

HALAMAN PENGESAHAN SKRIPSI

**THE EFFECTIVENESS OF USING POINT, ILLUSTRATION, EXPLANATION
(PIE) STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT ON TENTH GRADE AT SMA RK SERDANG MURNILUBUK PAKAM
A THESIS**

NAMA : ASEANTRI CIAN BR SIREGAR
NPM : 20120098
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
FAKULTAS : KEGURUAN DAN ILMU PENDIDIKAN
JENJANG : STRATA-1 (S-1)

Dinyatakan Benar Telah Mengikuti Ujian Akhir Meja Hijau dan Telah Memenuhi

Syarat Dengan Hasil Nilai A dan Memperoleh gelar

SARJANA PENDIDIKAN (S.Pd)

Medan, 19 April 2024

Panitia Ujian Meja Hijau

Dosen Penguji I



(Dr. Sahlan Tampubolon, M.Hum)

Dosen Penguji II



(Dr. Lastrina W. Manurung, S.Pd., M.Hum)

Dekan FKIP UIN Medan



(Dr. Mula Sigi, Msi., Ph.D)

Ketua Program Studi



(Dr. Neoni Triana Sinaga, S.S., M.Pd)

CHAPTER I

INTRODUCTION

1.1 Background of the study

In learning English as a foreign language, students must achieve the four basics of English, namely speaking, reading, listening, and writing. In addition, vocabulary and grammar are other components of learning English. One of the skills that is the focus of this research is writing.

One of the most important things that students should focus on when learning English is writing. As for those who state that learning English is important is the ministry and the Ministry of Education and Culture of the Republic of Indonesia. not only that, there is also one according to experts, namely Stephen Krashen. Stephen Krashen is an expert in the fields of linguistics and education. Therefore, Stephen Krashen (2004) emphasizes the importance of writing in language learning. According to him, writing helps students to develop their language skills better, especially in expanding vocabulary, understanding sentence structure, and expressing ideas clearly. Writing can also enable you to express your feelings and thoughts to other people. According to the statement, writing is also the most difficult problem to explain to students. This relates to the question of what the students actually need to do, For example: vocabulary, structure, spelling, and so on. Writing is closely related to several types. There are several types of writing, including procedure, discussion, narration, report, description, exposition, hortatory, deception, and retelling.

Descriptive text is one genre of writing. Descriptive text is used to describe what something looks like. A descriptive text is a group of sentences that describe a noun. The students should understand descriptive text when learning English. They should describe a noun in written form. According to the writer's observations during the field practice, the majority of the students lacked the skills necessary to effectively communicate their ideas in writing, particularly in descriptive text, and the students were not able to write the descriptive text.

Firstly, the students' ideas were unable to be expressed in descriptive text. They are unable to construct their descriptive writing, particularly when it comes to animals. They were unsure of what to write initially and what to do after that. They required guidance on how to write well. With the hint, they could give a detailed description of an animals.

Secondly, the students had less vocabulary about the topic. When the students were asked to write a descriptive text, they tended to choose the wrong word for their text. As we know, in English, one word can have more that fit with the context of the text. Vocabulary is very important for students. Without vocabulary, the students cannot write a descriptive text. So, in order to create a good text, they need to increase their vocabulary about the topic.

Thirdly, the students did not know about grammar. They tended to make a mistake in using simple present tense in descriptive text. The language used in descriptive text is simple present tense. But the students usually made a mistake in using simple present tense. Sometimes they forget to put s/es while the subject is

the third singular person or they were confused about using pronouns. For writing skills, the students need to be concerned with the grammar that is used in the text.

Table 1.1
Student's score in Writing

| Academic Year | Student's Average | Kkm (Minimum competency criteria) |
|----------------------|--------------------------|---|
| 2022/2023 | 51,56 | 75 |
| 2023/2024 | 36,56 | 75 |

The results of the test scores of student's SMAS Rk Serdang Murni L.Pakam above, show that the ability of students especially in writing descriptive texts is still less or low. The result of the total average student scores that have been summed up are 51,56 and 36.56, while the KKM scores are 75. It is seen from the results that students are still unable to understand or even minimal to pour or give ideas in developing the text of paragraphs especially the methods or structures in composing sentences and lack of vocabulary. It's because it's proven that the teacher still hasn't used strategies in teaching and learning to write English, especially in Descriptive Text. Therefore, the researcher wants to examine students by using the PIE strategy in descriptive text. Point, Illustration, and Explanation (PIE) is a strategy that can help students write descriptive text through three main steps: point, illustration, and explanation.

Based on the conditions of the students during the learning process, it is expected that using point, illustration, and strategic explanation is an effective way to explain the writing process in order to assist the students. This will cause them to receive a higher salary than they did previously. This means that students can read descriptive texts using points, illustrations, and explanations. Writers

should be aware of this strategy so that it can be used to improve and increase students' ability to read descriptive texts easily.

Therefore, from what has been explained above, it can be concluded that writing is an important skill in English lessons. Research has shown that this strategy is effective in helping students to create points or topic sentences. This is an alternative way students can improve their writing skills in descriptive text.

Based on the above table of contents, authors are eager to investigate **The Effect of Point, Illustration, and Explanation (PIE) Strategy on Students' Writing Ability in Descriptive Text.**

1.2 The problem of the study

Referring to the background of the study, the research problem of the study is: "Does the Point, Illustration, and Explanation (PIE) strategy significantly affect students' ability to write a descriptive text?"

1.3 Objective of the study

The purpose of this study is to find out whether the points, illustrations, and explanations strategy has a significant impact on students' ability to write descriptive paragraphs.

1.4 The Scope of the Study

Writing mastery can be achieved in various ways. The author focuses this research on applying of Point, Illustration, and Explanation (PIE) as a teaching strategy in teaching descriptive writing to students in class X SMA RK L.Pakam. Descriptive texts have social functions, generic structures, grammatical language, and lexicon features. But the writer focuses on Descriptive text.

1.5 The Significance of Study

This research is expected to produce theoretically and practically significant findings and is relevant in several ways:

1. Theoretically, the study would give valuable information to increase the students' ability to write descriptive text by using the Point, Illustration, and Explanation Strategy (PIE).
2. Practically, it is expected that the results of this study will be useful for
 - a) English teachers: to help them teach descriptive texts more easily.
 - b) Students: Teaching students about writing descriptive text by using the PIE strategy can make them more active and think more during the learning process. It can also make it easier for them to write and put their ideas into writing.
 - c) Other researchers: to provide references in research related to writing comparable descriptive texts.

1.6 The Hypothesis

The hypothesis formulated as the following null hypothesis (Ho) and alternative hypothesis (Ha)

Ha: "Point, Illustration, Explanation (PIE) strategy affect the students's writing in Descriptive text?"

Ho: "Point, Illustration, Explanation (PIE) strategy does not affect the students's writing in Descriptive text"

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

A literature review and explanation of related material are given in this chapter. The research is based on relevant theory. In this case, it is very important to include the following research terms:

2.1.1 Writing

Writing is one of the main English language competencies that students should have. It serves as a channel for social interaction. Writing involves accurately expressing the meaning that is intended and arranging ideas logically in a language that is suitable for the situation at hand (Brown, 2000:65). Writing, as defined by Ahmadi (1990: 24), is the process of gathering, encoding, and communicating two-level meaning in an interactive manner with the intention of accomplishing certain objectives through the use of a system of visible or readable symbols. (Heaton in Hendrawati, 1989:6) made the claim that "writing skills are complex and sometimes difficult to learn, requiring mastery of not only grammatical and rhetorical design but also conceptual and judgmental elements".

Based on the above explanation, the writer concludes that people use writing to express and transfer their ideas, feelings, and opinions in words. Writing is not only a process of linking words into sentences or paragraphs, but it also organises the meaning of every sentence that is closely related to another.

Not only that, based on the previous explanation, the author can also conclude that writing is a form of communication in human life. It is a unique combination of thought and activity in which everyone can express their feeling in written form. In addition, writing is really effective to use because it will make people easily to talk with the other people by ignoring their sentiment.

2.1.2 Purpose of Writing

People with education use writing for certain objectives, such as taking notes, making notes, persuading, informing, and persuading. Hugo Hartig Tarigan (1984:4) believes that writing can be utilised for a variety of educational objectives, including:

1. Teachers can convey a specific kind and style of instruction through specific writing activities. If children find that self-learning through oral practice is difficult for them, giving them the opportunity to read and write can make them feel more comfortable.
2. Students can provide reliable evidence of their language usage growth through writing.
3. Expressing oneself in a foreign language through a variety of media is more successful, particularly when skills are combined.
4. Written provides a few tasks for students to work on concurrently in the classroom.

2.1.3 Genres of Writing

The genre that emerged in parish education, according to Knapp and Watkins (2005:32), is a way of structuring cultural practices. Places, events, roles, actions, and interaction patterns are all included in the definition of a genre.

A genre is a type of writing that serves as a framework for references, allowing writers to compose texts more effectively. In terms of a literary genre, which distinguishes the sorts of texts based on their purpose and technique of acquiring information. Every genre has a goal and a way to strengthen its material. Every text has a unique objective and approach, just as a narrative text's goals and methods differ from those of a descriptive text.

According to Sanggam Siahaan (2011:1) There are 4 types of writing, they are expository writing, descriptive writing, persuasive writing, and narrative writing.

a. Expository Writing

Expository writing is intended to explain. It is a subject-oriented writing style in which the writer focuses on informing the reader about a topic or issue without expressing personal viewpoints. This style of essay contains essential facts and data but no views. One of the most prevalent writing styles is expository text. It is generally found in textbooks and papers.

Key Points:

1. Usually discusses a procedure.
2. Is frequently accompanied by data and statistics.
3. Is usually organized and sequential.

b. Descriptive Text

This descriptive goal is to describe something. This writing style focuses on describing characters, events or places in great detail. The writer describes the scene all five senses. It can be poetic when the writer takes the time to be specific in their descriptions or depictions.

Key Points:

1. It is often poetic in nature
2. It describes places, people, events, situations, or locations in a highly-detailed manner.
3. The author visualizes what he or she sees, hears, tastes, smells, and feels.

c. Persuasive Writing

This persuasiveness aims to convince. It's not like expository. Persuasive writing contains opinions that serve to convince people to agree with the writer's point of view. This persuasive usually contains justifications and reasons. This persuasive often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Key Points:

1. Persuasive writing is equipped with reasons, arguments, and justifications.
2. In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.

3. It often asks for readers to do something about the situation (this is called a call-to-action).

d. Narrative

The purpose of this writing is to tell a story. The writer will create different characters and tell what happened. Authors writing from one character's point of view such as novels, short stories, poems and biographies can fall under the narrative writing style.

Key Points:

1. A person tells a story or event.
2. Has characters and dialogue.
3. Has definite and logical beginning, interval, and ending.
4. Often has situation like action, motivational event, and disputes or conflict with their eventual solutions.

2.1.4 Elements of Writing

According to Harmer (2004:4) in using a writing material, there is a process involved and the process can be affected by the content (subject matter) of the writing, the type of the writing. There are four main elements of writing, They are :

a. Planning

Students can develop plans for where they are heading. They try to plan out what they want to say before beginning to write or type. Some people may not take any preliminary notes because they plan everything in their heads. When planning, the students must consider three major issues. To write effectively, writers must consider

their purpose, chosen information, and content structure to determine the best way to present the facts, ideas, or arguments.

b. Drafting

The writer may refer to the first version of a piece of writing as a draft. Drafts are frequently created with the notion that they will be changed later. The writing process proceeds into a number of editing, with a number of drafts created on the route to the final edition.

c. Editing (Reflection and Revising)

A writer has completed a draft and reads through it to see where it works and where it does not. Other readers or editors who comment and give suggestions can often help with reflection and revision. Another reader's reaction to a piece of writing will assist the author make necessary revisions.

d. Final Version

The author produces the final version after editing the draft and making any required adjustments right away.

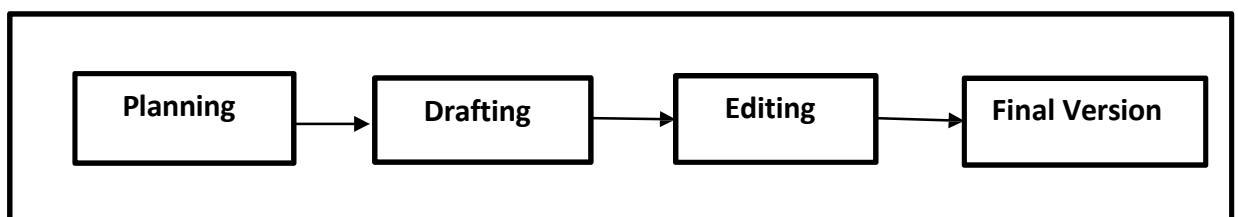


Figure 2.1 The Elements of Writing, Harmer (2004:4)

2.2 Descriptive Text

In English, there are four types of text namely narrative text, recount text, descriptive text and other types of text. Descriptive text is often used in the form

of text that aims to describe, explain or express an object or person. Therefore, this section will discuss important points contained in descriptive text such as the definition, purpose, structure and examples of text.

2.2.1 Definition of Descriptive Text

Descriptive text is used to describe what something looks like. Descriptive text is a group of sentences that describes a noun. A noun is a person, a place, or a thing (Purslow,2008:4). The purpose of descriptive text is to describe objects such as a particular person, place, or thing. According to Pardiyono (2007:164) defines description of object which includes person or focuses an describing parts, characteristic, specialization, qualities or quantities of an object.

Descriptive text is main idea of description something consist of identification in special event. Hartono (2005:25) said that structure of descriptive text consist of identification which have main idea and description of something. The students can know what they want to describe like animal, people, place or something they loves. Purpose of writing is to describe something.

So, based on the description descriptive text Is telling about describe particular objects like human, animals, places or thing in special event.

2 2.2 Types of Descriptive Text

Descriptions can be useful in other writing. But it can also stand alone. According to Regina (2003:58) here are some examples of descriptive writing, as follows:

a. Describing a place

In communicating or telling something, it is necessary to describe the thing being told. The goal is that the person being communicated with can imagine what is being told. Both regarding events, characters in the incident, the setting of the incident, the time, and of course the place of the incident.

b. Describing Personality

Describing people means "describing or describing people". Describing people is a way to describe someone using words, whether it's describing their physical appearance, traits, or how they behave. Describing people is usually used to describe someone to others who have never met them. For example, when you want to describe your friend at school to a family member at home, or vice versa.

c. Describing an object

The best way to describe an object, such as: the size, the shapes, the form, the colors, etc.

d. Describing process

To describe a process in descriptive writing, it is important for the writer to know and understand how something is happened and done. That's why the writer will consider the steps for completing the process and also verbs usually used in the imperative form.

e. Describing an event

In describing an event the writer will be able to memorize and remember what happen in the event. Suppose, the writer will write and discuss the accident

happened two days ago. In this case, he or she explain all details relate to the event clearly. In needed, it makes the event in the real situation.

2.2.3 Purpose of Descriptive Text

The purpose of the descriptive text is the main writing of the monologue text, this stage teaches students what the purpose of writing descriptive text with the correct patterns. Josephine et.al (2007: 19) said that the purpose of descriptive text, consists of :

- a. To describe activities or events that are running (running commentaries).
- b. To describe activities in the form of pictures.

In addition, Darwis (2007:77) says that the social function of descriptive text is to describe people, places, or events. descriptive text is to describe people, places, or things. certain people, places, or things. Based on the above opinions, the author can conclude that the purpose of descriptive text is to describe characteristics such as: humans, animals, places in the form of pictures, or objects. characteristics such as: people, animals, places in a particular event.

2.2.4 Generic Structure of Descriptive Text

Students' writing ability is effective in standard guidelines, generics and structure of descriptive text make it easy for students to write with structure. The generic and structure of descriptive text consists of identifying and describing.

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts. This indicates that a descriptive text has two elements, as follows:

1. Identification: identifying phenomenon to be described
2. Description: describing the phenomenon in parts, qualities and characteristics.

2.2.5 Grammatical Or Language Features of Descriptive Text

Language features of Descriptive Text terms of significant lexicon grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense.

1. Specific participants, for examples: teacher, house, my cat and so on
Detailed noun phrase, for examples: it was a large yard, a sweet young lady and so on.
2. Use simple present tense, e.g. the polar bear lives inside the Arctic Circle near the North Pole.
3. Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, and sharp white fangs.
4. Relating verbs to give information about subject, for example: my mom is really cool; she has very thick fur and so on.
5. Action verbs, for example: our new puppy bites our new shoes.
6. Adverbials, to provide additional information, for examples: fast; at the tree house.

Based on the opinion above, the researcher can conclude that object words, character words, action words, and the use of present tense simple are grammatical characteristics used in descriptive text.

Example of Descriptive Text :**Bolang, My Cat**

My cat's name is Bolang. I named him Bolang because he likes to play around my neighborhood. Bolang is a male domestic cat. He has black and white fur. His clear eyes are soothing to look at. His tiny pink lips are adorable.

Bolang has a unique behavior. He likes to eat grass or catch small insects. If he gets angry, he will move away and not want to be touched. Sometimes he makes sounds like, "khhhhhhhhkkkkkk!!!".

Bolang is also very spoiled. Almost every night, he sleeps on my bed. When it's time to eat, Bolang will spin around in front of me while wagging his long tail. His traits make me miss him.

Generic Structure :

- a. Title: From the title "Bolang, My Cat", the text would describe the author's pet cat.
- b. Identification/General Description: The first paragraph of the text explains the general description of the writer's pet, starting from the name of the cat and its description.
- c. Part Description: The second and third paragraphs contain detailed sentences to explain Bolang's unique and spoiled nature.
- d. Conclusion/Impression: At the end of the third paragraph, the author gives the opinion that these traits of his cat are what makes him always miss.

2.3 Explanation Or Description of “PIE Strategy”

According to, Anstiss (2013:38) Point- Illustration- Explanation (PIE) is a strategy where the students make a point, illustrate it with an example or quote and then provide an explanation. This is done for each paragraph in the body of your essay. Each paragraph in the body should cover only one point. Students often lose marks because they try to cover more than one point per paragraph. The PIE method will help you not only stick to one point but also make that point in depth.

Point, Illustration, Explanation is a strategy to help students easy to write report. Cross (1996:44) mentions that Point, Illustration, Explanation (PIE) strategy is one of the strategies to help the students easy to write report, analytical, and argumentative paragraph and increase students' writing skill. Cross also explains that PIE is a strategy used when writing paragraph text that describes the relationship between the point and the proof. It means that this strategy is used to keeping the ideas of a writer that want to describe as his or her intention. This strategy makes the points in the writing can be achieved and the writer is able to elaborate the ideas to write. The writing aims will be good by paying attention to the points, illustration, and explanation.

Then, According to Likewise Philpot (2013:165) defines that Point, Illustrations, Explanation (PIE) is a strategy which requires the students to have making point, illustrations and explanation activities. PIE strategy as an alternative for the teacher to teaches all student toward writing skill to improve writing descriptive text. James (2010:78) stated that by identifying each of PIE

strategy naturally. It is strategy make to the students naturally thinking. PIE strategy is a strategy to make remainder of the students to decide a point or topic sentence, illustration or supporting details and explanation or conclusion related the title.

The writer can conclude that the PIE Strategy is a useful strategy for students and can help students to facilitate students' writing skills, especially writing descriptive texts with three main steps in the Pie strategy, namely making several points to be written, creating illustrations to support sentences, and explaining points related to the title so that they are easily understood by readers.

2.3.1 The Procedure of Learning Through Point, Illustration Explanation (PIE) Strategy

Teaching procedure by Using Point, Illustration, Explanation (PIE) is divided into the following three steps: (1) point, (2) illustration, (3) explanation.

The stages are elaborated as follows:

a. Point

- 1) Teacher begins starting warming up with hot issue
- 2) Teacher explains the structure of Descriptive Text
- 3) Teacher asks students to make their points
- 4) Students write the point out as a sentence or two

b. Illustration

Teacher asks the students to find data (facts, statistic, examples, expert opinion) from other reputable sources to support their point.

c. Explanation

1. Teacher asks students to analyze the illustration, clarify any ambiguous ideas or information
2. Teacher asks student to make their explanation related to their point and illustration.

2.3.2 The Advantages of Point. Illustration-Explanation (PIE) Strategy

Cross (1998:32) states that advantages of Point-illustration-explanation (PIE) strategy is students as automatic process when writing that will help them when writing essays, report, as well as other projects: it is explained that this strategy can be as a good process to follow in order to make the writing to be a concept. This strategy helps the students to run their writing in good process of instruction given.

Then, According to James (2010:78), state hat by identifying each phase of PIE strategy naturally, making the process almost as automatic as using your proofreading software. It is explained that when the students try to follow the steps of this strategy, indirectly the student have follow the process automatically. Each steps are worthy for the students, so that they can succeed their writing as what they want to say in written form.

2.4 The Relevant of Study

The Previous study is the result of research from the researcher before. This study covers about applying strategy in writing can help the reader in understanding to write the text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with applying strategy in writing.

The First research was written by Heri Hidayatullah (2014) with the research title "Point Illustration-Explanation (PIE) on student creativity in writing at SMAN 1 Praya Timur in the 2014/2015 academic year. This study was conducted to examine or investigate that the PIE Strategy is effective or can help individual students. This study involved two groups, one with PIE (Point, Illustration-Explanation) and One without PIE who completed two writing comprehension tests. With Point Illustration-Explanation as learning and one without PIE. This study use quantitative methods which were divide into two groups: a control class and an experimental class. The research focuses more on the Effectiveness Of Using PIE Strategy on descriptive text in students' writing ability. This research makes a contribution to the understanding of the effectiveness of the strategy in improving students' writing skills, as well as paving the way for research and development of better learning methods. Overall, the findings from this study are likely to show whether the implementation of the PIE strategy resulted in a significant improvement in students' writing ability, especially in the context of descriptive texts. A comparison between the control group and the experimental

group will provide insight into the effectiveness of integrating the PIE strategy into writing instruction.

The Second research was written by Muhammad Yusuf (2014) “Teaching Report paragraph writing by using PIE (Point, Illustration, Explanation) Strategy to the eleventh grade students of MAN 1 Palembang in Academic 2014/2015”. The similarities between the author and Muhammad Yusuf are is applying the PIE Strategy in learning English language and skills. is applying the PIE Strategy in learning English and its skills. The differences between the author and Muhammad Yusuf are The difference between the author and Muhammad Yusuf is in the type of genre in writing. The author wants to examine the use of descriptive writing using the PIE strategy at SMA RK SERDANG MURNI LUBUK PAKAM. In this research contributes to the understanding of the effectiveness of the PIE strategy in learning to write. With a focus on paragraph teaching, this study provides insights into how the PIE strategy can be applied in the specific context of paragraph writing learning. Its contributions include developing more effective teaching methods to improve students' writing ability and providing a foundation for further research in the field of writing education and teaching. Muhammad Yusuf's research Findings also found that teaching paragraph writing using the PIE Strategy to eleventh-grade students at MAN 1 Palembang in the 2014/2015 academic year resulted in improved paragraph structure, enhanced writing skills, increased engagement, and positive student reception.

The third research was written by Zahro Ni'Amil Wafiroh "Effectiveness Writing Skill in Narrative Text by Using 'PIE (Point Illustration Explanation) Strategy' at the Tenth Graders of SMA N 3 Pati in Academic year 2014/2015". The similarities between the writer and Zahro Ni'Amil Wafiroh is applying PIE Strategy in learning english and skill. The differences between the writer and Zahro Ni'Amil Wafiroh are on the types of genre and field. The writer applying the PIE Strategy in descriptive text and Zahro Ni'Amil Wafiroh applying PIE Strategy in Narrative text. The writer do the research in SMA Swasta Rk Serdang Murni L.Pakam. The researcher's contribution to Zahro Ni'Amil Wafiroh's research is to enrich the literature on English language learning strategies, open diversified research, and show consistency in efforts to improve students' writing skills. The benefits of Zahro Ni Amil's research are Students' intelligence is the extent of their ability to write, using effective learning strategies, students' understanding of language skills.

The three previous studies have differences and similarities with this research. The similarity both previous studies and present study discuss about Point, Illustration-Explanation Strategy (PIE). Meanwhile the differences for the first research was concerned on narrative text and the second research was focused on report text whereas in this study will be focused on descriptive text. three previous studies have contributed to this research. The contribution is as a reference in conducting this research.

2.5 Conceptual Framework

Writing skills are one of the most important skills for students to learn. Writing helps students to express their ideas and ideas in written form. In teaching writing, teachers must use several strategies to improve students' achievement in writing.

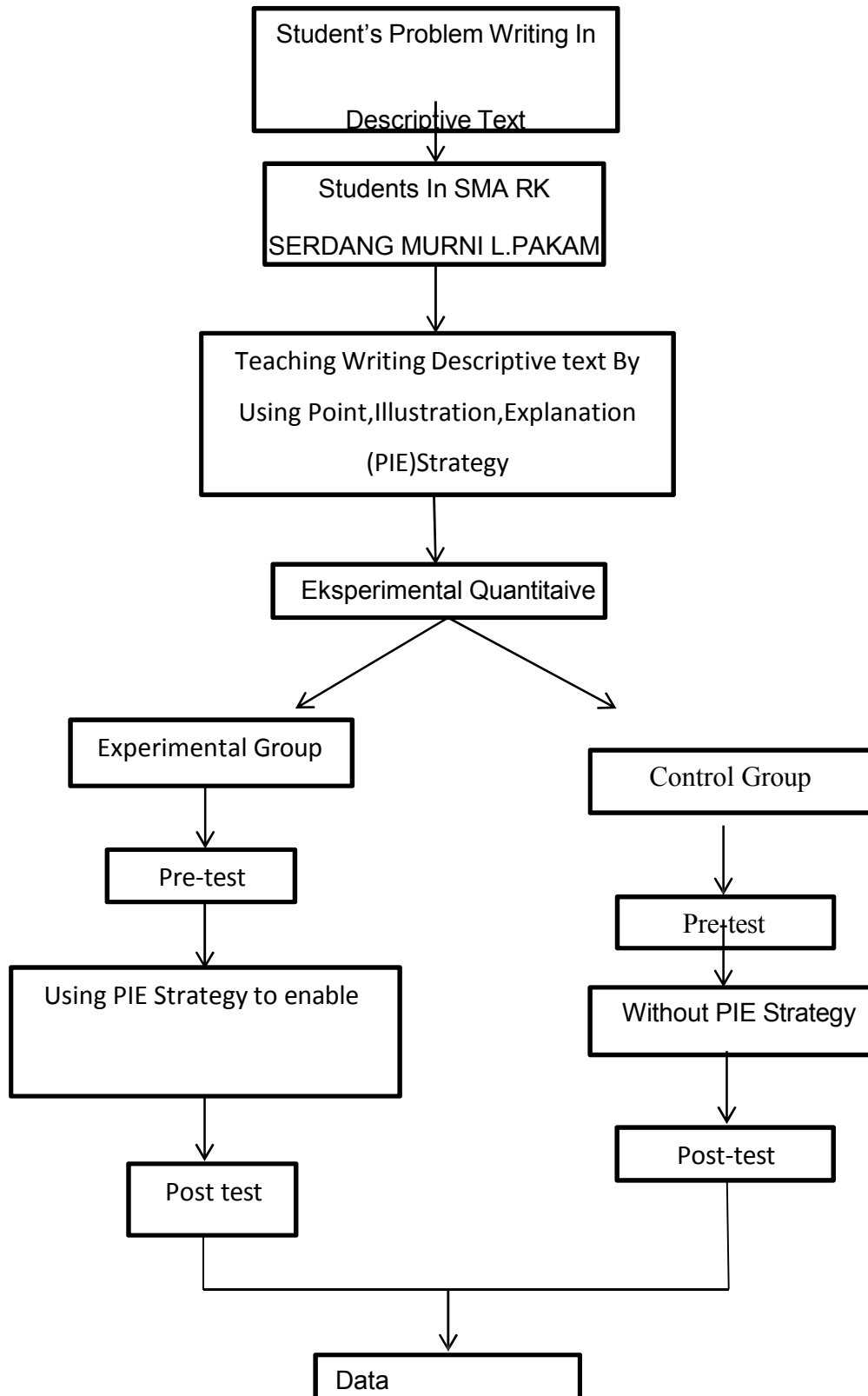
Descriptive text is a text that aims to explain or describe something. This something can be anything, be it animals, objects, locations, and so on. Descriptive texts provide information about how something or someone looks like, they use words to describe what something or someone looks like. Descriptive texts also provide facts about how Bahasa Indonesia is actually used according to the rules and how it should be used. The ability to write descriptive text is not the same for all students. The students have difficulty in creating paragraph texts to describe something.

PIE strategy is needed to make the learning process more interesting. PIE strategy is being an effective strategy in teaching writing ability, because there is a significant improvement that could be achieved by the students' achievement in their study writing. Because, by applying this strategy wishes the student's easy to work their writing. One effective strategy which can be applied in chain story strategy which is expected effect student's to get a good in writing.

The writer is convinced that by applying PIE Strategy in teaching descriptive text it can be improve the students' writing achievement.

Figure 2.2 Conceptual Framework of Teaching Descriptive Text by Using Point,

Illustration, Explanation (PIE) Strategy



CHAPTER III
RESEARH METHODOLOGY

3.1 Research Design

This research will be conducted by using experimental quantitative design. In this experimental design, the samples will be divided into two groups, which consist of the experimental group and control group. The experimental group and control group were given pre-test and post-test in order to know the effect Using Point-Illustration-Explanation (PIE) Strategy in descriptive text on Tenth Grade Students writing text at SMA Rk Serdang Murni L.Pakam. The design of this research can be seen as follows :

Table 3.1 Research Design

| Group | Pre-test | Treatment | Post-Test |
|--------------|----------|---|-----------|
| Experimental | √ | Using Point Illustration Explanation Strategy | √ |
| Control | √ | Without Using Point Illustration Explanation Strategy | √ |

3.2 Population And Sample

3.2.1 Population

According to Francis C. Dane (1990: 289), Population is all possible units or elements that can be included. This means that the population is a group of individuals who have one or more characteristics from which data can be collected and analyzed.

The population of this research is the second year students of SMA RK SERDANG MURNI L.PAKAM. The total number of the population is 121 students distributed in 4 parallel classes, they are X^{-1} , X^{-2} , X^{-3} , X^{-4} .

3.2.2 Sample

Sample is the process of selecting participant for a research project (Francis C. Dane 1990:289). Arikunto (2010:174) states that sample is a part or representative population of the research. It means that sample as a representative part of population that taken to represent the research. The researcher will take two classes as the sample of the study.. The sample of this research is the tenth grade students of SMA RK SERDANG MURNI L.PAKAM. The researcher will use 34 students as samples in this study using of random sampling techniques The writer was taken two classes for the sample, that is class X-2 as a experimental group and class X-1 as a control group. Each group consists 16 students.

3.3 Instrument of Collection Data

Writing test is instrument of collecting data in this research. The form will be used of the test is writing test. The data was collected by conducting the pre-test and post-test and the post test to both the classes; they are the experimental group and the control class. The first test is pretest that is a test which is done before conducting the treatment. While the post-test is a test which done after conducting that treatment. Both of the groups get the same test either in the pre-test or in the post-test. The writer asked the students to write the descriptive text by their own word. While the assessment criteria in writing descriptive text are: identification on and description

| No | Element Of Descriptive Text | Text Item | Kinds Of Text | Total Score |
|-------|-----------------------------|-----------|---------------|-------------|
| 1. | Identification | 1 | Essay | 50 |
| 2. | Description | 1 | Essay | 50 |
| Total | | | | 100 |

According to Hughes (2003:104), Student's ability in writing descriptive text using chronological order is classified in quantitative and qualitative systems. The scales are as follows:

Table 3.2
The Quantative and Qualitative System

| Skill | Skill |
|--------------------------|-------------------------|
| <i>Quantitative Form</i> | <i>Qualitative Form</i> |
| Excellent to very good | 90-100 |
| Good to average | 70-89 |
| Fair to poor | 30-69 |
| Very poor | 0-29 |

3.4 Technique Of Collecting Data

The instruments which are used in collecting the data are:

3.4.1 Pre-test

The writer gave pre-test to students in the first meeting before giving treatment. Pre-test was given for two classes; experimental class and controlled class. It is used to know students understanding in teaching writing descriptive text.

3.4.2 Treatment

In this meeting, the writer taught teaching writing descriptive text in the experimental class and controlled class. In the experimental class, the writer

taught students by PIE strategy. Besides, controlled class will be taught without using PIE strategy.

3.4.3 Post-test

In the last meeting, the writer give a post-test to both classes. It is used to know the improvement of students ability in teaching writing descriptive text by using PIE strategy and without using PIE strategy.

Table 3.3 Process Planning

| No | Step | Experimental Group | Control Group | Time |
|----|-----------|--|---|------------|
| 1. | Pre-Test | <ol style="list-style-type: none"> 1. Researcher greets and check the students' attendance 2. Researcher gives motivation and instruction to the student's 3. Researcher gives the pre-test | <ol style="list-style-type: none"> 1. Researcher greets and check the students' attendance 2. Researcher gives motivation and instruction to the student's 3. Researcher gives the pre-test | 45 minutes |
| 2 | Treatment | <ol style="list-style-type: none"> 1. The researcher greeted the students in the classroom 2. The researcher gave an explanation to the students about descriptive text. 3. The researcher explained the structure of descriptive text 4. The researcher explained what PIE strategy is 5. The researcher gave an example of descriptive text using the PIE strategy 6. The researcher guided students to practice writing descriptive texts using the PIE strategy. 7. by using the PIE strategy, students are asked to ask for important points in the text. This is usually like the introduction in the text and is found in the first paragraph. 8. then, the researcher asks students to find illustrations or data facts from the example | <ol style="list-style-type: none"> 1. Researcher greets and check the students attendance 2. Researcher gives motivation to the students 3. Researcher explains about the definition about descriptive text, types of descriptive text, generic structure and grammatical features of descriptive text. 4. Researcher ask the students to identify the text 5. Researcher see the result of the students in answer the question of the worksheet and asking the students to communicate to their friend. | 90 minutes |

| | | | | |
|----|-----------|---|--|------------|
| | | sources that have been made to support the points in the text. 9. In the PIE strategy, the researcher also asked students to explain the descriptive paragraph text. This usually analyzes illustrations or clarifies ambiguous ideas and information. not only that, researchers ask students to provide explanations related to points and illustrations, this explanation is found at the end of the paragraph such as conclusions contained in the text. | | |
| 3. | Post-Test | <ol style="list-style-type: none"> 1. Researcher greets and asks the student condition 2. Researcher gives motivation 3. Researcher gives a post-test to the students 4. Researcher asks the students if they have questions 5. Researcher says thank you and good bye to the students | <ol style="list-style-type: none"> 1. Researcher greets and asks the student condition 2. Researcher gives motivation 3. Researcher gives a post-testes 4. Researcher asks the students if they have questions to the students 5. Researcher says thank you and good bye to the students. | 45 minutes |

3.5 Scoring

Harm-Lyons (1991 b), describes that there are five components that must be paid special attention in scoring composition, namely, content, organization, vocabulary, language use, and mechanics.

1. Content

The criteria of scoring these are as follows:

| Score | Result | Criteria |
|--------|------------------------|--|
| 27-30 | Excellent to Very Good | Knowledgeable - substantive - through development of topic sentence - relevant to assigned topic |
| 22- 26 | Good to Average | Some knowledge of subject - adequate range-limited development of topic sentence- mostly relevant to topic, but lack detail. |

| | | |
|--------|--------------|---|
| 17- 21 | Fair to Poor | Limited knowledge of subject - little substance - inadequate development of topic |
| 13- 16 | Very Poor | does not show knowledge of subject - not substantive- not pertinent - or not enough to evaluate |

2. Organization

The criteria of giving the score are as follow:

| Score | Result | Criteria |
|-------|------------------------|--|
| 18-20 | Excellent to Very Good | ideas clearly state/supported -cohesive - time sequence - spatial - particular to general - general to particular. |
| 14-17 | Good to Average | somewhat choppy - loosely organized but main ideas stand out - limited support - logical but incomplete sequencing |
| 10-13 | Fair to Poor | non fluent - ideas confused or disconnected - lack; logical sequencing and development |
| 7-9 | Very Poor | does not communicate - no organization - or not enough to evaluate |

3. Vocabulary

The criteria of scoring vocabulary are given below :

| Score | Result | Criteria |
|-------|------------------------|---|
| 18-20 | Excellent to Very Good | exact words - effective word/idiom choice and usage - word form mastery - appropriate register |
| 14-17 | Good to Average | adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured. |
| 10-13 | Fair to Poor | limited range - frequent errors of word/idiom form, choice, usage, meaning confused or obscured. |
| 7-9 | Very Poor | essentially translation - little knowledge of English vocabulary, idioms, word form, not enough to evaluate |

4. Language Use

The criteria of scoring language use are as follows:

| Score | Result | Criteria |
|-------|------------------------|--|
| 22-25 | Excellent To Very Good | effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions |
| 18-21 | Good To Average | effective but simple constructions – minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured |
| 11-17 | Fair To Poor | major problem in simple/complex construction, frequent errors of negations, agreement, tense, number, and word order/function, articles, pronouns, preposition and/or fragments, deletions -meaning confused or obscured |
| 5-10 | Very Poor | virtually no mastery of sentence constructions rules, dominated by errors, does not communicate. or not enough to evaluate |

5. Mechanics

The criteria of scoring mechanics are given below:

| Score | Result | Criteria |
|-------|------------------------|---|
| 5 | Excellent To Very Good | demonstrates mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing |
| 4 | Good To Average | occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| 3 | Fair To Poor | frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| 2 | Very Poor | no mastery of conventions, dominated by errors of spelling punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. |

3.6 The Validity and Reliability Of Test

Validity and reliability are clues to indicate the quality of a test. Every measurement tool has important characteristics within it. These characteristics are divided into two important parts, namely the validity and reliability checking

process. A test's reliability is determined by its validity. Before being used to produce reliable study data, the two variables must pass a test.

3.6.1 The Validity Of Test

Validity is the most important consideration in developing and evaluating measuring instruments. According to Arikunto (2006: 168), “validity is a measure that indicates the level of validity of the instrument”. There are three types of validity: content validity, criterion-related validity, and construct validity. In this research, the writer will choose to use content validity. This validity is a type of validity that depends on a careful analysis of the language being tested. The content of the test is a representative sample of language skills, structures and other. The author used this study to evaluate students’ performance in creating tests. This validation can be seen as follows:

Table Of Content Validity

| Competence | Form Of Test | Indicators |
|-------------------------|--------------|--|
| Making a Text Paragraph | Written Test | <ol style="list-style-type: none"> 1. Students will be able to understand the short story of Descriptive Text 2. Students will be able to choose a suitable topic title to write and develop their descriptive text. |

Based on the explanation above, The researcher chose to use content validity.

3.6.2 The Reliability of Test

Reliability is a good character trait in the text. this refers back to the consistency of measurement. According to Vest and Kahn (2006:289),

reliability is the level of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently.

In order to find out whether the test reliable or not, the writer will use the formula of Alpha in Arikunto (2010:238-240) as the following :

$$r_i = \frac{k}{(k-1)} + \frac{M(k-M)}{k(S_t^2)}$$

Where:

r_i : Internal reliability of instrument

k : The number of the best

M : The mean of the total score

l : Total of variance

S_t : Total variance

Table 3.4

The reliability test must meet a passing grade where this value can be said to be quite reliable.

| No | Reliabilities Index | Reliability Category |
|----|---------------------|----------------------|
| 1. | 0,81 – 1,00 | Very High Reliable |
| 2. | 0,61 – 0,80 | High Reliable |
| 3. | 0,41 – 0,60 | Reliable Enough |
| 4. | 0,21 – 0,40 | Low Reliable |
| 5. | 0,00 – 0,20 | Very Low Reliable |

3.7 Technique Of Analyzing Data

In this research, some steps will be applied in analyzing the data, they were:

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer
4. Calculating the mean of experimental and control group.

Finding out the mean score by using the following formula:

$$M = \frac{\sum X}{n}$$

Where:

M = mean (average)

$\sum X$ = the total score of the whole students

n = the number of the students

5. Calculating the range of the data by using the following formula.
6. Calculating standard deviation of each other.
7. Analyzing the data by using t-test.

The t-test assesses whether the means of two groups are statistically different from each other. a t-test is utilized to support the hypothesis that states “There is a significant effectiveness of PIE strategy in teaching writing descriptive text”. This analysis is appropriate whenever the researchers want to compare the means of two groups. This formula is :

$$t = \frac{M_x - M_y}{\sqrt{\frac{D_x^2 + D_y^2}{N_x + N_y} \cdot \frac{1}{2} \left(\frac{1}{N_x} + \frac{2}{N_y} \right)}}$$

Where :

t : The effect

Mx : The mean of experimental group

My : The mean of control group

Dx : Standard deviation of experimental group

Dy : Standard deviation of control group

Nx : The total sample of experimental group

Ny : The total sample of control group.

3.8 Statistical Hypothesis

According to Sudijono (2010:34) hypothesis testing, used the formula. The

Formulas is :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where :

M₁ : Mean of the difference of experimental class

M₂ : Mean of the difference of control class

SE M₁ : Standard of error of experimental class

SE M₂ : Standard of error of control class

The formula above can be tested at significant level 5% or $\alpha = 0,05$ from the list

of statistical tests. The test results are as follows:

Statistical Test Results

