

**THE EFFECT DESCRIPTION, INTERPRETATION, AND EVALUATION “ DIE “ TECHNIQUE ON THE JUNIOR HIGH SCHOOL STUDENTS ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMP MUHAMMADIYAH 3 MEDAN IN 2017/2018 ACADEMIC YEAR**

**THESIS**

*Submitted to the Faculty of Tarbiyah Science and Teachers Training, UIN-Su Medan as a partial Fulfilment of the requirement for the (Degree of Sarjana Pendidikan) S-1 Program*

**BY:**

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**FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**MEDAN**

**2018**



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**MEDAN**

**2017**

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Assalamualaikum Wr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiwi **a.n. MASRIANI** yang berjudul :

**“ THE EFFECT OF DESCRIPTION, INTERPRETATION, AND EVALUATION “DIE” TECHNIQUE ON THE JUNIOR HIGH SCHOOL STUDENTS ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMP MUHAMMADIYAH 3 MEDAN IN 2017/2018 ACADEMIC YEAR ”**

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat- syarat untuk mencapai gelar Sarjana Pendidikan ( S.Pd ) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr.Wb.

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**PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 21 Mei 2018

Yang Membuat Pernyataan

**MASRIANI**

**NIM.34143088**

**ABSTRACK**

**MASRIANI. THE EFFECT OF DESCRIPTION,INTERPRETATION,AND EVALUATION “ DIE “ TECHNIQUE ON THE JUNIOR HIGH SCHOOL STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMP MUHAMMADIYAH 3 IN 2017/2018 ACADEMIC YEAR.**

A Thesis, Medan : Department of English Education, Faculty of Tarbiyah Science and Teacher Training, state Islamic University of North Sumatera, Medan 2017

Keywords : Description, Interpretation, and Evaluation (DIE) Technique, Writing achievement

This study was aimed at investigating the effect of Description, Interpretation and Evaluation (DIE) Technique on the sudents achievement in writing descriptive text. The research was conducted in experimental design.

The subject of this study was the 2017/2018 grade VIII students of SMP Muhammadiyah 3. The sample that was involved in this research was 60 students that were chosen randomly, that in each group there were 30 students.The experimental group was taught by applying Description, Interpretation and Evaluation (DIE) Technique, while control group was taught by applying Conventional Technique.

The instrument used in this study was a subjective test. The data were taken by administering the pre-test and post-test to both of experimental and control groups.

The data were analyzed by using t-test formula, the analysis showed that the score of the students in the experimental group was significantly higher then that of students in the control group at the level of significance 0,5 with the degree of freedom (df) 58; the to observed is 3,3 while the t-table is 2,00. To obtain the reliability of the test, the writer used the Pearson Product Moment Formula. The result of the study showed that the reliability of the test was 0,92. Therefore, the null hypothesis (Ho) is rejected.

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In the name of Allah, the beneficent, the merciful. All praises to Allah, the lord of the worlds. Who has given the health, strength and his favor to the researcher in completing this “Thesis”. May Allah’s peace and blessing be upon His final Prophet and Messenger, Muhammad, his family and his companions. This thesis is submitted to Faculty of Tarbiyah Science and Teacher Training UIN-Su Medan as a partial Fulfillment of the requirement for the (Degree of Sarjana Pendidikan) S-1 Program.

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**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Nowadays, in learning english, there are five skills that should be taught to students. They are speaking, listening, reading, writing, and translating. In practice, learning the lessons taught writing after speaking, listening and reading, but this does not state that learning writing is not important skills as writing needs practice and writing is very difficult subject for the students.

Writing is a process of putting thoughts and ideas in words, into a sequence of words combined into sentences in the form of paragraph in which every sentences is related to one another semantically, we write so that we can tell others what we think but if we use words incorrectly, or use words that our readers do not understand, we shall be misunderstood, we must think about words so that we can use them correctly so that we can choose that we expect our readers to know, it can be concluded that the choice of words is one important element in writing.

Writing is more complex and difficult to teach, required, and not only grammatical and thoretical devices, but also in conceptual and judgeement. In order to get information the writer bolds interview toward and students of some different junior high school. From the interview, the writer find that in teaching learning process the teacher only uses group discussion and simple technique to teach writing.

The condition makes the students get difficult to understand the material and less motivation to pay attention to the teacher explanation. The basic problem arise in the teaching writing process the students do not get ideas to share, some of the students lack vocabulary and the activities for writing are adequately available.

The function of writing is as a means of conveying ideas, feelings and intention to other people, so it is a very important skill in daily life. Therefore, writing is taught as one of the subject in Junior High School (SMP); it is clearly stated in the stratified educational unit curriculum ( Kurikulum Tingkat Satuan Pendidikan=KTSP) of 2006. The fact is that the students do not like doing this activity and they always try to avoid it. So, the teacher who teach about writing should choose the recommended technique or strategy that can help the students to enjoy it and they do not feel boring.

There are many technique or strategy in teaching writing. One of technique in teaching writing is description, interpretation, and evaluation (DIE). The technique hopes can help learners was able to distinguish, explain, interpret and evaluate an information, concepts, ideas and so on, and could applied them in learning activities to discuss material that will be presented in a visual form like the pictures on the event or activity.

Descriptive text is a text which has the specific function to give description about an object (human, animal, things, place) as detail. At a glance this text has the similarity with report text but actually they are different. In report text information is presented generally to the reader, whereas in descriptive text information is presented as specific because it focus in one object.

Writing descriptive text is a part of many others types of writing, you might use description to report on a scientific experiment, explain a historical event, or discuss a painting, story, or movie. Later in life, you might have to describe yourself in a college essay or job application. Tell about a product you’re trying to sell, write a progress report, or provide a job description.

SMP Muhammadiyah 3 had Minimum Mastery Criteria (MMC) of english subject was 70 from KKM above, the score was very high for many schools. because we found that student had difficult to write a text well based on the genre. It could be shown from the mean of students’ writing ability below.

**The result achievement Data of SMP Muhammamdiyah 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | **Means of Students’ Ability in Language Skill** | | | |
| Reading | Speaking | Listening | Writing |
| **I** | **65** | **63** | **63** | **63** |
| **II** | **65** | **68** | **65** | **65** |

From the above fact, it supports the researcher to do an interview and observation at SMP Muhammadiyah 3, Abdul Hakim Street, Number 2, Tj Sari, North Sumatera Utara, 20155.

Based on writer’s experiences in teaching english in at SMP Muhammadiyah 3, the writer found that most of the students are not able to write description text. It makes them got low score. It could be seen from the score in the last semester. The average score of the students in class VIII in the last semester was 60.00. Some of the students still got low score, it’s means is the score lower than standardize of KTSP Curriculum in Junior High School and that have to take a remedial test to get the standard score.

Based on researcher experience that the students lack mastering vocabulary, lack mastering structure, and difficult to arrange word by word for making sentence because the teacher uses only group discussion and simple technique to teacher writing so in this situation make the students get difficult to understand the material. Actually the teacher has done some technique in teaching English but the facility in this school is less so the strategy in this school is less so the strategy can not applied maximally. So as teacher who teacher about English choose recommended technique or strategy can help the students.

Description is writing that enables you to create your experiences vividly and share them with others. Interpretation is objective to the subjective, one moves through a process of sense-making (Interpret) that goes beyond what can be objectively described, such as making inferences or speculations about what is not known. Evaluation are used to answer specific questions often related design, implementation, or result. In contrast to continuous monitoring, they are carried out at discrete points in time and often seek an outside perspective from technical expects.

Researcher hope the technique can help the students enjoy it and easy to understand about the material And increase students achievement in writing descriptive text.

The above reality makes the writer feel interest in doing the research about this case. And it is entitled: “*The Effect of Description, Interpretation, and Evaluation (DIE) technique on the Junior High School Students’ Achievement in Writing Descriptive Text*”.

1. **Statement of the Problem**

Based on the background and the first observation, the researcher was state the problem of this study, they are:

1. The students still lack for mastering vocabularies.
2. The students still lack for mastering Structure
3. The students still feel difficult to arrange word by word for making sentence.
4. The teacher who teaches English has given motivation to the students but they still have difficulties to build up descriptive text.
5. The teacher has done some techniques in teaching English because of the facility of the school is less, so the strategy can not be applied maximally.
6. The writer was introduce the new technique (Description, Interpretation, and Evaluation (DIE) to the students in teaching-learning process especially in teaching-learning writing.
7. **Research Questions**

Based on the statement of the problem, so the research question of this study are follows:

1. What the students master in writing descriptive text ?
2. How is description, interpretation, and evaluation (DIE) technique has significance effect on students’ achievement in writing descriptive text?
3. **Purpose of the Study**

The purpose of study in this research are:

1. To describe the students’ master in writing descriptive text.
2. To find out if there is significance effect of description, interpretation, and evaluation (DIE) technique on students’ achievement in writing descriptive text.
3. **Significances of the Study**

The findings of the study are expected to be useful and relevant both theoretically and practically.

Theoretically the findings are expected to :

1. Enrich the literature of the teaching learning process.
2. Apply theories on the second language learning and;
3. Be the reference for those who wanted to conduct a further research in English teaching learning process.

Practically the findings are relevant and useful for :

1. Students’ in improving their knowledge about descriptive text writing by using DIE Technique.
2. English teachers, as information in teaching descriptive text through DIE technique.
3. Readers and other researchers, who are interested in this study to enrich their understanding about descriptive text writing.
4. **Limitation of the Study**

This research is limited and focused on the effect of using description, interpretation, and evaluation (DIE) technique on students’ achievement in writing descriptive text.

**CHAPTER II**

**LITERATURE REVIEW**

The research is basically related to the accumulated ideas from various literatures in the area of writing. In doing a research, literatures are needed to explain some concepts or terms applied in the research concern. This chapter present a review of related literature and explains the related materials. The following terms used some basic literatures in relation to the study.

1. **Review of Literature**
2. **Teaching Technique**

Technique were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Technique (also commonly referred to by other terms), any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objective. [[1]](#footnote-1)

Teaching techniques: these are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishment for students who comply and obey or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time- then quickly direct them back to work. This is really where someone with loads of experience can help another teacher improve her abilities. These are the tricks that can be taught to another teacher. Sort of “ I find this really helps during math class” type of suggestions. Also a lot of the in services and workshops all teachers can use to achieve certain goals in the classroom. Everything from sending a note home to mom and a trip the principal’s office to giving out “points” for good behavior are examples of techniques teachers can use to keep ahead of the pack.

From definition above, technique is a real way that manifested actively in the classroom in order to teach the language to students, have a specific pattern and in line with the approaches and methods used or selected by the teaching of the language. Technique is procedure, device or media used by teachers to direct the activities of learners towards learning objective to be achieved.

1. **Description, Interpretation and Evaluation Technique**

Description is that appeals to one or more of the five senses sight, sound, smell, state and touch. It can make you smell the smoke from a dyling campfire, hear the crickersts sing, or see the face of the author’s friend.[[2]](#footnote-2) Description is writing that enables you to create your experiences vividly and share them with others. Description is writing about the way persons, animals, or things appear.[[3]](#footnote-3)

**Types of description :**

Most writing contains description. following are a few types of writing that depend heave on descriptive languages.

* Description a person, place or thing. Contain sensory details that bring to life actual people, place, and things.
* Observations describe an event the writer has witnessed. Often the event takes place over an extended period of time.
* Travel brochures contains factual information as well as persuasive language to encourage tourism.
* Character sketches describe fictional characters their appearances, personalities, hopes and dream.[[4]](#footnote-4)

In writing descriptive text, the students require creative and critical thought process to develop an organized the ideas. It is a think process that depends. Not only on writing, but also on students’ experience. If it can be achieved, the students can write without any difficulties. By using a good technique, the teaching-learning process can run well and it can improve students’ achievement in writing descriptive text. Description, Interpretation, and Evaluation (DIE) technique is one of the effective prewriting techniques that is useful to improve students’ achievement in writing.

Technical Description, Interpretation, and Evaluation (DIE) is used with the intention that learners are able to distinguish, explain, interpret, and assess the information, concepts, ideas, and so on, and can apply them in learning activities to discuss study material is present in a visual from such as pictures of an event or activity.[[5]](#footnote-5)

Description is a recording of concrete details that you see, hear, smell, taste, or touch. To provide depth and understanding, authors often include an impression of an experience and its significant. Description has three general purpose :

* To concrete imaginary, a mood, or a place
* To stimulate understanding and convince
* To urge the listener to action[[6]](#footnote-6)

From explanation above the research conclude that description is good technique to helps the students understand the qualities and structure of physical object, organisms and phenomena.

Description: in this stage, the goal is to describe the experience you make by sticking as closely to the phenomenon observed as possible. Try to be as objective as possible using purely descriptive technique without adding anything about what you are seeing might mean to participants (this would be interpretation) or to yourself (this would be evaluation). Be sure to use all your senses not just the visual one. What is people doing in the picture/ videos, for instance, what are other people doing, where do they do it, what else is visible, or audible? This part of the exercise focuses on the behavior takes place and in which it can thus be apprehended. Since the language used in your description is by necessity historically and culturally specific, however, a slippery slope leads into the next stage of the exercise interpretation.

Interpretation is objective to the subjective, one moves through a process of sense-making (Interpret) that goes beyond what can be objectively described, such as making inferences or speculations about what is not known. [[7]](#footnote-7)

Interpretation: Here, the goal is to concentrate on what the event you are witnessing might mean to those people or picture involved. This part of the exercise focuses on the agency (rather than behavior) of people in the pictures and on the cultural environment in which their agency takes place and can thus be comprehend. The “interpretation” stage necessarily leads on another slippery slope, ending up with evaluation.

Evaluation is one of many approaches that support evidence-based policy including monitoring and other types of evaluation. Evaluation is periodic, objective, assessments of a planned, on going, or completed project, program, policy. Evaluation are used to answer specific questions often related design, implementation, or result.in contrast to continuous monitoring, they are carried out at discrete points in time and often seek an outside perspective from technical expects.

Their design, method, and cost vary substantially depending on the type of questions the evaluation is trying to answer. Broadly speaking, evaluation can be address three types of questions :

* Descriptive questions ask about what is taking place. They are concerned with processes, conditions, organizational relationship, and stakeholder views.
* Normative questions compare what is taking place to what should be taking place. They assess activities and whether or not targets are accomplished. Normative questions can apply to inputs, activities, and outputs.
* Cause and effect questions focus on attribution. They ask about what difference the intervention makes the outcomes.

Activity in evaluation: In this last stage, you pass judgments, using some assumed standard of comparison. Evaluation involves your own opinions of and explanations for what has happened, what ought to happen or what we feel should or should not happen. In other words, this part of the exercise focuses on the agency of you as a researcher.

Which meaning do you invest in the behavior observed, and how do you relate this to the meaning invested by the agents themselves (which you just interpreted)? Do you agree with people behavior in the picture? Do you think more of this should happen? Do you frame it as an internet phenomenon or one of real life? In this stage, you should also take into account the cultural and personal reasons that may have an effect on how you make an evaluation and you should try to make transparent your standard of comparison.

Process evaluation focus on how a program is implemented and operates, assessing whether it conforms to its original design and documenting its development and operation. Process evaluation can be usually be carried out relatively quickly and at a reasonable cost. A process evaluation should include the following elements :

1. Program objectives and the context in which the program is operating.
2. Description of the process used to design and implement the program
3. Description of program operations, any changes operations
4. Basic data on program operations, including financial and coverage indicators
5. Identification and description of intervening events that may have affected implementation and outcomes
6. Documentation, such as concept notes, operations manuals, meeting minutes, reports, and memoranda. [[8]](#footnote-8)

In other word, description, interpretation and evaluation technique can be say as explanation below:

Description : What people see (only observed facts)

Interpretation : What people think (about what I see)

Evaluation : What people feel (about What People think, Positive or negative)

Example :

Description : I can see a woman of asian origin covering her mouth.

Interpretation : She’s yawning, so she must be bored.

Evaluation : That’s all right, I don’t blame her a bit.

Example:

|  |  |  |
| --- | --- | --- |
| **Description** | **Interpretation** | **Evaluation** |
| I can see an Asian woman covering her mouth. | I think she’s yawning because she’s bored. | \*That’s okay. I don’t blame her a bit.  \*It’s rude. She should hold back the yawn. |

1. **Advantages and Disadvantages of DIE technique**

There are some advantages and disadvantages of description, interpretation and evaluation (DIE) technique :

**Table 2.1**

**Advantages and Disadvantages of DIE technique**

|  |  |
| --- | --- |
| **Advantages** | **Disadvantages** |
| 1. Learners can discern and apply the concepts Description, Interpretation, and Evaluation in a short time. | 1. Relatively difficult to study the events based on different cultural backgrounds. |
| 1. Learns can understand that description, interpretation, and evaluation of an event will vary. | 2. Confusion in applying the concept of description and Interpretation. |
| 1. Arise introduction to the various differences of opinion and cultural backgrounds. | 1. Requires proficiency in preparing educators learning tool. |
| 1. Learning activities in an atmosphere of happy, creative and learn from each other. | 1. Can only be followed by learners who are not illiterate. |

1. **The Procedure of Description, Interpretation, and Evaluation Technique in Teaching Descriptive Paragraph.**

There are series that should be follow in setting up description, interpretation, and evaluation technique.

1. The teachers divided classroom in into several groups. In group consist of 4-6 students.
2. Teacher explain about descriptive paragraph. (generic structure and grammatical features).
3. The teacher give two ambiguous objects to the students.
4. Select one of the ambiguous objects. ask the large group to tell you something about it. the phrasing of this question is very important, otherwise it skews the answer. You should say, “Tell me something about this.” (do not ask them what they “see” or to describe it) let them touch the object, keep it moving very quickly. (“what else can you say?”) spend two –three minutes on this.
5. The assistant of teacher or one student should be writing on a board in three column, those statements that fit description, interpretation, and evaluation. Do not yet write these terms on the board; simply have the recorder divide the responses into these three categories.
6. Explain description, interpretation, and evaluation. Show how what they said divides into three columns.
7. Use the second object, and ask them first to describe only what they see. chart in the “Description” column. Correct them if they make any interpretations or evaluations. Next, have them interpret, charting their responses. Finally, ask them to evaluate it, both a positive and a negative evaluation for each interpretation. Spend about five minutes.
8. Give each group a photograph and ask them to complete the form according to directions. Spend about ten minutes, but if they need more time, allow it.[[9]](#footnote-9)
9. **Experimental and control Group**

Experimental research is a study that is intended to determine the presence or absence of a result of "something" is imposed on the subject of investigation. In other words experimental research trying to examine the presence or absence of causal relationships. The trick is to compare one or more experimental groups treated with one or more comparison groups that do not receive treatment.

Control group is a group of subjects or conditions that is matched as closely as possible with an experimental group, but is not exposed to any experimental treatment. The results are then compared to determine the changes that may occur due to the experimental treatment.

1. **Conventional Technique**

Conventional is anything that is in accordance with custom rules or customs that are common or commonly used and is a form of its nature for things that are normal, ordinary and follow the way generally accepted.

characteristics of conventional learning features:

1. The student is the passive recipient of information, where the student receives the knowledge of the teacher and the knowledge is assumed as the body of information and skills possessed in accordance with the standards.
2. Learning individually
3. Very abstract and theoretical learning
4. Behavior is built on custom
5. Truth is absolute and knowledge is final
6. Teachers are the determinants of the learning process
7. Good behavior based on extrinsic motivation
8. Interactions among students are less
9. Teachers often act to pay attention to group processes that occur in study groups
10. **Students’ Achievement**

Every student has skill and achievement in them solve, they was develop their skill with their ways. One of experts state about achievement. Achievement is a thing done successfully, especially with effort and skill. On the other hand, achievement is realization or a potential expansion of aptitude skills or capacity of person, mastery learning outcomes by someone can be seen from the behavior, good behavior in the form of mastery, knowledge thought skills and psychometric skills.[[10]](#footnote-10)

Achievement is useful to the teacher as well as the learners, they indicate how well teaching has succeeded, and where improvements need to be made. Beside that for the students’ Achievement in writing descriptive Paragraph, teacher must know the weakness of the student in writing descriptive paragraph especially. Moreover teacher will give the explain how to write about writing descriptive. and what is the generic and language feature in writing descriptive. So that the students know about writing descriptive paragraph and get high score. and teacher can improve students’ achievement in writing descriptive.

Based on taxanomy bloom there are three aspects of learning achievement such as affective, psychomotor, and cognitive. Affective is described the way people react emotionally and their ability to feel another living things pain or joy. there are five levels in affective; it is receiving, responding, valuing, organizing, and characteristic. Psychomotor, the skill to do something, ready to do it based on physic and emotion, self control and become a habit. And cognitive is revolving around knowledge, comprehension, and critical thinking of a particular topic. cognitive consist of knowledge, comprehend, application, analysis, synthetic, and evaluation.

Based on the explanation, it is concluded that students’ achievement is the action or process of achieving a particular students’ ability or goal by efforts, skill, and also courage. Achievement concerns with what someone has actually got. Learning achievement of the students is realized in the form of scores. Students’ achievement is a factual proof of their success in learning. To obtain a good achievement is not an easy work. It needs effort from the students.

1. **Writing**

Writing is one of the important skills in teaching english. It has always occupied place in most english language course. Writing is a way to product language, which do you naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.[[11]](#footnote-11)

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tolls for writing including paint, pencils, pens, type writers and computers.[[12]](#footnote-12)

From definitions above the research concludes that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. It is influenced both by personal attitudes and social experiences that the writer bring and the impact of the particular political and institutional context. It is also a process that we write is influenced by constraints of genre and has to be present in learning activities.

In the holy Qur’an , ALLAH has stated in surah Al-Alaq Verse 4-5 :

ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ٥

The meaning ; “ Who taught (the writing) by pen. he has taught man which he didn’t knew.

The word “Pen” in verse 4 of surah Al-alaq has meaning of the tool to write, and the result of using pen is written text.

Writing already and will continue to be an important part of your everyday life. The writing you can do be as simple as jotting down a phone message or writing yourself a quick reminder as complex as developing a research paper on historical event or preparing a science lab report. You probably do some from of writing- either simple or complex just about every day. [[13]](#footnote-13)

Allah Said Too in Holy Quran in Surah Al-Qalam Verse 1 :

وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ١

The Meaning : “ Nun, by the pen and buy that which the writer are writing. .[[14]](#footnote-14)

Based on explanation above, writing is the act of linguistic skill that presents the language through visual symbols, letters, numbers, or words to express and explain the idea for communication.

Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.[[15]](#footnote-15)

Writing is continuous process of thought and organizing, rethinking, and reorganizing.[[16]](#footnote-16) Writing is a powerful tool to organize overwhelming events and make them manageable writing is really a form of thought using the written word.

From the definition above the writer can conclude that writing is a way to procedure language that comes from our thought. It is written on a paper or a computer screen.

1. **The Process of Writing**

* **Prewriting**

Prewriting includes exploring topics, choosing a topic, and beginning to gather and organize details before you write. Most writers feel challenged when faced with a blank sheet of paper. Writers may grapple with what topic to write about, or they may wonder just how much they have to say about a subject. the prewriting stage helps to get a writer’s creative juices flowing.

To begin a writing, you must have a topic. Usually, it is best to write about what know or about what you find interesting. Take time to explore subjects, issues and experiences that are meaningful to you. You can use a wide variety of strategies to generate topics. once have selected a writing topic, make sure it is not general that you can’t it thoroughly. you can narrow your topic by focusing on a single subtopic or aspect.

Gathering details it is essential that you back up the points you make with examples, facts, and details, generally. It is most effective to take some time to gather details before you begin writing. This is may involve conducting research in the library or on the internet or conducting interviews with experts.

* **Drafting**

Drafting begin with an interest grabbing first paragraph to attract your audience’s attention and to stoke their desire to keep reading. Drafting involves getting your ideas down on paper in roughly the format you intended for the finished work. to hook with a powerful “lead” employ a controversial quotation, a little known fact, a bizarre bit of dialogue, a striking description, or an unexpected combination of ideas or ideas.

* **Revising**

Revising is probably the most important stage of the writing process. However, many writers also find it to be the most difficult. In everyday use, ratiocination refers to the process of reasoning using formal logic. It refers to the use of a logical step by step process to color code, analyze, evaluate, and rework your writing.

Start by evaluating the overall structure of your work. then, look at paragraphs, sentences, and words. through out the process, use a simple system of highlighting and color coding to draw your attention to areas that need improvement.

1. Revising your overall structure

* Check to see that your organization makes sense and that it is consistent. you may find it necessary to reorganize parts of your papers.
* Make sure that your introduction will grab your readers interest and that your conclusion will leave a lasting impression.
* Determine whether you have provided enough support for your main idea. One strategy you can use for this purpose is shown next.

1. Once you’ve reviewed the structure of your draft, check to see that each paragraph focuses on a single aspect of your topic and that all of the sentence within a paragraph relate to one another. Eliminate any sentences that are not clearly related to the others, and look for places where transitions can link the ideas within a paragraph.
2. Revising your paragraphs is once you’ve reviewed the structure of your draft, check to see that each paragraph focuses on a single aspect of your topic and that all of the sentences within a paragraph relate to one another. Eliminate any sentences within a paragraph relate to related to the others, and look for places where transitions can link ideas within a paragraph.
3. Revising your sentences, check to see that you have varied their length and structure. Using too many sentences of the same types can make your writing sound choppy.
4. Revising your word choice, this is complete the process of revision by analyzing words you have used. Look for places where you can replace vague or general words with ones that more precisely convey your meaning. Also, check to see whether you have overused certain words.

* **Editing and Proofreading**

Once you have finished revising for content, proofread your work carefully to find and eliminate errors in grammar, usage, mechanics and spelling. These types of errors will distract readers and may cause them to respond negatively to your work even if the content is excellent.

To check your writing for errors, get in the habit of reviewing your draft several times. Each time, focus on specific proofreading topic. Consider these key areas:

* Scrutinize your spelling, the spell check function of a word processing program is never fully dependable. Refer to a dictionary to check the spelling of questionable words.
* Follow the conventions of grammar, usage, and mechanics, apply these conventions to everything you write examine each sentence, and correct capitalization and punctuation. check your grammar and usage, and eliminate problematic language or grammatical structures.
* Eliminate run-on sentences, one specific type of error that you may uncover while proofreading is a run-on sentence two main clauses that are not adequately separated by
* Punctuation.
* **Publishing and Presenting**

This preview of writing process provides just a glimpse of the strategies and techniques you can employ in your writing process. each lesson in this section provides specific strategies that was aid you as you write.

* Building your portofolio, your finished writing products are valuable, so be sure to organize and save them in a folder, a box or some other secure place, view your portofolio as a record of your development as a writer.
* Reflecting on your writing, each piece of completed writing affects your perceptions about yourself, your topic, and your writing process.
* Assessing your writing, is a rubric or a set criteria, on which you work can be evaluated is offered at the end of each chapter. To ensure that you are addressing the main points of the particular mode, refer to the rubric throughout the writing process.[[17]](#footnote-17)

From definition above the researcher can conclude that writing is the way to expressing the feeling and write it as a work. In writing, we should know about the systematical of writing such as grammar, sentence, spelling, and punctuation so that the reader understand about what the writer meant

1. **Types of Genre**

Genre “a class of communicate events, the members of which share some set of communicate purposes”. A genre is as means of studying spoken and written discourse for applied end. His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer’s purpose.[[18]](#footnote-18)

Genre is an organizing concept for cultural practices. Genre is place occasion, function, behavior and interactional structure. There are fundamental genres of writing: describing, instructing, arguing, explaining, and narrating. Briefly, one might describe them as follows: the genre of describing deals with classify things and experiences, and putting their characteristic and behavior into words.[[19]](#footnote-19)

Descriptive are that basic materials of writing becausethey are the means by which observations are reported. Describing can be the vital feature which provides for developing characterization, sense of place and keys themes. Writing descriptive is also an activity which gives a clear information of something or someone more vivid based on the fact. In writing descriptive, there are several things that should be understood as the following :

1. Social Function

The social Function of writing descriptive is to describe a particular person, place, thing or animal.

1. Generic Structure

Generic structure of descriptive writing are :

1. Identification which identifies phenomenon that will be described.
2. Description which describe about parts, qualities or characteristic of something or someone in detail.
3. Grammatical Features

The Following are several grammatical features of descriptive writing

1. In writing descriptive, the present tense is predominantly used.
2. The use of action verbs are needed in describing, especially describing behaviors.
3. When describing feelings mental verbs are used
4. Adjective, Adverb and adverbial phrase are used most often.

Such explanation about the part of descriptive writing is very important to understand in organizing a good descriptive paragraph. By comprehending them it can case students to build a descriptive paragraph.

1. **Descriptive Text**

A descriptive text tells about something look, feels, tastes or smells. It is characteristic by elaborating the use of sensory details which enable the reader to receive what the writer is telling.

Descriptive Text is a type of written text, which has specific function to give descriptionabout living or non living.[[20]](#footnote-20) Descriptive writing vividly explained about a person, place or thing which can make the readers as imagine it. Descriptive text is kind of text which is aimed to describe a particular person, place or things.

Descriptive text is a text which lists the characteristic of something to describe a person, place or thing in detail. Descriptive text is structured with general identification paragraph, descriptive text will explore to answer the question of who, what, when and where. Include a description to answer how it looks, where it is sees, what it does, and what it make it special.

The description text has dominant language features as follows:

1. Using simple present tense
2. Using action verbs
3. Using passive voice
4. Using noun phrase
5. Using adverbial phrase
6. Using technical terms
7. Using general and abstract noun
8. Using conjunction of time and cause-effect[[21]](#footnote-21)

From above explanation I take conclusion that descriptive text was be describe a particular thing, place, or someone. Descriptive text used structured with general identification and followed by detail description. In identification text or paragraph, descriptive text will explore to answer the question of who, what, when and where. Most of descriptive text detail description will include a description to answer how it looks, where it is sees, what it does, and what it special.

Descriptive text consist of five components, namely : describing process, event, object, person, and place.

1. Describing a person, the first thing that should be done is to recognize that individual characteristic, such as: physical attribute (eye, hair, skin) emotional (Warm, calm, nervous), moral attitudes (Kind, Stingly) and intellectual (smart, clever).
2. Describing process is describing how to something is happened or done how something is happened or done.
3. Describing a place is by a presenting something like a school, a field or garden.
4. Describing thing (object) is by providing something the physical characteristic of an object, such as: the color, shapes, forms and so on.
5. Describing an event is explaining all details related to the event clearly.

**Example Descriptive :**

**The following is an examples of descriptive text**

**Prambanan Temple**

Prambanan is the largest hindu temple compound in central java in Indonesia, located approximately 18 km east of Yogyakarta.

The temple is a UNESCO world heritage site and is one of the largest hindu temples in south-east asia. It is characterized by its tall and pointed architecture, typical of hindu temple architecture, and by the 47m high centl building inside a large complex of indidual temples.

It was built around 850 CE by either rakai pikatan, king of the second Mataram dynasty, or Balitung Maha Sumbu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only the foundation walls of most the smeller shrines are now visible and with no plans for their reconstruction.

The temple will damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is effect. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: “it was take mount to identify the precise damage”. However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

From example above l makes analysis and get the purpose from the text above that description is used in all forms of writing to concrete a vivid impression of a person, place, object or event.

1. **Parts of Descriptive Text.**

In writing descriptive paragraph, several things should be understood as the followings:

1. **Social function**

The social function of writing descriptive paragraph is to describe a particular person, place, or animal.

1. **Generic Structure**

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of text. Each text has its own generic structure.

The generic structure of descriptive text is shown in the following table;[[22]](#footnote-22)

|  |  |
| --- | --- |
| **Generic Structure** | **Function** |
| Identification | * It is a statement or a short paragraph that identifies the object that is going to be described. * It is usually interesting and able to provoke the readers to be eager to read the text |
| Description | * It many consist of one several paragraphs. This is part is used to give sufficient description about the object as mentioned in the identification part. * The description of the on object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc. |

1. **Grammar Features.**

* Focus on specific participants
* Use of attribute (e.g. Possessive pronoun: mine, ours)
* Frequent use of classifies (e.g. Adjective : beautiful, long hair) in nominal group (some, many, any etc)
* In descriptive writing , the present tense is predominantly used. The past tense is used to describe something in the past.

1. **Conceptual Framework**

Writing is once of skills in learning English. Event writing is difficult to be mastered, but the teacher has to teach it to their students. In this study, the researcher was introduced the Description, Interpretation and Evaluation (DIE) technique to the English teacher to teach writing descriptive text. Because, the researcher sure that it technique can improve the student’s ability in writing. It was an effective technique to teach them, by applying description, interpretation and evaluation (DIE) technique to the students, it was be hoped they more active. By applying the technique (Description, Interpretation and Evaluation (DIE)), the students was feel free to express their ideas that related to the main topic and this technique helps students to create a lot of ideas in order to make a composition become fluency, coherent and well arrangement of the text.

Writing is very important but it is not easy to teach, the students to be able to write. The students also find difficulties in writing. It is proved by the score of students is still low. In teaching English, three are some genres in writing. One of them is descriptive text.

In writing descriptive text, students also find some difficulties. There is some solution to solve this problem. In this case, the writer used two of techniques of teaching, to find out which one of both technique that give a good effect on students’ achievement in writing descriptive text. The technique were used Description, Interpretation, and Evaluation (DIE). Teaching descriptive text in writing by using both of the technique is needed to help the students “understanding and effectiveness in writing descriptive text” it was also used to stimulate the students’ motivation and students’ interest in increasing their own sentences in building correct sentence in writing descriptive text.

Description, interpretation, and evaluation (DIE) which only provides pictures to the students’ spontaneous gives stimulation to students’ brain to think what the mean exactly in the picture and can make their own sentence by guessing the story in the picture by make description. From what they see in the picture, and continue to make the interpretation from what the students’ think about the story from the picture given to them. Finally the students can express their idea to give the evaluation whether good or bad of situation on the picture by what the students’ feel from the picture showed. So, the advantages of description, interpretation, and evaluation (DIE) technique is not only stimulate students to make their own sentences but also psychologically helped to improve the students’ skill in arrange sentences become a meaningful descriptive text.

In teaching writing descriptive text by using Description, Interpretation, and Evaluation (DIE) technique, the students have to express their ideas or agreement freely from the picture where given. After students see the picture, the teacher and the students discussed about descriptive text in the picture given, then the teacher asked the students to write their own descriptive text, then read theirs in front of the class.

Experimental research is a study that is intended to determine the presence or absence of a result of "something" is imposed on the subject of investigation. Control group is a group of subjects or conditions that is matched as closely as possible with an experimental group, but is not exposed to any experimental treatment.

In conclusion, teaching and learning by applying (DIE) technique can be predicted more practice to teach students in writing descriptive text. In other words DIE technique have to find effect on the students’ achievement in writing descriptive text. This idea was be elaborated and explored in this study.

1. **Hypothesis**

Based on the explanation of both theoretical and conceptual framework, research hypothesis is a tentative answer to the problem in the researcher[[23]](#footnote-23), the hypothesis of this study can be formulated as follows :

1. Alternative Hypothesis (Ha)

Alternative Hypothesis is concepts is higher for the individual instruction students than for the group instruction students, and inferential statistics indicate that the null hypothesis is unlikely to be true, you reject the null hypothesis and tentatively conclude that individual instruction results in greater mastery of mathematical concepts than does group instruction.

“There is a significance effect of using (DIE) technique on students’ achievement in writing descriptive text”.

1. Null Hypothesis (Ho)

The null hypothesis is a statistical hypothesis. It is called the null hypothesis because it states that there is no relationship between the variables in the population. A null hypothesis states a negation (not the reverse) of what the experimenter expects or predicts.[[24]](#footnote-24)

“There is no significant effect of using descriptive text taught by using (DIE) technique on student’s achievement in writing descriptive text”

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Design**

This research carried out by applying a quantitative approach with an experimental design, which tends to find the effect of independent variable on the dependent variable.

There are two variables in this research, they are *independent variable*: Description, Interpretation and Evaluation Technique, and *dependent variable*: students’ achievement in writing descriptive text.

There are 2 (two) groups of students in this research, the first group that was be taught by using Description, Interpretation and Evaluation Technique and the second group taught by using conventional technique. In this research pre-test and post-test was given to the both groups to show differences. The research design can be seen on the below table:

Table 3.1

Research Design

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | | **Treatments** | |
| Experimental | Pre-test | Description, Interpretation and Evaluation Technique. | Post-test |
| Control | Pre-Test | Conventional Technique | Post-test |

The use of comparison between an ‘experimental group’ and a ‘control group’ are a very regular feature of studies which try to show the causal force of treatments, and it is logically very strong. To the extent that the control and experimental groups are alike before treatment, and only the experimental group is treated, if they differ after the treatment the difference must logically be attributable to the treatment.[[25]](#footnote-25)

1. **The Population and Sample**
2. **Population**

Population is defined as all the members of a group of people to whom we wish to generalize the results of our research.[[26]](#footnote-26) Population means all of an object, material, or area, for example, that is under investigation or whose properties need to be determined.[[27]](#footnote-27) The population of this research is all of the students in VIII SMP Muhammadiyah 3 on Abdul Hakim Street N0 2 , North Sumatera Utara, 20155 that has seven classes. The total number of the students were 235 students. The details is as follows :

Table 3.2

The Population of Study

|  |  |  |
| --- | --- | --- |
| **No** | **Class** | **Number** |
| 1 | VIII Unggul | 22 |
| 2 | VIII A PLUS | 32 |
| 3 | VIII B PLUS | 31 |
| 4 | VIII A REGULER | 38 |
| 5 | VIII B REGULER | 40 |
| 6 | VIII C REGULER | 38 |
| 7 | VIII D REGULER | 34 |

1. **Sample**

Sample refers not to a sample of people but to a sample of numbers that are obtained from people (or from anything else that is being researched. [[28]](#footnote-28)Sample is the process of drawing units from a population of interest to estimate the characteristic of that populations.[[29]](#footnote-29)

There are 235 students in the VIII grade, due the large number of students and for the efficiently of research, only a part of the students was choose randomly as a representation of whole population. So, researcher was take 60 students as a sample randomly. The sample that was involved in the research must be the representative of the large population.

Random sampling means that each individual in the defined population has an equal and independent chance of being selected as a member of the sample. Independent means that the selection of one individual does not affect the selection of anyone else.[[30]](#footnote-30)

In this research, cluster random sampling was be used. The researcher selected 2 from the 7 classes by using lottery technique. The technique for selecting the sample; First, the researcher selected 2 from 7 classes. One class was be given treatment by using Description, Interpretation and Evaluation Technique, and the other was be given treatment by using conventional technique. Then, after the two classes selected, the researcher was give free-test to all the students from the two classes and classify them into two groups in each class. After did the lottery, the researcher got two classes that consist of 30 students for VIII-A regular class and 30 students for VIII-B regular class. These samples was be divided into two groups, experimental group and control group. The experimental group was be taught descriptive text by using Description, Interpretation and Evaluation Technique, and control group was be taught by using conventional technique.

1. **Data Collection**

In getting the data in this research, the are three procedures were taken by the writer, namely: pre-test, treatment (teaching presentation), and post-test.

1. Pre-Test.

Pre-Test was given to the experimental and the control groups. It was intended to know whether the students’ in both groups were relatively homogenous in their ability.

1. Teaching Presentation (Treatment).

The experimental and control group was thought by using the same topics but different treatments. In this case, in the experimental group, the writer used Description, Interpretation, and Evaluation technique on students’ writing descriptive achievement and in the control group, the writer use conventional way.

1. Treatment in Experimental Group

The treatment was conducted after the administration of pre-test. The experimental group was thought in five meetings included pre- and post-test. The teacher teach descriptive text by used Description, Interpretation and Evaluation technique on junior high school students’ achievement.

1. Control Group

In the control group, the students is teach by using conventional method. The teaching learning process was also conducted in five meetings included pre-text and post-test.

1. Post-Test

Post-test was administrated to the two groups. The aim was to measure the students competence in vocabulary achievement after the treatment. The result of this test was analyzed to evaluate the two groups.

Gain Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group with pre score. Basically the gain score is the value of the difference in scores and can be tested using t-test.

Gain Score = post-test-pre-test

* Experimental Group = post-test-pre-test
* Control Group = post-test-pre-test

1. **Data Analysis**

There are two groups in this study was be compared by applying the t-test to know how is the effect of applying Description, Interpretation, and Evaluation (DIE) technique on the students’ achievement in writing descriptive text . Finding the effect of the sum, the t-test, one of the t-test formula as the following applied:

The following formula :

**t =**

Where:

T = Total score

Ma = The mean of experimental group

Mb = The mean of control group

Da = The standard deviation of experimental’s score.

Db = The standard deviation of control’s score

Na = The total number samples of experimental group

Nb = The total number samples of control group

1. **Research Procedure**

The research procedure of this study as follows:

The first, the researcher make the instrument of this study. The instrument of this researcher are three they are pre-test, treatment (teaching presentation) and post-tests. The form of pre-test and post-test is essay test. The test was be given to the students to support the students’ achievement in learning writing descriptive text. The test consist of 1 item where students’ wrote a descriptive text writing based on the instruction and it takes from the subject matters.

The time was be given about 30 minutes to the students to finish the test. In collecting data, pre-test and post-test was be conducted in both groups, experimental and control group.

In giving point, there is procedure that has to do namely:

1. **Validity**

Writing is a concept and as a concept it could be measure by having to the sample to write. Validity is the extent to which an instrument measures what it is designed to measure.[[31]](#footnote-31) Validity is an over used term. Sometimes, it is used to mean "true" or "correct.', there are several general types of validity. Here, we are concerned with measurement validitv. There are also several types of measurement validity :

1. Face 'Validity' lt is a judgment by the scientific community that the indicator really measures the construct. It addresses the question, on the face of it do people believe that the definition and method of measurement fit? It is a consensus method'
2. Content validity is a special type of face validity'.? A conceptual definition holds ideas it is a "space" containing ideas and concepts measures should represent all ideas or areas in the conceptual space.
3. Internal validity, Internal validity means there are no errors internal to the design of the research project. It is used primarily in experimental research to talk about possible errors or alternative explanations of results that arise despite attempts to institute controls.
4. External validity is used primarily in experimental research. It is the ability to generalize findings from a specific setting and small group to a broad range of settings and people.[[32]](#footnote-32)
5. **The Realibility of the Test**

Reliability is one of the characteristic of good tests. It refer to the consistency of the measurement. The internal consistency reliability of the test is used in this research because it indicated the consistency of test scores over different parts of the test. So, to obtain the reliability of the test, the writer used Pearson’s Product Moment Formula as follows:

r =

where :

N : The number of students

∑X : The total score of rate 1

∑Y : The total score of rater 2

Based on Pearson’s Product Moment Formula, the coefficient of R can be interpret by using these criteria as follows :

0, 00 - 0,20 : Negligible

0,21 - 0,40 : Low

0,41 – 0,60 : Moderate

0, 61 – 0,80 :substantial

0,81 – 1,00 : High to very high

1. **Rubric**

To collect the data, the researcher was give ranging from 0-100. There are some important indicators to consider, asserts that there are have five indicators to consider in writing test. [[33]](#footnote-33)

|  |  |  |
| --- | --- | --- |
| **Component** | **Level point** | **Criteria** |
| 1. Content | Excellent  27-30 | Excellent, for students with some knowledge of subject, adequate or range limited development,  mostly relevant to topic sentences but lack of details. |
|  | Good to average  22-26 | Good to average for students with some knowledge of a subject adequate range omitted, but lack of details. |
|  | Fail to poor  17-21 | Fair to poor student with limited knowledge of the subject, little substance, and inadequate of subject. |
|  | Very poor  13-16 | Very poor for students who don’t show knowledge of the subject, non-substantive, non pertinent and non enough to evaluate. |
| 1. Organization | Excellent  18-20 | Excellent, fluent expression idea is clearly stated, sentences are categorized, logical sequence, cohesive. |
|  | Good to average  14-17 | Good to average some what choopy, loosely organized but main ideas stand out. |
|  | Fail to poor  10-13 | Fair to poor non fluent ideas, confused or disconnected lacks of logical sequencing and development |
|  | Very poor  7-9 | Very poor lacks of essential translation, little knowledge of english vocabulary, idioms,  words, form or not enough to evaluate. |
| 1. Vocabulary | Excellent  18-20 | Excellent, student with sophisticated range of word form, imitiate appropriate register. |
|  | Good to average  14-17 | Good to average, adequate range occasional error meaning not obscured. |
|  | Fail to poor  10-13 | Fail to poor limited range, frequent error of words idiom from, choose and usage, put meaning confused and obscured. |
|  | Very poor  7-9 | Very poor lack of essential translation, title knowledge of english vocabulary, idioms, words, forms on not enough to evaluate. |
| 1. Language use | Excellent  22-25 | Excellent effective complex construction fiew, errors of agreement, tenses, number,word order, articles, pronoun,prepositions. |
|  | Good to average  18-21 | Good to average some ineffective complex contruction, frequent errors in the use of sentence elements. |
|  | Fail to poor  11-17 | Fail to poor major  problem in simple/complex construction,tenses,wordorder and function, articles,prepositions. |
|  | Very poor  5-10 | Very poor no material of sentence constructing  rules dominated by errors, not communicative and not enough to evaluate. |
| 1. Mechanics | Excellent  05 | Excellent demonstrated to mastery punctuation few errors in capitalization  and paragraphing (writing sentence) |
|  | Good to average  04 | Good to average  occasional good to average occasionl error of punctuation, paragraphing (writing sentence) |
|  | Fail to poor  03 | Fail to Poor frequent errors in punctuation, capitalization,paragraphing, poor hand writing,  meaning confused or obscured. |
|  | Very poor  02 | Very poor no mastery convention dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting is illegible or not enough to evaluate. |

1. **The Technique for Analyzing Data**

In order to find the different effect between Experimental and Control Group, the t-test formula was applied. The formula was stated as the following:

T-test =

Where:

T-test = The effect

‾x1 = Mean of Post-test – Pre-test in experimental group

‾x2 = Mean of Post-test – Pre-test in control group

S12 = Variant of Pre-test – Post-test in experimental group

S22 = Variant of Pre-test – Post-test in control group

n1 = Sample in experimental group

n2 = Sample in control group

1. **Scoring the Test**

To collect the data, the researcher gave scores ranging from 0-100. There were some important indicators to consider, that there are five indicators to consider in writing test.

1. Content

27- 30 Excellent to very good: for students with some knowledge of a subject, adequate or range-limited development, mostly relevant to topic sentences but lack of details.

22-26 Good to average: for students with some knowledge of a subject adequate range omitted, but lack of details.

17- 21 Fair to poor: for students with limited knowledge of the subject, little substance, and inadequate of subject.

13-16 Very poor: for students who don’t show knowledge of the subject, non-subjective, non pertinent and not enough to evaluate.

1. Organization

Organization refers to the students ability to write ideas, and information in good logical order, for example, topic and supporting sentences are clearly stated.

18 – 20 Excellent to very good: Fluent expression, idea is clearly stated, sentences are categorized, logical sequence, cohesive.

14 – 17 Good to average: somewhat choppy, loosely organized but main ideas stand out.

10 – 13 Fair to poor: Non-fluent ideas, confused or disconnected, lacks of logical sequencing and development.

7 - 9 Very poor: not communicative, no organization, not enough to evaluate.

1. Vocabulary

18 – 20 Excellent to very good: student with sophisticated range of word form, imitative appropriate register.

14 – 17 Good to average: adequate range occasional error, meaning not obscured.

10 – 13 Fair to poor: limited range, frequent errors of words idiom form, choice and usage, put meaning confused and obscured.

7 – 9 Very poor: lack of essential translation, little knowledge of English vocabulary, idioms, words, forms or not enough to evaluate.

1. Language Use

Language use refers to someone’s capability in writing simple, complex or compound sentences correctly in the sentences and some other words such as nouns, adjectives, verbs, and time signals.

22 – 25 Excellent to very good: effective complex construction, few errors of agreement , tenses, numbers, word order, articles, pronouns, prepositions.

18 – 21 Good to average: some ineffective complex construction, frequent errors in the use of sentence element.

11 – 17 Fair to poor: major problem in simple/complex construction, tenses, word order/function, articles, preposition.

5 – 10 Very poor: usually no material of sentence constructing rules dominated by errors: not communicative and not enough to evaluate.

1. Mechanics

05 – 12 Excellent to very good: demonstrated mastery of punctuation few errors in capitalization and paragraphing (writing sentences)

04 – 13 Good to average: occasional errors of punctuation, capitalization, paragraphing, but meaning not obscured.

03 – 15 Fair to poor: Frequent errors in punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.

02 – 16 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting is illegible or not enough to evaluate.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

1. **Findings**

The data were taken from the result of the sample writing test. The data were dived into two groups namely experimental and control group. Both experimental and control group were given essay writing test form on the pre-test and post-test, and then, they were given the treatment. After applying the pre-test and post-test to the experimental and control group, the students score were obtained. The following is the result :

1. **Data of Pre-test and Post-test**

From the students’ scores of control group (see appendix A), there were 28 students had the increasing of the scores, 1 students was constant, and another student decrease in such that.

The increasing scores showed that the students have more ability in writing a descriptive paragraph. On the other hand, the student with decreasing scores shows that the student ability was down, it was probably as the unserious of the student while doing the test or in unhealthy. From the result of the students’ scores , it was gotten that the mean of all scores in both pre-test and post-test, (See Appendix C). Nevertheless, there was 11,1 increase in students’ mean score between pre-test and post-test. After administrating the treatment, the post test was done to both groups to measure the students, achievement in writing descriptive test. Finally, the pre-test and post-test of the students’ writing achievement score is described in table 6 as follows:

**Table 4.1 Students’ achievement score in pre-test and post-test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statistical**  **Calculation** | **Experimental group** | | **Control Group** | |
| Pre-test | Post-test | Pre-test | Post-test |
| X | 64,33 | 78,43 | 60,45 | 64,30 |
| Med | 66 | 79 | 60 | 63 |
| Mo | 60 | 77 | 40 | 63 |
| SD | 11,57 | 6,58 | 14,24 | 10,59 |
| SE | 2,58 | 1,47 | 2,96 | 2,20 |
| Min | 28 | 62 | 39 | 45 |
| Max | 85 | 90 | 93 | 89 |
| Sum | 1351 | 1647 | 1452 | 1543 |
| N | 21 | 21 | 24 | 24 |

Where :

X : Mean of the sample

Med : Median of the sample

Mo : Mode of the sample

SD : Standard deviation of the sample

SE : Standard error of the sample

Min : Minimum score of the sample

Max : Maximum score of the sample

Sum : Total score of the sample

From the students’ scores of experimental group ( see appendix D), all students had the increasing of the scores. Those scores up showed that the students were better in writing a descriptive text.

N : 30 ∑Y2 : 124752

∑XY : 117669 ∑X : 1811

∑Y : 1921

∑X2 : 111273

To calculated the reliability of the test, it is used the person product moment correlation. The formula is a follow :

r  **=**

r =

r =

r =

r =

r =

r = 0,92

Based on the coefficient of (r) can be interpreted using these criteria as follows :

0, 00-0,20 : Negligible

0,21-0,40 : Low

0,41-0,60 : Moderate

0,61-0,80 : Substantial

0,81-1,00 : High to high

From the calculation above, the result of the realiability is 0,92. It can conclude that the reliability of the test is **high to very high**

1. **Discussion**

The data to be analyzed was obtained by giving the essay test to the students in order to know their ability in descriptive writing. It is calculated by using the scores of writing test in both the experimental group and control group the analyzing of data trough pre-test and post-test in both of the groups were computed by applying test of normality test, homogeneity of variance, and independent t-test computating to prove the hypothesis in this study. In details, those data was conducted as following calculation :

1. **Homogeneity of Variance Test**



Where : S12 = the biggest variant

S22 = the smallest variant

Based on the variants of both samples of pre-test found that:

 = 91.84 N = 30

 = 52.87 N = 30

So:

Fobs = 

Fobs = 

From the calculation of the data of pre-test in experimental group and control group, it showed that homogeneity of variance of the test *F*observe= 1,73 and *F*table= 4,30 (*df1*= 1, *df*2 = 22, & α = 0,05). It was obtained that Fobserve<Ftable. So, the data showed homogeneity of variance.

1. **Normality Test**

Liliefors testing was used in this research to examine the normality data was a normal distribution or not. All result of the tests was described in calculation as follows.

**Table 4.2 Normality Testing of Post Test in Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Score** | **Zi** | **F(Zi)** | **S(Zi)** | **F(Zi) - S(Zi)** |
| 1 | 66 | -1.70 | 0.044 | 0.20 | -0.156 |
| 2 | 66 | -1.70 | 0.044 | 0.20 | -0.156 |
| 3 | 66 | -1.70 | 0.044 | 0.20 | -0.156 |
| 4 | 66 | -1.70 | 0.044 | 0.20 | -0.156 |
| 5 | 66 | -1.70 | 0.044 | 0.20 | -0.156 |
| 6 | 66 | -1.70 | 0.044 | 0.20 | -0.156 |
| 7 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 8 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 9 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 10 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| **No** | **Score** | **Zi** | **F(Zi)** | **S(Zi)** | **F(Zi) - S(Zi)** |
| 11 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 12 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 13 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 14 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 15 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 16 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 17 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 18 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 19 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 20 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 21 | 78 | 0.11 | 0.544 | 0.70 | -0.156 |
| 22 | 80 | 0.41 | 0.660 | 0.86 | -0.200 |
| 23 | 80 | 0.41 | 0.660 | 0.86 | -0.200 |
| 24 | 80 | 0.41 | 0.660 | 0.86 | -0.200 |
| 25 | 80 | 0.41 | 0.660 | 0.86 | -0.200 |
| 26 | 80 | 0.41 | 0.660 | 0.86 | -0.200 |
| 27 | 88 | 1.62 | 0.948 | 1.00 | -0.052 |
| 28 | 88 | 1.62 | 0.948 | 1.00 | -0.052 |
| 29 | 88 | 1.62 | 0.948 | 1.00 | -0.052 |
| 30 | 88 | 1.62 | 0.948 | 1.00 | -0.052 |
|  |  |  |  |  |  |
| **Total** | **2318** | **Lo = -0.052** | | | |
| **Mean** | **77.27** | **Lt = 0.029** | | | |

1. **Finding Z score**

Formula: Zi 1 =

Zi 1 = = -1.70

Zi 2 = = 0.11

Zi 3 = = 0.41

Zi 4 = = 1.62

1. **Finding S(Zi)**S(Zi) =

= 0.2

= 0.7

= 0.86

= 0.70

From the table above, it can be seen that Liliefors observation or Lo = -0.052 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.029. It is known that the coefficient of Lo (-0.052) < Lt (0.029). So it can be concluded that the data distribution of the student’s ability in writing descriptive text **normal.**

* 1. **Normality Testing of Control Group**

**Table X. Frequency Distribution of Pre Test in Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO** | **Xi** | **Fi** | **FiXi** | **Xi2** | **FiXi2** |
| 1 | 44 | 6 | 264 | 1936.00 | 11616 |
| 2 | 48 | 2 | 96 | 2304.00 | 4608 |
| 3 | 50 | 9 | 450 | 2500.00 | 22500 |
| 4 | 56 | 5 | 280 | 3136.00 | 15680 |
| 5 | 60 | 4 | 240 | 3600.00 | 14400 |
| 6 | 66 | 4 | 264 | 4356.00 | 17424 |
| **Total** | | **30** | **1594** | **17832** | **86228** |

Based on the data above, the result of FiXi2 is 86228 and FiXi is 1594. Then the following is the calculation of mean, variant and standard deviation.

1. **Mean**

‾x =

Where:

‾x = Mean of variable x

∑FiXi = Total number of score

∑Fi = Number of sample

So,

‾x =

=

= 53.13

1. **Variant**

Where:

S2  = Variant

N = Number of sample

So,

S2 =

=

=

=

= 52.87

1. **Standard Deviation**

S =

=

= 7.27

As shown calculation of normality test in experimental group above, the calculation in control group was also proven as a normal distribution. Can be described as follow:

From the table above, it can be seen that Liliefors observation or Lo = -**-**0.020 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.029. It is known that the coefficient of Lo (-0.020) < Lt (0.029). So it can be concluded that the data distribution of the student’s ability in writing descriptive text **normal.**

1. **Analyzing the Data by Using t-test Formula**

To find out whether the use of description, Interpretation, and Evaluation (DIE) technique has significant effect on students achievement in writing descriptive text, the result of the test calculated by using t-test formula.

**The Formula is as follow :**

**t =**

**where :**

Ma = Mean of experimental group

Mb = Mean of control group

Da = The standard deviation of experimental group

Db = The standard deviation of control group

Na = The total sample of experimental group

Nb = Total sample of control group

1. **Control Group**

Mb =

Mb =

Mb = 11,1

1. **Experimental Group**

Mb =

Mb =

Mb = 18

1. **The Calculation of t-test**

The calculation showed that :

Ma = 18

Mb = 11,1

Da2 = 1773,09

Db2 = 1858

Na = 30

Nb = 30

**t =**

**t =**

**t =**

**t =**

**t =**

**t =**

t = 3,3

After getting the calculation of mean by using T-test formula showed that Ma = 18, Mb = 11, 1, Da2 = 1773,9, Db2 = 1858 and Na= 30 and the total t by using computating show that t= 3,3

1. **Statistical Hypothesis**

Statistical hypothesis was applied in order to know the result of the observation about the sample avantitatv and also to know the relationship between one or more variables it was contracted as follows :

Ho : μx = μy

Ha : μx = μy

Where :

Ho : Null Hypothesis

Ha : Alternative Hypothesis

μx : The mean score of the students who are taught by applying Description, Interpretation, and Evaluation (DIE)

μy : The mean score of the students who are taught by applying Conventional Technique.

As it was explained in the chapter II that Description, Interpretation, and Evaluation (DIE) Technique would be an effective way to teach writing descriptive text. Description, Interpretation, and Evaluation (DIE) can increase students’ participation to share ideas and feelings in the classroom and can did the prior knowledge of students get the new fact or skill and can guide the students to think actively. It was really proved in the experimental group that was taught by using Description, Interpretation, and Evaluation (DIE) that the students were easily to write about the picture given to them. In this case, Description, Interpretation, and Evaluation (DIE) is a technique which not only obtain the students idea about what the look of the picture given to the students, but also the students stimulated students mind to give their opinion whether the value in the picture is good or bad. Furthermore, Description, Interpretation, and Evaluation (DIE) Technique allows the students to produce a sentences based on their own idea from the picture was given. It brought much more enjoyment in writing to students in the classroom activity and saved the teacher’s energy.

Meanwhile, using Conventional Technique as it was also explained In the chapter II, It simply as an oral presentation of instructional material. Conventional Technique Is activity always the teacher do in teaching learning process. However, presently a conventional without pausing for interaction with students can be ineffective regardless of the skill as a speaker. The use of pauses during conventional for direct oral questioning creates interaction between teacher and students. So, “ the student’s achievement taught by Description, Interpretation and Evaluation (DIE) is higher than that taught by using Conventional Technique”.

In accordance with the facts mentioned above, Proved that Description, Interpretation, and Evaluation (DIE) can improve the students’ achievement in writing descriptive text.

Based on the explanation above, in this research the researcher found that the implementation of Description, Interpretation, and Evaluation (DIE) could help students to be more creative in teaching and learning process in the classroom, especially for writing descriptive text.

1. **Testing the Hypothesis**

**Table 4.5 The mean of post-test and pre-test in experimental Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score of post-test** | **Score of pre-test** | **Decrease** |
| 1 | 78 | 66 | 12 |
| 2 | 80 | 50 | 30 |
| 3 | 78 | 50 | 28 |
| 4 | 78 | 50 | 28 |
| 5 | 78 | 46 | 32 |
| 6 | 78 | 46 | 32 |
| 7 | 66 | 46 | 20 |
| 8 | 78 | 66 | 12 |
| 9 | 78 | 46 | 32 |
| 10 | 80 | 66 | 14 |
| 11 | 66 | 50 | 16 |
| 12 | 78 | 66 | 12 |
| 13 | 78 | 66 | 12 |
| 14 | 80 | 66 | 22 |
| 15 | 88 | 50 | 30 |
| 16 | 78 | 50 | 28 |
| 17 | 88 | 50 | 38 |
| 18 | 78 | 40 | 38 |
| 19 | 66 | 40 | 26 |
| 20 | 78 | 66 | 12 |
| 21 | 66 | 40 | 26 |
| 22 | 66 | 50 | 16 |
| 23 | 78 | 50 | 28 |
| 24 | 80 | 50 | 30 |
| 25 | 78 | 66 | 12 |
| 26 | 66 | 40 | 26 |
| 27 | 88 | 50 | 38 |
| 28 | 80 | 66 | 14 |
| 29 | 78 | 50 | 28 |
| 30 | 88 | 66 | 22 |
| ∑ | | | 714 |
| Mean | | | 23,8 |

**Table 4.6 The mean of post-test and pre-test in control group**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score Post-Test** | **Score Pre-Test** | **Decrease** |
| 1 | 68 | 50 | 18 |
| 2 | 60 | 44 | 16 |
| 3 | 66 | 48 | 18 |
| 4 | 66 | 50 | 16 |
| 5 | 60 | 56 | 4 |
| 6 | 76 | 56 | 20 |
| 7 | 76 | 60 | 16 |
| 8 | 66 | 48 | 18 |
| 9 | 56 | 44 | 12 |
| 10 | 60 | 44 | 16 |
| 11 | 60 | 50 | 10 |
| 12 | 60 | 50 | 10 |
| 13 | 66 | 56 | 10 |
| 14 | 76 | 50 | 26 |
| 15 | 76 | 60 | 16 |
| 16 | 66 | 50 | 16 |
| 17 | 56 | 44 | 12 |
| 18 | 66 | 44 | 22 |
| 19 | 56 | 44 | 12 |
| 20 | 60 | 50 | 10 |
| 21 | 66 | 50 | 16 |
| 22 | 76 | 60 | 16 |
| 23 | 66 | 60 | 6 |
| 24 | 66 | 50 | 16 |
| 25 | 76 | 66 | 10 |
| 26 | 76 | 66 | 10 |
| 27 | 66 | 56 | 10 |
| 28 | 66 | 56 | 10 |
| 29 | 76 | 66 | 10 |
| 30 | 76 | 66 | 10 |
| **** | | | **412** |
| **Mean** | | | **13.73** |

The hypothesis was aimed at knowing whether the null hypothesis was accepted or rejected. Because the value of t-observe (3,3) exedeed the value of t-table (2,00) with α = 0,05 and df = 58, Null hypothesis (Ho) had been rejected.

The hypothesis formula as “students” achievement in writing descriptive text taught by using Description, Interpretation, Evaluation (DIE)Technique is higher than that taught by Conventional Technique” is really true in this research.

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

t =

=

=

= 5.754

From the computation above, it can be seen that tobserved = 5.754. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if the tobserved>ttable. In this study the calculation of the scores uses t-test for the degree of freedom 58 (df = N + N - 2) at the level of significant 0.05 that the critical value is 2.009. So it can be seen that ttable = 2.009. (See Appendix K)

After the scores were calculated, it was found that in this study the tobserved is higher than the ttable. It can be seen as follow:

tobserved > ttable(α = 0.05) with df 58

5.754 > 2.009

From the result above, it shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means that writing by using DIE Technique affect student’s ability in writing descriptive text.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

1. **Conclusions**

After analyzing and interpreting the data of students achievement in writing descriptive text at SMP Muhammadiyah 3 Medan. In this case, the researcher answer the research problem stated previous chapter.

The mean of control and experimental group in the post-test score are 63,4 and 69,27. The number of the students for each group is 30. The result of calculation of t-test shows that the value of t-observed (3,3) is higher than value of the t-table (2,00). It means that the null hypothesis stating that the Description, Interpretation and Evaluation (DIE) technique significantly affects the student’s descriptive writing is accepted.

The students who are taught by using Description, Interpretation and Evaluation (DIE) technique get better score then those who are taught by using Conventional Technique. . Some of the students easy to understand the material by using Description, Interpretation and Evaluation (DIE) find significant effect because the student’s show get better score after using this strategy

**B. Recommendation**

As the result of the study, it is suggested that:

1. The English teachers apply Description, Interpretation and Evaluation (DIE) technique in improving students’ ability in writing a descriptive text by giving much exercise to the students.

2. The student should apply Description, Interpretation and Evaluation (DIE) technique in writing descriptive text by practicing it over and over again.

3. The researcher should use Description, Interpretation and Evaluation (DIE) technique in English writing to enable learners write a good descriptive text.

**C. Implications**

Implications are basically the conclusions that you draw from your results and explain how the findings may be important for policy, practice, or theory.

Based on research experience I found that the students have difficult to study descriptive text, because the teacher uses only group discussion and simple technique to teach writing. So as teacher teach about writing I was apply Description, Interpretation, Evaluation (DIE) Technique to improve students achievement in writing Descriptive text. I hope this strategy can help the students to easy understanding about descriptive text

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**APPENDIX. A**

1. **The scores of the pre-test by the students of the control group.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students Initial** | **Five Components of writing** | | | | | |
| **Content** | **Organization** | **Vocabulary** | **Language**  **use** | **Mechanic** | **Total Score** |
| 1 | ATP | 15 | 14 | 14 | 15 | 2 | 60 |
| 2 | APN | 16 | 13 | 13 | 10 | 2 | 54 |
| 3 | BRS | 14 | 11 | 12 | 13 | 2 | 52 |
| 4 | CDS | 14 | 10 | 10 | 10 | 2 | 46 |
| 5 | CRS | 16 | 10 | 10 | 11 | 2 | 49 |
| 6 | DRS | 12 | 10 | 10 | 11 | 2 | 45 |
| 7 | DSS | 20 | 16 | 17 | 12 | 2 | 67 |
| 8 | ENS | 14 | 13 | 12 | 12 | 3 | 54 |
| 9 | EMS | 12 | 12 | 13 | 11 | 2 | 50 |
| 10 | FYS | 12 | 11 | 10 | 10 | 2 | 45 |
| 11 | GTT | 13 | 12 | 13 | 10 | 2 | 50 |
| 12 | HBS | 14 | 14 | 14 | 12 | 2 | 56 |
| 13 | HAS | 15 | 13 | 14 | 13 | 2 | 57 |
| 14 | HNG | 17 | 13 | 14 | 12 | 2 | 58 |
| 15 | INM | 14 | 10 | 10 | 11 | 3 | 48 |
| 16 | JMP | 11 | 10 | 11 | 10 | 2 | 44 |
| 17 | KJS | 17 | 13 | 10 | 12 | 2 | 54 |
| 18 | KAS | 14 | 11 | 12 | 10 | 2 | 49 |
| 19 | MAH | 14 | 12 | 13 | 14 | 2 | 55 |
| 20 | NFS | 15 | 13 | 14 | 14 | 2 | 58 |
| 21 | NAS | 10 | 10 | 9 | 10 | 1 | 40 |
| 22 | NRS | 15 | 14 | 13 | 10 | 2 | 54 |
| 23 | PJB | 14 | 10 | 11 | 11 | 2 | 48 |
| 24 | RAP | 13 | 12 | 10 | 12 | 2 | 49 |
| 25 | RFD | 15 | 12 | 13 | 12 | 2 | 54 |
| 26 | RAR | 14 | 10 | 10 | 10 | 2 | 46 |
| 27 | RSS | 14 | 13 | 10 | 10 | 2 | 49 |
| 28 | SO | 20 | 14 | 15 | 16 | 4 | 69 |
| 29 | WN | 14 | 13 | 12 | 10 | 2 | 51 |
| 30 | YTG | 19 | 15 | 12 | 10 | 2 | 58 |
|  | **Total (∑)** |  |  |  |  |  | **1569** |

1. **The scores of the post –test by the students of the control group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students Initial** | **Five Components of writing** | | | | | |
| **Content** | **Organization** | **Vocabulary** | **Language use** | **Mechanic** | **Total Score** |
| 1 | ATP | 21 | 14 | 16 | 12 | 2 | 65 |
| 2 | APN | 20 | 15 | 15 | 12 | 2 | 64 |
| 3 | BRS | 20 | 13 | 15 | 11 | 3 | 62 |
| 4 | CDS | 17 | 14 | 13 | 18 | 2 | 64 |
| 5 | CRS | 18 | 12 | 14 | 15 | 2 | 61 |
| 6 | DRS | 20 | 15 | 14 | 17 | 3 | 69 |
| 7 | DSS | 19 | 15 | 16 | 17 | 3 | 70 |
| 8 | ENS | 20 | 14 | 16 | 16 | 3 | 69 |
| 9 | EMS | 21 | 14 | 14 | 16 | 3 | 68 |
| 10 | FYS | 18 | 16 | 15 | 18 | 3 | 70 |
| 11 | GTT | 20 | 15 | 14 | 13 | 3 | 65 |
| 12 | HBS | 20 | 15 | 11 | 13 | 3 | 59 |
| 13 | HAS | 17 | 13 | 13 | 14 | 3 | 60 |
| 14 | HNG | 17 | 13 | 14 | 16 | 2 | 62 |
| 15 | INM | 17 | 15 | 16 | 18 | 3 | 69 |
| 16 | JMP | 17 | 13 | 13 | 14 | 3 | 60 |
| 17 | KJS | 17 | 15 | 12 | 11 | 2 | 60 |
| 18 | KAS | 20 | 15 | 12 | 13 | 2 | 61 |
| 19 | MAH | 19 | 14 | 16 | 16 | 2 | 68 |
| 20 | NFS | 20 | 13 | 11 | 13 | 2 | 58 |
| 21 | NAS | 19 | 14 | 11 | 10 | 2 | 56 |
| 22 | NRS | 19 | 16 | 10 | 11 | 2 | 57 |
| 23 | PJB | 18 | 15 | 15 | 16 | 2 | 68 |
| 24 | RAP | 20 | 15 | 15 | 16 | 3 | 67 |
| 25 | RFD | 18 | 15 | 14 | 16 | 3 | 66 |
| 26 | RAR | 18 | 15 | 11 | 13 | 2 | 58 |
| 27 | RSS | 17 | 14 | 13 | 13 | 2 | 60 |
| 28 | SO | 15 | 14 | 12 | 14 | 3 | 58 |
| 29 | WN | 16 | 15 | 16 | 17 | 2 | 66 |
| 30 | YTG | 18 | 14 | 12 | 15 | 3 | 62 |
|  | **Total (∑)** |  |  |  |  |  | **1902** |

1. **The scores of the pre-test and post-test by the students of the control group**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students Initial** | **Vocabulary** | **Language use** |
| 1 | ATP | 60 | 65 |
| 2 | APN | 54 | 64 |
| 3 | BRS | 52 | 62 |
| 4 | CDS | 46 | 64 |
| 5 | CRS | 49 | 61 |
| 6 | DRS | 45 | 69 |
| 7 | DSS | 67 | 70 |
| 8 | ENS | 54 | 69 |
| 9 | EMS | 50 | 68 |
| 10 | FYS | 45 | 70 |
| 11 | GTT | 50 | 65 |
| 12 | HBS | 56 | 59 |
| 13 | HAS | 57 | 60 |
| 14 | HNG | 58 | 62 |
| 15 | INM | 48 | 69 |
| 16 | JMP | 44 | 60 |
| 17 | KJS | 54 | 60 |
| 18 | KAS | 49 | 61 |
| 19 | MAH | 55 | 68 |
| 20 | NFS | 58 | 58 |
| 21 | NAS | 40 | 56 |
| 22 | NRS | 54 | 57 |
| 23 | PJB | 48 | 68 |
| 24 | RAP | 49 | 67 |
| 25 | RFD | 54 | 66 |
| 26 | RAR | 48 | 58 |
| 27 | RSS | 49 | 60 |
| 28 | SO | 69 | 58 |
| 29 | WN | 51 | 66 |
| 30 | YTG | 58 | 62 |
|  | **Total (∑)** | **1569** | **1902** |
|  | **Mean** | **52,3** | **63,4** |

1. **The scores of the pre-test by the students of the experimental group.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students Initial** | **Five Components of writing** | | | | | |
| **Content** | **Organization** | **Vocabulary** | **Language use** | **Mechanic** | **Total Score** |
| 1 | ASH | 20 | 16 | 18 | 10 | 2 | 66 |
| 2 | AGS | 16 | 10 | 12 | 10 | 2 | 50 |
| 3 | ASI | 17 | 14 | 9 | 8 | 2 | 50 |
| 4 | BPA | 14 | 8 | 9 | 8 | 1 | 50 |
| 5 | BAS | 16 | 11 | 9 | 8 | 2 | 46 |
| 6 | DJS | 16 | 9 | 10 | 9 | 2 | 46 |
| 7 | DIP | 13 | 11 | 10 | 10 | 2 | 46 |
| 8 | DWS | 20 | 18 | 11 | 15 | 2 | 66 |
| 9 | EAT | 18 | 10 | 8 | 8 | 2 | 46 |
| 10 | EUS | 18 | 16 | 14 | 12 | 2 | 56 |
| 11 | EAH | 15 | 19 | 10 | 15 | 1 | 50 |
| 12 | FIL | 17 | 16 | 16 | 11 | 2 | 66 |
| 13 | HWL | 23 | 20 | 10 | 11 | 2 | 66 |
| 14 | HDT | 20 | 14 | 10 | 12 | 4 | 66 |
| 15 | JPM | 14 | 13 | 10 | 11 | 2 | 50 |
| 16 | KAS | 20 | 14 | 8 | 6 | 2 | 50 |
| 17 | KAH | 20 | 12 | 8 | 8 | 2 | 50 |
| 18 | MAN | 16 | 13 | 10 | 8 | 2 | 40 |
| 19 | MMP | 12 | 10 | 8 | 8 | 2 | 40 |
| 20 | NAS | 20 | 18 | 15 | 10 | 2 | 66 |
| 21 | NOP | 12 | 10 | 8 | 8 | 2 | 40 |
| 22 | PGS | 17 | 11 | 9 | 9 | 4 | 50 |
| 23 | YVR | 20 | 12 | 8 | 8 | 2 | 50 |
| 24 | RYN | 16 | 12 | 7 | 9 | 2 | 50 |
| 25 | RSS | 25 | 19 | 10 | 10 | 2 | 66 |
| 26 | RMH | 16 | 10 | 7 | 5 | 2 | 40 |
| 27 | RIS | 18 | 10 | 8 | 12 | 2 | 50 |
| 28 | RON | 25 | 19 | 10 | 10 | 2 | 66 |
| 29 | RAS | 20 | 11 | 8 | 9 | 2 | 50 |
| 30 | RNA | 25 | 18 | 10 | 9 | 2 | 66 |
|  | **Total (∑)** |  |  |  |  |  | **1594** |

1. **The scores of the post-test by the students of the experimental group.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students Initial** | **Five Components of writing** | | | | | |
| **Content** | **Organization** | **Vocabulary** | **Language use** | **Mechanic** | **Total Score** |
| 1 | ASH | 25 | 20 | 11 | 10 | 3 | 69 |
| 2 | AGS | 20 | 10 | 9 | 10 | 2 | 51 |
| 3 | ASI | 26 | 21 | 10 | 11 | 2 | 70 |
| 4 | BPA | 22 | 17 | 16 | 19 | 2 | 76 |
| 5 | BAS | 18 | 14 | 12 | 10 | 2 | 56 |
| 6 | DJS | 24 | 17 | 18 | 17 | 2 | 78 |
| 7 | DIP | 25 | 16 | 18 | 17 | 2 | 78 |
| 8 | DWS | 25 | 14 | 9 | 7 | 3 | 58 |
| 9 | EAT | 27 | 21 | 17 | 11 | 4 | 80 |
| 10 | EUS | 27 | 20 | 12 | 16 | 2 | 77 |
| 11 | EAH | 25 | 18 | 18 | 11 | 2 | 74 |
| 12 | FIL | 24 | 17 | 18 | 19 | 2 | 80 |
| 13 | HWL | 22 | 20 | 14 | 18 | 3 | 77 |
| 14 | HDT | 23 | 16 | 17 | 19 | 2 | 77 |
| 15 | JPM | 25 | 18 | 20 | 14 | 2 | 79 |
| 16 | KAS | 25 | 20 | 11 | 10 | 3 | 69 |
| 17 | KAH | 26 | 21 | 12 | 18 | 3 | 80 |
| 18 | MAN | 25 | 20 | 12 | 10 | 2 | 69 |
| 19 | MMP | 26 | 20 | 12 | 17 | 2 | 77 |
| 20 | NAS | 25 | 20 | 18 | 12 | 2 | 77 |
| 21 | NOP | 20 | 16 | 14 | 14 | 2 | 66 |
| 22 | PGS | 25 | 22 | 14 | 15 | 4 | 80 |
| 23 | YVR | 25 | 20 | 20 | 14 | 3 | 82 |
| 24 | RYN | 24 | 18 | 12 | 14 | 2 | 70 |
| 25 | RSS | 22 | 12 | 9 | 6 | 2 | 51 |
| 26 | RMH | 26 | 21 | 13 | 5 | 2 | 67 |
| 27 | RIS | 24 | 19 | 17 | 21 | 2 | 83 |
| 28 | RON | 20 | 14 | 7 | 10 | 2 | 53 |
| 29 | RAS | 27 | 20 | 10 | 15 | 2 | 74 |
| 30 | RNA | 16 | 16 | 15 | 17 | 3 | 67 |
|  | **Total (∑)** |  |  |  |  |  | **2078** |

1. **The Scores of the pre-test and post-test by the students of the experimental group.**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students Initial** | **Pre-test** | **Post-test** |
| 1 | ASH | 52 | 69 |
| 2 | AGS | 42 | 51 |
| 3 | ASI | 57 | 70 |
| 4 | BPA | 45 | 76 |
| 5 | BAS | 48 | 56 |
| 6 | DJS | 62 | 78 |
| 7 | DIP | 46 | 78 |
| 8 | DWS | 44 | 58 |
| 9 | EAT | 69 | 80 |
| 10 | EUS | 58 | 77 |
| 11 | EAH | 40 | 74 |
| 12 | FIL | 59 | 80 |
| 13 | HWL | 48 | 77 |
| 14 | HDT | 69 | 77 |
| 15 | JPM | 53 | 79 |
| 16 | KAS | 52 | 69 |
| 17 | KAH | 57 | 80 |
| 18 | MAN | 58 | 69 |
| 19 | MMP | 64 | 77 |
| 20 | NAS | 60 | 77 |
| 21 | NOP | 54 | 66 |
| 22 | PGS | 52 | 80 |
| 23 | YVR | 61 | 82 |
| 24 | RYN | 48 | 70 |
| 25 | RSS | 38 | 51 |
| 26 | RMH | 39 | 67 |
| 27 | RIS | 75 | 83 |
| 28 | RON | 42 | 53 |
| 29 | RAS | 68 | 74 |
| 30 | RNA | 45 | 67 |
|  | **Total (∑)** | **1560** | **2078** |
|  | **Mean** | **52** | **69,27** |

**Appendix B**

1. **Scores of Two Rates**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students Initial** | **Rater 1** | **Rater 2 (y)** |
| 1 | AJP | 57 | 59 |
| 2 | AP | 77 | 72 |
| 3 | BS | 51 | 58 |
| 4 | BDS | 54 | 56 |
| 5 | DAS | 71 | 76 |
| 6 | DS | 60 | 65 |
| 7 | EHS | 49 | 50 |
| 8 | GTG | 68 | 70 |
| 9 | HP | 61 | 65 |
| 10 | KM | 61 | 68 |
| 11 | KG | 56 | 58 |
| 12 | LRS | 72 | 70 |
| 13 | LM | 61 | 60 |
| 14 | MG | 62 | 65 |
| 15 | MP | 54 | 60 |
| 16 | NP | 76 | 78 |
| 17 | NAS | 52 | 55 |
| 18 | NIA | 47 | 52 |
| 19 | PPS | 59 | 67 |
| 20 | PS | 65 | 65 |
| 21 | RB | 65 | 70 |
| 22 | RAM | 70 | 75 |
| 23 | RG | 53 | 60 |
| 24 | RW | 51 | 55 |
| 25 | RM | 60 | 68 |
| 26 | SR | 53 | 58 |
| 27 | SRA | 70 | 77 |
| 28 | THS | 67 | 72 |
| 29 | TAT | 55 | 62 |
| 30 | YP | 54 | 55 |
|  | **Total (∑)** | **1811** | **1921** |

1. **Testing the Reliability of the Test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students Initial** | **Rater 1**  **(X)** | **Rater 2**  **(Y)** | **∑X2** | **∑Y2** | **∑XY** |
| 1 | AJP | 57 | 59 | 3249 | 3481 | 3363 |
| 2 | AP | 77 | 72 | 5929 | 5184 | 5544 |
| 3 | BS | 51 | 58 | 2601 | 3364 | 2958 |
| 4 | BDS | 54 | 56 | 2916 | 3136 | 3024 |
| 5 | DAS | 71 | 76 | 5041 | 5776 | 5396 |
| 6 | DS | 60 | 65 | 3600 | 4225 | 3900 |
| 7 | EHS | 49 | 50 | 2401 | 2500 | 2450 |
| 8 | GTG | 68 | 70 | 4624 | 4900 | 4760 |
| 9 | HP | 61 | 65 | 3721 | 4225 | 3965 |
| 10 | KM | 61 | 78 | 3721 | 4624 | 4148 |
| 11 | KG | 56 | 58 | 3136 | 3364 | 3248 |
| 12 | LRS | 72 | 70 | 5184 | 4900 | 5040 |
| 13 | LM | 61 | 60 | 3721 | 3600 | 3660 |
| 14 | MG | 62 | 65 | 3844 | 4225 | 4030 |
| 15 | MP | 54 | 60 | 2916 | 3600 | 3240 |
| 16 | NP | 76 | 78 | 5776 | 6084 | 5928 |
| 17 | NAS | 52 | 55 | 2704 | 3025 | 2860 |
| 18 | NIA | 47 | 52 | 2209 | 2704 | 2444 |
| 19 | PPS | 59 | 67 | 3481 | 4489 | 3954 |
| 20 | PS | 65 | 65 | 4225 | 4225 | 4225 |
| 21 | RB | 65 | 70 | 4225 | 4900 | 4550 |
| 22 | RAM | 70 | 75 | 4900 | 5625 | 5250 |
| 23 | RG | 53 | 60 | 2809 | 3600 | 3180 |
| 24 | RW | 51 | 55 | 2601 | 3025 | 2805 |
| 25 | RM | 60 | 68 | 3600 | 4624 | 4080 |
| 26 | SR | 53 | 58 | 2809 | 3364 | 3074 |
| 27 | SRA | 70 | 77 | 4900 | 5929 | 5390 |
| 28 | THS | 67 | 72 | 4489 | 5158 | 4824 |
| 29 | TAT | 55 | 62 | 3025 | 3844 | 3410 |
| 30 | YP | 54 | 55 | 2916 | 3025 | 2970 |
|  | **Total (∑)** | **1811** | **1921** | **111273** | **124751** | **117669** |

**APPENDIX. C**

The calculation of Mean and Standard Deviation by Control Group and Experimental Group.

1. **Control Group**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students Initial** | **Pre-test**  **(T1)** | **Post-test**  **(T2)** | **T2- T1**  **(d)** | **d-Mb** | **Db2** |
| 1 | ATP | 60 | 65 | 5 | 6,1 | 37,27 |
| 2 | APN | 54 | 64 | 10 | 1,1 | 1,21 |
| 3 | BRS | 52 | 62 | 10 | 1,1 | 1,21 |
| 4 | CDS | 46 | 64 | 18 | -6,9 | 47,61 |
| 5 | CRS | 49 | 61 | 12 | -0,9 | 0,81 |
| 6 | DRS | 54 | 69 | 24 | -12,9 | 166,41 |
| 7 | DSS | 67 | 70 | 3 | 8,1 | 65,61 |
| 8 | ENS | 54 | 69 | 15 | -3,9 | 15,21 |
| 9 | EMS | 50 | 68 | 18 | -6,9 | 47,61 |
| 10 | FYS | 45 | 70 | 25 | -13,9 | 193,21 |
| 11 | GTT | 50 | 65 | 15 | -3,9 | 15,21 |
| 12 | HBS | 56 | 59 | 3 | 8,1 | 65,61 |
| 13 | HAS | 57 | 60 | 3 | 8,1 | 65,61 |
| 14 | HNG | 58 | 62 | 4 | 7,1 | 50,41 |
| 15 | INM | 48 | 69 | 21 | -9,9 | 98,01 |
| 16 | JMP | 44 | 60 | 16 | -4,9 | 24,01 |
| 17 | KJS | 54 | 60 | 6 | 5,1 | 26,01 |
| 18 | KAS | 49 | 61 | 12 | -0,9 | 0,81 |
| 19 | MAH | 55 | 68 | 13 | -1,9 | 3,61 |
| 20 | NFS | 58 | 58 | 0 | 11,1 | 123,21 |
| 21 | NAS | 40 | 56 | 16 | -4,9 | 24,01 |
| 22 | NRS | 54 | 57 | 3 | 8,1 | 65,61 |
| 23 | PJB | 48 | 68 | 20 | -8,9 | 79,21 |
| 24 | RAP | 49 | 67 | 18 | -6,9 | 47,61 |
| 25 | RFD | 54 | 66 | 12 | -0,9 | 0,81 |
| 26 | RAR | 46 | 58 | 12 | -0,9 | 0,81 |
| 27 | RSS | 49 | 60 | 11 | 0,1 | 0,01 |
| 28 | SO | 69 | 58 | -11 | 22,1 | 488,41 |
| 29 | WN | 51 | 66 | 15 | -3,9 | 15,21 |
| 30 | YTG | 58 | 62 | 4 | 7,1 | 50,41 |
|  | **Total ( ∑ )** | **1569** | **1902** | **333** | **-** | **1773,09** |

1. **Experimental Group**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Students initial** | **Pre-test**  **(T1)** | **Post-test**  **(T2)** | **T2-T1**  **(d)** | **d-Ma** | **Da2** |
| 1 | ASH | 52 | 69 | 17 | 1 | 1 |
| 2 | AGS | 42 | 51 | 9 | 9 | 81 |
| 3 | ASI | 57 | 70 | 13 | 5 | 25 |
| 4 | BPA | 45 | 76 | 31 | -13 | 169 |
| 5 | BAS | 48 | 56 | 8 | 10 | 100 |
| 6 | DJS | 62 | 78 | 16 | 2 | 4 |
| 7 | DIP | 46 | 78 | 32 | -14 | 196 |
| 8 | DWS | 44 | 58 | 14 | 4 | 16 |
| 9 | EAT | 69 | 80 | 11 | 7 | 49 |
| 10 | EUS | 58 | 77 | 19 | -1 | 1 |
| 11 | EAH | 40 | 74 | 34 | -16 | 256 |
| 12 | FIL | 59 | 80 | 21 | -3 | 9 |
| 13 | HWL | 48 | 77 | 29 | -11 | 121 |
| 14 | HDT | 69 | 77 | 8 | 10 | 100 |
| 15 | JPM | 53 | 79 | 26 | -8 | 64 |
| 16 | KAS | 52 | 69 | 17 | 1 | 1 |
| 17 | KAH | 57 | 80 | 23 | -5 | 25 |
| 18 | MAN | 58 | 69 | 11 | 7 | 49 |
| 19 | MMP | 64 | 77 | 13 | 5 | 25 |
| 20 | NAS | 60 | 77 | 17 | 1 | 1 |
| 21 | NOP | 54 | 66 | 12 | 6 | 6 |
| 22 | PGS | 52 | 80 | 28 | -10 | 100 |
| 23 | YVR | 61 | 82 | 21 | -3 | 9 |
| 24 | RYN | 48 | 70 | 22 | -4 | 16 |
| 25 | RSS | 38 | 51 | 13 | 5 | 25 |
| 26 | RMH | 39 | 67 | 28 | -10 | 100 |
| 27 | RIS | 75 | 83 | 8 | 10 | 100 |
| 28 | RON | 42 | 53 | 11 | 7 | 49 |
| 29 | RAS | 68 | 74 | 6 | 12 | 144 |
| 30 | RNA | 45 | 67 | 22 | -4 | 16 |
|  | **Total (∑)** | **1560** | **2078** | **540** | **-** | **1858** |

**Appendix D**

1. The scores of the pre-test and post-test in the control group

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students Initial** | **Score pre-test** | **Score P0st-test** |
| 1 | ATP | 60 | 65 |
| 2 | APN | 54 | 64 |
| 3 | BRS | 52 | 62 |
| 4 | CDS | 46 | 64 |
| 5 | CRS | 49 | 61 |
| 6 | DRS | 45 | 69 |
| 7 | DSS | 67 | 70 |
| 8 | ENS | 54 | 69 |
| 9 | EMS | 50 | 68 |
| 10 | FYS | 45 | 70 |
| 11 | GTT | 50 | 65 |
| 12 | HBS | 56 | 59 |
| 13 | HAS | 57 | 60 |
| 14 | HNG | 58 | 62 |
| 15 | INM | 48 | 69 |
| 16 | JMP | 44 | 60 |
| 17 | KJS | 54 | 60 |
| 18 | KAS | 49 | 61 |
| 19 | MAH | 55 | 68 |
| 20 | NFS | 58 | 58 |
| 21 | NAS | 40 | 56 |
| 22 | NRS | 54 | 57 |
| 23 | PJB | 48 | 68 |
| 24 | RAP | 49 | 67 |
| 25 | RFD | 54 | 66 |
| 26 | RAR | 46 | 58 |
| 27 | RSS | 49 | 60 |
| 28 | SO | 69 | 58 |
| 29 | WN | 51 | 66 |
| 30 | YTG | 58 | 62 |
|  | **Total Score** | **∑ = 1569** | **∑ = 1902** |
|  | **Mean** | **52,3** | **63,4** |

1. The scores of the pre-test and post-test in the experimental group

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students Initial** | **Score pre-test** | **Score Post-test** |
| 1 | ASH | 52 | 69 |
| 2 | AGS | 42 | 51 |
| 3 | ASI | 57 | 70 |
| 4 | BPA | 45 | 76 |
| 5 | BAS | 48 | 56 |
| 6 | DJS | 62 | 78 |
| 7 | DIP | 46 | 78 |
| 8 | DWS | 44 | 58 |
| 9 | EAT | 69 | 80 |
| 10 | EUS | 58 | 77 |
| 11 | EAH | 40 | 74 |
| 12 | FIL | 59 | 80 |
| 13 | HWL | 48 | 77 |
| 14 | HDT | 69 | 77 |
| 15 | JPM | 53 | 79 |
| 16 | KAS | 52 | 69 |
| 17 | KAH | 57 | 80 |
| 18 | MAN | 58 | 69 |
| 19 | MMP | 64 | 77 |
| 20 | NAS | 60 | 77 |
| 21 | NOP | 54 | 66 |
| 22 | PGS | 52 | 80 |
| 23 | YVR | 61 | 82 |
| 24 | RYN | 48 | 70 |
| 25 | RSS | 38 | 51 |
| 26 | RMH | 39 | 67 |
| 27 | RIS | 75 | 83 |
| 28 | RON | 42 | 53 |
| 29 | RAS | 68 | 74 |
| 30 | RNA | 45 | 67 |
|  | **Total Score** | **∑ = 1560** | **∑ = 2078** |
|  | **Mean** | **52** | **69,27** |

1. The scores of the Treatment of the students in Experimental Group

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students Initial** | **Score pre-test** | **Score Post-test** |
| 1 | ASH | 64 | 68 |
| 2 | AGS | 59 | 65 |
| 3 | ASI | 59 | 71 |
| 4 | BPA | 61 | 66 |
| 5 | BAS | 70 | 68 |
| 6 | DJS | 67 | 70 |
| 7 | DIP | 62 | 65 |
| 8 | DWS | 60 | 66 |
| 9 | EAT | 60 | 67 |
| 10 | EUS | 63 | 68 |
| 11 | EAH | 65 | 65 |
| 12 | FIL | 65 | 70 |
| 13 | HWL | 55 | 73 |
| 14 | HDT | 50 | 65 |
| 15 | JPM | 55 | 65 |
| 16 | KAS | 55 | 67 |
| 17 | KAH | 50 | 71 |
| 18 | MAN | 60 | 70 |
| 19 | MMP | 60 | 68 |
| 20 | NAS | 62 | 61 |
| 21 | NOP | 57 | 61 |
| 22 | PGS | 60 | 71 |
| 23 | YVR | 62 | 72 |
| 24 | RYN | 62 | 70 |
| 25 | RSS | 61 | 71 |
| 26 | RMH | 59 | 66 |
| 27 | RIS | 57 | 70 |
| 28 | RON | 60 | 65 |
| 29 | RAS | 60 | 61 |
| 30 | RNA | 60 | 67 |
|  | **Total Score** | **∑ = 1800** | **∑ = 2023** |
|  | **Mean** | **60** | **67, 43** |

**Appendix E**

Critical Values of student’s Distribution (t)

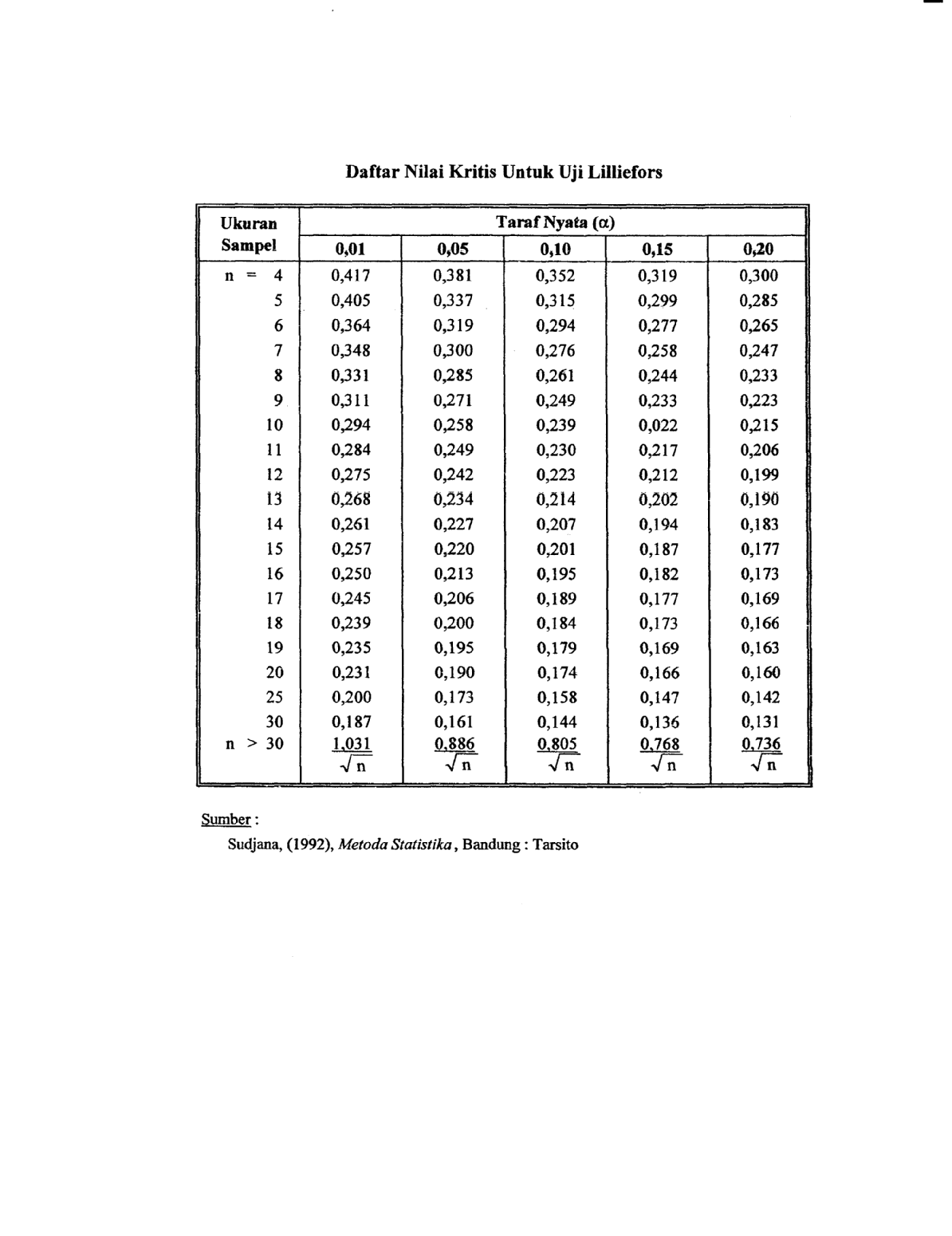
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Df | Two-tailed test level of significance | | One-tailed test level of significance | |
| .05 | .01 | .05 | .01 |
| 1 | 12.076 | 63.557 | 6.314 | 31.821 |
| 2 | 4.303 | 9.925 | 2.920 | 6.965 |
| 3 | 3.180 | 5.841 | 2.353 | 4.541 |
| 4 | 2.776 | 4.604 | 2.132 | 3.743 |
| 5 | 2.571 | 4.032 | 2.105 | 3.365 |
|  |  |  |  |  |
| 6 | 2.447 | 3.707 | 1.943 | 3.143 |
| 7 | 2.365 | 3.499 | 1.895 | 2.998 |
| 8 | 2.306 | 3.355 | 1.860 | 2.896 |
| 9 | 2.262 | 3.250 | 1.833 | 2.821 |
| 10 | 2.228 | 3.129 | 1.812 | 2.764 |
|  |  |  |  |  |
| 11 | 2.201 | 3.106 | 1.796 | 2.718 |
| 12 | 2.179 | 3.055 | 1.782 | 2.681 |
| 13 | 2.160 | 3.012 | 1.771 | 2.650 |
| 14 | 2.145 | 2.977 | 1.761 | 2.624 |
| 15 | 2.131 | 2.974 | 1.753 | 2.602 |
|  |  |  |  |  |
| 16 | 2.120 | 2.921 | 1.746 | 2.583 |
| 17 | 2.110 | 2.898 | 1.740 | 2.567 |
| 18 | 2.101 | 2.878 | 1.734 | 2.552 |
| 19 | 2.093 | 2.861 | 1.729 | 2.539 |
| 20 | 2.086 | 2.845 | 1.725 | 2.528 |
|  |  |  |  |  |
| 21 | 2.080 | 2.779 | 1.721 | 2.518 |
| 22 | 2.074 | 2.771 | 1.717 | 2.508 |
| 23 | 2.069 | 2.763 | 1.714 | 2.500 |
| 24 | 2.064 | 2.756 | 1.711 | 2.492 |
| 25 | 2.060 | 2.750 | 1.708 | 2.485 |
|  |  |  |  |  |
| 26 | 2.056 | 2.779 | 1.706 | 2.479 |
| 27 | 2.052 | 2.771 | 1.703 | 2.473 |
| 28 | 2.048 | 2.763 | 1.701 | 2.467 |
| 29 | 2.045 | 2.756 | 1.699 | 2.463 |
| 30 | 2.042 | 2.750 | 1.697 | 2.457 |
| 40 | 2.021 | 2.704 | 1.684 | 2.423 |
| 60 | 2.000 | 2.660 | 1.671 | 2.390 |
| 120 | 1.980 | 2.617 | 1.658 | 2.358 |
|  | 1.960 | 2.576 | 1.645 | 2.326 |

**APPENDIX F**

**PERCENTAGE POINTS OF T DISTRIBUTION**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DF** | **A P** |  | **0.80 0.20** | **0.90 0.10** | **0.95 0.05** | **0.98 0.02** | **0.99 0.01** | **0.995 0.005** | **0.998 0.002** | **0.999 0.001** |
| **1** |  |  | 3.078 | 6.314 | 12.706 | 31.820 | 63.657 | 127.321 | 318.309 | 636.619 |
| **2** |  |  | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 14.089 | 22.327 | 31.599 |
| **3** |  |  | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 7.453 | 10.215 | 12.924 |
| **4** |  |  | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 5.598 | 7.173 | 8.610 |
| **5** |  |  | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 4.773 | 5.893 | 6.869 |
| **6** |  |  | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 4.317 | 5.208 | 5.959 |
| **7** |  |  | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.029 | 4.785 | 5.408 |
| **8** |  |  | 1.397 | 1.860 | 2.306 | 2.897 | 3.355 | 3.833 | 4.501 | 5.041 |
| **9** |  |  | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 3.690 | 4.297 | 4.781 |
| **10** |  |  | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 3.581 | 4.144 | 4.587 |
| **11** |  |  | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 3.497 | 4.025 | 4.437 |
| **12** |  |  | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.428 | 3.930 | 4.318 |
| **13** |  |  | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.372 | 3.852 | 4.221 |
| **14** |  |  | 1.345 | 1.761 | 2.145 | 2.625 | 2.977 | 3.326 | 3.787 | 4.140 |
| **15** |  |  | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.286 | 3.733 | 4.073 |
| **16** |  |  | 1.337 | 1.746 | 2.120 | 2.584 | 2.921 | 3.252 | 3.686 | 4.015 |
| **17** |  |  | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.222 | 3.646 | 3.965 |
| **18** |  |  | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.197 | 3.610 | 3.922 |
| **19** |  |  | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.174 | 3.579 | 3.883 |
| **20** |  |  | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.153 | 3.552 | 3.850 |
| **21** |  |  | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.135 | 3.527 | 3.819 |
| **22** |  |  | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.119 | 3.505 | 3.792 |
| **23** |  |  | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.104 | 3.485 | 3.768 |
| **24** |  |  | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.090 | 3.467 | 3.745 |
| **25** |  |  | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.078 | 3.450 | 3.725 |
| **26** |  |  | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.067 | 3.435 | 3.707 |
| **27** |  |  | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.057 | 3.421 | 3.690 |
| **28** |  |  | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.047 | 3.408 | 3.674 |
| **29** |  |  | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.038 | 3.396 | 3.659 |
| **30** |  |  | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.030 | 3.385 | 3.646 |
| **31** |  |  | 1.309 | 1.695 | 2.040 | 2.453 | 2.744 | 3.022 | 3.375 | 3.633 |
| **32** |  |  | 1.309 | 1.694 | 2.037 | 2.449 | 2.738 | 3.015 | 3.365 | 3.622 |
| **33** |  |  | 1.308 | 1.692 | 2.035 | 2.445 | 2.733 | 3.008 | 3.356 | 3.611 |
| **34** |  |  | 1.307 | 1.691 | 2.032 | 2.441 | 2.728 | 3.002 | 3.348 | 3.601 |
| **35** |  |  | 1.306 | 1.690 | 2.030 | 2.438 | 2.724 | 2.996 | 3.340 | 3.591 |
| **36** |  |  | 1.306 | 1.688 | 2.028 | 2.434 | 2.719 | 2.991 | 3.333 | 3.582 |
| **37** |  |  | 1.305 | 1.687 | 2.026 | 2.431 | 2.715 | 2.985 | 3.326 | 3.574 |
| **38** |  |  | 1.304 | 1.686 | 2.024 | 2.429 | 2.712 | 2.980 | 3.319 | 3.566 |
| **39** |  |  | 1.304 | 1.685 | 2.023 | 2.426 | 2.708 | 2.976 | 3.313 | 3.558 |
| **40** |  |  | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 2.971 | 3.307 | 3.551 |
| **42** |  |  | 1.302 | 1.682 | 2.018 | 2.418 | 2.698 | 2.963 | 3.296 | 3.538 |
| **44** |  |  | 1.301 | 1.680 | 2.015 | 2.414 | 2.692 | 2.956 | 3.286 | 3.526 |
| **46** |  |  | 1.300 | 1.679 | 2.013 | 2.410 | 2.687 | 2.949 | 3.277 | 3.515 |
| **48** |  |  | 1.299 | 1.677 | 2.011 | 2.407 | 2.682 | 2.943 | 3.269 | 3.505 |
| **50** |  |  | 1.299 | 1.676 | 2.009 | 2.403 | 2.678 | 2.937 | 3.261 | 3.496 |
| **60** |  |  | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 2.915 | 3.232 | 3.460 |
| **70** |  |  | 1.294 | 1.667 | 1.994 | 2.381 | 2.648 | 2.899 | 3.211 | 3.435 |
| **80** |  |  | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 2.887 | 3.195 | 3.416 |
| **90** |  |  | 1.291 | 1.662 | 1.987 | 2.369 | 2.632 | 2.878 | 3.183 | 3.402 |
| **100** |  |  | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 2.871 | 3.174 | 3.391 |
| **120** |  |  | 1.289 | 1.658 | 1.980 | 2.358 | 2.617 | 2.860 | 3.160 | 3.373 |
| **150** |  |  | 1.287 | 1.655 | 1.976 | 2.351 | 2.609 | 2.849 | 3.145 | 3.357 |
| **200** |  |  | 1.286 | 1.652 | 1.972 | 2.345 | 2.601 | 2.839 | 3.131 | 3.340 |
| **300** |  |  | 1.284 | 1.650 | 1.968 | 2.339 | 2.592 | 2.828 | 3.118 | 3.323 |
| **500** |  |  | 1.283 | 1.648 | 1.965 | 2.334 | 2.586 | 2.820 | 3.107 | 3.310 |
| **Infinity** |  |  | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 2.807 | 3.090 | 3.291 |

**APPENDIX G**

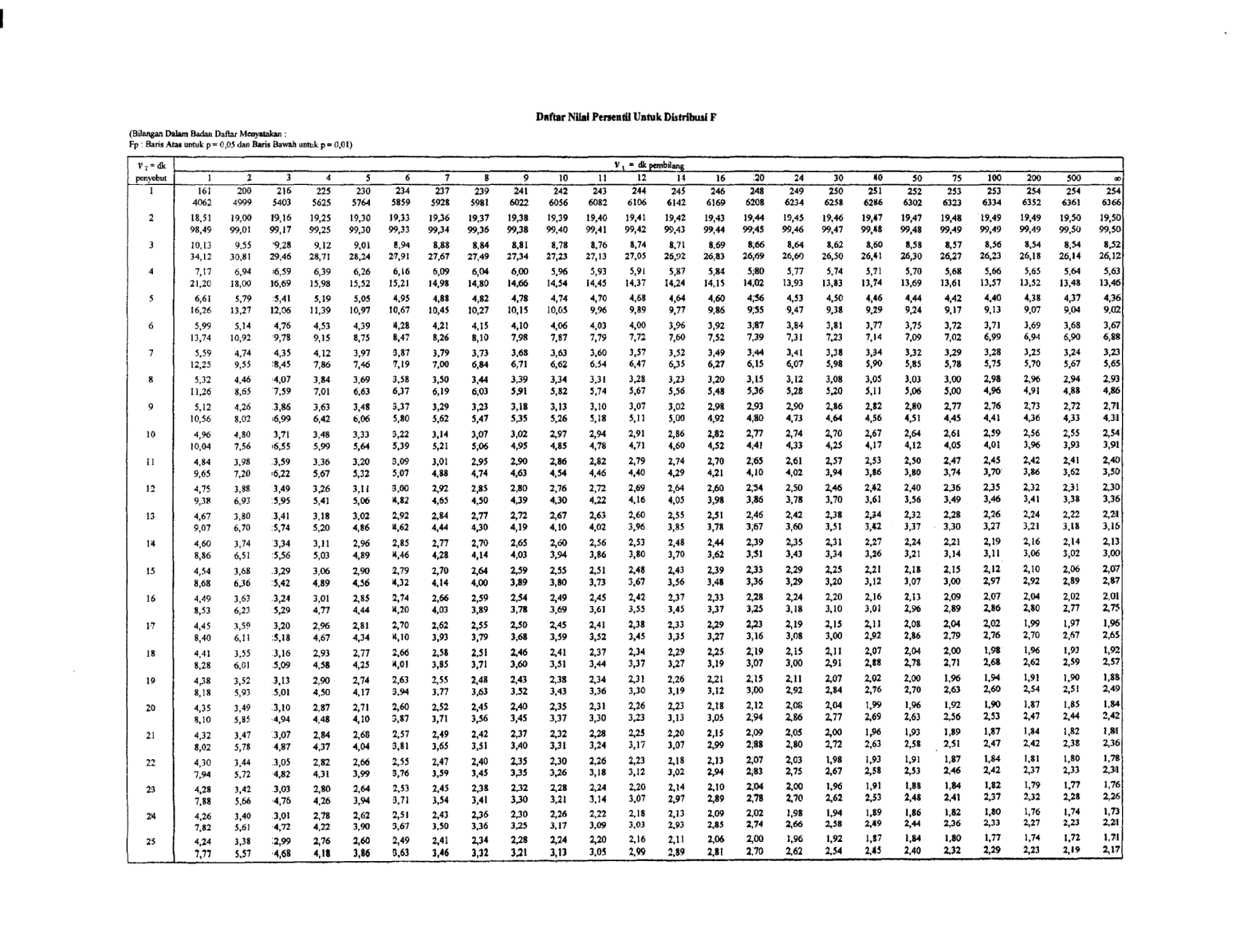
**THE CRITICAL VALUE LILIEFORS TEST**

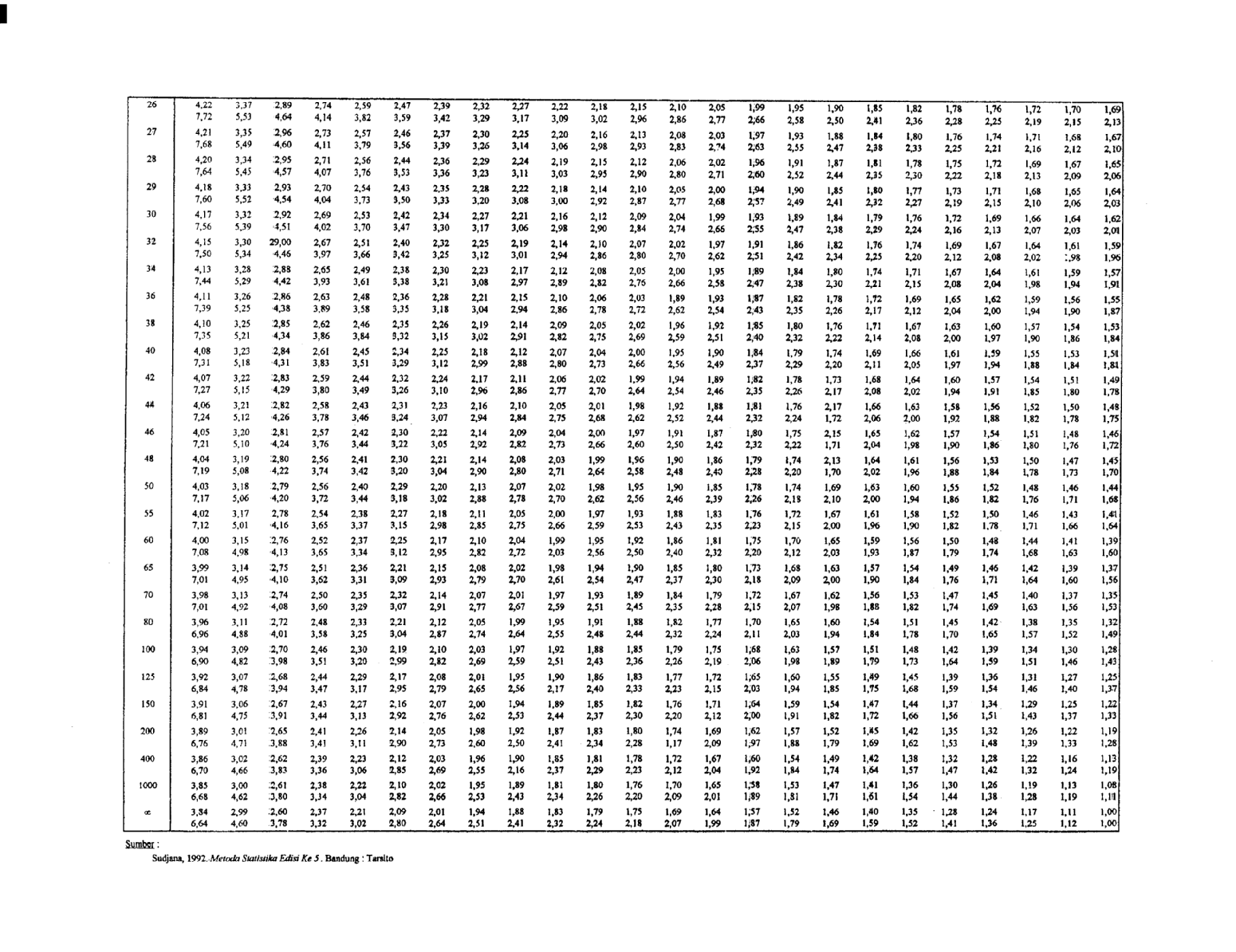
Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

**APPENDIX H**

**TABLE OF F DISTRIBUTION**

(Bilangan Dalam Badan Daftar Menyatakaan:

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)



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