

**IMPROVING THE STUDENTS' WRITING ABILITY THROUGH
POINT, ILLUSTRATION AND EXPLANATION (PIE) MODEL**

(A Classroom Action Research at Class XI of MA. Wihdatul Ulum Gowa)



A Thesis

Submitted as the Fulfillment to Accomplish Sarjana Degree

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ABSTRACT

IRWAN R. 2014. *Improving the Students' Writing Ability through Point, Illustration and Explanation (PIE) Model at the Second grade Students of MA. Wihdatul Ulum Gowa*, under the thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by Arief Paturusi, and Nurdevi BTE, Abdul).

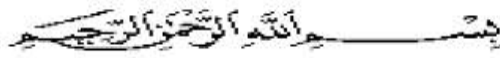
This research was aimed to explain the improvement of the students' writing grammar and the students' writing vocabulary through the of PIE model in teaching writing.

The research was implemented in MA. Wihdatul Ulum Gowa at the second grade students through a classroom action research (CAR). The researcher took 21 students as the subject of the research. The researcher taught writing English using PIE. To find the results, the researcher got the information from the students' answers on writing test in the form of D-test, test of cycle I and test of cycle II

The result of the research using PIE model showed that the researcher used the CAR (Classroom Action Research) principle to collect the data. The research conducted through two cycles with each cycle consisted of four meetings. By implementing PIE model in teaching writing, the students had chance to be active and cooperative in learning writing so that the students' writing grammar and the students' writing vocabulary achievement were improved significantly. It could be seen from the result of the students' activities during the action, and the students' writing achievement in writing.

The mean score of the students' writing D - Test was 3.2. While the mean score of the students' writing test in cycle I was 5.14. It is higher than the mean score of the students' writing test. But the result was not significant from the result which was expected according to the background namely 6.5, so the research was continued to the cycle II and the mean score of the students' writing achievement of cycle II was 7.94. It also indicated that there were a significant score from the result expected in the background namely 6.5. The result above was acquired from the students' writing ability in terms of writing grammar and vocabulary.

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“may Allah reward and bless all my family members”

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IRWAN R

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CHAPTER I

INTRODUCTION

A. Background

English as a compulsory subject in school covers four skill, namely listening, reading, speaking, and writing. At senior high schools the teaching of the four skills are done in an integrated manner to organize the teaching. Especially in writing, the ability to write is not a talent one is born with but the students can write well if they usually try hard. Putting ideas together in sentences means letting other people know what is in the writer's mind.

There are some difficulties relate to writing. Firstly, there is psychological difficulty in which the writer has to decide what information the reader needs and how best to express this. Secondly, there is linguistic difficulty in that the language use in write language is different from that use in speech. In this case, the writer has to know the convention of written language. Thirdly, there is cognitive difficulty in which that the students' have to organize their think on paper. Sometimes, they lose their ideas when they are obligate to write and they do not know what to say.

The complexity in writing, the teachers may vary the strategies in teaching the students, in order that they are motivated to learn it. The reason of the students' low writing ability is the practice of teaching writing itself which uses product-oriented approach. The teachers just wait for the students' product without guiding them in the process of completing the writing task. However, teachers teach students passively, they ask the students to read the task, open the book

exercise and then do the exercise. The teacher asks the students to write the words without giving the example or helping to do it. Some students do not know the function of this language exercise. So, the students are not interested in English learning process. They become passive and feel bored in learning English. Therefore, the English teaching learning process is not effective. So, the researcher will use the strategy that can improve the students' ability in English writing skill.

In the implementation process of learning the English language, writer often find the students at Senior High School at MA. Wihdatul Ulum Gowa, the school where the teaches experienced difficulty in achieving a basic competency in writing. There were many problems are appear in the teaching learning process, such as the problem that students face in the writing class. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to write English during writing class. Second, the teachers only give materials, like reading dialog, text from hand book and completing and then doing the exercise due to the hand book. Because of these problems, the students' score in English writing is very low. In fact the understanding of writing in this class is far from ideal circumstances had or still under the understanding should have at least the students. This fact caused quite difficult to achieve a basic competence as there is in the curriculum.

Relating to the conditions above, it is necessary to create a strategy that can involve both the teacher and the students to participate in the learning activities. So, the researcher will use the strategy that can improve the students' ability in English writing skill. Here, the researcher of MA. Wihdatul Ulum Gowa

in which the author teaches the class XI uses PIE (point, illustration and explanation) method to teach English writing. In order to use this method effectively, it's important to be able to tell the difference between Point, Illustration,Explanation.

In fact the understanding of writing in this class is far from ideal circumstances had or still under the understanding should have at least the students. This fact caused quite difficult to achieve a basic competence as there is in the curriculum. Based on the description above, the researcher will do research under the title “Improving the Students’ Writing Ability through Point, Illustration, Explanation (P.I.E.) Model”.

B. Problem Statements

Regarding to the title of the research and explanation on the background above, the reseacher formulates question as follow:

1. How does PIE model improve the student writing ability in term of grammar at MA. Wihdatul Ulum Gowa?
2. How does PIE model improve the student writing ability in term of vocabulary at MA. Wihdatul Ulum Gowa?

C. Objectives of the research

In relation to the research statement mentioned above, the general objective of this research is to found out the improvement of the students writing skill. Specifically, it aims to improve of the students’ writing ability through PIE method in terms of grammar and vocabulary.

D. Significance the Study

The researcher hopes this research will have some benefits in the study of teaching writing. The following benefits are:

1. Theoretical Benefits

This research is hoped to improve teaching learning process in general and learning the English as a foreign language in particular and to improve the method used by English teacher in selecting effective technique and appropriate condition especially in teaching writing.

2. Practical Benefits

- a. The result of the research can be used as input of teaching learning process in Senior High School especially in teaching writing skill.
- b. The result of the research also can be used as one of the references for those who want to conduct a research in English teaching learning process.

E. Scope of the Study

The scope of this research is focused on writing exposition paragraph dealing with grammar and vocabulary at MA. Wihdatul Ulum Gowa in 2013/2014 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of PIE

1. Definition and Description PIE

Gerome (2009:1) the Point, Illustration, Explanation (PIE) model for writing an argumentative paragraph for persuasive prose, rhetorical analysis or the research essay, works well for beginning writers. Its principles are easy to remember. Also it illustrates clearly that a single body paragraph has a single main idea and that every other sentence in the paragraph must be linked to that main idea by developing the point, illustrating it or defining it.

Cross (1998:44) explains that Point-Illustration-Explanation (PIE) is a model used when writing a paragraph, an essay or a report or other texts that describes the relationship between the point, and the proof. It means that this model is used to keep the ideas of a writer that want to describe as his or her intention. This strategy makes the point in the writing can be achieved and the writer is able to elaborate the ideas to write. By pay attention to the point, illustration, and explanation the writing aims will be good.

Disable (2010:160) states that the PIE model is model to ensure the body of paragraph focused clearly, developed convincingly, and connects back to thesis. It is explained that PIE model is model that can enable the writer in putting the ideas on the paper. This model is so helpful to remind the students to write the clear aim and ideas in their writing.

PIE is an acronym: P stands for Point; I stands for Illustration; E stands for Explanation/Evaluation. Each PIE paragraph consists of a topic sentence and, typically, three PIE.

- a. **Topic Sentence** serves as the "umbrella sentence" for a body paragraph. It contains the controlling (or main) idea of the paragraph. Some academic writers identify the major subdivisions (the Points) of the controlling idea in the topic sentence.
- b. **Points** name one of the primary statements you are making to prove your topic sentence's controlling idea. Your points should be parallel in form and content. Often, in *Introduction to Academic Writing* or *Descriptive Writing*, the Point will name a type of the rhetorical element you are analyzing. For example, a type of support is expert opinion. A type of language is picturesque language. A type of logical fallacy is hasty generalization.
- c. **Illustrations** are quotes from the text. Use a signal phrase for every quote. Make sure that every quote you use is integrated into one of your own sentences. Illustrate with quotations, examples, or facts from literature, situations from life, and lessons learned.

ILLUSTRATIONS (filling) from 3 L's

1. *Literature*
2. *Life*
3. *Lessons*

- d. **Explanation** provides analysis based on the illustration. It often answers: What is the author's intention? What is the effect on the reader? How is it

effective or ineffective? Why is it effective or ineffective? Be sure to use the evidence you provide in the Illustration! You should have **at least** two or three sentences of evaluation. The Explanation almost always works by repeating, re-phrasing or referring to the other two elements of the paragraph, putting them together into a single statement, joined with abstract or *content-independent* analytical terms

The PIE paragraph format, for each paragraph, often contains three PIEs. However, a paragraph could contain two or even one PIE if the E is well developed

2. Steps of PIE

According to Roseboro,(2010:4) the step of PIE are as follows:

a. Ideas for essay

1. What is your topic?
2. Brainstorm for ideas using 3 L's
3. Organize in some sort of order
4. Write position statement
5. illustrate it with 3 L's
6. explain connections
7. Close the paragraph

b. Ideas for making a Point:

1. Decide what you need to say to support your thesis.
2. Try categorizing your ideas and commenting on recurring themes you find.

c. Ideas for Illustrations:

1. Information, examples from class readings (paraphrases are preferable, but short quotes can be effective too).
2. Personal experiences (stories, anecdotes, or examples from your life)
3. Representation in the media (newspapers, magazines, television)
4. Elements from popular culture (songs, movies, celebrities)
5. Statistics (polls, percentages, data from research studies)
6. Conclusions reached in journal articles

d. Ideas for Explanations:

- a. Interpret analyze, explain the information, opinion, or quote you've included.
- b. Comment on the accuracy (or inaccuracy) of the quote, fact, data, information, in the Illustration.
- c. Decipher the meaning or try to better your understanding of your observation, findings, or experience.

1. Analyzing a PIE paragraph

Using PIE in paragraph instead, were referring to the acronym used to refer to the process of Point, Illustration and Explanation or Evaluation, which we can use to properly address all the details of a particular topic.

Writing is not more on developing new words and stick them all together to form a one unique idea and then with these ideas, we can formulate the concept of our topic in a more convincing and interesting way. Writing is not more on how fluent we are in writing a language. Instead, writing means making use of our skills into a level where certain strategies and writing techniques are being used and applied into writing.

This paves way of the PIE process. If we wanted to develop more our writing styles and our capacity to draw a more unique concept for our content, introduce PIE in our writing first. This will help us greatly in maintaining the quality of our content. We will never know, this might be the answer that we long to search for.

As we can tell from the name, this entails stating our point, illustrating it and putting forward an explanation. It's a very effective guideline to use, as it specifies all the steps that would be necessary to offer up a thorough discussion. To explain further about how PIE can develop our paragraphs more.

Making the Point. Every sentence has a point, a particular topic its addressing. It need not necessarily be the first thing that our paragraph does, but it has to make its way through at some point (usually, within the third sentence). Also, always keep one of the cardinal guidelines for paragraph development in mind: restrict our paragraph to one point.

Our readers are after for the juicy content that we can write about the given topic. They are after for the necessary information that answers their query and most of all, they need direct to the point contents. They do not want to consume most of their time searching for the right best point in our content. Worst, they might not read it further on if they can not find what they are looking for.

Illustrating the Point. The illustration phase is where the writer provides supporting statements that reinforce the point, whether this is through presenting evidence, citing an authoritative source or other means. Take note of the word illustrate; it means demonstrating, rather than simply stating a fact.

Explaining the Point. To seal the deal, we will need to explain the relationship between the point and the illustration. Without an explanation, we leave an opening for

the reader to misinterpret the information. Adding it in ensures we remain on the same page.

Like many things in writing, we will probably struggle just a little bit when starting with the above structure. Stick with it, though, and we will find, soon enough, that we are identifying each phase naturally, making the process almost as automatic as using our proofreading software.

2. Writing Body PIE Paragraphs

Most students are taught that all paragraphs need topic sentences. This is true, but it's not as cut and clear as some teachers and professors make it sound. For instance, topic sentences are necessary, but where they go isn't set in stone. A topic sentence doesn't necessarily come into play in the first sentence of a new paragraph, since the first sentence sometimes works better as a transitional phrase alone.

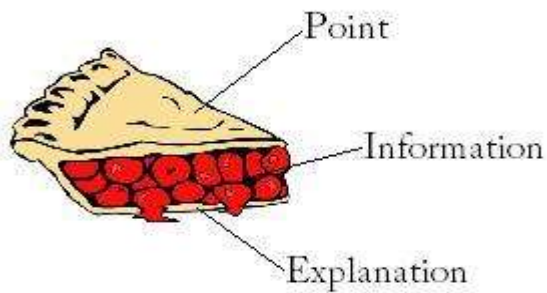
PIE is a wonderful mnemonic device that helps writer remember how to develop a paragraph properly. The acronym stands for Point Illustration Explanation, and by these guiding points, a writer can see what he or she needs to address on the topic in order to address it thoroughly. Readers should be able to understand each aspect of the paragraph, in terms of the writer's ability to make a point, illustrate that point, and then explain it.

- a. Make your point, state your opinion or position.
- b. Illustrate it with quotations, examples, or facts from literature, situations from life, and lessons learned, and then.
- c. Write sentences that explain or expand your ideas to show the link between those examples and your position statement.

Body paragraphs are the paragraphs between your introduction and conclusion, the ones in which you demonstrate your points. They are the meat of your essay. Strong body paragraphs do the following things.

- a. Stay on a single topic.
- b. Open with a topic sentence, a sentence that says the main point of your paragraph.
- c. Give concrete examples with descriptive detail to demonstrate your main idea in the paragraph.
- d. Explain how the examples relate to your main point.
- e. End with a statement about the main point, not on some detail from the example.

3. PIE Structure



Point	The opening of the paragraph should explain the main point of the paragraph, the main idea that the paragraph is trying to prove or show. Also called a topic sentence.
Information	In the middle of the paragraph, you will provide information to show why your main point is true. This is the longest part of your paragraph. You will either include several types of information, or one type explained in detail. Types of information might include stories, descriptions, examples, quotations, facts, and statistics. Also called an Illustration .
Explanation	At the end of your paragraph, you should explain how your information showed your main point.

One common way of explaining body paragraph structure is using the image of a pie, or PIE structure. A PIE paragraph opens with a main Point that your paragraph will discuss, then gives Information to support that point, then ends with an Explanation of the information.

B. Concept of Writing

1. Defenition of Writing.

Writing refers to various activities having to do with write or graphic forms. It may range from simply coping already write text up to writing of essays.

Byrne in Satriani (2010:11) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arrange in particular order and linked together in certain ways. Writing involves the encoding of message of some kinds that translate through out into language.

Byrne in RenyIndrayanty (2010:10) argues that writing is clearly much more than the production of graphic symbol; just as speech is more that the production of sounds. The symbols should be arranged according to certain convention: to from words, and words have to be arranged to from sentences, writing involves the encoding of the message of some kind, that is, to translate into language. English GBPP of SMU in Rahmatan (2010: 9) points out that writing is a skill of language which is kind of communicative activity to developing the student's ability to communicate in English in globalizes area.

While Bram in Hasmi (2010: 4) also defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write. We need to determine what the writer shall have something meaningful to convey.

From the argument above, it is clear that writing is the way of human being to communicate and express their idea or encoding a message through the graphic symbol. Basically, produce or reproduce message into write language which requires an accurate and practical grammar, word choice, and spelling.

2. Necessary of Writing

Writing skills can be the ticket to better college grades and greater academic achievement. According to Hairston in Saifullah (2006: 10), writing is important for some reasons:

- a. Writing is a tool for discovery we stimulate our thought process by the act writing and take into information and image we have our unconscious mind.
- b. Writing generates new ideas by helping us to make connection and relationship.
- c. Writing helps us to recognize our ideas. We can arrange them in coherent form.
- d. Writing helps us to absorb and process information. When we write a topic, we learn it better.
- e. Writing enable us to solve the problems, by putting the element of them into written form, we can examine and manipulate them.
- f. Writing on a subject makes us active learners rather than passive learners of information.

In order to begin to write with any success, the thing that need to be possessed are:

- a. The students must have an idea that wish to convey.
- b. The students must have to know how to spell the words well enough to express the idea.

3. The Characteristic of Good Writing

There are some characteristic of good writing:

- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate

idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

- b. Good writing reflects the writer skill to write the interest reader in subject and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

4. Components of Good Writing

The good writing skill can be analyzed to group and varied skills. Heaton (1988:135) divides components writing into five main areas. They are grammar, mechanics, vocabulary, content and organization.

a. Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles. Brown (1989:34) states that grammar is a system of rule governing the conventional and relationship of words in sentences.

b. Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written

means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows: a) capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. b) Punctuation. Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other. c) Spelling. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

c. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

d. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the

readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing. Therefore, the writer in concern vocabulary to arrange and to improve student's writing ability.

e. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

C. Concept of Paragraph

1. Definition of Paragraphs

A paragraphs is a group of related statements that writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.

A *paragraph* is an organizational feature of written English, and many other languages as well. It is a group of sentences, or possibly a single sentence, separated from the rest of the text by a space above and below it or by indenting the first line (leaving a space between the margin and the first word). A paragraph usually contains sentences that deal with one topic, and a new paragraph signals a change of topic.

The paragraph structure in academic writing namely:

- 1) Main idea: The point/issue of the paragraph is expressed in the first sentence of each paragraph.

- 2) Illustration: The point or issue is supported with indirect quotes/paraphrases in the remaining sentence or sentences.
- 3) Explanation: A further explanation/clarification of the point/issue is provided in the next sentence or two.

Actually a paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. According to Anonim (2007c) proposes the paragraph structure include are:

- 1) Topic Sentence: This sentence outlines the main idea that will be presented in the paragraph.
- 2) Support Details or Examples: This is the part of the paragraph that presents details, facts, examples, quotes and arguments that support the main idea.
- 3) Conclusion Sentence: This sentence summarizes the main idea of the paragraph. It may also lead the reader to the topic of the next paragraph.

2. Types of Paragraph

Types of paragraph can be seen in any aspects including forms, purposes, grammatical, etc. However, in this case, the types of writing are clarified in forms aspects as the following explanations;

- a. Narration(story, autobiography, science, fiction, etc.); contains a sequence of events together with characters and setting. In other words is writing which tells a story. When a writer uses this method of development of writing, he intends to tell readers something that happened and how it happened. The story or ideas in narration are ordered chronologically, starting from the beginning up to the end.

- b. Description (details of people, places, things, concept, etc.) is writing which attempts to create a picture in the readers mind. When a writer uses this method to write, he intends to make the readers vividly aware of what something look like, sounded like, smelled like, felt like, or started like. When the writer uses description mode, he is trying to recreate in words something he perceived through his five senses or created his imagination. Descriptive appears in almost all writing because writer's try so hard to create word images of the ideas they convey. Descriptive is common way to present details, but it often appears with others forms or pattern of development.
- c. Descriptive (explanation, factual information, instruction, etc.) is a presentation of facts, information and explanations of things as they are. When a writer uses descriptive, he intends that readers will understand the something informed or explained more clearly when they have finished reading the writing. Descriptive or descriptive writing, which is informative writing, designed to explain or clarify facts and ideas. It is the kind of writing most often required of college students and of people holding job that required a college education.
- d. Persuasion (advertisements, political essays, brochures, etc.) contains the writers' point of view and statement to convince the reader to agree with and or accept it.
- e. Argumentation (opinions, discussions, evaluations, etc.) is a discursive essay containing a proposition and evidence of proven or writing which attempts to convince someone else about something. When a writer uses argument to write, he intends to convince readers to believe something. Or to have

a certain attitude about an issues, or to feel a certain way about situation or to do something.

3. Paragraph Structure: putting PIE together

A paragraph is a group of sentences that work together to advance a particular idea through detail and support. The student may already know how to recognize a paragraph visually; it begins with an indentation that marks it apart from the paragraph before it.

A paragraph is a specific unit of thought that begins with a main idea and is followed by supporting details. One way to understand and remember paragraph structure is to think of the word PIE.

For a general idea of how the students might go about structuring their paragraphs, try using the PIE method to integrate an author's ideas into their own writing. The students generally don't want to start a paragraph or end a paragraph with a quotation or paraphrased idea (example from the text); instead, they want to sandwich that idea between their own points.

a. Point

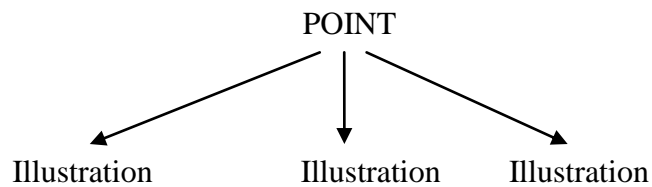
The point is the overall idea or opinion that gives us the topic of the paragraph. For this reason, the point is often called the "topic sentence." The point should be stated directly rather than projected. The point should also be a general idea or opinion that leaves the reader with questions or a desire for details. If the students make their point too specific, there is nowhere left to go for the rest of the paragraph.

b. Illustration

The point is followed by information that **expands** upon the main idea.

Think of the information as sub-points that stem from the main point.

Example:

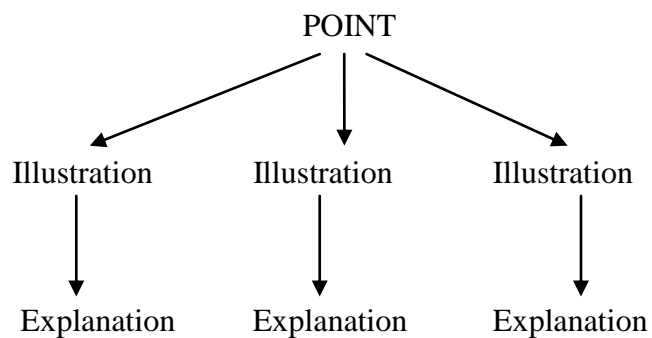


The illustration breaks the point down into a series of facts or a range of descriptives.

c. Explanation

The explanation further elaborates the information to make it absolutely clear to the reader. Without the explanation, a reader can feel overwhelmed with too much information or frustrated with information that doesn't answer some crucial questions.

The overall structure of a paragraph:



D. Concept of Descriptive Text

1. Definition of Descriptive Text

Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

But especially, descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

a. Generic Structure in Descriptive Text

In general, if you write the descriptive text, there are generic structures.

1. Identification : it is about how to identify something / someone.
2. Description : it is about how to tell description and identify the characters of something / someone .

b. Elements of an Descriptive Paragraph

Descriptive paragraphs contain the following elements:

- a. Formal language: third person voice and scientific terms are used instead of informal, emotive vocabulary.
- b. Evidence: includes references to research, naming of the author(s) of the inquiry, practical examples, and comparisons.
- c. Explanation: the paragraph accounts for the variety of ailments characteristic of a disease explaining the risks and symptoms;
- d. Background information: the paragraph relates to already conducted researches and their preliminary results as well as provides information on

further medical inquiry. It also gives examples of possible medical interventions.

2. Kinds of Descriptive Writing

There are three kinds of descriptive composition, they are:

1) Explaining a process

To write an descriptive composition that explain a process, rely on the same skills you have use in everyday situation. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they are accurate and complete. An effective way to organize an explanatory composition that explains a process is to follow this plan: introduction, steps in the process, and conclusion.

2) Stating an opinion

An explanatory composition may express an opinion and explain why other should accept that opinion. In an explanatory composition, you need to present strong, specific reason or fact. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (express your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

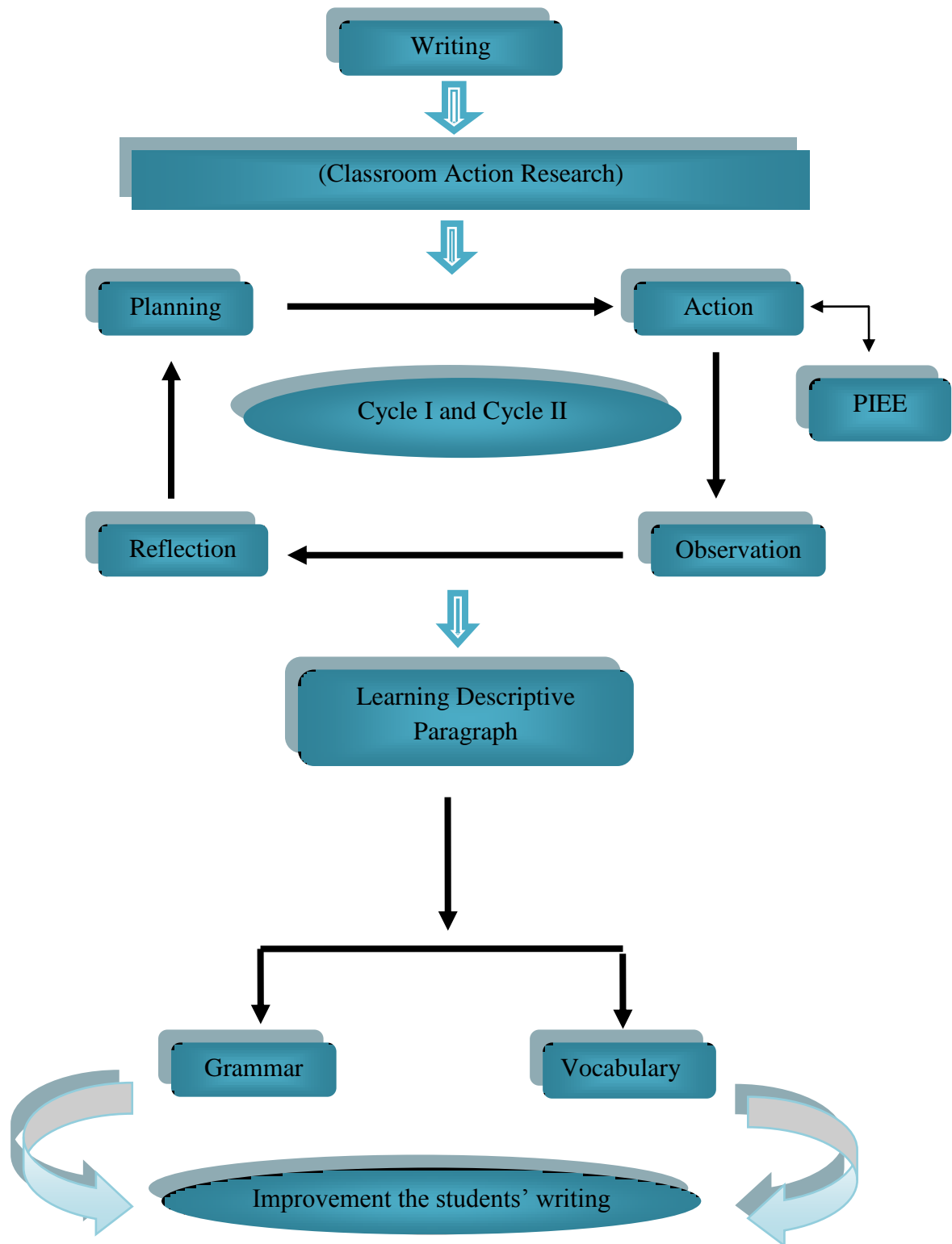
3) Stating a definition

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs.

Third, name the particular characteristic of the subject. By defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentences for the composition), body (the most informative way to develop a definition is with or with fact and figures), conclusion (the sums up the main idea of your definition).

E. Conceptual Framework

The theoretical framework in this research is presented in the following diagram:



There are two components were briefly discussed below:

1. The PIEE is used to measure the students' writing ability in term of Descriptive

Paragraphs.

2. The Descriptive Paragraphs scope writing of Grammar and Vocabulary

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research used classroom action research (CAR). This kind of research was usually design by grouping which consists of teacher and researcher at the school. It means that when doing the research, the researcher collaborated with English teacher of MA Wihdatul Ulun Gowa. The relationship between researcher and the teacher was considered as partner. Through PIE model doing the research, they can obtain the satisfied goal of the research. The role of the researcher was as a person who inspires the classroom teacher in applying PIE model to improve writing skill as the actual action in the teaching process. It focused on an individual of students. In other words, this classroom action research, the collaborator acted as a practitioner and the researcher acted as an observer. It was done because students who are accustoming to be taught by their own classroom teacher and behave acted naturally.

Action research was done through many repeated cycles and there was at least two cycles in action research. Each cycle consists of four steps; planning, action, observation and reflection.

B. Research Procedure

The research procedure divided in two cycles and every cycle consists of four meetings.

Cycle 1

The first cycle in this classroom action research consisted of planning, action, observation and reflection as follows:

1. The planning

- a. Understanding the curriculum of the school and analyzed it to know basic competency and apply to the students by PIE model.
- b. Making lesson planning based on the syllabus, and prepared material of lesson planning and it should be based on the teaching of writing skill.
- c. Making observation checklist to observe the students activity.
- d. Making instrument evaluation that will be used in classroom action research cycles.
- e. Preparing teaching material.
- f. Acting or Action

3. Action

In this cycle the teacher conducted four meetings. Each meeting the teacher gave the speaking material by using PIE model in action. The action described as follows. The researcher gave material by applying PIE model, steps procedure are as following:

1. Teacher told the students the material is done by individual.
2. Teacher gave some different topics based on the teaching material (week end) to each student.
3. Teacher asked the students to write an descriptive paragraph based on their topics by applying PIE model

4. Teacher asked to decide the topic sentence as the umbrella sentence for the body paragraph. The students have to make a point, state their opinion or position to support their writing.
5. Teacher gave conclusion.

The teaching and learning proses in cycle I hold for four meeting. The researcher used the same method but different material for second, third and last meeting in cycle I.

4. Observation

1. Making note to the all the activity of the students in every meetings in order the researcher can measure the improvement of the students' skill.
2. Identiting and making note all the problem that we need when teaching and learning process based on observation paper that has arrange.
3. Doing the evaluation which used the result of the study to know how far their improvement.

5. Reflection

Reflection aims to see the result of the first cycle action process, to analyze and concluded the activity in the first cycle. Then, the teacher decided to make the next plan (re-planning)/continued the research to the next cycle to get the better result.

C. Research Subject

This research was done at MA Wihdatul Ulun Gowa. The subject of this research was the second grade of MA Wihdatul Ulun Gowa.

D. Research Instrument'

In this research, the researcher used some instruments. They were: test and observation sheet.

1. Test

It is designed to measure the students' ability in English writing in each cycle. The test format was test to make descriptive paragraph. The test was administered in the last meeting of each cycle.

2. Observation Sheet

It was used to observe and to record the students' activities during the teaching and learning process for each cycle.

E. Research Variables and Indicators

The following were the variables of the research:

1. Independent variable

Independent variable of the research was the use of PIE model in teaching writing skill. PIE model was a model to facilitate the students to build their motivation and ability in writing class.

2. Dependent variable

Dependent variable consists of students' ability in writing descriptive paragraph.

The indicators of students' ability in writing descriptive paragraph were:

1. Grammar

Grammar concerns about the ability to write correct and appropriate sentences. Brown (1989:34) states that grammar is a system of rule governing the conventional and relationship of words in sentences.

2. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing. Therefore, the writer in concern vocabulary to arrange and to improve student's writing ability.

F. Technique of Data Collection

In assessing the students' progression during learning writing material using PIE, the researche used writing assessment of good writing (Heaton, 1989:146). Some formulas applied in this study to process the data as follow:

a. Grammar

In the Grammar component the writer used scale 5-25 as scoring rate as follows:

Score Level		Indicator
Excellent	22-25	There is almost no errors in the use verb, noun, agreement, imperative sentence.
Good	19-21	There are few errors in the use of verb, noun, agreement, imperative sentence.
Fair	11-18	There are many errors in the use of the verb, noun, agreement, imperative sentence.
Poor	5-10	Almost all sentence contain errors in verb, noun, agreement and, imperative sentence.

(Heaton, 1989:146)

b. Vocabulary

In vocabulary component the writer used scale 7-20 as scoring rate as follows:

Score Level		Indicator
Excellent	18-20	Sophisticated Range: Effective word choice and usages word from mastery.
Good	14-17	Adequate Range: Occasional errors of word/idiom form: choice, usage but meaning not obscured.
Fair	10-13	Limited range: Frequent errors of word form, choice, usage. Meaning confused or obscured.
Poor	7-9	Essentially range: Little knowledge of English evaluate.

(Heaton, 1989:146)

G. Data Analysis

The data from cycle I and cycle II was analyzed through the following steps:

1. To calculating the scores using the following simple formula:

$$\text{A Student's Score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 10$$

(Heaton, 1989:146)

2. Calculating the mean score of the students' writing test by using the following formula:

$$X = \frac{\sum X}{N}$$

Notes :

X = Mean score

$\sum X$ = The sum of all score

N = The number of students

(Gay, 1981)

3. To calculate the percentage of the students' achievement, the formula which is use as follows:

$$P = \frac{F}{2N} \times 100$$

Notation: P : Rate Percentage

F : Frequency of the students' achievement

N : The Total Number of Students

(Sudjana, 1999)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the result of the improvement of the students' writing ability that covers the students' writing grammar and the students' writing vocabulary, and the discussion of the research covers further explanation of the findings.

A. The Findings

The finding of this classroom action research deals with the answer of the problem statement which are aimed to improve the students' writing skill covers grammar and vocabulary. The findings consisted of the improvement of the students' grammar and vocabulary in writing skill and the students' activeness in teaching and learning process. The findings of the research detected that the use of PIE model can improve the students' writing ability in class XI at MA Wihdatul Ulum Gowa.

There are activities that have been conducted before finding the results of the research. The activities are such as the teacher asked students stating the point, illustrating it and putting forward an explanation, end with a statement about the main point, not on some detail from the example. It's a very effective guideline to use, as it specifies all the steps that would be necessary to offer up a thorough discussion.

To explain further about how PIE can develop paragraphs more the teacher made change in cycle II, like asked the students to use highlight in their

writing. Use blue to highlight the main point, statement of opinion or position, use yellow to highlight 3 I's that illustrate (quotations, examples, or facts from literature, situations from life, and lessons learned,), use green to highlight sentence that explain or expand ideas to show the link between those examples and the position statement.

After guided the steps in practice writing descriptive paragraph, the researcher gave score to the students based on their writing ability. In assessing the students' progression during learning writing material using PIE, the researcher used writing assessment of good writing from Heaton (1989:146) and the data from cycle I and cycle II is analyzed through calculated the gain score was multiplied with standard score (10) divided with maximal score in each component in writing. The result was the students' score. For mean score, the researcher calculated the sum of all score divided with the number of students. The researcher also calculated the percentage of the students' achievement with used formula as frequency of the students' achievement multiplied with 100 and divided the total number of students, the total number of students must multiplied with 4 because there were four meetings in each cycle.

The tables and graphics of the improvement of the students' writing can be seen as follow:

1. The Improvement of the Students' Writing Grammar

The use of PIE model in improving the students' writing grammar. The improvement of the students' writing grammar can be seen clearly in the following table:

Table 1: The improvement of the students' writing grammar

No	Indicator	The Student' Score	
		Cycle I	Cycle II
1.	Grammar	4.19	7.52

The table above indicates that the indicators of the students' writing grammar improved significantly. The students' writing grammar improvement is quite significant from cycle I (4.19) to cycle II (7.52). In fact, the use of PIE method made the students' writing grammar increased.

The table above proves that the use of PIE method in teaching and learning process can improve the students' writing grammar after taking action in cycle I and cycle II.

To see clearly the improvement of the students' writing grammar, the following chart is presented:



The Improvement of the Students' Writing Grammar

The chart above shows that the improvement of the students' writing grammar after taking an action through PIE model is higher than before. It also shows the improvement of the students' score in cycle II is higher than cycle I.

2. The Improvement of the Students' Writing Vocabulary

The use of PIE model can improve the students' writing vocabulary. The improvement of the students' writing vocabulary can be seen clearly in the following table:

Table 2. The improvement of the students' writing vocabulary

No	Indicator	The Student' Score	
		Cycle I	Cycle II
1.	Vocabulary	6.19	8.35

The table above indicates that the improvement of the students' writing vocabulary in cycle II is greater than cycle I. The students' mean score improved from 6.19 become 8.35.

The table above proves that the of PIE model in teaching and learning process can improve the students' writing vocabulary after taking action in cycle I and cycle II.

To see clearly the improvement of the students' writing vocabulary, the following chart is presented:



The Improvement of the Students' Writing Vocabulary

3. The Improvement of the Students' Writing Ability

The use of PIE model in improving the students' writing ability deals with grammar and vocabulary. The improvement of the students' writing ability that deals with grammar and vocabulary can be seen clearly in the following table:

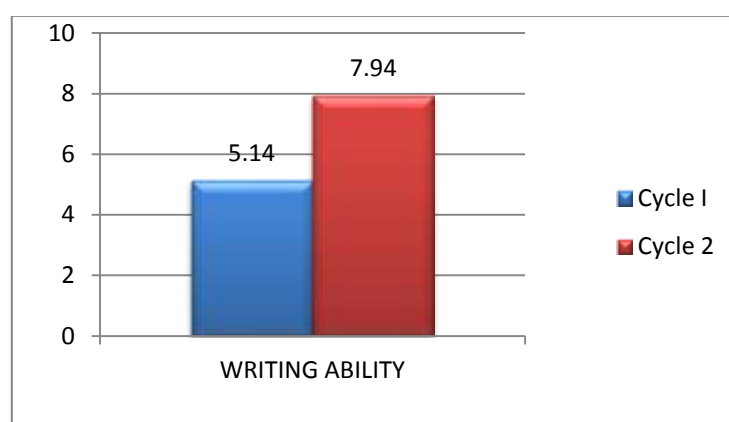
Table 3: The improvement of the students' writing ability

No	Indicators	The Student' Score	
		Cycle I	Cycle II
1.	Grammar	4.19	7.52
2.	Vocabulary	6.19	8.35
3.	\bar{X}	5.14	7.94

The table above indicates that there is the improvement of the students' writing ability from cycle I to cycle II, the Students' writing ability in cycle I is (5.14) then the students' writing ability increases in cycle II (7.94). Therefore, the improvement of students' writing ability achievement from cycle I until cycle II is increasing significantly.

The table above proves that the use of PIE model in teaching and learning process can improve the students' writing ability after taking action in cycle I and cycle II has been achieved the standard score.

To see clearly the improvement of the students' writing ability, the following chart is presented:



The Improvement of the Students' Writing Ability

The chart above shows that the improvement percentage of the students' writing ability after taking an action through PIE model is higher than before. It is proved by the improvement of the students' writing ability in cycle I to cycle II (5.14– 7.94).

4. The Result of the Students' Activeness in Teaching and Learning Process

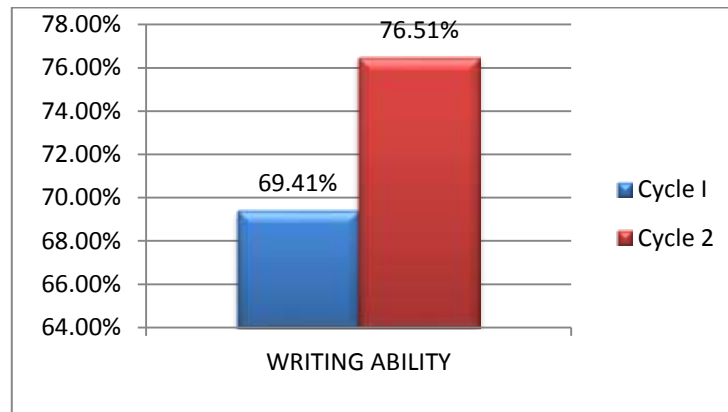
The result observation of the students' activeness in teaching and learning process toward the use of PIE method in improving the students' writing ability at the second grade students of MA. Widhatul Ulum Gowa in class XI which was

conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4: The observation result of the students' activeness in learning process.

Cycle	Meetings				Average Score
	1 st	2 nd	3 rd	4 th	
I	67.10%	66.66%	73.68%	70.23%	69.41%
II	70%	80%	77.5%	78.57%	76.51%

The result of the students' observation about their activeness can also be shown in the graphic below:



The Improvement of the Students' Activeness

The chart above shows that the students' activeness in cycle I was lower than the students' activeness in cycle II. It because in cycle I, PIE model was unfamiliar with them. They were still did not know that method's steps and purposes. The researcher also limited the students chance to write intensively. Therefore, the students were not interested in learning because they didn't enjoy the material. As result they were less active to participate in learning and teaching process. But in cycle II the researcher tried to give clearer instruction to students about PIE method. As result, the students became accustom with it. They got many ideas to write intensively, so during this cycle they became more active than previous cycle. Through the chart above, the researcher concludes that the use of PIE model can improve the students' activeness in learning writing.

B. Discussion

The research finding indicated that the students' writing skill through PIE model showed the improvement in grammar and vocabulary.

The researcher has changed the activity more interesting in cycle II so that students could show the improvement in the first cycle the researcher gave less

explanation about PIE model to students' but in cycle II students' really enjoy the PIE model because the researcher gave explanation intensively and giving more chance for students.

At the first, students were lazy to participate in PIE model but the researcher usually encourages them and made PIE model more interesting by choosing fun material. As a result students became enjoy and fun in learning process.

The processes of the improvement of students' writing grammar that could be explained from cycle 1 to cycle 2 as follows:

- a. At the beginning of the implementation of the first cycle has not been suitable with planning yet this matter was caused by:
 1. The Students were afraid to make mistake in grammar.
 2. Some students' writing was containing with errors in verb, noun, agreement and imperative sentence.
 3. Some students still did not give attention for preposition, conjunction, articles and tenses.

Therefore, most of them were difficult to write correct and appropriate sentences. As result, the mean score of the students' grammar in cycle I was still low. As we can see in table 4 that the mean score is only 4.19. Its result is still under the completeness grade standard in MA. Wihdatul Ulum Gowa.

- b. At the end of the second cycle could be concluded:
 1. Students already wrote correct and appropriate sentences.
 2. Students were giving attention for rule of grammar and relationship of words in sentences.

The explanation above explains that, when the researcher conducted action in cycle II, the students' mean score became improved from 4.19 to 7.52. It has achieved the standard score in MA Wihdatul Ulum Gowa. In this cycle, the researcher intensively gave understanding or explanation and chance about PIE model. The researcher helped the student's in improving their writing grammar.

While the processes of the improvement of students' writing vocabulary that could be explained from cycle 1 to cycle 2 as follows:

- a. At the beginning of the implementation of the first cycle has not been suitable with planning yet this matter was caused by:
 1. The Students were low ideas and topic which relevant in a topic.
 2. The Students were can't understand what they write because their writing did not organized.

Therefore, most of them were low ideas and they can't understand what they write. As result, the mean score of the students' vocabulary in cycle I was still low. As we can see in table 2 that the mean score is only 6.19. Its result is still under the completeness grade standard in SMA.

- b. At the end of the second cycle could be concluded:
 1. Students already developed ideas and topic which relevant in a united form.
 2. Students could arrange and organize the ideas or messages in writing.

The explanation above explains that, when the researcher conducted action in cycle II, the students' mean score improved from 6.19 to 8.35. It has achieved the standard score in SMA. In this cycle, the researcher intensively interested the

students to write. The researcher helped the student's in improving their writing vocabulary.

The observation in the cycle I and II, the teacher making note to the all activities of the students in every meetings, so the teacher can measure the improvement of the students' writing skill dealing with content, vocabulary, vocabulary, grammar and mechanics. Then, the teacher identify and making note all the problem that we need when teaching and learning process on observation paper and the students doing the evaluation which used the result of the study to know how far their improvement after using PIE model.

After exceeded several processes in cycle I and cycle II which consisted of eight meetings, the result of the data analysis through the writing test showed that the students' writing ability in terms of grammar and vocabulary improved significantly. It was indicated by the mean score of result of the students' D-Test was 3.2. It was also lower than the mean score of the students' writing test in cycle I that is 5.14 and cycle II is 7.94. Those scores were got from writing grammar and vocabulary. The students' enthusiasm also increased along with their improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

- a. Using PIE model is able to improve the students' writing grammar at the second year students' of MA. Wihdatul Ulum Gowa. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in writing grammar is 2.63, but after evaluation in cycle I the students' writing grammar becomes 4.19 and cycle II 7.52.
- b. Using PIE model is able to improve the students' writing vocabulary at the second year student of MA. Wihdatul Ulum Gowa. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in writing vocabulary is 3.76, but after evaluation in cycle I the students' writing vocabulary becomes 6.19 and cycle II 8.35.
- c. Using PIE Model is able to make the students more active in learning process, especially in writing activities because PIE Model is one of the fun ways in learning English especially writing.
- d. The process of the teaching and learning process runs well during the classroom action research at the second year students of MA. Wihdatul

Ulum Gowa because the students are enthusiast to study English. Beside that, the researcher also gets full support by the teachers.

B. Suggestions

In relation to the writing ability in terms of grammar and vocabulary, the researcher would like to give some suggestions to the students (learners), the English teacher and the next researchers as follows:

1. For students
 - a. Being aware that writing is an important skill in English language. The students should try to write individually or in group because it can stimulate to write more and to get many ideas.
 - b. Generally, there are so many students considered that English as a “monster” that’s wrong perception. The students have to consider that English is fun.
 - c. The students should make English as daily language in their activities even though they just write little by little.
 - d. The students also should not to forget to memorize many English daily expressions in order to make them write easily in their paragraph.
2. For the English teacher
 - a. The use of PIE can significantly improve the students’ writing ability in terms of grammar and vocabulary at the second year students of MA. Wihdatul Ulum Gowa. So it is strongly suggested to be applied in teaching

English writing in the classroom in order to improve the students' writing ability.

- b. The teachers should be creative in teaching English especially writing because to master English, it needs more technique or model in improving it.
3. For the next researchers
 - a. To improve the students' writing ability generally, there are many cases which must be improved such as: writing grammar and vocabulary, how to delivery writing etc. but in this research, the researcher focused attention on improving the students writing grammar and vocabulary. So for the next researcher, they can take the other case of writing to be improved neither they use this method nor other methods. But it is better to use this method in order to know the students' writing ability improvement with different discussions.
 - b. The improvement of students can be seen significantly if the next researcher tries to use this method time after time and of course with some 'creative flavors'.
 - c. The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.

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EX-D-EMER

APPENDIX A

TEACHING MATERIAL CYCLE I AND CYCLE II

❖ The First and Second Meeting

1. Teacher told the students the material was done by individual.
2. Teacher explains to the students about descriptive text.

Descriptive is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. But especially, descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

3. Teacher explains to the students about PIE and how to apply the PIE to make a descriptive text.

Gerome (2009:1) the Point, Illustration, Explanation (PIE) model for writing an argumentative paragraph for persuasive prose, rhetorical analysis or the research essay, works well for beginning writers. Its principles are easy to remember. Also it illustrates clearly that a single body paragraph has a single main idea and that every other sentence in the paragraph must be linked to that main idea by developing the point, illustrating it or defining it.

Apply the PIE Model :

- a. Make your point, state your opinion or position.
- b. Illustrate it with quotations, examples, or facts from literature, situations from life, and lessons learned, and then.
- c. Write sentences that explain or expand your ideas to show the link between those examples and your position statement.

Body paragraphs are the paragraphs between your introduction and conclusion, the ones in which you demonstrate your points. They are the meat of your essay. Strong body paragraphs do the following things.

- a. Stay on a single topic.
 - b. Open with a topic sentence, a sentence that says the main point of your paragraph.
 - c. Give concrete examples with descriptive detail to demonstrate your main idea in the paragraph.
 - d. Explain how the examples relate to your main point.
 - e. End with a statement about the main point, not on some detail from the example.
4. Teacher gave an example topics base on the teaching material to the students.(second meeting)

Joni, My Furred Friend

Joni, that's his name. My older brother presented as my birthday gift. He is a very cute cat and I love him so much. Joni has thick fur. The dominant black with white spot makes him more beautiful. His body is rather fat and it is very amusing to watch him walk. What I like most is his nose. Joni is a Persian cat which makes him flat-nosed. Joni is very friendly. My friends who come to my house always have some fun with him. I feed him pet food everyday and he likes it very much. He always meows while following me if I haven't given him some. Sometimes he also walks around the house and I think some neighbor's cats must be fascinated with him.

Main Idea

1st paragraph: Joni is a cat given as birthday gift.

2nd paragraph: Joni is a black white-spotted Persian cat which has amusing physical appearance.

3rd paragraph: Joni is friendly and charming to all, humans and other cats.

Conclusion

Joni is a black white spotted Persian cat given to writer as his birthday gift.

The cat is so cut in physical appearance for some reason, and also very friendly and fascinating.

Opinion

The text is rich of vocabularies. It is simple and easy to understand because what discussed is very general thing, cat. The conclusion in the last paragraph is also good.

5. Teacher asked the students to write descriptive paragraph based on their topics.(second meeting)
6. Teacher gave conclusin.

❖ **The Third and Fourth meeting**

1. Teacher told the students the material was done by individual.
2. Teacher gave assignments to students based on the teaching material (education, holiday, drugs).
3. Teacher asked students to write an descriptive paragraph.
4. Teacher asked students to decide topic sentence, make controlling sentences and summary.(in the fourth meeting)
5. Teacher gave a conclusion.

❖ **The Fifth and Sixth Meeting**

1. Teacher told the students the material was done by individual.
2. Teacher gave a topics base on the teaching material (cake,love, your home) to the students.
3. Teacher asked the students to write an descriptive paragraph based on their topics by applying PIE method.
4. Teacher asked to decide the topic sentence as the umbrella sentence for the body paragraph. The students had to make a point, state their opinion or position to support their writing.
5. Use blue to highlight the main point, statement of opinion or position, use yellow to highlight 3 l's that illustrate (quotations, examples, or facts from literature, situations from life, and lessons learned,), use green to highlight sentence that explain or expand ideas to show the link between those examples and the position statement.
6. Teacher give a conclusion

❖ **The Seventh and Eight Meeting**

1. P.I.E.PARAGRAPHS

- Use **BLUE**to highlight the main **POINT**, statement of opinion or **POSITION**
- Use **YELLOW** to highlight 3 L's that **ILLUSTRATE**(quotations, examples, or facts from literature, situations from life, and lessons learned,)
- Use **GREEN** to highlight sentence that **EXPLAIN** or **EXPAND** ideas to show the link between those examples and the position statement.

2. Statement of POINTor OPINION

Learning to communicate well is an important skill for anyone to develop whether a student or a professional. For example, teachers learn what students understand from what they say. This means that students who want

to get good grades in college will have to write well enough to show what they know. Furthermore, people use speaking to help take care of problems in their personal and professional lives.

3. Transition to ILLUSTRATION

Learning to communicate effectively is an important skill for anyone to develop whether a college student or a professional. For example, teachers learn what students understand from what they say. This means that students who want to get good grades in college will have to communicate well enough to show what they know. Furthermore, people use speaking to help take care of problems in their personal and professional lives.

4. Transition to EXPLANATION

Learning to communicate effectively is an important skill for anyone to develop whether a college student or a professional. For example, teachers learn what students understand from what they say. This means, that students who want to get good grades in college will have to speak well enough to show what they know. Another situation may be a person writing a letter to a favorite rock star and asking for an autographed CD. Furthermore, people use communication skills to help take care of problems in their personal and professional lives.

5. Transition to ILLUSTRATIONS

Learning to communicate effectively is an important skill for anyone to develop whether a college student or a professional. For example, teachers learn what students understand from what they say. This means that students who want to get good grades in school will have to speak well enough to show what they know. Another situation may be a person writing a letter to a favorite rock star and asking for an autographed CD. Furthermore, people use writing to help take care of problems in their personal and professional lives.

6. Transition to two ILLUSTRATIONS

For example, professionals sometimes write letters to tell a company about a bad experience a client has had with a product bought for a special occasion present broke on the first day. Lawyers have to prepare their speeches before they present them to a judge or a jury. These examples show how important it is to be able to

communicate effectively to request a favor, to articulate a problem, or to do well in the courtroom.

7. Transition to second EXPLANATION

For example, professionals sometimes write letters to tell a company about a bad experience a client has had with a product bought for a special occasion present broke on the first day. Lawyers have to prepare their speeches before they present them to a judge or a jury. **These examples show how important it is to be able to communicate effectively to request a favor, to articulate a problem, or to do well in the courtroom.**

8. Transition to CONCLUSION

So, from these examples, one can see that learning to write well can be good in lots of ways for people of all ages.

9. Closing with SUMMARY Sentence

So, from these examples, one can see that learning to write well can be good in lots of ways for people of all ages.

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MA Wihdatul Ulum Gowa
Mata Pelajaran/Materi Ajar	: Bahasa Inggris/Writing
Kelas/Semester	: XI /2
Alokasi Waktu	: 2 x 45 menit

A. STANDAR KOMPETENSI

- Mengungkapkan makna dalam teks monolog/esei tulis berbentuk narrative, spoof dan hortatory exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

- Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis berbentuk narrative, spoof dan hortatory exposition.

C. INDIKATOR

- Menulis teks yang berbentuk exposition berdasarkan gambar school.
- Mengidentifikasi struktur bacaan dan struktur kalimat.

D. TUJUAN PEMBELAJARAN

- Siswa dapat menulis teks monolog/esei berbentuk exposition.
- Siswa dapat mengidentifikasi struktur bacaan dan struktur kalimat.

E. METODE PEMBELAJARAN

- model P.I.E (point, illustration, explanation)

F. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan Awal
 - Salam/tegur sapa
 - Tanya jawab berbagai hal terkait tema
- b. Kegiatan Inti
 - Guru menjelaskan ciri-ciri teks monolog/esai berbentuk exposition.
 - Siswa menulis paragraph berdasarkan gambar school.
 - Membahas kosa kata, struktur kalimat dan struktur bacaan.
- c. Kegiatan Akhir
 - Absensi
 - Menyimpulkan materi
 - Menanyakan kesulitan siswa selama PBM

G. ALAT DAN SUMBER BELAJAR

- Buku paket
- Kamus
- Spidol
- Whiteboard

H. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : Menulis paragraph berdasarkan gambar
- **Evaluasi**

Write paragraph pictures below!



School

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA Wihdatul Ulum Gowa
Mata Pelajaran/Materi Ajar : Bahasa Inggris/Writing
Kelas/Semester : XI /2
Alokasi Waktu : 2 x 45 menit

A. STANDAR KOMPETENSI

- Mengungkapkan makna dalam teks monolog/esai tulis berbentuk narrative, spoof dan hortatory exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

- Mengungkapkan makna dalam teks monolog/esai yang menggunakan ragam bahasa tulis berbentuk narrative, spoof dan hortatory exposition.

C. INDIKATOR

- Menulis short paragraph definition of something.
- Mengidentifikasi struktur bacaan dan struktur kalimat.

D. TUJUAN PEMBELAJARAN

- Siswa dapat menulis paragraph definition of something.

- Siswa dapat mengidentifikasi struktur bacaan dan struktur kalimat.

E. METODE PEMBELAJARAN

- model P.I.E. (point, illustration, explanation)

F. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Awal

- Salam/tegur sapa
- Tanya jawab berbagai hal terkait tema

b. Kegiatan Inti

- Guru menjelaskan ciri-ciri teks monolog/esai berbentuk exposition.
- Siswa menulis short paragraph.
- Membahas kosa kata, struktur kalimat dan struktur bacaan.

c. Kegiatan Akhir

- Absensi
- Menyimpulkan materi
- Menanyakan kesulitan siswa selama PBM

G. ALAT DAN SUMBER BELAJAR

- Buku paket
- Kamus
- Spidol
- Whiteboard

H. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : Menulis short paragraph paragraph definition of something.

Write paragraph based on definition of picture below!



Education

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA Wihdatul Ulum Gowa
Mata Pelajaran/Materi Ajar : Bahasa Inggris/Writing
Kelas/Semester : XI /2
Alokasi Waktu : 2 x 45 menit

A. STANDAR KOMPETENSI

- Mengungkapkan makna dalam teks monolog/esai tulis berbentuk narrative, spoof dan hortatory exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

- Mengungkapkan makna dalam teks monolog/esai yang menggunakan ragam bahasa tulis berbentuk narrative, spoof dan hortatory exposition.

C. INDIKATOR

- Menulis short paragraph process analysis.

- Mengidentifikasi struktur bacaan dan struktur kalimat.

D. TUJUAN PEMBELAJARAN

- Siswa dapat menulis teks short paragraph process analysis.
- Siswa dapat mengidentifikasi struktur bacaan dan struktur kalimat.

E. METODE PEMBELAJARAN

- model P.I.E (point, illustration, explanation)

F. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan Awal
 - Salam/tegur sapa
 - Tanya jawab berbagai hal terkait tema
- b. Kegiatan Inti
 - Guru menjelaskan ciri-ciri teks monolog/esai berbentuk exposition.
 - Siswa menulis short paragraph process analysis.
 - Membahas kosa kata, struktur kalimat dan struktur bacaan.
- c. Kegiatan Akhir
 - Absensi
 - Menyimpulkan materi
 - Menanyakan kesulitan siswa selama PBM

G. ALAT DAN SUMBER BELAJAR

- Buku paket
- Kamus
- Spidol
- Whiteboard

H. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : Menulis paragraph process analysis.
- **Evaluasi**

Choose one of cakes below and write how to make it!



Brownies



Pudding

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA Wihdatul Ulum Gowa

Mata Pelajaran/Materi Ajar : Bahasa Inggris/Writing

Kelas/Semester : XI /2

Alokasi Waktu : 2 x 45 menit

A. STANDAR KOMPETENSI

- Mengungkapkan makna dalam teks monolog/esei tulis berbentuk narrative, spoof dan hortatory exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

- Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis berbentuk narrative, spoof dan hortatory exposition.

C. INDIKATOR

- Menulis short paragraph cause and effect.
- Mengidentifikasi struktur bacaan dan struktur kalimat.

D. TUJUAN PEMBELAJARAN

- Siswa dapat menulis teks short paragraph cause and effect.
- Siswa dapat mengidentifikasi struktur bacaan dan struktur kalimat.

E. METODE PEMBELAJARAN

- Model P.I.E (point, illustration, explanation)

F. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan Awal
 - Salam/tegur sapa
 - Tanya jawab berbagai hal terkait tema
- b. Kegiatan Inti
 - Guru menjelaskan ciri-ciri teks monolog/esai berbentuk exposition.
 - Siswa menulis short paragraph process analysis.
 - Membahas kosa kata, struktur kalimat dan struktur bacaan.
- c. Kegiatan Akhir
 - Absensi
 - Menyimpulkan materi
 - Menanyakan kesulitan siswa selama PBM

G. ALAT DAN SUMBER BELAJAR

- Buku paket
- Kamus
- Spidol

- Whiteboard

H. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : Menulis paragraph cause and effect.
- **Evaluasi**

Write paragraph based on cause and effect of picture below!



Drug


APENDIX C

RESEARCH INSTRUMENT

Test Cycle I

INSTRUCTION

1. *Make descriptive text and choose one of the topics below that you think interesting!*


 Education

 Holiday

 Drugs

2. *Your composition must consist of :*

 Main idea

 Illustration

 Explanation

Test Cycle II

INSTRUCTION

1. *Make descriptive text with PIE model and choose one of the topics below that you think interesting!*

 Love

 Cake

 Your home

2. *Your composition must consist of :*


 Main idea

 Illustration

 Explanation

 **APPENDIX D**



 **Diagnostic-test (D-test)**

 **The Diagnostic-test (D-test) Score of Students' Writing**

Ability

No	Subjects	Students' Writing Ability		Total Score
		Vocabulary	Grammar	
1	Std-01	4	2	3
2	Std-02	3.5	2.8	3.15
3	Std-03	3.5	4	3.75
4	Std-04	3.5	2.4	2.95
5	Std-05	3.5	3.2	3.35
6	Std-06	4	3.2	3.6
7	Std-07	4	2	3
8	Std-08	3.5	2	2.75
9	Std-09	3.5	3.2	3.35
10	Std-10	4.5	2.8	3.65
11	Std-11	3.5	3.4	3.45
12	Std-12	3.5	2.8	3.15
13	Std-13	3.5	2	2.75
14	Std-14	4	2.8	3.4
15	Std-15	3.5	2.8	3.15
16	Std-16	3.5	2.8	3.15
17	Std-17	5	2	3.5
18	Std-18	4.5	2	3.25
19	Std-19	3.5	2	2.75
20	Std-20	3.5	3.2	3.35
21	Std-21	3.5	2	2.75
Total Score		79	55.4	67.2
Mean Score		3.76	2.63	3.2
Maximum Score		5	3.4	3.75
Minimum Score		3.5	2	2.75
%		37.6	26.3	32



✚ The Cycle I Score of Students' Writing Ability

No	Subjects	Students' Writing Ability		Total Score
		Vocabulary	Grammar	
1	Std-01	6.5	4	5.25
2	Std-02	7	4.4	5.7
3	Std-03	6.5	3.6	5.05
4	Std-04	6.5	4	5.25
5	Std-05	7	4	5.5
6	Std-06	7	4.8	4.9
7	Std-07	7	4	5.5
8	Std-08	7	4	5.5
9	Std-09	6.5	4	5.25
10	Std-10	6.5	3.6	5.05
11	Std-11	6.5	3.6	5.05
12	Std-12	4.5	3.6	4.05
13	Std-13	7	4	5.5
14	Std-14	7	4.8	5.9
15	Std-15	6.5	4.8	5.65
16	Std-16	6.5	4.8	5.65
17	Std-17	6.5	4.4	5.45
18	Std-18	4.5	4.4	4.45
19	Std-19	4.5	4.8	4.65
20	Std-20	4.5	3.6	4.05
21	Std-21	4.5	4.8	4.65
Total Score		130	88	108
Mean Score		6.19	4.19	5.14
Maximum Score		7	4.8	4.05
Minimum Score		4.5	3.6	5.7
%		61.9	41.9	51.4

The Cycle II Score of Students' Writing Ability

No	Subjects	Students' Writing Ability		Total Score
		Vocabulary	Grammar	
1	Std-01	9	7.6	8.3
2	Std-02	8.5	7.6	8.05
3	Std-03	8.5	8	8.25
4	Std-04	7	4.8	5.9
5	Std-05	9	4.8	6.9
6	Std-06	8.5	8.4	8.45
7	Std-07	8	8	8
8	Std-08	8	4.8	6.4
9	Std-09	9	7.6	8.3
10	Std-10	9	7.6	8.3
11	Std-11	8.5	8.4	8.45
12	Std-12	8.5	8.4	8.45
13	Std-13	8	8	8
14	Std-14	8	8	8
15	Std-15	7	8.4	7.7
16	Std-16	8.5	8	8.25
17	Std-17	9	7.6	8.3
18	Std-18	9	7.6	8.3
19	Std-19	7	7.6	7.3
20	Std-20	8.5	8.4	8.45
21	Std-21	9	8.4	8.7
Total Score		175.5	158	166.75
Mean Score		8.35	7.52	7.94
Maximum Score		9	8.4	8.45
Minimum Score		7	4.8	6.4
%		83.5	75.2	79.4

Mean score of the students' in D-test

$$\begin{aligned}
 X_1 &= \frac{\sum X_1}{N} \\
 &= \frac{67.2}{21} \\
 &= 3.2
 \end{aligned}$$

Mean score of the students' in cycle I

$$X_1 = \frac{\sum X_1}{N}$$

$$= \frac{108}{21}$$

$$= 5.14$$

Mean score of the students' in cycle II

$$X_1 = \frac{\sum X_1}{N}$$

$$= \frac{166.75}{21}$$

$$= 7.94$$

APPENDIX E

A. The Raw Score of Students' Activeness

The total raw scores of the students' presence and activeness toward the use of PIE method are presented in the following table:

The Raw Score of Students' Activeness in Cycle 1 and Cycle 2

No	Students' Code	PertemuanSiklus I				PertemuanSiklus II				Ket
		I	II	III	IV	I	II	III	IV	
1	Std-1	3	3	3	3	3	4	4	4	
2	Std-2	3	3	3	3	3	3	3	3	
3	Std-3	3	3	3	2	2	3	3	3	
4	Std-4	0	3	3	3	4	4	0	4	
5	Std-5	3	3	3	3	3	3	2	3	
6	Std-6	2	2	2	2	3	3	3	3	
7	Std-7	2	3	3	2	3	3	3	3	
8	Std-8	2	2	3	2	3	3	3	3	
9	Std-9	3	3	3	3	3	3	3	3	
10	Std-10	3	2	3	3	3	3	3	3	
11	Std-11	3	3	3	3	3	3	3	3	
12	Std-12	0	2	0	3	3	3	3	3	
13	Std-13	2	2	3	3	3	3	3	3	
14	Std-14	3	3	3	3	3	3	3	3	
15	Std-15	3	3	3	3	4	4	4	4	
16	Std-16	2	3	3	3	3	4	4	3	
17	Std-17	3	3	3	3	3	3	3	3	
18	Std-18	2	3	0	3	3	0	3	3	
19	Std-19	3	3	3	3	3	3	3	3	
20	Std-20	3	2	3	3	3	3	3	3	
21	Std-21	3	2	3	3	2	3	3	3	
Frequency (<i>F_q</i>)		51	56	56	59	63	64	62	66	
Percentage (%)		62.96	69.14	69.14	72.84	77.78	79.01	76.54	81.48	

Notes:

4: SangatAktif

3: Aktif

2: KurangAktif

1: TidakAktif

Percentage of the Observation Result:

1. Cycle 1

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 62.96$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 69.14$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 69.14$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 72.84$$

2. Cycle 2

a. The First Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = 77.78$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = 76.54$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = 79.01$$

d. The Forth Meeting

$$P = \frac{Fq}{4xN} \times 100$$

$$P = 81.48$$

DOCUMENTATION



CURRICULUM VITAE



IRWAN R. is the fifth child of Rowa and Saleha. He was born on July 11st 1990 in Makassar. He has three sisters and 2 brothers. He lives in kodingareng island and Btn Pallangga Mas 2 Blok E.14 , Gowa town. He finished her study at SDN Kodingareng Makassar in 2003, at MTs Wihdatul Ulum Gowa, in 2006, at MA Wihdatul Ulum Gowa in 2009 and then, He registered as a student of Muhammadiyah University of Makassar in English Education Department.

He participated actively in some organizations such as: When he was junior high school she was member of OSIS and PRAMUKA.

