Teaching Writing Procedure Text by Using Pie (Point, Ilustration and Eksplanation) Strategy

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Abstract: *The objective of this pre-experimental study was find out if the use of the PIE strategy can improve the ninth grade students of at MAS Al Ishlah Al Aziziyah Banda Aceh in writing procedural text.The population of this study is all students in the ninth grade in academic year 2021/2022 (70 students), and the sample is one class of 34 students which were chosen by using random sampling technique. After teaching writing by using PIE strategy, it was found that the students' writing scores were significantly improved. The result of t-test showed that the value of t-test is -22.08 (out of -1.96 and 1.96). It indicates that after the researcher taught procedural text using the PIE strategy, the students' writing ability in terms of content, organization, language use, vocabulary, and mechanics improved significantly.*

Keywords : PIE Strategy, Writing, Procedure Text

Abstrak: Tujuan dari penelitian pra-eksperimen ini adalah untuk mengetahui apakah penggunaan strategi PIE dapat meningkatkan siswa kelas IX MAS Al Ishlah Al Aziziyah Banda Aceh dalam menulis teks prosedur. Populasi penelitian ini adalah seluruh siswa kelas IX tahun ajaran 2021/2022 (70 siswa), dan sampelnya adalah satu kelas sebanyak 34 siswa yang dipilih dengan teknik random sampling. Setelah mengajar menulis dengan menggunakan strategi PIE, ditemukan bahwa nilai menulis siswa meningkat secara signifikan. Hasil uji-t menunjukkan bahwa nilai uji-t adalah -22,08 (diluar nilai -1,96 dan 1,96). Artinya, nilai hasil pengujian ini kurang dari persyaratan rentang statistik minimum. Hasil SPSS ini menunjukkan bahwa setelah peneliti mengajarkan teks prosedur menggunakan strategi PIE, kemampuan menulis siswa dalam hal isi, organisasi, penggunaan bahasa, kosa kata, dan mekanisme meningkat secara signifikan.

Kata kunci : Strategi PIE, Menulis, Teks Prosedur

Writing is a skill that people use to communicate with other people in everyday life, and it is one of the language skills that students must master. Writing is still the worst of the four skills. Writing, according to Hudelson (2009), is a complex process that allows writers to explore ideas and thoughts and make them visible and concrete.

According to Ghaith (2002), writing is a recursive process that each writer employs in a unique way. However, in order to learn the conversations of spelling, punctuation, and grammatical agreement, novice writers must practice "writing" or exercises that involve copying or reproduction of learned material. Furthermore, students must "write in the

language" by participating in a variety of controlled grammar practice activities, such as writing within a framework that includes transformation exercises, sentence combination and expansion, and idea frames.

However, students frequently struggle to produce good writing due to a lack of vocabulary, grammar, and writing practice. According to the Curriculum 2013 of MAS Al Ishlah Al Aziziyah Banda Aceh, procedure text is one of the text genres that students must produce. It compares social functions, text structures, and linguistic elements of several oral and written procedural texts by giving and asking for information related to food/beverage recipes and manuals, short and simple, context of use.

In light of the preceding issue, one of the strategies used to overcome difficulties, particularly in teaching writing, is the Point, Illustration, Explanation (PIE) strategy. According to Antiss (2013), one of the strategies in teaching writing to help students easily write procedure text and increase students' writing is the PIE strategy. This strategy is expected to be effective in teaching procedure text writing to first-year students, particularly those at MAS Al Ishlah Al Aziziyah Banda Aceh.

Following that, Yusuf (2014) found that teaching report text writing using PIE strategy made the students active and creative, thus increasing their ability at MAN 1 Palembang. There was a significant difference in report paragraph writing achievement between students who were taught with Point, Illustration, and Explanation and those who were not. Furthermore, the p-value of the independent sample t-test was 0.000, indicating that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Writing was also found to be interesting, beneficial, and enjoyable by the students. The Point, Illustration, Explanation strategy encouraged students to easily organize their written report paragraphs.

Furthermore, Hidayatullah et al. (2018) conducted a study to determine the effectiveness of the Point, Illustration, and Explanation (PIE) Strategy on students' writing creativity. The study was quasi-experimental in nature, with a control group pretest and posttest design. The population consisted of 87 second-grade students from SMAN 1 Praya Timur, divided into three classes. Using a cluster random sampling technique, MIA 1 (29 students) became the experimental group, while MIA 2 (29 students) became the control group. To collect research data, a creativity writing test was administered. The data

analysis revealed that the t-test (4,06) and t-table (1,671) values at a confidence level of 0.05 (95%). It indicated that the Point, Illustration, Explanation (PIE) Strategy improves students' writing creativity at SMAN 1 Praya Timur.

Irsani (2019) investigated the impact of teaching writing using the PIE strategy. This study used a pre-experimental design with pretest and post-tests and total sampling. The results of the pretest and posttest scores also showed that after the researcher implemented PIE in teaching writing, the students' ability to write procedural text increased as their motivation to learn procedural text increased.

Based on the explanation above, this study is conducted to find out how can the use of the PIE strategy improve the first grade students of MAS Al Ishlah Al Aziziyah Banda Aceh in writing procedural text.

LITERATURE REVIEW

PIE Strategy

PIE is a method of creating body paragraphs that can be used in almost any analytical or argumentative paper. This technique will assist in not only staying to one point but also in making that point in depth (Antiss (2013). This strategy is used to keep a writer's ideas that he or she wants to describe as his or her intention. This strategy allows the writer to achieve the points in the writing and elaborate on the ideas to write. The writing goals will be met if you pay attention to the points, illustrations, and explanations.

The steps of the PIE technique in teaching writing skill are as follows: (a) choosing a topic by underlining one such as a music video, the president, globalization, etc., (b) Using the topic chosen, write a topic sentence that includes a statement of the main ideas in the paragraph; (c) brainstorm concrete illustrations to support main ideas; and (d) brainstorm about the information used (Roza, 2010). In other words, a point is a topic sentence on each paragraph; an illustration is a paragraph body supported by someone's argument and facts from other sources; and an explanation is a relevant portion to make conclusions clear and explain more information at the end of a paragraph.

Teaching Writing

According to Heaton (1975), "writing is a task that involves the writers in manipulating words in grammatical correct sentences, those sentences in form of writing

that successfully communicates the writer's thoughts and ideas on a specific topic." Writing, according to her, is a process in which the brain works while performing this activity. In other words, writing necessitates thought, time, and the freedom from other activities.

The writing process should also be taken into account. It is influenced by the content as well as the writing medium. The procedures are as follows: planning, drafting, editing, and final draft (Harmer, 2004). These are the steps to take if you want to write a good piece. Before writing, one should plan what they are going to write and understand why they are writing. A number of drafts and edits may be produced in order to obtain good writing - that is, the final draft.

Writing is a revision process. Successful writers make revisions that are more than just correcting errors or cleaning up a manuscript. They change the meaning of materials by adding, deleting, substituting, and rearrangement. A writer may produce a series of drafts, a redraft, which is basically the writer talking about, finding his thesis, and organizing and developing his text while developing a final text. A text expresses the meaning as well as the reader.

It is possible to conclude that writing is a process of revising what to write, recruiting or planning what to express, and finally drafting as a result of a writing thinking process. Finally, the goal of writing is to express or communicate the writer's thoughts, mind, desire, and feelings in written form. Readers will enjoy the writing, and it will have an impact on their thoughts, minds, and feelings as a result.

Procedure Text

According to Anderson and Anderson (1998), a procedure is a piece of text that instructs the reader or listener on how to do something. The goal of procedure text is to provide sequential information or directions so that people can complete tasks in a safe, efficient, and appropriate manner. Procedure text is already used in people's daily lives, such as when giving instructions to make something, game rules, recipes, manual steps, and destination directions (Derewianka, 2004). The context is divided into three parts; title/goal, list of material and steps/method/procedures.

Furthermore, in writing a procedure text, the use of sequences must be taken into account. According to Mangubhai and Pritchard (1996), sequence or order is very important in both describing a process and reporting a procedure, and it helps to connect

the sentences. Sequences such as then, next, and after this indicate the order in which events or stages of a process occur. The sequences are typically placed at or near the start of a sentence.

RESEARCH METHODOLOGY

The Research Design

The pre-experimental design was used in this study. According to Nunan (1996), a pre-experimental design includes only one group or class that receives a pre and posttest. The pretest and posttest were given to the pre-experimental group in order to determine the effect of the Point-Illustration-Explanation (PIE) Strategy on first grade students' writing text in MAS Al Ishlah Al Aziziyah Banda Aceh.

Population and Sample

The population of this study is all students of the first grade in the academic year 2022/2023. The total population is 70 students. They are composed of two classes; class X 1 and class X 2. Meanwhile, the sample in this study was 34 students (students at class X-1) which have chosen by using random sampling.

Research Instruments

The researcher used a writing test in procedural text as the instrument. The writing test applied for pretest and posttest. the students were asked to write procedural text based on the topic/title given by the researcher such In doing this, the researcher gave some titles such as such as how to make noodle, how to make coffee, how to make tea, Then, the students' writings were scored by determining the writing aspects such as content, language use, organization, vocabulary and mechanic.

Technique of Data Collection

Before the researcher gave a treatment, the students were given a writing test about procedural text. The pretest was given to know the students' prior ability in writing in procedural text before giving the treatment. After giving a pretest, the researcher taught writing procedure text by using PIE strategy . The treatment was conducted for three meetings with different topics. Then, the post test was administered after the researcher taught the students by using PIE strategy. The aim was to know the students ability in writing procedural text after they were taught by using PIE strategy.

Technique of Data Analysis

The collected data in this research was analyzed by using quantitative analysis. The researcher analyzed the data by calculating the Mean (M), Standard Deviation (SD) and t-score. In doing this, the researcher used SPSS version 23 to assist him to calculate the data.

RESULT AND DISCUSSION

Result

The researcher analyzed the students' total writing scores in pretest and posttest. The descriptive statistic result of the pretest and posttest writing scores is presented in the following table.

Table 1. Descriptive Statistics of the Pretest and Post-test Scores of Writing Test

	N	Range	Minimum	Maximum	Sum	Mean
Pretest	34	25	25	50	1200	35.29
Posttest	34	25	55	80	2369	69.68

The table above displays the descriptive statistic of the pretest and posttest total scores. The analysis result shows that the highest score of writing in pretest is 50 and the lowest score in pretest is 25. The mean of pretest is 35.29 and the standard deviation value is 6.68. Meanwhile, the highest score of posttest is 80 and the lowest score of posttest is 55. The mean of posttest is 70.29 and the standard deviation value is 6.02. It shows that the mean of posttest is higher than the pretest which means that the treatment improved the students' scores.

Table 2. Summary Statistics of the Pretest and Post-test Scores of Writing Test

	Writing pretest	t-test Value	Writing post-test
N (Number of students)	34		34
R (Range)	25		25
$\bar{x}$ (Mean score)	35.29	-22.018	69.68
S (Standard deviation)	6.68		7.06

The table shows the summary statistic Based on the statistical analysis, the mean score of the posttest is higher than the pretest. The mean score of pretest is 35.29 and the mean score of posttest is 69.68. It means that there is a widely different between the mean of the pretest and the posttest of writing scores. In means the increasing achievement is due to the impact of the treatment. In other

word, it can be concluded that it is the positive effect of applying the PIE strategy in teaching writing.

The positive effect of the treatment is indicated from the standard deviation. The standard deviation value of posttest is lower than the standard deviation of pretest. It means that the students' scores of posttest are more homogenous and not widely scattered as students' score at pretest.

Furthermore, the table shows that t-value is -22.08. It is out of the limit given (between -1.96 and 1.96). It means that the difference between the pretest and posttest score is significantly different. In other words, it accepts the alternative hypothesis and rejects the null hypothesis. Thus, it proves the theory that applying PIE strategy in teaching writing has positive effect to students' achievement in writing.

Discussion

The researcher discovered that after implementing the PIE strategy in teaching writing, students' writing ability at MAS Al Ishlah Al Aziziyah Banda Aceh improved significantly. The t-test result revealed that the value of t-test is -22, 08, which is greater than the limit specified (between -1.96 and 1.96). This result implies that after the researcher taught the students using the PIE strategy, their writing ability in terms of content, organization, language use, vocabulary, and mechanics significantly improved. The mean scores before and after the implementation of the PIE strategy shows that the scores improved, with the pretest mean score of 3.29 and the posttest mean score of 69.68.

Actually, the above result is consistent with the findings of a previous study by Antiss (2013), Yusuf (2014), and Irsani (2019), which found that using the PIE strategy improved students' writing ability. Students were encouraged to expand their ideas by using a selected topic while learning writing using the PIE strategy. The topic was chosen by underlining one of the students' preferences. The students were then instructed to write a topic sentence that included a statement of the paragraph's main ideas. Furthermore, the teacher brainstormed the topic to concrete illustration to support main ideas and gave brainstorming regarding the information used (Roza, 2010). They also attempted to organize the idea using the pattern

provided.

Furthermore, during the implementation of PIE at MAS Al Ishlah Al Aziziyah Banda Aceh, the students attempted to use new vocabularies in appropriate sentences. They should also pay attention to the use of punctuation, markers, and so on. All of the above activities improved the five aspects of writing that were assessed after the treatment. This finding also supports Antiss's (2013) existing theory that the PIE strategy allows the writer to achieve the points in the writing and elaborate on the ideas to write. In other words, when teaching writing using the PIE strategy, students were taught to emphasize the point that was the topic sentence on each paragraph.

CONCLUSSION AND SUGGESTION

Conclusions

The goal of this experimental study is to find out whether the Point Illustration and Explanation (PIE) strategy improves students' writing ability at MAS Al Ishlah Al Aziziyah Banda Aceh in terms of content, organization, language use, vocabulary, and mechanics. The population of this study is all students in the first grade in academic year 2022/2023 (70 students), and the sample is one class of 34 students. Meanwhile, the researcher collected data using the PIE strategy in writing instructions.

Furthermore, it was discovered that after teaching writing using the PIE strategy, students' writing scores improved significantly. The t-test result revealed that the value of the t-test is -22.08. (out of -1.96 and 1.96). This SPSS result indicates that after the researcher taught procedural text using the PIE strategy, the students' writing ability in terms of content, organization, language use, vocabulary, and mechanics improved significantly.

Suggestion

Knowing that using Point Illustration and Explanation (PIE) in teaching writing has a positive effect on students' writing in terms of content, organization, language use, vocabulary, and mechanics, it was proposed that English teachers use the PIE strategy in teaching writing. Furthermore, the researcher also suggested other researcher to conduct more specific research about the implementation of PIE in teaching writing such as the effect of PIE on grammar, vocabulary, etc.

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