



## TEACHING REPORT PARAGRAPH WRITING BY USING PIE (POINT, ILLUSTRATION, EXPLANATION) STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MAN 1 PALEMBANG

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**Abstract:** The aim of this study was to find out whether or not there is any means significant difference on students writing achievement of PIE (Point, Illustration, Explanation) and those who are not to eleventh grade students in MAN 1 Palembang. The population of this study consisted of 209 eleventh grade students of MAN 1 Palembang in academic year 2014/2015. The sample was selected by using purposive sampling. There were 76 students selected. Before being taught writing by using Pie Strategy or given treatment, the students were given pretest. From the students' score pretest, the writer got XI science 3 lower than XI science 2, it means that XI science 3 become as a experimental group and XI science 2 become as a control group. This study was conducted for about one month. During the treatment, the experimental group taught by using Pie strategy. There were twelve meetings which spent 70 minutes (2x35 minutes) in each meetings. Every meetings they got writing materials that were taken from Senior High School English books, cyberspace, and students' environment for the eleventh grade students. The data were in form of posttest experimental and control group of students writing achievement scores. Then, they were analyzed by using independent sample t-test to meet the objective of the study. From the result of independent sample t-test, it was found that there was a significant difference from students posttest experimental and control group, since the p-output was lower than 0.05 and t-value was higher than t-table (1.66).

**Keyword:** *Writing Achievement. Point, Illustration, and Explanation.*

### Introduction

Language is a very important means of communication between humans (Syal & Jindal, 2007, p.5). People use language to communicate with others. People communicates their ideas, emotions, beliefs or feelings to other as they share a common code that makes up the language.

One of languages in the world is English. According to Sharifian (2009, p.2), as an international language, English is used by millions of people around the world. It means that English is a global communication for many activities. The activities

encompass politics, economy, science, technology, culture, education, and entertainment.

In Indonesia, English is taught as compulsory subject starting from junior high school up to the university. Based on *Kemendikbud* (2013, p.91-92), English has been compulsory subject which is learned from junior high school to university.

In learning English, there are four basic skills that they are listening, speaking, reading, and writing. Petty and Jensen (1980, p.6-7) define that the term are “reading, listening, speaking, and writing.” Hence, the four skills consisted of listening, speaking, reading, and writing are the basic skill of English that must be learnt by people who will take English as their major in education.

One of the four skills of English is writing, a system to record language meaning and word symbol. Coulmas (2003, p.1) states that writing is a system of recording visible (language meaning) and tactile (word symbol). Moreover, writing is emphasized in verse of the holy-qur’an that writing is an important part of learning as follows:

*“And you did not recite before it any scripture, nor did you inscribe one with your right hand. Otherwise the falsifiers would have had [cause for] doubt”* (QS. Al-Ankabut 48)

As a result, writing as recording language meaning means a process of some words creating to become a sentence indeed a paragraph that has a meaning. Meanwhile the number of sentences becomes a text that can be understood by the reader when reading the text.

Writing is one of difficult skills to learn besides reading skill. Harley (2014, p.241) states that unlike speaking and listening, reading and writing are clearly not easy tasks to learn, as manifested by large numbers of people who find them difficult. Likewise, Asaro (2008, p.30) states that writing is difficult because of student’s inability to organize, start, and end thoughts, or write essays that forced them to rely on previous knowledge. The creative and analytical aspects involved in writing may



have been made the process difficult (Church et al., in Asaro 2008, p.30). For instance, students cannot start his ideas in writing with lack of words vocabulary. Writing also encompasses grammar and other components to master in mind of students. According to Peterson (2008, p.72), assessing writing is a subjective process. It means that writing have many range assesment, that call subjective. And Graham, Mac Arthur, and Fitzgeral (2007, p.89) state that “Learning through writing” does not seem very scientific but, rather, exteremely subjective. It can be say writing it hards to assest than the objective skill, beacause writing is subjective skill that have many compenent to assest. Likewise, Hafer (2014, p.76-77) states that when we speak about writing, we can get into trouble, when we work from the objective into the subjective. It conclude that writing it s not easy skill, because there are many compenent from the big scale till the little scale should be assest. And if that was not enough, when it comes to explaining real live events, explanation verges into discursive writing as there are often many possible alternative causes that are not necessarily linked and are often subjective (Corbett & Strong, 2011, p.110). It can be conlude that writing very difficult to assest, because we can not assest as objective skill, meanwhile subjective skill.

In addition, writing is taught in senior high school students at each semester to develop and procedure the text types. There are four kinds of texts at eleventh grade of senior high school to be learned, such as narrative text, descriptive text, report text and procedure text.

In learning writing some students still have difficulties to start writing. Based on the writer’s informal interview with teacher of english and eleventh grade students at MAN 1 Palembang, many students of eleventh grade get difficulties in learning writing skill. For examples, some of students are lack of grammar. Beside, the students have less vocabulary and like to imitate the text which given in the book or rewrite their friends’ work. Further, they are lack of motivation in learning writing.

These problems make the students dislike writing and get some difficulties in starting writing and making composition.

Considering the difficulties in teaching writing, A teacher must apply effective learning strategies. Based on *Permendiknas* No. 81-A 2013, learning process must commit to the principles that the other one is to apply some learning strategies which is effective, meaningful, and fun in other to solve difficulties of learning process. Because of that, one of strategies applied to overcome difficulties especially in teaching writing is Point, Illustration, Explanation (PIE) strategy that is one of the strategies in teaching writing to help students easy to write report text and increase students' motivation in writing skills.

Point, Illustration, Explanation (PIE) is designed to motivate the students' interest in writing and help students easy to write report. According to Cross (1996, p.44), PIE strategy is one of the strategies to help students easy to write report, analytical, and argumentative paragraph and increase students' motivation in writing skills. PIE stands for the word Point, Illustration, Explanation. By using these strategies PIE, students actively bring their background knowledge to the forefront, and student connections, interest, and motivation can be addressed when they used these strategies. In making Point of paragraph, students must have a prior knowledge about the phenomenon, issue, news, etc. In Illustration, students elaborate or draw how, what, why, when, where, the title or point of the topic can happend. After that students have to explain part of the illustration that students have wrote. Based on both of previous study this strategy helpfully students in easy making report paragraph.

Based on some previous explanations mentioned before, the writer was interested in conducting the study about teaching writing through Point, Illustration, Explanation (PIE) strategy to the eleventh grade students of MAN 1 Palembang.



### **Concept of Teaching writing**

Teaching means to help and cause someone to know something or to do something. According to Brown (2007, p.7-8), teaching is defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something to help and cause someone to know something or to do something, providing with knowledge, causing to know or understand.

Writing is a process of transferring and expressing our ideas or thought in words. According to Mora-Flores (2009, p.12), writing is a process by which we transfer our thinking, our ideas, and our experiences into written form.

According to Negari (2011, p.299), teaching writing is a complicated process which involves a number of cognitive and metacognitive, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. Further, writing is not only complex but also hard to teach where we need to master the grammatical and other components of writing.

### **Concept of Report Paragraph**

Writing a report paragraph requires students to explore factual information and create a format for sharing information (Moss & Lapp, 2010, p.310). Using report text organizer, students write a report paragraph describing the topic. The purpose of report paragraph is written to inform the audiences on a topic. Furthermore, Hampton et al. (2009, p.39) states that a report paragraph classifies and describes the ways things in the social and natural world. It gives details, often physical, about such things as animals, plants, weather, medicine, machines, and countries.

### **Concept of Point Illustration Explanation Strategy**

Point Illustration Explanation is a strategy to help students easy to write report. Cross (1996, p.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.

Moreover, the strategy enables the body of paragraph focus clearly, and develops convincingly. The Point, Illustration, Explanation (PIE) strategy is a strategy to ensure the body of paragraph focused clearly, develop convincingly, and connects back to thesis (Wallace, G. W & Bott, D. A, 1989). It is explained that PIE strategy is strategy that can enable the writer in putting the ideas on the paper. This strategy is so helpful to remind the students to write the clear aims and ideas in their writing. Jack (2006, p.173) states that point, illustration, explanation is a writing strategy to remind students about the key parts of a paragraph has all the pieces of the P-I-E (point-illustration-explanation). It means that pie is the key part of a paragraph in writing skill that easy for students. Whenever you are incorporating a source into a paragraph, simply remember P.I.E: point, illustration, explanation (Blinn College, 2008). It means that whenever you want to make paragraph, just remember P.I.E. Likewise, one of the easiest ways to develop a paragraph is using the PIE method (Texas State Writing Center, n.d.). It can conclude PIE is the easiest way to develop paragraph in writing skill to help students in good organizing.

### **Procedures of Point Illustration Explanation Strategy**

Teaching procedure by Using Point, Illustration, Explanation (PIE) is divided into the following three steps: (1) point, (2) illustration, (3) explanation (Wallace, G. W & Bott, D. A, 1989). The stages are elaborated as follows:

#### **a. The point**



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

**b. The illustration**

- 1) Teacher asks student to find data (facts, statistic, examples, expert opinions) from other reputable source to support their point.

**c. The explanation**

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

**Advantages of Point Illustration Explanation Strategy**

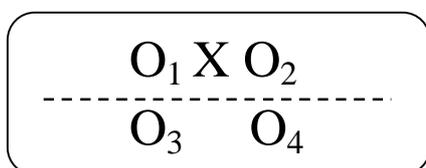
According to Cross (1996, p.44), Point, Illustration, Explanation (PIE) Strategy have benefits, there are as follows :

- a. Students are automatically able to write that the strategy will help the students when writing essays, reports, argument, 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 concept.
- b. This strategy helps the students to run their writing in good process of instruction given. The statement is supported by James cited in Cross (1996, p.46) who has identified each phase of Point, Illustration, Explanation (PIE) Strategy naturally
- c. Making the process is almost as automatic as using your proofreading software. It is explained that when the students try to follow the steps of this strategy, the students have indirectly followed the process automatically. Each steps are worthy for the students, so that the students can succeed in their writing as what they want to say in written form.

**Method of the study**

The method of the research is quasi experimental method. According to Fraenkel et al. (2012, p.275), quasi experimental design does not include the use of random assignment. It enables researchers to rely instead on other techniques to control (or at least reduce) threats to internal validity.

In this study, the writer used the pre-test post-test non-equivalent groups design. This design, one of the most commonly used quasi experimental designs in educational research, is such naturally assembly groups as intact classes or samples which may be similar. Model of the pretest-posttest non - equivalent group design suggested by Cohen et al. (2007, p.283) is as follows:



Where :

- : Dash line indicated that the experimental and control group have not been equated by randomization
- O<sub>1</sub> : The pretest of the experimental group
- O<sub>2</sub> : The posttest of experimental group
- O<sub>3</sub> : The pretest of the control group
- O<sub>4</sub> : The posttest of control group
- X : Treatment for experimental group taught by using PIE Strategy

**Population and Sample**

According to the Creswell (2012, p.142), population is a group of individuals who have the same characteristics. A group of individuals (a group of organization) with some common defining characteristic that the reasearcher can identify and study is called target population (Creswell, 2012, p.142). Population of



this study was the eleventh grade students of MAN 1 Palembang. There were six classes. The classes are divided into three classes of science program and three classes of social program. So, there were 209 students as the population.

Sample is a group in a research study on which information is obtained (Frankel et al., 2012, p.91). In this research, the writer used purposive non-random sampling. According to Arikunto (2013, p.33), purposive non-random sampling is selected based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select the sample.

Based on the research method used in this study, Cohen et al. (2007, p.283) mention that researcher using the pre-test post-test non equivalent groups design is advised to use samples that are similar between groups. the writer took two classes from XI IPA 2 and XI IPA 3, it was based on previous knowledge and the recommendation by the teacher of English who knew the characteristics. There were 38 students for experimental group and 38 students for control group. After giving pretest, the students from class XI IPA 3 belong to the experimental group (writing by using PIE strategy) and the students from XI IPA 2 belong to the control group.

### **Validity Test**

The validity of the instruments used in research is very important, for the conclusions that researchers draw are based on the information they obtain using the instruments. Fraenkel et al. (2012, p.147) state that the term “validity “ refers to the appropriateness, meaningfulness, and usefulness of any inferences of researchers draws based on the data obtained through the use of an instrument. In addition, Frankel et al. (2012, p.158) state that validity obtain by expert judgemnet by using Content-related evidence. There were three experts evaluating the test whether it was appropriate or not. The raters were an English lecturer in UIN Raden Fatah Palembang. There were 5 evaluated items; instruction, topic, time allocation, content and rubric. The results showed that rubric was very appropriate, topic, time allocation

and content were appropriate. In brief, the writing test was valid and appropriate to collect the data. There was one type of validity use in this research : content validity.

a. Construct Validity

The writer did construct validity of the test to judge or measure whether or not a test instrument well to measure students ability. In construct validity of this study, the writer submitted to three raters or expert judgements. The format of the instrument test was measured by three rater before doing research. Fraenkel et al. (2012 p.150) assumes that a common way is to have someone look at the content and format of the instrument and judge whether or not is appropriate. The “someone” of course, should be an individual who knows enough about what is to be measured to be a competent judge. Then, the writer took three raters measured the format of the instrument test. They are a lecturer of UIN Raden Fatah Palembang. They measured including such things as instruction, topic, time allocation, content, and rubric. After measuring the format of instrument test, the three rater accepted it to continue doing research to the eleventh grade students.

b. Content Validity

Content validity refers to judgements on the content and logical structure of an instrument as it is to be used in a particular study (Frankel et al., 2012, p.162). Rater was used to see the content validity by administering the test to the other students from different school with the sample.

**Reliability Test**

According to Frankel et al. (2012, p.154), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The concept of reliability is related to the consistency of the measurement when the testing procedure is repeated on a population of individuals or group.



Arikunto (2013, p. 242) states that in method of collection data, that is dangerous is in the scale that the assesment have range of consistency is low. In addition, Arikunto (2013, p.243) states that if the rater (expert judgement) more than two, it should be conducted the agreement score. It means that if the rater more than two, researcher can modify the formula as many as the rater used by researcher. Therefore, in this study the researcher use observation reliability that use rater (expert judgement) to take handle of the instrument and the rubric its reliable or not. By using Agreement Coefficient by H.J.X Fernandes cited in Arikunto (2013, p.244) follow the formula below :

$$KK = \frac{3S}{N_1 + N_2 + N_3}$$

KK= Agreement Coefficient

S = Agree, Amount of same object

N<sub>1</sub> = Amount of score by rater 1

N<sub>2</sub> = Amount of score by rater 2

N<sub>3</sub> = Amount of score by rater 3

From the calculation, it was found the reliability of the writing test items by using Agreement Coefficient was 0,79. It was higher than 0,70. Therefore, it could be stated that this instrument was considered reliable for this study.

### **Normality Test**

The writer analyzed the normality of the sample data of the pretest and posttest between experimental and control groups to prove the sample of the data is in normally distributed population or not.

In analyzing of the normality data of pretest scores, the writer used one-sample Kolmogorov-Smirnov test. Based on the analysis data of pretest in control and

experimental groups, it showed that the significance in experimental group was 0.923, and in control group showed the significance was 0.674. Since p value was higher than 0.05, it can be concluded that the data obtained were considered normal.

Meanwhile the significance of the posttest in experimental group was 0.611 and the significance of the posttest in control group was 0.631. The significance value of the Kolmogorov-Smirnov Z Test is greater the 0.05, it means that the data is in normally distributed population.

### **Homogeneity Test**

The writer analyzed the homogeneity of the sample data of the pretest and posttest between experimental and control groups to prove the variance every sample is homogenous or not. The writer found out that the significance was 0.393. Since p (0.393) value it was higher than 0.05, it meant that the students' pretest scores in control and experimental groups are considered homogeny. In other words, the samples are in the same capability.

Based on measuring homogeneity test for posttest in both groups, the writer also used Levene Statistics. The writer found out that the p was 0.748. Since it was higher than 0.05, it means that the students' pretest scores in control and experimental group are considered homogeny.

### **Hypothesis Testing**

In this study, to measure the significance difference, the writes used the independent sample t- test. The estimation on the independent statistics shows that it was found that p-output 0.000, since the p-output was lower than 0.05 and the t-obtained was 10.429 at the significance level of  $p < 0.05$  in two tailed testing and  $df = 74$ , the critical value of t- table is 1.666. Since the value of t- obtained exceeded the critical value of t-table, the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_a$ ) was accepted. It means that there was a significant difference in the



students' writing achievement between the students who were taught by using point, illustration, explanation strategy and those who were not.

### Conclusion

Based on the findings presented in previous chapter, the writer concluded that there was any significant difference on student's report paragraph writing achievement taught by using Point, Illustration, Explanation and those who are not to eleventh grade students of MAN 1 Palembang. It could be seen from the result analysis using independent sample t-test that showed the p-output was 0.000. From the score, it can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

However, the students felt interesting, helpful, and fun in learning writing. It was because Point, Illustration, Explanation strategy encouraged the students to organized their written report paragraph easily. That reason made that there was a significant difference on student's report paragraph writing achievement taught by using PIE and those who are not at tenth grade students of MAN 1 Palembang.

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