventional visible marks, but it is evident from what has been sain that what the primitives understood as writing is not the same thing as what we do (Gelb, 1962:12).

5. Descriptive text

Descriptive is countable or uncountable giving a statement of what Somebody or something is like. (oxford pocket dictionary, 2008;120). Descriptive is a text that describe something until the reader like can see, hear, or feel about this event written. (Solahudin, 2009:172)

F. Limitation of the Study
In order to make a focus in this research, especially in the explanation, the writer limits the study as follows:

1. The research is limited in the application of “DIER (Description, Interpretation, Evaluation, and Recommendation)” technique.
2. The research is limited students’ descriptive writing skills.
3. The research is carried out in the first grade students of SMP Negeri 2 Pakis in the academic year 2014/2015.

G. Review of Previous Researches

In this graduating paper, the writer takes review of related researcher from other thesis as principle or comparative in this research. The first previous research was conducted by Hasan (2008). Based on his research, there is significant difference of the use of internet in reading mastery, because it was easy and interesting. The students enjoy in learning and easy to understand the material. It was shown by the result calculation of t-test, where the result of post-test is higher than pre-test.

The second research by Salimin (2012). She decided to use communicative approach to find out achievement before and after using Communicative Approach. As the result, the students’ writing skill was improve by the mean of pre-test 58,9 and post-test 74,3.

The last is Hidayah’s (2010) research paper. She informed that Realia gives positive effect to the students’ interest and improving their vocabularies. The students were active in class and most of them understood what the teacher said. Their achievement has improved with the greater score in pre-test than post-test.
Based on the previous researches above, the writer is interested to use other learning technique. She will apply “DIER (Description, Interpretation, Evaluation, and Recommendation)” technique to improve students’ descriptive writing skills in the first grade students of SMP Negeri 2 Pakis in the academic year 2014/2015.

H. Graduating Paper Organization

Chapter I will discuss about the introduction, which consist of background of the study, statement of the problem, objective of the study, benefit of the study, definition of key terms, limitation of the study, review of the previous researches, and thesis organization. Chapter II is review of related literature, which contains the theories that related and support the research. Chapter III will discuss research methodology of Classroom Action Research (CAR) that consists of research report and research methodology. Chapter IV is data analysis that consist of the application and analysis of the study. Chapter V is closure, which contained of conclusion of the research’s finding and suggestion.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. The Definition of Writing

Generally, writing is a way in sending message from the writer to the reader. According to Hall (1985:4) thought on his book “Writing Well” that writing is pretentious and wordy, but a message comes through. Writing is also a way the writer think or a way of thinking which is shared to the reader, like Scholes and Comley (1985:7) said that writing is a way of thinking as well as a means of communication. White (1986:7) also said that writing is more than public communication; it is a way of thinking. Writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been sain that what the primitives understood as writing is not the same thing as what we do (Gelb, 1962:12).

Donough and Shaw (1993:164) says that writing, like reading, is ways an individual, solitary activity. Similarly, Phelps-Gunn and Phelps-Terasaki (1982:1) state that writing is a useful, effective, enjoyable, and it necessary
component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter. They also said that writing is the most complex language mode; being four time removed from inner language, and adds the component of written expression to the earlier abilities. According to (Myklebust, 1960:23), writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual receptive components.

Writing is a method of communication. It uses marks that the people see and understand. The marks which people use to write English are the letters of the alphabet. They stand for sounds. At a very young age, the people memorize the letters of their alphabet and sounds. Once they have done that, they can combine themarks into words and sentences. Other people can understand them. They can understand what other people have written. They also can write down their thoughts just for their selves, and develop them in their life (Encarta, 2008: 1).

In supporting definitions of writing (Sutanto, 2007: 1) says that writing is a process of expressing ideas or thoughts in words that should be done at our leisure. He says that we can not do something or express the ideas or feeling in words or in sentences while we are getting some interventions.

According the opinions above, it can be conclude that writing is a means or process of communications done in leisure time to express the ideas or feelings in words or sentences of a language system.
Usually, the writer express their idea need the types or steps to get clear information for reader. Pardiyono (2008:1-4) states that part of written text should have clear objective that all information, message or ideas must be packaged in one particular type of text. The type intended are narration, description, exposition, recount, procedure, anecdote, news item and discussion.

There are many kinds of text types in writing such as narration, description, exposition, recount, procedure, anecdote, news item and discussion. The explanations of them are as follow:

a. **Narration**

Narration is a story told to make a point. The purpose of narrative is to amuse and give moral to the reader. It consists of conflict, climax, resolution (Pardiyono, 2008-93).

b. **Description**

It is a type of writing in which the objective is to describe a certain object, especially about person, place, or thing (Pardiyono, 2008:56). Description is concerned with the appearance of things. The writer may wish to describe some place or person, some object, or even some state of mind (Donald and Bell, 1955:18).

c. **Exposition**

Exposition is a method that explains or clarifies the purpose of people by presenting examples. Exposition is the common method of development whether evokes specific sensory detail. (Pardiyono, 2008:86).

d. **Recount**
Recount is a text created to provide information about past activities, for example about vacation, weekend activities, and other information. (Pardiyono, 2008:97).

e. Procedure

Procedure is a type of writing that used to explain an activity or a way to do something in sequent steps (Pardiyono, 2008:125).

f. Anecdote

Anecdote is a story about funny or silly events that have occurred in order to invite readers to share your emotions with the reader. Because it is ridiculous, basically has a funny character (Pardiyono, 2008:104).

g. News item

News item is a type of writing that has the main function or communication purpose is to inform readers or listeners about events of the day that are considered newsworthy or important (Pardiyono, 2008:246).

h. Discussion

Discussion is the type of writing to inform the ideas or opinion of the writer. Through this discussion text, the writer progress their idea and they share with their partner (Pardiyono, 2008:185).

Teaching activities in the classroom in writing has more various segments. Here the researcher will give them some information, which related to kinds of writing that the reader would understand and comprehend more detail of them. There are four kinds of writing based on the rhetorical mode of discourse in essay writing (Ghaith, 2001: 5) namely: (1) **expository writing**; (2) **narrative writing**; (3) **Persuasive Writing**; and (4) **Descriptive Writing**.
1) Expository Writing

Based on Meek’s English Page (2012, 1), expository writing is writing of information which conveys an idea to another person or demonstrates knowledge of a subject to a teacher. In expository writing, it focuses on topic, it means that each paragraph should have a topic sentence. A topic sentence can be developed in fewer three or four sentences that supporting ideas of the topic. In addition, the topic will be clear and easy to understand if the writer knows the clarity elements of writing.

Additionally, Ball (Marshall, 1997: 1) says that expository is a type of oral or written discourse that is used to explain, describes, and gives information. Using words that clearly show what they are talking about is important to discuss. Since clarity, one of elements writing expository requires strong organization, one mechanism can be used to improve their skill in exposition is provide direction to improve the organization of the text.

Hollowell, et. all in Joe Landsberger (1996: 1) say that there are eight basic steps to write in Expository Essays: (1) selecting a topic; (2) writing a thesis sentence express a controlling idea that is neither too broad nor too specific to be developed effectively; (3) selecting a method of development, that are about definition, example, compare and contrast, cause and effect, classification, and process analysis; (4) organizing the essay, beginning with the major division that the body of paragraph will discuss then fill the primary support that each body of paragraph will contain; (5) writing topic sentences for the body paragraphs
of the essay; (6) writing the body paragraphs of the essay; (7) Furnishing a paragraph of introduction; and (8) writing a paragraph of conclusion.

Based on the theories above, it can be concluded that writing expository essay is a kind of writing information that conveys or demonstrates of ideas and knowledge of a subject which uses clarity and certain specific steps.

2) Narrative Writing

Narrative writing is writing in general which offers the opportunity to think and write about ourselves and explain how our experiences express to some important realization or conclusion about live or about the world (Kies, 2008: 2).

Also,” interesting way to integrate significant background information into a variety of different essay types makes a narrative paragraph can be effective”, (Kies, 2008 : 2) It means that narrative paragraph can be effective and interesting if the writer can combine variety of different essay that support a whole primary method of development.

However, Kies (2008: 2-3) says,” Narrative as the rhetorical mode of the essay as a whole or a single paragraph has some conventions and principles.” There are sixth conventions of narratives, namely: (1) narratives are usually written from perspective of the writer him/herself (the first person singular) that is, using “I’, however, third person (“he,” “she,” or “it”) can also be used; (2) speaking of narrators, although the first or third person singular is the most common narrative voice in a narrative essay,
other possibilities exist as well; (3) since narrative essays include a story, the essay should use the conventions found in any story (plot, setting and character, a climax, ending of story); (Kilborn, 1997: 1) (4) speaking of plot, remember that most stories follow a simple time line in laying out the narrative; (5) speaking of characters, it is often true that the most memorable characters are those who have flaws; (6) Narratives depend upon concrete, specific details to support their theses. Also, when write a narrative essay as persuasive mode, some principles of narrative are expected, they are: (1) building your essay around a central point, a main idea that your story then supports and explains; (2) remembering to make details of your story that not only make clearly your thesis, but also interest your readers’ imaginations and make the story “real” for them as well; and (3) remembering that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story.

Based on the theories and explores above, it can be concluded that narrative writing is a kind of writing essay, whose some conventions and principles to think and write about ourselves and explain how our experiences express to some important realization or conclusion about live or about the world.

3) **Persuasive Writing**

Persuasive writing is writing which has a role as an important skill that cannot be taught too early (Manning, 2008: 1). Writing persuasive can be taught in elementary school if it were taught in not real argumentation. Writing persuasive can encourage or give motivation for the students to use
their skill and their knowledge that they may have not realize they already have. Also, Petit & Soto (Manning, 2008: 1) say that already experts are showing students how much they know about writing and reading arguments. In real, the students can study or learn to discover for themselves how much they know about constructing persuasive arguments in some exercises, and that is not giving in intimidation instructions or conditions. Then, Persuasive writing processing and progressing from spoken to written arguments will help students become better readers of persuasive text.

According to Essay Writing Center (2008: 1), persuasive writing is a writing argument essay and utilizes logic and reason to show that one idea is more formal than another idea. It means that our idea will attempt and persuade the readers, agree and adopt point of few to take the action. So, the arguments should be completed by giving facts, logical reasons, using examples, and quoting experts.

According to theories above, persuasive writing is writing which studies about the arguments essay and think logic and reason to show that one idea is better than another idea. It will be more complete by giving examples, facts, illustrations, and quoting experts.

4) Descriptive Writing

Descriptive Writing is writing which represent or describe people, places, things, moments and theories with enough clear, powerful and detail images in the mind to help the reader create the mental picture of what is being written about (Everett, 1997 : 1). Based on the statement above,
descriptive writing wants to say and write about someone or something clearly, detail, and accurately that the reader have a picture in their mind, so they will be easy and understand what we have written a topic. The writer could complete the writing by giving illustration, and some techniques which make the description more clearly and accurately to comprehend and understand deeply. Furthermore, the English Team (2006: 53) say that describing is like painting a picture with words so that our listener or reader has a picture in their mind about the particular things described.

Then, the writer should consider about something before teaching of writing description, namely: (1) thinking or focusing of a particular situation, event, and fact in general that you want to describe; (2) why this particular instance is importance; (3) describing its characteristics, parts, or qualities; (4) Where object located in relation to where you were; (5) How the surroundings reminded you of other places you have been; (6) Using your senses to describe the particular thing, describe how to it sight, tastes, look like, sounds, feels, smells, it is like at that time and before; (7) What you want the reader to feel after reading the paper, (8) Using descriptive words: adjective and adverbs; (9) You can think of another situation that was similar to the one you are writing about, and how it can help explain what you are writing about; and (10) Is there enough detail in your essay to create a mental image for the reader? (The English Team 2006:53 and Everett, 1997:1).

Additionally, some functions of writing descriptions are that students have opportunity to enjoy the description, identify the tense used, underline
the verbs, adjective, and learn new vocabulary (The English Team, 2006: 54). Furthermore, the students will enjoy description by knowing the content of description and study more about part of speech, tenses that make them easy to make a paragraph description using their own words and help them to develop their new vocabulary and ideas by describing the events, facts, and feeling which happened in their environment and surroundings.

There are some ideas, which can help teachers and students in learning activities especially for creating the descriptive text. These are: (1) writing a descriptive text based on the picture; (2) getting data by interviewing someone and change the data into a descriptive text; (3) observing an object and make it a descriptive text; (4) making a picture based on a descriptive text read by the teacher or classmate; (5) making an imaginary creature and write the description, then describe it orally to classmate who will draw a picture based on the oral description; (6) comparing, then contrasting (or vice versa); (7) first doing one idea, then doing the other; (8) Writing only about the comparable and contrastable elements of each idea; and (9) Only comparing or only contrasting (Cogdill, 2007: 1-3).

Moreover, one of ideas to develop in create a descriptive text is the students write text based on the picture. The English Team (2006:54) states that the ideas for learning activities to interpret or create descriptive text is the students write a descriptive text based on the picture. Based on the picture students get ideas to complete the outline or table which content the name of objects or things, definition, and general structure. Hopefully
students can write a good paragraph and the readers can observe and understand what the students write in real life situation.

Based the theories above, it can be concluded that a descriptive text is used to create a vivid image of a person, place, or thing in a text. It draws on all of the senses, not merely the visual. Its purpose is to enable the reader to share the writer’s sensory experience of the subject.

2. Writing Strategies

Researcher will describe the process of writing activity that will be easy to do the process of writing activity in the classroom. The process of writing activities in the classroom is (1) Pre-writing; (2) Drafting; and (3) Revising (Scholes and Comley, 1985:10)

Scholes and Comley (1985:10) said that three phases in the process of writing, here are:

a. **Prewriting**, the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression in its final form. Prewriting is your chance practice what you have to say begin to worry how your audience will judge the eventual form of your work. The writer begins by choosing a subject to write about it and it means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively (Scholes and Comley, 1985:16-18).

b. **Drafting**, drafting is the point at which you begin to put your ideas in some kind or order and to invasion a potential shape for your work will produce: a
beginning, middle, and an end. Before drafting, the writer makes an outline to remind them of how they wish to order their ideas (Scholes and Comley, 1985:8-19).

c. **Revising**, the writer should revise after drafting, because to revise their writing is important if they want to be a professional writer. “It is an advantage writer if they revise and rewrite before they present their work to the reader. The professional writer’s secret is revision and revision, and revision” (Scholes and Comley, 1985:19).

In the other hand, White (1986:32) said there are five stages process of writing. There are:

a. **Invent.** To discover a topic, the important details about the topic, and what a writer mainly want to say about it.

b. **Gather and plan.** Retrieve details about the topic from a writer’s memory or from background reading.

c. **Organize and outline.** Map out a writer’s idea in terms of beginning, middle, and end; device a working (trial) outline to maintain coherence and thorough development.

d. **Write a first draft.** Develop your idea, concentrating more on content than on style or correctness.

e. **Revise.** Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.
3. The Meaning of Teaching Writing

Teaching writing is like swimming; if we learn to swim, we need water in swimming pool and a teacher to teach us how to be a professional swimmer (Brown, 2001: 334). Like swimming, writing is taught if we are a member of a part of language society and there is someone teaches us.

Not everyone can be an excellent writer, writing needs a long time and hard work to create words, sentences and arrange them in a good composition or paragraph. Then, writing as communicative language is not only taught fluently but also accurately and used contextual and authentic materials in the classroom. Furthermore, motivate the students in learning writing is hopefully that the student’s study writing became successful.

a. Material in Teaching Writing

Teaching materials of descriptive text in the class of junior high school spread on three levels of classroom. They are presented in themes or topics. The themes or topics in the first grade are family life, school life, and animals or things. In the second grade are flora and fauna, traveling, recreation, and seasons. In the third grade, are namely nature, art, and public service (Depdiknas, 2005: 179-190).

b. Teaching Approach

There are several approaches that the researcher will discuss in his research related to the instructional media used to teach writing that are

1) **The Controlled-to-Free Approach**

This method emphasized on speech and writing served to achieve mastery of grammatical and syntactic forms. Hence, teachers developed and used techniques to enable students to achieve this mastery.

2) **The Free-Writing Approach**

This approach stresses on writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form.

3) **The Paragraph-Pattern Approach**

Instead of accuracy of grammar or fluency of content, the Paragraph-Pattern-Approach stresses on organization.

4) **The Grammar-Syntax-Organization Approach**

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills, which are learned
sequentially. Therefore, students should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms needed to convey message.

5) **The Communicative Approach**

This approach stresses on the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience.

Traditionally, the teacher himself has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. As such, the readership may be extended to classmate and penpals.

6) **The Process Approach**

Recently, the teaching writing has moved away from a concentration on written product to the writing process. In this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts. During the writing process, students engage in pre-writing, planning, drafting, and post-writing activities.
c. Techniques of Teaching Writing

Before teaching descriptive text in the front of classroom, the researcher will prepare some techniques related to the instructional materials of teaching implemented, in which some ideas are able to help the students for learning activities to apply, interpret, or create the descriptive text. The English Team (2006: 54) states that there are five techniques in writing namely: (1) writing a descriptive text based on the picture; (2) getting date by interviewing someone and change the data into a descriptive text; (3) observing an object and make it a descriptive text; (4) making a picture based on a descriptive text read by the teacher or classmate; (5) making an imaginary creature and write the description, then describe it orally to classmate who will draw a picture based on the oral description. Meanwhile, (Cogdill 2007: 1-3) states that there four techniques in teaching writing. They are: (1) contrasting the objects or first comparing, then contrasting (or vice versa); (2) first doing one idea, then doing the other; (3) writing only about the comparable and contrastable elements of each idea; and (4) only comparing or only contrasting.

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which describes person, mood, situation, and etc. Similar to Wilbour (1966:41) said that descriptive writing is to create a clear
picture or impression of person, place, or object. White (1986:61) also said that descriptive text is drawing in words.

Descriptive text is also text which describes something that appeal directly to the sense like Warriner (1982:327) said that descriptive paragraph is giving picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action but to hold the readers interest.

Meanwhile, according to Barnet and Stub’s (1983:160), “Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates”.

From the definition about descriptive text above, so the writer concludes that the descriptive text is text which is describes person, place, mood, situation, and etc, and it also describes an object that appeal to the sense.

2. The Purpose of Descriptive Text

Based on the definition of descriptive above, the purpose of description is to present the reader with a picture of person, subject or setting. Similarly, Wilbur (1966:41) says that the goal of descriptive writing is to create a clear picture or impression of person, place or object.

Meanwhile White (1986:61-62) says that there are several aims of descriptive text:
a. *To see* means to help the reader to see the objects, person and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.

b. *To explain* means to *explain* the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.

c. *To persuade* means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and persuade the jury that accused committed burglary.

d. *To re-create* make a reader making something. For example: the description allows the reader to re-create the experience - particularly the sensory pleasures of that experience - in their own minds, thereby enhancing their delight in the subject at hand.

e. *To demonstrate* means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can realize.

C. **The Different Approach in Teaching Writing**

In learning process is known some of terms, which have similar meaning. These terms are; *approach, method, technique, and strategy*. Edward Anthony, the American applied linguist, identified three levels of conceptualization and
organization, which he termed approach, method, and technique (Richards, et al., 1993: 17)

“… An approach is a set of correlative assumptions dealing with the nature of language and teaching. It describes the nature of the subject matter to be taught.”

“… Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.”

“… A technique is implementation— that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.”

Based on the definition above, the differences between approach, method, and technique can be shown. An approach is axiomatic; a method is procedural. Within one approach, there can be many methods. Technique must be consistent with a method, and therefore in harmony with an approach as well.

Moreover, the definition approach, strategy, method, and technique can be explained as follow:

1. Approach

An approach is a broad way of dealing with a clinical concern or problem. It divides into two types; student-centered approach and learning-centered approach and teacher centered approach.

2. Strategy

Generally, strategy is a technique, which is used to attain a certain purpose. In teaching context, Gagne in Iskandarwassid (2008: 3) points out “strategy is internal ability of people to think, solve the problem, and make a decision”. It also can be defined as a plan of action designed to achieve an overall aim or a plan for achieving goal.

3. Method
Method can be considered as a way of learning that must be taken to realize the plan that has been made by a teacher to achieve learning objectives in a real and practical activity in the classroom. Thus, the strategy is “a plan for achieving goals” while the method is “a way for achieving goals”.

There are many methods of learning that can be used to achieve these learning strategies include: (1) lecture, (2) demonstration, (3) discussion, (4) simulation, (5) laboratory, (6) field experience, (7) brainstorming; (8) debates, (9) symposium, and so forth. Meanwhile, there are techniques in the teaching methods of learning.

4. Technique

Technique is the teacher’s way in carrying out the method of learning. Thus, the technique can be defined as a way of learning a person does in implementing a specific method.

As an illustration, the application of methods for a class belonging to the debate on, need to use different techniques than the class of passive students. A teacher can alternate while learning techniques within the framework of the same learning methods.

D. DIER (Description, Interpretation, Evaluation, and Recommendation) Technique

1. The Definition of DIER (Description, Interpretation, Evaluation, and Recommendation)

DIER technique is one technique of some method that used to differentiate, to explain, to interpret, and to evaluate the information, concept, and idea. The DIER technique encourages ESL (English Second Language) students in junior high to use prior knowledge to improve on descriptive students’ writing skill. The
DIER technique recommended in teaching learning process (TLP) to describe materials in visual form, such as pictures about event or activity. According to Sudjana (2010:129) the DIER are:

- **e. Description**, means to describe the facts that visible in the picture (description: what I see, and only an observed fact).
- **f. Interpretation**, means to think about what we see (interpretation: what I think about what I see).
- **g. Evaluation**, means to feel of positif grade or negatif from what I think (evaluation: what I feel about what I think).

Evaluation adds the ingredient of value judgment of the social utility, desirability, or effectiveness of a process, product, or program, and it sometimes includes a recommendation for some course of action. School surveys are usually evaluation studies; educational products and programs are examined to determine their effectiveness in meeting accepted objectives, often with recommendations for constructive action (Best, 1981:93).

- **h. Recommendation**, means to suggest the application in the real life.

2. **The instructional activity of DIER (Description, Interpretation, Evaluation, and Recommendation) technique**

For applying this technique the teacher should give clear explanation in order to reduce miscommunication between teacher and student. It because of this technique needs guidance by a facilitator. Sudjana (2010:129) states the directions for using the DIER (Description, Interpretation, Evaluation, and Recommendation) are outlined below.
The teacher introduces the explanation about: (a) the purpose of teaching learning, (b) the procedure activity of DIER technique, and (c) the picture will be learning the students. Then the teacher explains the differences between description, evaluation, interpretation, and recommendation. The teacher gives example for the students about this technique use a picture, for example a girl put hands in her face. After looking the picture, the teacher give description about the girl is evaporating because she is tired. Meanwhile, the evaluation is the girl not bad attitude, the teachers not arraign about it, and then the teacher gives the suggestion to wash the face. Then the teachers give the opinion about other alternative in the interpretation. Every alternative is followed by evaluation and recommendation.

The teachers ask the students to make a group consist of 2-3 people. Then the teacher gives a picture to their group and asking the students to understand the picture. The teachers ask students to work in pair and each member on the group will get different part of the picture. After the students’ understanding the picture, students should find and write the key words based on the picture they got and over the key words to their paired partner. The teachers ask to fill the work sheet about description, evaluation, interpretation, and recommendation the picture.

Finally, students create the complete material, write the material and discuss with other group. The teacher discuss about the weakness and advantages of this technique.
3. The Benefits of DIER (Description, Interpretation, Evaluation, and Recommendation)

The technique has four advantages for this research, here are:

a. To encourage the students’ motivation to apply DIER technique in brief time.

b. To understand the students’ knowledge about description, interpretation, and evaluation in the different phenomenon.

c. Introducing the different opinions and background of culture.

d. Teaching learning process more pleasure, creative, and interest.
CHAPTER III

METHODOLOGY OF RESEARCH

A. The Method of Research

This research uses the Classroom Action Research (CAR). According to Hopkins (2008:1), “Classroom research is an act undertaken by teachers, to enhance their own or a colleague’s teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities”.

Besides, Arikunto (2006:2-3) informs that CAR consists of three words, so there are three definitions, which can be explained:

1. Research—indicate an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

2. Action is a movement activity, which is done deliberately with a certain purpose.

3. Classroom— in this case was not bounded by the terms of the classroom, but it has a more specific meaning. The word of class means groups of students who are in the same time to receive the same lesson from the same teacher.
Based on three of main words; research, action, and class, CAR means an observation toward learning process that organized as an action, which is appeared deliberately and happened simultaneously in the classroom.

Based on the definition above, there are some other definitions of classroom action research. The first definition is given by Wallace (1999: p.4) that classroom action research is basically a way of reflecting on your teaching (or teacher – training, or management of an English department). It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about your future practice should be. In the other explanation, Darwoto said that Classroom action research is any systematic inquiry conducted by teacher researchersto gather information about how their particular school operates, how they teach, and how well their students learn. (http://darwoto.wordpress.com/2010/03/09/classroom-action-research-penelitian-tindakan-kelas).

B. Place and Time of Research

The research was located in SMP NEGERI 2 PAKIS at Jl. Candimulyo, Pogalan km 7, Petung, Pakis, Magelang. The research was applied for the first grade students in this school. Based on the researcher’s observation, this class had low score in English term, especially in descriptive text writing skill. They were shy or even afraid of creating mistakes thus, they use Bahasato explain their idea in English lesson.

The classroom action research was done from December 2014 to January 2015. The description of the building of SMP Negeri 2 Pakis is as follows:
Facilities and infrastructure in SMP NEGERI 2 Pakis consist of classroom, language laboratory, computer laboratory, library, head master room, and etc.

The classroom action research was done in December 2014 until January 2015. The schedule of research can be drawn in the figure below.

**Table 3.1 Schedule of the Research**

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thursday, December, 18(^{th}) 2014 09.00-12.00</td>
<td>Observation</td>
<td>SMP NEGERI 2 Pakis</td>
</tr>
<tr>
<td>2.</td>
<td>Tuesday, January, 13(^{rd}) 2015 08.50-10.00</td>
<td>Teaching learning process by using \textit{DIER}(Description, Interpretation, Evaluation, and Recommendation) technique</td>
<td>A class in first year (VII B) of SMP NEGERI 2 Pakis</td>
</tr>
<tr>
<td>3.</td>
<td>Thursday, January, 22(^{nd}) 2015 07.15-09.15</td>
<td>Teaching learning process by using \textit{DIER}(Description, Interpretation, Evaluation, and Recommendation) technique</td>
<td>A class in first year (VII B) of SMP NEGERI 2 Pakis</td>
</tr>
</tbody>
</table>
C. The Subject of the Research

The subject of this research was the first grade students of SMP Negeri 2 Pakis in the academic year 2014/2015. The researcher would take VIIB. There are 33 students which consisted of 18 females and 15 males. Based on the researcher’s observation, this class had low score in English term, especially in descriptive text writing skill. She wanted to apply the learning strategy in order to improve students’ descriptive writing skills. The position of the researcher in this research was as a teacher. Moreover, the observer of this research was the researcher’s partner.

Table 3.2 Subject of the Research

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Achmad Nur Shoib</td>
</tr>
<tr>
<td>2.</td>
<td>Achmad Zaenuri</td>
</tr>
<tr>
<td>3.</td>
<td>Agus Suprianto</td>
</tr>
<tr>
<td>4.</td>
<td>Annisa Fitri Sritamani</td>
</tr>
<tr>
<td>5.</td>
<td>Bambang Riyadi</td>
</tr>
<tr>
<td>6.</td>
<td>Beni</td>
</tr>
<tr>
<td>7.</td>
<td>Darti</td>
</tr>
<tr>
<td>8.</td>
<td>Deni Ramadhan</td>
</tr>
<tr>
<td>9.</td>
<td>Dia Ayu Lestari</td>
</tr>
<tr>
<td>10.</td>
<td>Didit Pramuji</td>
</tr>
<tr>
<td>11.</td>
<td>Dimas Diki Romandon</td>
</tr>
<tr>
<td>12.</td>
<td>Dwi Utari</td>
</tr>
<tr>
<td>13.</td>
<td>Galih Setyawan</td>
</tr>
<tr>
<td>14.</td>
<td>Iva Vatima</td>
</tr>
<tr>
<td>15.</td>
<td>Muzaqi</td>
</tr>
<tr>
<td>16.</td>
<td>Nisa Riskiana</td>
</tr>
<tr>
<td>17.</td>
<td>Nur Amanah</td>
</tr>
<tr>
<td>18.</td>
<td>Nur Arif</td>
</tr>
<tr>
<td>19.</td>
<td>Nur Khasanah</td>
</tr>
<tr>
<td>20.</td>
<td>Parno</td>
</tr>
</tbody>
</table>
D. The Procedure of Research

This research applied Kemmis and Mc Taggart’s model of classroom action research’s method. Arikunto (2010: 137) informs that the principal concept of CAR according to both of those experts consists of four steps (and its repeating); they are planning, acting, observing, and reflecting. These steps are involved in a cycle, which can be drawn as follow:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Pramudita Anggraeni</td>
</tr>
<tr>
<td>22.</td>
<td>Rachmadany Kurniawan</td>
</tr>
<tr>
<td>23.</td>
<td>Rahmatullah Budi Ibrahim</td>
</tr>
<tr>
<td>24.</td>
<td>Rika</td>
</tr>
<tr>
<td>25.</td>
<td>Rika Wati</td>
</tr>
<tr>
<td>26.</td>
<td>Riyanto</td>
</tr>
<tr>
<td>27.</td>
<td>Sami Nuryanti</td>
</tr>
<tr>
<td>28.</td>
<td>Septiana Mutmainah</td>
</tr>
<tr>
<td>29.</td>
<td>Setiya Rahayu</td>
</tr>
<tr>
<td>30.</td>
<td>Sherlya Rafsanjani</td>
</tr>
<tr>
<td>31.</td>
<td>Triani</td>
</tr>
<tr>
<td>32.</td>
<td>Wiwit Winarsih</td>
</tr>
<tr>
<td>33.</td>
<td>Yayuk Widya Rini</td>
</tr>
</tbody>
</table>

![Diagram of the Procedure of Research](attachment://diagram.png)
FIGURE 1.1 The Procedures of Classroom Action Research

This study used classroom action research, the writer conducted the research in two cycles those are cycle I and cycle II. The steps in every cycle were same. They were as follows:

1. Planning

The activities in the planning were as follow:

a. Preparing the materials, making lesson plan, and designing the steps in doing the action.

b. Preparing the list of the students’ name and scoring.

c. Preparing the teaching aids (e.g. DIER (Description, Interpretation, Evaluation, and Recommendation) technique, pictures, rewards, etc).

d. Preparing the sheets for class observation (to know the situations of teaching learning process when the method or technique or mode is applied).

e. Preparing a test (pre-test and post-test to know whether students improve or not).

2. Action

The activities in the action were as follow:

a. Giving pre-test

b. Teaching writing by using DIER (Description, Interpretation, Evaluation, and Recommendation) technique.

c. Giving opportunity to the students to ask about difficulties or problems.
d. Asking the students to identify the picture using *DIER* (*Description, Interpretation, Evaluation, and Recommendation*) technique in pairs.

e. Giving post-test

3. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. The writer analyzed the result of pre-test and post-test to know whether the students’ writing improve or not.

4. Reflection

The result of the observation was analyzed. It was to remember what happened that has been recorded in observation. Reflection sought to make sense of the process, problem and real issues in strategic action. It took account of the writing skill the pictures and it circumstance in which they arisen. The research appeared reflection has an evaluating aspect, it asked the researcher to expand the experience, to judge whether effects were desirable, and suggest ways of processing. Then the next cycle could be designed to be better.

**E. Technique of Collecting Data**

The researcher presented the act of collecting data were as follows:

1. Test

First conducted before getting data, the writer uses pre-test and post-test. Arikunto (2010: 226) stated that test is used to measure the students’ basic ability and achievement. To get the data, the writer processed the tests that consist of pre-test and post-test. The function of pre-test is to know how far the students’ writing
skill of the students before applying DIER (Description, Interpretation, Evaluation, and Recommendation) technique. And the function of post test is to know the increasing the students’ writing skill after applying DIER (Description, Interpretation, Evaluation, and Recommendation) technique. Pre-test and post-test are consist of multiple choice and essay. Multiple choice consist of 10 questions and essay used picture as a question.

2. Documentation

The researcher needs some documentations and data to know about the school situation of this research. Documentation included not only the official organizational papers, report, brochures but also the more work-day, work plans, and materials which gotten from head master, so this research could produce good finding. The result of documentation is the pictures during teaching learning process in the class. The observer took the pictures as instrument in documentation.

3. Observation

The observation is conducted by the researcher to have description about the subject. The researcher observes the learning process in the English class, notices all the activities in the learning process and concentrates on the use DIER (Description, Interpretation, Evaluation, and Recommendation) technique in the writing instruction, how the implementation of the DIER technique, and what the reaction or the result of this approach. The researcher observes the condition of the subject in the learning process, then analyzed about what the matter of the learning process to find essential problems.
F. Technique of Data Analysis

After collecting the data, the next step of this study was analyzed the data. There were two ways to analyze the data, they were:

1. Descriptive technique (Qualitative)

   A descriptive technique is used to know students’ behavior during the teaching learning process. In this case, the writer analyzed the observation sheet by field note taking in which has been made by her partner and they recorded all the activities in the classroom.

2. Statistical technique (Quantitative)

   A statistical technique is used to summarize data using numbers. This technique is used to know the students’ score of writing in each cycle. To analyze the data of the research, the writer used Mean formula. David (1969:137) said that the mean is the most frequently used measure of central tendency in test statistics. So the writer used means to analyze the data of the research.

Mean score:

\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M \] = Mean

\[ \Sigma X \] = the sum of the item score

\[ N \] = the number of the students

G. General Situation of SMP NEGERI 2 PAKIS
The research was conducted in SMP Negeri 2 Pakis (Junior High School). SMP Negeri 2 Pakis is located at Jl. Candimulyo, Pogalan km 7, Petung, Pakis, Magelang, phone number 0293-5505327, and email address smp2pakiskabmagelang@yahoo.co.id. SMP (Junior High School) Negeri 2 Pakis has been tested with the Accrediting A and got his SSN (National Standard School). SMP Negeri 2 Pakis is located in the east Petung village. It is strategic because it passed a vehicle that makes it easy for the students to come to school.

The Pakis district has three SMP (junior high school), there are SMP N 1 Pakis which the school placed in Kaponan, Pakis, and then SMP N 2 Pakis which the school placed Petung, Pakis, and the last SMP N 3 Pakis located in Semampiran, Pakis. Along its existence, SMP N 2 Pakis succeed to produce the students’ achievement. In globalization era, the students of SMP 2 Pakis were more increased. Quality of the teacher, vission, and mission SMP N 2 Pakis is influence to improve students creative, innovative, and etc.

In this research, the researcher’s got the data about teachers, staff, facilities, and extracurricular of SMP Negeri 2 Pakis, they were:

1. The Teachers and Staff of SMP NEGERI 2 Pakis

   The formal education needs qualified people to work as teachers and some as administrators to undertake good teaching learning process. In this school, there are 22 teachers and 8 staff. Mr. Eko Iman Sugiyono, S.Pd took as head masters. Those teachers in this school teach different subject matter out of 16 subject’s matters. There are: Indonesian Language, Javanese Language, Mathemetic, English, and etc. While the staff members in this school consist of
head of administration, administrative staff, librarian, cleaning service, gardener, and security guard. Both of them do actively their job in teaching learning process.

2. The Educational Facilities and Tools in SMP NEGERI 2 Pakis in the Academic Year of 2014/2015

SMP NEGERI 2 Pakis consists of 29 buildings to support in teaching learning process, they are 13 classrooms and 1 natural science laboratory. The other buildings are head master room, teacher room, library, room skill, counseling room, and etc. The condition all of them are good. The tools in SMP NEGERI 2 Pakis consists of 176 kinds to support in teaching learning process. There are whiteboard, chairs, tables, o’clock, brooms, and etc.

3. The Extracurricular in SMP NEGERI 2 Pakis in the Academic Year of 2014/2015

The teaching learning process in SMP NEGERI 2 Pakis begins at 07.15a.m until 12.30 p.m everyday. Each lesson takes along 40 minutes. Beside intra curricular activities, the students also have an extracurricular activity which is recommended in order to improve their skill achievements. The extracurricular activities are: computer, pathfinder, basketball, futsal, volley ball, rebana, qiro’, and etc.
CHAPTER IV
DATA ANALYSIS

A. Result

In this chapter, the researcher would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is function to measure the students’ descriptive writing skill improvement by applying “DIER (Description, Interpretation, Evaluation, and Recommendation)” technique.

In this research, the data was consisted of field note, the result of pretest and posttest. There were two cycles in this research, cycle I and cycle II. For the whole stages of every cycle would be explained in the description bellow:

1. Cycle I

a. Planning

The researcher prepared some instruments of the research, they are as follows:

1) Lesson plan as teaching guidance in learning process.

2) The writer preparing the material.

3) Check list for classroom observation(to know the situations of teaching learning process when the method or technique or mode is applied)
4) Teaching aids (board maker, DIER (Description, Interpretation, Evaluation, and Recommendation) technique, paper sheet, etc)

5) Test (pre-test and post-test to know whether students’ writing skill improve or not).

Pre-test was given to the students before applying “DIER (Description, Interpretation, Evaluation, and Recommendation)” technique and post-test was given after applying this technique.

b. Implementation of the action

On Tuesday, January 13rd 2015, the researcher and her observer did a research in VII-B class of SMP N 2 Pakis. The condition of class was too crowded and disorganized. Next, the researcher introduced herself and she explained what her purposes to do a research in SMP N 2 Pakis.

Students: “Good morning”.

Teacher: “Good morning students... How are you today?”

Students: “I’m fine, thank you and you ?”

Teacher: “I’m fine too..thank you, sit down please. ”

Students: “Yes..thank you”

Teacher: “Assalamualaikum wr.wb”.

Students: “Waalaikumsalam wr.wb”.

Teacher: “Ok guys; let’s start our meeting by saying basmalah together.”

Students: “Bismillahirrahmaanirrahkim.”

Teacher: Before we continue our lesson today, first I will introduce myself. My name is Qurotul Aini. I am the alumna of this
school who was graduated in 2007. I am an university student at IAIN Salatiga.

Before the researcher explained the material today, she asked the students to do a pre-test for about 15 minutes. After the students did pre-test, the researcher asked to the students to collect the answer sheet on my table, the teacher began to discuss the material would be studied. The teacher gave materials about descriptive text. Then the researcher asked about the materials.

Teacher: “Apakah kalian tahu tentang materi ini??” (Do you know about the material??)

Students :________

(The students kept silent)

Teacher :”Anyone volunteer to explain about descriptive text?”

Students: “Menjelaskan tentang seseorang, sesuatu benda, dan tempat.” (It Explains about someone, something, and place).

Teacher: “Ya, boleh, yang lain? (Yes, right, another answer?)”Can you give me an example about descriptive text?

Nur :” Misalnya gini bu, tentang seorang artis yaitu Syahrini, dia adalah penyanyi, dia sangat cantik, syahrini juga penyanyi yang terkenal, dia sering membuat banyak sensasi” (for example miss about actress, Syahrini
is an actress, she is a singer, beautiful, a famous actress, and she has many sensational news).

Teacher: “Ok.. it’s a good example..”. I will explain about descriptive text. Pernahkah kalian belajar tentang descriptive text? (Have you ever study about descriptive text?)

Students: “Ya”. (Yes, I have)

Then the teacher asked the students to read the material and the teacher explained to them.

Teacher: “Ok class, any question so far?”

Students: “Not yet.”

Teacher: “Ok, you are the best). “Ini ada contoh descriptive text, coba kalian identifikasi menurut bagian-nya masing-masing denganteman sebangku kalian!” (this is an example about descriptive text, please try to identify with your partner).

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him. His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school. Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room, and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

Students: “Yess...”
Then, the students did the assignment. After, they finished the assignment, the teacher asked one of them to read the answer it.

*Teacher*: “Apakah kalian sudah selesai?” (Have you finish?) “Ada yang mau membacakan jawabannya? Saya akan memberikan hadiah pada kalian, jika ada yang mau membacakan?”. (Any voluntary to read the answer? I will give reward for you, if you may read the answer?)

*Rika*: “Saya akan membacakan miss”. (I will read it miss).

*Teacher*: ”Oke, silahkan, yang lain mendengarkan ya!” (Oke..please, listen to your friend!).

*Rika*: “Bagian introductionnya atau bagian perkenalannya adalah kalimat pertama, Mr. Jackson is an American teacher, but he lives and works in Denpasar, dan bagian descriptionnya atau ciri-cirinya kalimat ini, He is a very good teacher. His students like him. Seperti itu miss jawaban kami.” (The introduction part is the first sentence, Mr. Jackson is an American teacher, but he lives and works in Denpasar, and the part of descriptions are the sentence: He is a very good teacher. His students like him).

*Teacher*: ”Ya… jawaban yang sangat bagus” (Yeah.., good answer) “Beri tepuk tangan buat Mei..!” (Give applause forMei..!)

The students gave applause for Rika...

*Teacher*: “Oke..ada jawaban lain?” (Oke..another answer?)
Students : "Tidak miss.." (Not yet).

Teacher : "Oke... besuk kalau ditanyain lagi sudah bisa mengerjakanya? Ada yang kurang paham, boleh ditanyakan?(Oke...That’s right, if tomorrow I ask you about it,you must do it! Do you understand? Any question so far?)

Students :"Tidak ada bu..” (No miss..)

Teacher : “Ok, you are very well". We can start our discussion now by using “DIER (Description, Interpretation, Evaluation, and Recommendation)”.

Then, the teacher gave the picture for students.

Teacher :”Lihatlah gambar tersebut! Apa yang kamu ketahui tentang gambar tersebut?” (Please, look at the picture!What do you know about the picture?)

Students :”Gambar laki-laki sedang makan, makan roti dan nasi”. (The picture is about the boy eats bread and rice).

Teacher :”Iya betul sekali..” (That’s right). Saya akan mengajak kalian untuk mengidentifikasi atau mendeskripsikan gambar tersebut dengan menggunakan teknik DIER (Description, Interpretation, Evaluation, and Recommendation). (I will persuade you to identify and to describe the picture using DIER (Description, Interpretation, Evaluation, and Recommendation) technique).
Students: "Apa itu miss??(What is it miss?)

Teacher: "Oke..I will explain about this technique". DIER merupakan teknik pembelajaran, kepanjangan DIER itu sendiri adalah Description, Interpretation, Evaluation, and Recommendation. Deskripsi yaitu upaya menggambarkan fakta yang terlihat dalam gambar (Description: what I see, and only an observed fact). Interpretasi yaitu upaya memikirkan apa yang dilihat (Interpretation: what I think, about what I see). Evaluasi yaitu upaya merasakan nilai positif/negatif dari apa yang saya pikirkan (Evaluation: what I feel about what I think). Kemudian yang terakhir, Rekomendasi yaitu apa yang dapat disarankan bagi penerapannya bagi kehidupan nyata (Recommendation: to suggest the application in the real life).

Teacher: "Do you understand guys? Ada pertanyaan? (Any question so far?)

Students: __________

The students kept silent..

Teacher: "Halo..ada pertanyaan untuk teknik ini?” (Hello...any question for this technique?)

Students: "Tidak ada miss..”. (No miss..)

Teacher: "Oke...kalau sudah paham, sekarang tolong identifikasi gambar tersebut. Dicari dari deskripsi, interpretasi, evaluasi, dan rekomendasinya. Saya akan membagi kalian
ke dalam kelompok yang terdiri dari 2-3 orang,

kerjakanlah bersama kelompok kalian! (Please, identify the picture (Description, Interpretation, Evaluation, and Recommendation). I will divide you into a groups consists of 2-3 people, with your partner!)

Students : ”Belum bisa miss...Sulit miss..” (Not yet miss..it is difficult).

Teacher : ”Katanya tadi sudah paham? Mana yang belum paham?”

(You said that you understood about the material? Which do not understand?)

Students : ”Semuanya miss...” (All of this miss..)

Teacher : ”Ada yang mau jawab? Saya akan memberi kalian hadiah, jika kamu dapat mengidentifikasi gambar tersebut”

(Any voluntary? I will give reward for you, if you can identify the picture).

Students : ”Diskusi bareng-bareng aja miss..” (Discuss it together miss..)

Teacher : ”Baiklah..mari kita diskusikan bersama? (Oke fine..let’s discuss together?). “Description dari gambar tersebut bagaimana? Maksudnya kita menggambarkan gambar tersebut dari yang kita lihat?” (What is the description? It means what we see, only an observed fact).

Ika : ”Seorang laki-laki yang sedang makan miss..”(A boy eats miss..)
Teacher : "Ya benar...deskripsinya, Seorang laki-laki sedang makan roti dan nasi, ada pendapat lain?" (That's right...description, the boy eats bread and rice, another opinion?)

Students : "Laki-laki yang sedang duduk miss..." (A boy sits miss...)

Teacher : "Yes..The boy sits in the floor". “Oke... bagaimana dengan interpretasinya?” (Oke...How about interpretation?) “Ayo siapa yang mau jawab? Jangan lupa jawabannya ditulis ya?" (Any voluntary? Don't forget to write down your answer!)

Students : "Interpretation yang bagaimana miss?" (What do you mean with interpretation miss?)

Teacher : "Interpretasi yaitu upaya memikirkan apa yang kalian lihat, jadi kira-kira apa yang kalian pikirkan tentang gambar tersebut?kalau tadi kan secara nyata digambar, tapi kalau lewat pemikiran kalian bagaimana dengan gambar tersebut?" (Interpretation, what I think about what I see,so..what do you think about the picture? About description is an only observed fact, but what do you think about the picture?)

Students : "I know miss.."

Teacher : "Iya..bagaimana jawabannya?" (Yes..How about the answer?)
Students: "Laki-laki itu makan karena dia lapar..begitu miss?" (The boy eats because he was hungry.. like that miss?)

Teacher: "Ya..betul..ada jawaban yang lain?" (Yes..that’s right..another answer?)

Utari: "Karena dia pengen makan miss..haha.." (Because he want eats miss..haha)

Teacher: "Yes..of course.." “Yah..kalian pintar-pintar sudah bisa jawab tentang pemikiran atau penafsiran kalian terhadap gambar itu..beri tepuk tangan buat kalian!”

(Yah..you are clever, you have a brilliant idea or interpretation about the picture..give applause for you!)

Students: "Yeye..." (They felt happy)

Teacher: "Selanjutnya..apa yang kalian pikirkan tentang evaluasi? Tolong berilah nilai terhadap gambar tersebut!”

(Next..what do you think about evaluation? Please give your evaluation about the picture?)

Students: "Beri contoh miss.." (Please give the example miss..)

Teacher: "Oke..misalnya gambar tersebut baik atau buruk? Kalau baik atau buruk apa alasannya? Bagaimana..ada yang mau coba jawab?" (Oke..for example, the picture is negative or positive? If the picture positive or negative, what is your reason? How.. any voluntary?)

Students: "Ow..begitu miss..nilai nya kayaknya buruk miss”. (Ow.. like that miss..the evaluation is bad miss.)
Teacher: "Iya..benar..that’s right". Kenapa nilai negatif? (Why the evaluation is negative?)

Students: "Karena makannya banyak miss..tidak baik makan banyak banyak.." (Because he eats too much... It is not good to eat too much).

Teacher: "Yes..that’s right". “Jadi kita tidak boleh makan banyak banyak ya...secukupnya. mungkin karena diagemuk, jadi perlu porsi banyak gitu hehe.. (So, we dont need to eat too much. May be, because he is fat, so he needs so much food hehe..). “Terakhir, bagaimana rekomendasi kalian? Rekomendasi itu saran kalian dalam kehidupan nyata.”

(The last, how about your recommendation? Recommendation is your suggestion in your real life)

Students: "Kalau makan tidak boleh banyak-banyak, berhentilah sebelum kenyang miss..., terus kalau makan duduk ga boleh berdiri”. (Dont eat too much, and stop eat before satisfied miss...then, please.. sit down when you eat)

Teacher: "Siip...you are the best! Give applause for you..". “Jadi, kalau makan secukupnya, sebelum makan cuci tangan dan berdoa dulu, dan makan ga boleh berdiri ya?” (So, eating enough please, before you eat, please wash your hand and pray, and dont stand up when you eat). “Ada lagi yang lain mungkin?” (May be..another answer?)

Students: "No miss.."
Teacher: "Oke..Do you understand?”. “Ada pertanyaan tentang materi hari ini?” (Any question about our materials today?)

Students: "Paham buu..tidak ada pertanyaan hehe..." (Understood miss..No question hehe..)

Teacher: "Are you sure?”. “Tidak ada pertanyaan?” (No question??). “Besok kalau ditanyain lagi berarti sudah paham dan sudah bisa mengerjakan seperti ini ya?” (If I ask about the material tomorrow, you have been understood and you must do it) Okay..?

Students: "Iya miss.. InsyaAllah hehe.."(Yes miss.. InsyaAllah he..)

Teacher: "Oke siip..kalau tidak ada pertanyaan berarti kalian sudah pinter-pinter..." (Oke... if nothing question, it means you are the diligent students! “Jangan lupa yang tadi ditulis buat belajar dirumah ya!” (Dont forget to write down about it to study in the home!)

Students: "Okey.. miss..."

The researcher took the important point from the discussion. She explained more about how to identify the picture in descriptive text. Finally, the students understood the explanation. She gave the opportunity to them to ask questions. Then, she provided post-test to check students’ writing skill. They must do the test for 20 minutes maximally. After they finished, the researcher collected the students’ worksheet and she closed teaching learning activity.

c. Observation
In the first cycle, the observer or the partner of the researcher observed teaching learning process by monitoring students’ activity and she attention during the action. Observation made at the time of learning descriptive text before and after using DIER technique, observation focused on students’ writing skill.

For the result of this action, the writer can see that the students were unready in learning descriptive text. almost of them looked confused in doing the test. Some of them asked the answer to their friends. The observer also observed the students’ activeness in asking, answering questions, and giving feedback. In this action, almost of them was silence in the class, only several who has answered the teachers’ question. They gave a lack of attention when the teacher explained the material. When they identified the picture, then they felt nervous when they presented the result of their discussion. It happened because they did not accustom to present in front of the class yet. Besides, “DIER (Description, Interpretation, Evaluation, and Recommendation) technique” was a new technique for them, so that they needed to adapt first.

Moreover, the researcher would like to analyze the students’ improvement the students’ descriptive writing skills by calculating the result of pre-test and post-test. The result of both of the tests can be seen in the table as follows:

a. The score of pre-test in cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score of Pre-Test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Achmad Nur Shoib</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Achmad Zaenuri</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>3.</td>
<td>Agus Suprianto</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Annisa Fitri Sriutami</td>
<td>65</td>
</tr>
<tr>
<td>5.</td>
<td>Bambang Riyadi</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Beni</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>Darti</td>
<td>55</td>
</tr>
<tr>
<td>8.</td>
<td>Deni Ramadhan</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>Dia Ayu Lestari</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>Didit Pramuji</td>
<td>85</td>
</tr>
<tr>
<td>11.</td>
<td>Dimas Diki Romandon</td>
<td>65</td>
</tr>
<tr>
<td>12.</td>
<td>Dwi Utari</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>Galih Setyawan</td>
<td>75</td>
</tr>
<tr>
<td>14.</td>
<td>Iva Vatima</td>
<td>75</td>
</tr>
<tr>
<td>15.</td>
<td>Muzaqi</td>
<td>75</td>
</tr>
<tr>
<td>16.</td>
<td>Nisa Riskiana</td>
<td>55</td>
</tr>
<tr>
<td>17.</td>
<td>Nur Amanah</td>
<td>70</td>
</tr>
<tr>
<td>18.</td>
<td>Nur Arif</td>
<td>75</td>
</tr>
<tr>
<td>19.</td>
<td>Nur Khasanah</td>
<td>75</td>
</tr>
<tr>
<td>20.</td>
<td>Parno</td>
<td>65</td>
</tr>
<tr>
<td>21.</td>
<td>Pramudita Anggraeni</td>
<td>55</td>
</tr>
<tr>
<td>22.</td>
<td>Rachmadany Kurniawan</td>
<td>65</td>
</tr>
<tr>
<td>23.</td>
<td>Rahmatullah Budi Ibrahim</td>
<td>70</td>
</tr>
<tr>
<td>24.</td>
<td>Rika</td>
<td>75</td>
</tr>
<tr>
<td>25.</td>
<td>Rika Wati</td>
<td>65</td>
</tr>
<tr>
<td>26.</td>
<td>Riyanto</td>
<td>60</td>
</tr>
<tr>
<td>27.</td>
<td>Sami Nuryanti</td>
<td>65</td>
</tr>
<tr>
<td>28.</td>
<td>Septiana Mutmainah</td>
<td>70</td>
</tr>
<tr>
<td>29.</td>
<td>Setiya Rahayu</td>
<td>65</td>
</tr>
<tr>
<td>30.</td>
<td>Sherlya Rafsanjani</td>
<td>70</td>
</tr>
<tr>
<td>31.</td>
<td>Triani</td>
<td>75</td>
</tr>
<tr>
<td>32.</td>
<td>Wiwit Winarsih</td>
<td>65</td>
</tr>
<tr>
<td>33.</td>
<td>Yayuk Widya Rini</td>
<td>65</td>
</tr>
</tbody>
</table>

\[ \sum X = 2.235 \]

b. Mean of pre-test in cycle I

\[ M = \frac{\sum X}{N} \]
\[ M = 2.235 \]
\[ 33 \]
\[ M = 67, 73 \]
c. The score of post-test in cycle I

**Table 4.2 The Result of Post-test in Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score of Post-Test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Achmad Nur Shoib</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Achmad Zaenuri</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Agus Suprianto</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Annisa Fitri Sriutami</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Bambang Riyadi</td>
<td>75</td>
</tr>
<tr>
<td>6.</td>
<td>Beni</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>Darti</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>Deni Ramadhan</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>Dia Ayu Lestari</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>Didit Pramuji</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>Dimas Diki Romandon</td>
<td>65</td>
</tr>
<tr>
<td>12.</td>
<td>Dwi Utari</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>Galih Setyawan</td>
<td>65</td>
</tr>
<tr>
<td>14.</td>
<td>Iva Vatima</td>
<td>65</td>
</tr>
<tr>
<td>15.</td>
<td>Muzaqi</td>
<td>70</td>
</tr>
<tr>
<td>16.</td>
<td>Nisa Riskiana</td>
<td>65</td>
</tr>
<tr>
<td>17.</td>
<td>Nur Amanah</td>
<td>65</td>
</tr>
<tr>
<td>18.</td>
<td>Nur Arif</td>
<td>60</td>
</tr>
<tr>
<td>19.</td>
<td>Nur Khasanah</td>
<td>75</td>
</tr>
<tr>
<td>20.</td>
<td>Parno</td>
<td>70</td>
</tr>
<tr>
<td>21.</td>
<td>Pramudita Anggraeni</td>
<td>65</td>
</tr>
<tr>
<td>22.</td>
<td>Rachmadany Kurniawan</td>
<td>80</td>
</tr>
<tr>
<td>23.</td>
<td>Rahmatullah Budi Ibrahim</td>
<td>60</td>
</tr>
<tr>
<td>24.</td>
<td>Rika</td>
<td>55</td>
</tr>
<tr>
<td>25.</td>
<td>Rika Wati</td>
<td>75</td>
</tr>
<tr>
<td>26.</td>
<td>Riyanto</td>
<td>75</td>
</tr>
<tr>
<td>27.</td>
<td>Sami Nuryanti</td>
<td>65</td>
</tr>
<tr>
<td>28.</td>
<td>Septiana Mutmainah</td>
<td>65</td>
</tr>
</tbody>
</table>
d. Mean of post-test in cycle I

\[
M = \frac{\sum X}{N}
\]

\[
M = 2.265
\]

\[
33
\]

\[
M = 68, 63
\]

From the result of the tests above, there is improvement of students’ descriptive writing skill before and after the application of “DIER (Description, Interpretation, Evaluation, and Recommendation) technique” in cycle I. Mean of post-test (68,63) is higher than mean of pre-test (67,73).

d. Reflection

After analyzing the result of the action in cycle I, the researcher concluded that the students’ descriptive writing skill was improved, in spite of just a little improvement. It was shown by the average of post-test (68, 63), which is higher than the average of pre-test (67, 73).

In other hand, the researcher needed to explain the material in detail in order to make the students understand well. She had to guide the students to discuss and present the material in front of the class. Besides, the students had to be more active to ask the teacher when they did not understand about the
lesson. The researcher used the same technique to teach writing with the different topic for the next cycle to get better result.

2. Cycle II

Based on the result of cycle 1, it was necessary for the teacher to continue to the next cycle:

a. Planning

The activities should be prepared as follows:

1) Lesson plan: as a guide for teacher, activities in the class, so teaching and learning process can be controlled.
2) Material: the text about describing people.
3) Teaching aids: DIER (Description, Interpretation, Evaluation, and Recommendation) technique.
4) Check list for classroom observation.
5) Test: pre-test and post-test to know whether students’ writing skill improve or not.

b. The implementation of the action

On Thursday, January 22nd 2015 the teacher and her partner entered the class to teach English. In action 2, the researcher revised the teaching learning process in cycle I where students still have difficulties in skill skill. Students usually started the meeting by greeting and teacher asking students’ condition.

Students : “God morning”.
Teacher : “Good morning students... How are you today?”
Students: “I’m fine, thank you and you?”

Teacher: “I’m fine too..thank you, sit down please.”

Students: “Yes... thank you”

Teacher: “Assalamualaikum wr.wb”.

Students: “Waalaikumsalam wr.wb”.

Teacher: “Ok class; let’s start our meeting by saying

basmalah together.”

Students: “Bismillahirrahmaaniirrakhim.”

Before the researcher teach English, she gave pre-test to the students. As in the first cycle, they needed 15 minutes to do the test. Some students finished it before a set time. When the time was up, the teacher asked them to collect their worksheets. At that moment, she started the lesson and invited the students to discuss the material as in the cycle I. She began to teach the material.

Teacher: ”Apakah kalian masih ingat tentan definisi descriptive text?”

(Do you still remember the definition of descriptive text?)

Student: ”Yes miss, the definition is a text used to describe a

particular something. For example, to describe

about person, animal, place or things.”

Teacher: ” Apakah kalian masih ingat generic structure nya
descriptive text?” (Do you still remember the
generic structure of descriptive text?)

Students:_______________ (kept silent)
Teacher: "Ayo siapa yang masih ingat? (Please, any voluntary?)

Students: "Generic srtucture nya identifikasi sama deskripsi miss" (The generic structure is identification and description miss.)

Teacher: "Ok good. Thank's for your answer."

Students: "Iya miss" (You are welcome miss)

Teacher: (Disini saya hanya akan mengulang sedikit tentangpenggunaan simple present tense. Karena kebanyakan kesalahan kalian ada disitu.) “Here I will only repeat a bit about the use of “Simple Present Tense”. Because most of your errors were there.”

After the teacher explained to the students, the teacher asked the students to made sentences used simple present tense. The teacher asked the students to write in the whiteboard. Then, the teacher corrected their answer together. After they learned about simple present tense, the teacher asked the students about the difficulties.

Teacher: "Apakah kalian sudah paham tentang simple present tense?" (Do you understand about simple present tense?)

Students: "Iya miss..paham..." (Yes, we do).
Teacher : “(Apakah kalian yakin? Tidak ada pertanyaan?” (Are you sure? No question?)

Students : “Not yet”.

Teacher: “Oke...selanjutnya kita akan melakukan aktivitas yang sama seperti pertemuan sebelumnya. Apakah kalian masih ingat tentang peraturannya?”. (Oke...next we will do the same activity like previous meeting. Do you still remember about therole?)

Students : “Yes, we do”.

Then the teacher gave pictures to the students. In the same manner as in cycle I, the teacher asked to each groups in description, interpretation, evaluation, and recommendation of their pictures. Each group was consisted of three students, they discussed the material seriously. However, the time was up, so that the answer will be done in the next meeting. The researcher remind them to prepare their answer well, and then she closed the lesson.

After that the students had discussions with each group. Because the time was up, the presentations conducted at the next meeting.

Teacher : “Attention please!”

Students : (quiet)

Teacher : “Because time is up the presentations conducted at the next meeting.”

Students : “Yes....”

Teacher : “Thank’s for your attention, wassalamu’alaikum wr wb.”
On Tuesday, January 27th 2015 the teacher continued the research. She entered the class and accustomed the students as usual. Furthermore, she inquired students’ readiness to start their answer.

Teacher : “Are you ready students?”

Students : (silent and smile)

Teacher: “Ayo kelompok 1?” (Come on the first group). What is your answer about description, interpretation, evaluation, and recommendation?”

Arif : “Ditulis didepan buk?” (Where I write, in here or in front of class miss?)

Teacher : “Yes, come here, please! 10 minute maximally, Ok?”

The first group, clever group, they presented their discussion in front of the class. This group was consisted of three persons. One of them read the answer, and the other one translated it. Then, they explained to their friend about the picture. The teacher helped them to identify the picture. After finished the presentation, she invited the students to give appreciation to their friends.

Teacher: “Give applause to the clever group. For the next groups, louder please! Identify the text in detail, OK?”
Students: “Ok...”

The teacher called the second one, diligent group and the third one, smart group, by turn. Both of groups were consisted of three persons. They presented the discussion better than the first group. However, they still looked nervous. The teacher took the important point from the discussion. She explained more about how to identify the pictures text. Finally, the students understood the explanation. She gave the opportunity them to ask questions. Then, she provided post-test to check descriptive students’ writing skill. They had to do the test for 20 minutes maximally. After they finished, the teacher collected the students’ worksheet and closed the lesson.

Teacher: “Ok class, time is up so give applause for us, I will be so glad today because I can share my knowledge to you all. Thanks for your attention today and let’s close our meeting by saying hamdallah together.”

Students: “Alhamdulillahirabbilalamiin. “

Teacher: “Wassalmaulaikumwr.wb.”

Students: “Waalaikumsalam wr.wb.”

c. Observation

The observer observed the learning activities since the cycle II was going on. The teacher checked the students understanding about descriptive text by reviewing the material in previous cycle. Based on the observation from the observer during the lesson, the students gave more attention when the teacher explained the material than before. They completed their assignments, which is
given by the teacher, discussed the material seriously and the students presented
the discussion better than the first cycle. They have done both of pre-test and of
post-test by self, without asked their friends.

Moreover, the researcher would like to analyze the students’

improvement in students’ descriptive writing skill by calculating the result of
pre-test and post-test. The result of both of the tests can be seen in the table as
follows:

a. The score of pre-test in cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score of Pre-Test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achmad Nur Shoib</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Achmad Zaenuri</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Agus Suprianto</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Annisa Fitri Sriutami</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Bambang Riyadi</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Beni</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Darti</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>Deni Ramadhan</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>Dia Ayu Lestari</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Didit Pramuji</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Dimas Diki Romandon</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Dwi Utari</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>Galih Setyawan</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Iva Vatima</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>Muzaqi</td>
<td>65</td>
</tr>
<tr>
<td>16</td>
<td>Nisa Riskiana</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>Nur Amanah</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>Nur Arif</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>Nur Khasanah</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Parno</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Pramudita Anggraeni</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>Rachmadany Kurniawan</td>
<td>65</td>
</tr>
<tr>
<td>23</td>
<td>Rahmatullah Budi Ibrahim</td>
<td>70</td>
</tr>
</tbody>
</table>
24. Rika 70
25. Rika Wati 73
26. Riyanto 70
27. Sami Nuryanti 65
28. Septiana Mutmainah 60
29. Setiya Rahayu 75
30. Sherlya Rfaesanjani 65
31. Triani 80
32. Wiwit Winarsih 75
33. Yayuk Widya Rini 75

\[ \sum X = 2.258 \]

b. Mean of pre-test in cycle II

\[ M = \frac{\sum X}{N} \]

\[ M = 2.258 \]

\[ 33 \]

\[ M = 68, 42 \]

c. The score of post-test in cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score of Post-Test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Achmad Nur Shoib</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Achmad Zaenuri</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Agus Suprianto</td>
<td>65</td>
</tr>
<tr>
<td>4.</td>
<td>Annisa Fitri Sritiutami</td>
<td>65</td>
</tr>
<tr>
<td>5.</td>
<td>Bambang Riyadi</td>
<td>65</td>
</tr>
<tr>
<td>6.</td>
<td>Beni</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>Darti</td>
<td>80</td>
</tr>
<tr>
<td>8.</td>
<td>Deni Ramadhan</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>Dia Ayu Lestari</td>
<td>75</td>
</tr>
<tr>
<td>10.</td>
<td>Didit Pramuji</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>11</td>
<td>Dimas Diki Romandon</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Dwi Utari</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>Galih Setyawan</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>Iva Vatima</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>Muzaki</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>Nisa Riskiana</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>Nur Amanah</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>Nur Arif</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>Nur Khasanah</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Parno</td>
<td>72</td>
</tr>
<tr>
<td>21</td>
<td>Pramudita Anggraeni</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>Rachmadany Kurniawan</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>Rahmatullah Budi Ibrahim</td>
<td>66</td>
</tr>
<tr>
<td>24</td>
<td>Rika</td>
<td>55</td>
</tr>
<tr>
<td>25</td>
<td>Rika Wati</td>
<td>75</td>
</tr>
<tr>
<td>26</td>
<td>Riyanto</td>
<td>65</td>
</tr>
<tr>
<td>27</td>
<td>Sami Nuryanti</td>
<td>65</td>
</tr>
<tr>
<td>28</td>
<td>Septiana Mutmainah</td>
<td>75</td>
</tr>
<tr>
<td>29</td>
<td>Setiya Rahayu</td>
<td>65</td>
</tr>
<tr>
<td>30</td>
<td>Sherlya Rafsanjani</td>
<td>80</td>
</tr>
<tr>
<td>31</td>
<td>Triani</td>
<td>75</td>
</tr>
<tr>
<td>32</td>
<td>Wiwit Winarsih</td>
<td>70</td>
</tr>
<tr>
<td>33</td>
<td>Yayuk Widya Rini</td>
<td>83</td>
</tr>
</tbody>
</table>

\[ \sum X = 2.311 \]
d. Mean of post-test in cycle II

\[ M = \frac{\sum X}{N} \]

\[ M = 2.311 \]

\[ M = 70.03 \]

From the results of the tests above, there is improvement of descriptive students’ writing skill before and after the application of “DIER (Description, Interpretation, Evaluation, and Recommendation) technique” in cycle II. Mean of post-test (70, 03) is higher than mean of pre-test (68, 42).

d. Reflecting

After analyzing the results of the action in this cycle, the researcher seen that the application of “DIER (Description, Interpretation, Evaluation, and Recommendation) technique” could improve descriptive students’ writing skill. The students learned to prepare the material before they joined in the class. They had trained to look for the material before came to the class as discussion material, so that they could learned it first. They presented the result of their discussion better than before. The results of pre-test and post-test are higher than the first cycle.
B. Discussion

Based on the result of analysis in two cycles, the researcher would like to show the students’ descriptivewriting skills improvement from cycle I to cycle II. The improvements areas follows:

Table 4.5 The Analyze of Descriptive Students’ Writing Skill Improvement

<table>
<thead>
<tr>
<th>Action</th>
<th>Mean of pre-test</th>
<th>Mean of post-test</th>
<th>Degree of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>67,73</td>
<td>68,63</td>
<td>0,9</td>
</tr>
<tr>
<td>Cycle II</td>
<td>68,42</td>
<td>70,03</td>
<td>1,61</td>
</tr>
</tbody>
</table>

The table above shows that the mean of pre-test and post-test have significant differences, where both of post-tests are higher than pre-tests. There were degrees of improvement between pre-test and post-test in cycle I and cycle II. In cycle I= 0, 9 and cycle II = 1, 61. It means that the application of “DIER (Description, Interpretation, Evaluation, and Recommendation) technique” can improve the students’ descriptive writing skills.

In this case, the improvement of descriptive students’ writing skill influenced by several factors. First, the students give motivation to prepare the material before they joined in the class. They must train to look for the material before came to the class as discussion material, so that they can be learn it first. Second, they attract to work in group, so that they can to share their ideas each other, although they had to done the test individually. Students will be more ready to achieve material and to receive friends who have weakness in the academic achievement. Therefore, they can help each others. However, Herdian (2009:2) said that the difficulty in the process of
classroom action research is students need much time to hold discussion. Whereas, some of them do not join in the discussion. To solve this problem, a teacher must be explicit. Moreover teacher should give 15 minutes for students to discuss their topic. So, their time will not be vain.
A. Conclusion

After conducting the research of teaching reading about descriptive text by applying DIER (Description, Interpretation, Evaluation, and Recommendation) technique, the researcher draws some conclusions based on the results of the research. The conclusions are:

1. The implementation of DIER (Description, Interpretation, Evaluation, and Recommendation) technique to the first grade students of SMP Negeri2 Pakis is run well. The result of the action research showed that the used of DIER technique can improve the student’s writing skills. The students are assisted in exploring their ideas by their partners in such a group work. They are not only successful to improve their vocabulary but also successful to increase their writing skills. Based on the data from the test and observation that have been done and have analyzed in the previous chapter, it showed indicators that there are significant improvements in each cycle. It is shown by the mean score of the tests, which is increased. In cycle I, mean of posttest; 68, 63 is higher than mean of pretest; 67, 73. Besides, mean of posttest in cycle II; 70, 03 is higher than mean of pretest; 68, 42.

2. The improvement digit in each cycle increases around 0,1 until 2,0. In cycle 1 the improvement digit improves 0,9 from the mean score of pre-test 67,73 to
68.63 from the mean score of post-test. In cycle 2 the improvement digit improves 1.61 from the mean score of pre-test 68.42 to 70.03 from the mean score of post-test. From the results of the improvement digit of the research, DIER technique made students easier to make descriptive paragraph.

B. Suggestions

After conducting the research and analyzing the data, the writer gives some suggestions of this research, they are as follows:

1. For the Teacher
   a. The teacher can use this technique for teaching descriptive text, which is very effective to be used in writing class. The teacher should prepare the tools well. The teachers know what to do and use the DIER technique as a teaching aid.
   b. The teacher is supposed to be creative. The teacher can combine with the technique to encourage students’ motivation. Besides that, he or she can give a group assignment that might create an active discussion. In addition, the teacher should plan the time well and the teachers arrange the classroom activities carefully.

2. For the students
   a. The students should be active to involve in learning process. It is suggested to them to develop their motivation.
   b. Hopefully, students are more interested to pay attention in teachers’ explanations.
   c. Hopefully, students could improve their writing skill.
3. For the institution

The researcher hopes that the institution can develop or provide more facilities for learning process. It aims to make the learning process easier and have better result. It is possible for the institution to invite a native speaker as a full time native speaker like in the previous years. It may build students’ interests to practice directly with the native speaker as their partner to have English conversation in daily class.
Bibliography


Donald, N.F and Bell, H. (1955). *Planned Interpretation*. Oxford UniversityPress: Publisher to the University.


Salimin, M. (2012). *The Use Of Portfolio To Improve The Students’ Ability In Writing Descriptive Text (A Classroom Action Research Of The Second Grade MTS Sudirman Kopeng In The Academic Year 2012/2013)*. Graduating Paper of State Institute For Islamic Studies Salatiga.


Full Name : Qurotul Aini
Nick Name : Aini
Place/ Date of birth : Kab. Magelang/April 10th, 1992
Address : Karang Kulon RT 01/ RW 01, Sonorejo, Candimulyo, Kab. Magelang
Faculty : English Department
Mobile : 085713467140

Education History :
1. SDN Sonorejo Graduated in 2004
2. SMPN 02 Pakis Graduated in 2007
3. MA YAJRI Payaman Graduated in 2010
4. IAIN Salatiga Graduated in 2015

Salatiga, April 15th 2015

The Writer,

Qurotul Aini

Nim : 11310101
<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepare the material well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher convey the DIER technique clearly</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students apply DIER technique well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Check list for Classroom Observation

RENCANA PELAKSANAAN PEMBELAJARAN
I. Standar Kompetensi:

5. Mengungkapkan makna dalam teks tulisfungsional dan esesi pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar:

5.1 Mengungkapkan makna dalam teks tulis funsional dan esesi pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan lingkungan sekitar.

III. Indikator:

a. Siswa dapat membuat kalimat sederhana.

b. Siswa dapat mengidentifikasi gambar yang telah disediakan.

c. Siswa mampu membuat text descriptive sederhana berdasarkan tema.

I. Tujuan Pembelajaran

- Siswa dapat memahami tentang descriptive text.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Menjawab pertanyaan berdasarkan informasi yang terdapat dalam gambar.
- Siswa mampu mendiskripsikan gambar.

II. Karakter siswa yang diharapkan
Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty)

III. Materi Pokok

DESCRIPTIVE TEXT

- A descriptive text is a text that describes the features of someone, something, or a certain place.
- Introduction is the part of the paragraph that introduces the character.
  Example: Mr. Jackson is an American teacher, but he lives and works in Denpasar.
- Description is the part of the paragraph that describes the character.
  Example: He is a very good teacher. His students like him.
- Language feature:
  - Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.
  - Use linking verbs appear, is, etc.
  - Use attributes has and have.
  - Use question words who, which, how, where, etc.
  - Use pronoun I, you, we, they, he, she, it.
  - Use possessive pronoun my, your, our, her, his, etc.
  - Use simple present tense.

Simple present tense is

a. Verbal sentence

Formula:

(+) S + Verb(-s/-es) + Object
(-) S + Do/Does + Not + Verb + Object
(?) Do/Does + S + Verb + Object +?

The Jackson Family
Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him. His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school. Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room, and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

- Identify the picture (description, interpretation, evaluation, and recommendation) with your partner.

IV. Metode pembelajaran:

DIER (Description, Interpretation, Evaluation, and Recommendation)

V. Langkah-langkah Pembelajaran

- Kegiatan awal, Guru (25 menit):
  - Do’a, salam pembuka dan mendata kehadiran siswa.
  - Memberi Pre-test
  - Memotivasi siswa dengan memberi pertanyaan tentang descriptive people.
  - Brainstorming mengenai descriptive people.
- Kegiatan inti (45 menit)
  Eksplorasi
  Dalam kegiatan eksplorasi, guru:
  - Siswa dibagi menjadi beberapa kelompok yang terdiri dari 3 orang untuk masing-masing kelompok.
- Guru membagi gambar kepada masing-masing kelompok, namun sebelum dibagi guru menjelaskan instruksi tentang metode/ langkah-langkah yang digunakan.

• Elaborasi
   Dalam kegiatan elaborasi, guru:
   - Sebelumnya guru minta salah satu siswa untuk membacakan materi tersebut.
   - Guru menjelaskan tentang materi descriptive text tersebut.
   - Siswa diminta mendeskripsikan gambaran dari gambar tersebut dengan kelompoknya masing-masing.
   - Siswa diminta membaca hasil karangan atau rekonstruksi dari gambar tersebut menurut versinya masing-masing.

• Konfirmasi
   Dalam kegiatan konfirmasi, guru:
   - Guru mengklarifikasi dan menyimpulkan hasil diskusi dan soal yang dikerjakan.
   - Guru dapat menjelaskan kembali jika siswa belum memahami materi yang diberikan dan guru menanyakan kesulitan siswa.

• Kegiatan Penutup
   Dalam kegiatan penutup, guru (15 menit):
   - Guru menutup kegiatan (memberi Post-test)
   - Salam penutup

VI. Sumber/Alat

- Buku English in Focus.
- Pictures
- Spidol, whiteboard
- Script teks monolog descriptive

VII. Penilaian

a. Teknik : Tertulis
b. Bentuk : unjuk kerja
c. Intrumen penilaian
### Rubrik Penilaian Pilihan Ganda

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban salah.</td>
<td>0</td>
</tr>
</tbody>
</table>

### Lembar Penilaian Writing

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of scoring</th>
<th>Score</th>
<th>Score the students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Form/organization</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Vocabulary/ style</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mechanic</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui, Selasa, 13 Januari 2015

Guru Pamong Guru Mapel Bhs. Inggris

Agnes Ike Purnomowati, S. Pd Qurotul Aini

NIP.19700322 199412 2 003 NIM.11310101
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP N 2 PAKIS
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Waktu : 2 x 40 menit
Skill : Writing

I. Standar Kompetensi:

5. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar:

5.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator:

d. Siswa dapat membuat kalimat sederhana.
e. Siswa dapat mengidentifikasi gambar yang telah disediakan.
f. Siswa mampu membuat text descriptive sederhana berdasarkan tema.

I. Tujuan Pembelajaran

- Siswa dapat memahami informasi berdasarkan teks bacaan.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Menjawab pertanyaan berdasarkan informasi yang terdapat dalam gambar.
- Siswa mampu mendiskripsikan gambar.
II. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty)

III. Materi Pokok

**SIMPLE PRESENT TENSE**

- Simple present tense is verb tense that expresses action in the present time, and habitual actions.
  - Example: Ali always goes to school everyday.
- Simple Present Tense is verb tense that express in general truth.
  - Example: The sun rises in the east and sets in the west.
- Keterangan waktu (adverb of time): seldom, everyday, sometimes, every week, never, often, usually, always, on Sunday, at night.

**Patterns:**

<table>
<thead>
<tr>
<th>Verbal sentences</th>
<th>Nominal sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) S+Verb-1 (s/es)+O</td>
<td>(+) S+am/is/are+complement</td>
</tr>
<tr>
<td>(-) S+do/does+not+Verb-1+O</td>
<td>(-) S+am/is/are+complement</td>
</tr>
<tr>
<td>(?) Do/Does+S+Verb-1+O?</td>
<td>(?) am/is/are+S+complement</td>
</tr>
</tbody>
</table>

Penambahan kata kerja (s/es):

1. Yang berakhiran ss, sh, ch, x, dan o ditambah es dan selain itu cukup ditambah s.
   - Contoh: wish --- wishes
2. Berakhiran y:

Penambahan kata kerja bantu:

1. DOES untuk subjek she, he, and it.
2. Do untuk subjek they, we, I dan you, kata kerja tidak boleh ditambah s/es.

Complement adalah pelengkap dan dibagi menjadi tiga:


**Penggunaan to be (am/is/are):**

1. AM untuk subjek 1
Bilongan gedi idepan berupahuruf mati (konsonan), huruf y diganti I dan ditambah s.
Ex: fly → flies
Didepannya berupa huruf hidup(vocal, cukup ditambah s setelah huruf y).
Ex: play → plays

<table>
<thead>
<tr>
<th>Bilongan gedi idepan berupahuruf mati (konsonan), huruf y diganti I dan ditambah s.</th>
<th>2. IS untuk subjek she, he, it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didepannya berupa huruf hidup(vocal, cukup ditambah s setelah huruf y).</td>
<td>3. ARE untuk subjek you</td>
</tr>
</tbody>
</table>

Example:

(+) She goes to school everyday
(-) She does not go to school everyday.
(?) Does she go to school everyday?
   Yes, he is.
   No, he is not.

Example:

(+) He is a student.
(-) He is not a student.
(?) Is he a student?
   Yes, he is.
   No, he is not.

- Identify the picture (description, interpretation, evaluation, and recommendation) with your partner.

  The Borobudur Temple

IV. Metode pembelajaran:

  DIER (Description, Interpretation, Evaluation, and Recommendation)
V. Langkah-langkah Pembelajaran

- **Kegiatan awal, Guru (25 menit):**
  - Do’a, salam pembuka dan mendata kehadiran siswa.
  - Memberi Pre-test
  - Memotivasi siswa dengan memberi pertanyaan tentang descriptive people.
  - Brainstorming mengenai descriptive place.

- **Kegiatan inti (45 menit)**
  **Eksplorasi**
  Dalam kegiatan eksplorasi, guru:
  - Siswa dibagi menjadi beberapa kelompok yang terdiri dari 3 orang untuk masing-masing kelompok.
  - Guru membagi gambar kepada masing-masing kelompok, namun sebelum dibagi guru menjelaskan instruksi tentang metode/ langkah-langkah yang digunakan.

- **Elaborasi**
  Dalam kegiatan elaborasi, guru :
  - Sebelumnya guru minta salah satu siswa untuk membacakan materi tersebut.
  - Guru menjelaskan tentang materi descriptive text tersebut.
  - Siswa diminta mendeskripsikan gambaran dari gambar tersebut dengan kelompoknya masing-masing.
  - Siswa diminta membaca hasil karangan atau rekonstruksi dari gambar tersebut menurut versinya masing-masing.

- **Konfirmasi**
  Dalam kegiatan konfirmasi, guru :
  - Guru mengklarifikasi dan menyimpulkan hasil diskusi dan soal yang dikerjakan.
  - Guru dapat menjelaskan kembali jika siswa belum memahami materi yang diberikan dan guru menanyakan kesulitan siswa.

- **Kegiatan Penutup**
  Dalam kegiatan penutup, guru (15 menit):
  - Guru menutup kegiatan (memberi Post-test)
  - Salam penutup

VI. Sumber/Alat

- Buku English in Focus.
- Pictures
- Spidol, whiteboard
VII. Penilaian

d. Teknik : Tertulis
e. Bentuk : unjuk kerja
f. Intrumen penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban salah.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Rubrik Penilaian Pilihan Ganda**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of scoring</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Form/organization</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Vocabulary/ style</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanic</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>50</td>
</tr>
</tbody>
</table>

Mengetahui, Kamis, 22nd January 2015

Guru Pamong: Agnes Ike Purnomowati, S.Pd
Guru Mapel Bhs. Inggris: Qurotul Aini

NIP. 19700322 199412 2 003: NIM. 11310101
Appendixes

Photos during the Research

The students are doing pre-test (Tuesday, January 13rd 2015 at 08.50-10.00 a.m)

The Researcher explains the material and gives instruction to the students (Tuesday, January 13rd 2015 at 08.50-10.00 a.m)
The Researcher explains to the students while the students have practicing on DIER technique of writing skill (Tuesday, January 13rd 2015 at 08.50-10.00 a.m)

The students write the answer in applying DIER technique (Tuesday, January 13rd 2015 at 08.50-10.00 a.m)
The students are doing post-test (Tuesday, January 13rd 2015 at 08.50-10.00 a.m)

The students are doing pre-test (Thursday, January 22nd 2015 at 07.15-09.15 a.m)
The researcher explains about the material through DIER technique (Thursday, January 22nd 2015 at 07.15-09.15 a.m)

The students write the answer in applying DIER technique (Thursday, January 22nd 2015 at 07.15-09.15 a.m)
The students are doing post-test (Thursday, January 22nd, 2015 at 07.15-09.15 a.m.)

They are VII-B class the subject of the research.