

## IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT BY USING PIE (POINT, ILLUSTRATION, EXPLANATION) STRATEGY AT SMPN 8 MAKASSAR

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### ABSTRACT

The purpose of this research was to improve students' writing skill by using Pie (Point, Illustration, Explanation) Strategy in narrative text for eight grade Students' of SMPN 8 Makassar in the Academic year 2022/2023. The research used the pre-experiment with pre-test and post-test research. The total population of the research was the eight grade Students of which consist of 36 Students. Then, the data had been collecting by using writing test which was applied in pre-test and post-test. The process of the research was applied four times. The research was conducted by giving treatment and succeeded in improving Students' writing skill in several aspect, namely content, organization, vocabulary, grammar, and mechanic. The treatment was carried out using PIE Strategy in narrative text. After conducting the research then the data were analyzed using test analysis on SPSS 16. The result of the average writing skill score on pre-test and post-test was 47.61. After the researcher gave treatment using Pie Strategy, it turned out that the score of student writing skill in narrative text in the post-test increased to 79.03. Therefore, the researcher concludes that writing skill in narrative text using PIE strategy can improve the writing narrative text ability of class VIII.9 Students' at SMPN 8 Makassar.

**Key Words** : Writing, skill, Narrative, text, PIE (Point, Illustration, Explanation)

### INTRODUCTION

Writing abilities are crucial for language learners as they serve as tools for understanding sentence or paragraph structures. Writing is a difficult process that requires coming up with and refining ideas, analyzing meaning, and deciding on contents, formats, organizational structures, and stylistic elements. In other words, writing within an active research process. Writing ability is the capacity to communicate verbally and in writing. Someone can elaborate their thoughts and intentions through writing. The four skills of speaking, reading, listening, and writing should be mastered when studying English. Writing will serve as a foundation for the growth of other linguistic abilities. Sharing information through writing is a process of communication. According to Robert (2009), writing is an effective method of learning that may be used to convey ideas, make assumptions clear, and learn new ideas and knowledge. A writer communicates and clarifies her thoughts and feelings with readers during this process. Writing is a process that involves conveying the author's ideas to the reader in written form. A writer should explore her mind to find new ideas that make her writing meaningful. The ideas will be a sentence, a paragraph and text. The other people need to write

that writing can help to sort out and organize, clarify what they think; develop their idea to make other people understand easily.

According to West (Paturerung, 2011), one motivation for educating students to write well is to help them communicate ideas to others, especially those who are geographically and temporally distant. Writing may be a method of learning about ourselves and our thoughts. When people must create personal letters, articles, books, and other writing-related products as part of their daily activities, we may observe the importance of writing. Writing is crucial for many other things, such as applying for scholarships abroad and passing a writing test before continuing. You also need to complete a scientific research paper if you want to graduate from a university or other institution. Writing is defined by Lindbolm in (Fatmawaty, 2010) as being studied to help us concentrate on and understand about vital topics. Through this activity, a person can learn a truth, solve a tough problem, and express their thoughts in a way that isn't possible in any other way, such as through writing. We can define writing as the process of conveying something via the use of language.

Kroma in Sepianita (2010: 8) argument, writing is kind of activities where the writer express all the idea in his or her mind on the paper from word to sentence, sentence to paragraph and paragraph to essay. While this is going on, EFL (English as a Foreign Language) learners face many challenges, including a lack of vocabulary, mechanics, and grammar. For instance, even though students can write sentences in English, the vocabulary they use is often repetitive, making it difficult for readers to comprehend what they have written. Although they are capable of writing sentences, they frequently employ poor grammar or poorly organized sentences. Additionally, they lack vocabulary and mechanics; they only use one word to express a term's second meaning, and they give little attention to spelling and punctuation.

There are a lot of methods, that had been used by other practitioners on students' writing skill like cubing strategy, plan sheet think strategy and many more. Because of many methods, had been used to improve students' writing skill, the research purposes point, illustration, explanation (PIE) strategy to enhance students creativity in writing. PIE strategy tends to keep the idea of a writer that want to describe as her or him intention. The same strategy also have been used by other researcher like Asmaul Husna (2012) and Lili (Hendrawati, n.d.).

The goal of the technique was for pupils to be able to create sentences in English and write paragraphs with strong structure, which relates each paragraph's thesis statement to its supporting evidence. This tactic is anticipated to be acceptable and to contribute favorably to the investigation of students' writing abilities. Point, illustration, and explanation (PIE) technique can be an excellent strategy to help the students run their writing in a good process of teaching delivered, as Croos in Husna (2006: 4) indicates. In order to determine

whether the point, illustration, and explanation (PIE) technique is useful for teaching creative writing, the researcher employed this tactic.

## METHOD

In this research, the researcher was applied pre experimental method because the population consisted of eight classes (groups) and there are no possibility for the researcher to randomize them as the sample of the research. The consideration is relevant to the statement of (Gay, 2006). The research design is used pre experimental research with one group pre-test and post-test. It intends to see how the strategy could improve students' comprehension in narrative text. This research was conducted at SMPN 8 Makassar. Jl. Batua raya No.1, Batua, Kec. Manggala, Kota Makassar. The research will be conducted on July in Academic year 2022/2023. The population of this research is the eight grade students of SMPN 8 Makassar in academic year 2022/2023. The total of the population is 36 students distributed in four parallel classes. The sample of this research is the eight grade students of SMPN 8 Makassar. The writer was taken one class for the sample, that is class VIII. Each group consist 36 students. The researcher used a writing test in narrative text as the instrument. The data was collected conducting the pre-test and post-test. The first test is pre-test that is a test which is done before conducting the treatment. While the post-test is a test which done after conducting that treatment. The students get the same test either in the pre-test or in the post-test. The writer asked the students to write the narrative text by their own word. The test is a way to know the students understanding about the lesson. Riduwan (2007) defined the test is the questions and exercises that used to measure skills, intelligent or talent. In this research the test focused on the narrative text. In the test the researcher would ask the students to write a narrative text. The aimed of test to know how the result the students' writing skill in narrative text. To get the writing score, the researcher used the table of writing score.

## FINDINGS AND DISCUSSIONS

### Findings

The findings of the research deal with the classification of the students pre-test and post-test. To find out questions in the previous chapter, the researcher gave a test the was given twice. A pre-test was given before treatment to know the students' writing skill, while post-test was given after treatment. The result of the post-test of this research can answer the question of this research that aims to find out through teaching writing narrative text by using PIE (Point, Illustration, Explanation) strategy.

The pre-test had been done before giving the treatment. It was conducted on Sunday August 1<sup>th</sup> 2022, the students were given a pre-test, the researcher found out the result of students' writing skill in pre-test based on writing test, which were resulted in the information as shown in the following table :

**Table 1. The Scores of Writing Ability in Pre-Test**

No	Students' initial	Score
1	A A	53
2	A A H	28
3	A N	46
4	AL	41
5	ALF	33
6	ALI	73
7	AMI	80
8	ARD	47
9	ATI	29
10	AN	44
11	DZA	58
12	FIT	64
13	GNA	67
14	IYH	49
15	JOE	28
16	KAY	29
17	F H	60
18	F R	28
19	FA	49
20	RA	29
21	RAI	46
22	RAS	28
23	NL	71
24	N AF	28
26	N F	53
27	N S	64
28	P R	48
29	QSA	29
30	RN	27
31	RL	49
32	RIA	38
33	SA	76
34	SAH	49
35	DHE	66
36	M A	72

After knowing the students' total score in pre-test based on writing skill, the following table are students' score in each item:

Table 2. The Students' Score in Pre-Test

No	Initial	Score					Score (Pre-Test)
		Content	Org	Voc	Gra	Mec	
1	AA	15	14	12	6	6	53
2	AAH	6	6	6	5	5	28
3	AN	12	11	11	6	6	46
4	AL	12	11	6	6	6	41
5	ALF	6	6	11	5	5	33
6	ALI	20	15	15	12	10	73
7	AMI	20	12	18	18	12	80
9	ARD	12	11	12	6	6	47
10	ATI	6	6	6	6	5	29
11	AN	15	11	6	6	6	44
12	DZA	14	12	15	11	6	58
13	FIT	18	15	14	11	6	64
14	GNA	18	11	15	12	11	67
15	IYH	12	6	15	10	6	49
16	JOE	6	6	6	5	5	28
17	KAY	6	6	6	5	6	29
18	FH	18	14	11	11	6	60
19	FR	6	6	6	5	5	28
20	FA	6	15	10	6	12	49
21	RA	6	6	6	5	6	29
22	RAI	12	11	11	6	6	46
23	RAS	6	6	6	5	5	28
24	NL	20	15	18	12	6	71
25	NAF	6	6	6	5	5	28
26	NF	18	12	11	6	6	53
27	NS	18	14	15	11	6	64
28	PR	15	10	6	12	5	48
29	QSA	6	6	6	6	5	29
30	RN	5	6	6	5	5	27
31	RL	15	11	11	6	6	49
32	RIA	11	6	11	5	5	38
33	SA	20	15	15	15	11	76
34	SAH	18	6	11	6	8	49
35	DHE	20	15	14	11	6	66
36	MA	20	15	15	11	11	72

The table 2, shows that there are deficiencies in the students' writing test. There are five scoring technique of writing test, namely content, organization,

vocabulary, grammar and mechanic. Most students got poor and very poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 2

Before giving treatment there was pre-test. In pre-test, the researcher introduced herself and gave explanation about the purpose of the research to make students understood what the researched aims to do this research. After that, the researcher gave a text based on the topic that have been togave to them. Then, the students write story the text what they know in the story was given by the researcher to know the students skill in writing. As the result, the students' writing skill were in very low category of writing.

In the second meeting on Monday, August 01<sup>st</sup>, 2022, the researcher class by greeting. The students responded well and gave their smile and showed their spirit which mean they were willing to learn. Next the researcher explained the procedure of pie strategy. The research helped students to know vocabularies all the of the story that would used in the writing. After that, the researcher distributed the material. The given material the topic for this meeting was "Pinocchio" the researcher also tell to students to used dictionary to vacilitate to students in asking and responding the question relating the material.

All students were still difficult to apply this strategy because the have not prepared themself yet. There are some students still need guide on what to do and are still confused but the researcher gave more explanation to students using this strategy to complete the text.

On Thursday, August 4<sup>st</sup>, 2022, was the third meeting, here the researcher did the same activity with the first meeting but with the defferent topic. The topic was "Snow White". In this meeting, the was an improvement in students' writing for fill in the word pie. The process of pie strategy was running well because the students had prepared themselves and dominate procedure of strategy before explained. The researcher did not need to guide the students all the time because they had understood procedure the strategy. However, several of students were not yet understood to applying this strategy.

The pie process was running very well as the researcher hoped. There were so many improvement in this last treatment. The improvement was seen in all aspects of writing. The students' writingin creased as the topic about text which was very familiar so they could express their idea. In this meeting all students can express their idea toward the topic because they have prepared themselves well. The researcher was so happy about it and she was proud the students improvement in writing at that time. All of the studentsenganged fully in the process of pie strategy. Several of them were so active than before. They always want to write and express their idea because they fell so fun and enjoy to describe a familiar topic in the class. Then, the process learning was running smoothy without any obstacle.

In the last, the researcher gave post-test still on Monday August 08<sup>th</sup>, 2022, in this meeting the researcher gave a test with the topic “ Cinderella” then, the students write their idea with their own words. Most of the students could write more than one paragraph. In aimed to know the students’ writing skill after doing treatment. The researcher took the test of the students to make easier gave a score of writing aspects because the resaercher had to focus on five aspects.

**Table 3. The Students’ Score of Writing Ability in Post-Test**

No	Students’ Initial	Score
1	AA	74
2	A A H	73
3	A N	74
4	AL	64
5	ALF	73
6	ALI	83
7	AMI	100
8	ARD	87
9	ATI	83
10	AN	75
11	DZA	77
12	FIT	84
13	GNA	79
14	IYH	66
15	JOE	75
16	KAY	74
17	F H	76
18	F R	76
19	FA	76
20	RA	78
21	RAI	77
22	RAS	87
23	NL	82
24	N AF	72
25	N F	80
26	N S	83
27	P R	80
28	QSA	73
29	RN	74
30	RL	74
31	RIA	69
32	SA	85
33	SAH	93

34	DHE	77
35	M A	86
36	AND	82

Table 3. Students' score in post-test based on writing skill, test the following table are students score to find out in each item.

Table 4. The Students' Score in Post-Test

No.	Responde nt	Score					Score (Post-Test)
		Conten t	Org	Voc	Gra	Mec	
1	AA	20	18	14	11	11	74
2	AAH	18	12	12	18	13	73
3	AN	18	15	15	14	12	74
4	AL	18	12	12	11	11	64
5	ALF	18	15	14	15	11	73
6	ALI	20	18	18	15	12	83
7	AMI	20	20	20	20	20	100
8	ARD	18	14	20	15	15	82
9	ATI	20	18	20	14	15	87
10	AN	18	18	16	15	16	83
11	DZA	18	15	15	11	16	75
12	FIT	18	15	18	15	11	77
13	GNA	20	18	15	12	19	84
14	IYH	20	15	18	14	12	79
15	JOE	15	12	15	12	12	66
16	KAY	18	15	14	18	10	75
17	F H	18	14	15	16	11	74
18	F R	20	18	12	15	11	76
19	FA	18	15	15	14	14	76
20	RA	18	15	15	14	12	74
21	RAI	20	18	18	11	10	78
22	RAS	18	15	15	18	11	77
23	NL	20	18	20	15	14	87
24	N AF	20	16	20	15	11	82
25	N F	18	15	12	16	11	72
26	N S	20	15	20	12	13	80
27	P R	20	18	18	15	12	83
28	QSA	18	14	18	15	15	80
29	RN	18	15	13	15	12	73
30	RL	20	12	14	12	16	74

31	RIA	18	15	15	15	12	74
32	SA	18	14	13	10	14	69
33	SAH	20	18	18	15	14	85
34	DHE	18	18	20	19	18	93
35	M A	20	18	15	14	10	77
36	AIL	20	18	18	15	15	86

The table 4 above, showed that the result of students' writing skill score after applying the PIE strategy. Most of students' score get improvement in to good very excellent score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test.

**Table 5. The Percentage Scores of Writing in Pre-Test**

Classification	Score	Predicate	Pre-test	
			F	%
Excellent	90-100	A		
Good	75-89	B	1	5%
Fair	60-74	C	9	10%
Poor	30-59	D	16	60%
Very poor	5-29	E	10	30%
<b>Total</b>			36	100%

Table 5 shows that students in the pre-test. The pre-test score shows that there is no students got classification excellent with score 90-100. In the classification good there is 1 students with score 75-89, fair 9 students with score 60-74, poor 16 students with score 30-59 and very poor 10 students with score 5-29 out of 35 students.

**Table 6. The Percentage Scores of Writing In Post-Test**

Classification	Score	Predicate	Pre-test	
			F	%
Excellent	90-100	A	2	10%
Good	75-89	B	22	75%
Fair	60-74	C	12	15%
Poor	30-59	D		
Very poor	5-29	E		
<b>Total</b>			36	100%

Table 6 After giving the treatment shows that most the students score of in post-test are in good categories after giving treatment through pie strategy 2 out of 36 students is in excellent classification, and 12 out of 36 students is in fair classification. This could be the evidence that the strategy which the research applied in learning process has worked successfully on the students in class. It based on data presented on the table 4.1 and 4.3 shows there are significant different between the students score in pre-test, where students score in post-test is high than the students pre-test.

**Table 7. Mean Score and Standarddeviation in Pre-Test and Post-Test**

	N	Mean	Std. Deviation
Pre-test	36	47.61	16.458
Post-test	36	79.03	7.618
Valid N (listwise)	36		

Table 7 above, shows that the mean score obtain by the students' score in post-test higher than pre-test. It indicated that after getting treatment for two times through pie strategy the students' writing. Furthermore, the mean score in the pre-test is 47.61 and after getting the treatment through pie strategy the mean score in the post-test reduces to 79.03.

**Table 8. The Result of The T-Test**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pre-test-Post-test	-31.417	16.366	2.728	-36.954	-25.879	-11.518	35	.000	

Based on the table 8 above, that the value the t-test was higher 11.518 than the df was 35. It indicated that there was a significant difference between the result students' post-test. The mean score of the writing skill on the pre-test was 47.61. After the writer did the treatment using Pie strategy in the post-test the mean increased to 79.03.

## Discussion

This section presents a discussion of both pre-test and post-test tests in the research findings. The researcher concluded the result of the study that is the effectiveness of PIE (point, illustration, explanation) strategy on students' creativity in writing. After computed the data of this study the researcher found out the significant different between students mean score in pre-test before treatment was (47.61) and the mean score of post-test was (79.03).

After conducting the research, the researcher found the students excited with the implementation of pie strategy as strategy to be used in the class, so they followed the teaching and learning process enthusiastically. 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, narrative, 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. James (2010),<sup>34</sup> state hat by identifying each phrase 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 students 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. But the problem the students still difficulty to express their idea in English because they have limited vocabulary to write and don't know what they want to write in English and this the first time the students learn writing narrative text. But this not problems to students in practice strategy that is given by the researcher.

Based on the statement of the researcher in previous chapter, it said that most of students' have some problems in expressing their idea. It is proved by the mean score of students in pre-test which was very poor but they are some factors the are improve the student in their writing skills after got treatment using PIE strategy. Additionally, the method makes it possible for the paragraph's body to grow and focus clearly. The point, illustration, and explanation (PIE) technique helps the body of the paragraph maintain a clear emphasis, develop convincingly, and return to the thesis (Wallace, G. W & Bott, 2012). The PIE strategy is defined as a strategy that can help the writer put his or her ideas on paper. Secondly, learning enviroment also has an important roll in success of writing. Actually, writing should have many practice. It is proved by the learning environment in the class that the researcher aks the students' in very meeting to practice writing one topic of narrative text.

According to Cross in previous chapter the states that the PIE strategy helping young writers recognize what they should write. Finally helping students make decisions about a specific writing testand guiding them in develoving environment where learners cannot write on their process. Many people think writing in English is still very difficult for students' in junior high school. Therefore, the researcher

used this strategy at the secondary school level because according to Charles earlier this strategy helped students' process where students' could not write what they knew for them write and in the end students' could make a decision that could be developed. Then, the researchers guided students' using PIE strategy this is to help students'. Where students' can write what they want to write in their learning process. After implementing PIE strategy in the class. Students get enough practice at the first until fourth meeting. And in the one group students share their experiences and background knowledge in their own group. Each student has certain experience and background knowledge to share with others students they do it in groups to have complete ideas about the text. The last part is that students integrate information from text with experience of developing an understanding of the text. Such as whether students have read the text before or have read the text.

The researcher thought that PIE (point, illustration, explanation) strategy is suitable for teaching writing skill because there are several points that the researcher got within the use of the strategy itself. First, PIE (point, illustration, explanation) strategy helped the students' in improve their creativity especially in writing skill. Second, PIE (point, illustration, explanation) strategy thought students' to write in good way and good structures. The data of the students in the table 4.6 showed that there are changes of students' scores after that treatment. All the research sample of the research 2 students' got excellent score, 22 students' got good score, and 12 students' got fair score. The last it provides the students' to create their own experience extensively. In addition, it was found that the value of t-test was (11.518) and the value of df was (35). It means that the researcher can draw a conclusion that the implementation of PIE strategy is able to improve writing skill at the eighth grade students' at SMPN 8 Makassar.

Therefore it is concluded that  $H_a$  (PIE) Strategy effective on students' creativity in writing skill) is accepted. While, the null hypothesis (PIE strategy is not effective on creativity in writing) is rejected.

## CONCLUSION

Based on the findings and discussions, the researcher concludes that the use of pie strategy at SMPN 8 Makassar, can improve students' writing skill, as evidenced by whether there does Point, Illustration, Explanation Strategy significantly effect to students' writing skill in narrative text and How affective are pie (point, illustration, explanation) strategy to improve students' writing skills. There was a significant improvement using pie strategy on the writing narrative test ability of class VIII.9 Students' of SMPN 8 Makassar. It can be seen that the t-test score is 11.518, the writing test score before students' are taught to use pie strategy is the average, the average writing test score on the pre-test was 47.61. After the researched treated using pie on the post-test the average value increased to 79.03. Therefore, the researcher concluded that writing narrative test using pie strategy could improve writing ability of grade VIII.9

students' at SMPN 8 Makassar. The result of the pretest and post-test showed that there was a very significance difference, the researcher concluded the use of the pie strategy could improve the writing ability of students' at SMPN 8 Makassar. For the research problem, pie improved students writing skill at eight grade students of SMPN 8 Makassar. T-test result in which the value of t-test was 11.518 it was degree of freedom(df) was 35

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