The Effect of Point Illustration Explanation (PIE) Strategy Towards Students' Descriptive Writing at the Tenth Grade Students of SMAN 1 Malingping, Lebak-Banten in Academic Year 2023/2024

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Abstract: This study aims to evaluate the Effect of the Point Illustration Explanation (PIE) Strategy on Students' Writing Skills in Descriptive Texts at the Tenth Grade of SMAN 1 Malingping, Lebak-Banten, in the 2023/2024 academic year. The PIE strategy involves using concrete examples, in-depth explanations, and clear illustrations to help students understand and develop their descriptive writing skills. This quantitative study employs a quasi-experimental method with a sample of 74 tenth-grade students divided into an experimental class (using the PIE strategy) and a control class (using the KWL strategy). Data were collected through pre-tests and post-tests, and analysed using normality tests, homogeneity tests, and paired t-tests with SPSS 22. The results indicate a significant effect of the PIE strategy on students' descriptive writing skills, as evidenced by a t-value of -28.066 with df 74 and a two-tailed significance of 0.000, meaning Ha is accepted and Ho is rejected. In conclusion, the PIE strategy significantly improves the descriptive writing skills of tenth-grade students at SMAN 1 Malingping, enhancing their understanding of descriptive writing structures and techniques, increasing motivation, helping them develop ideas more thoroughly, and improving their ability to present clear and creative descriptions.

Keyword: *Descriptive Writing, PIE Strategy, Writing Skill*

1. Introduction

English is the most widely used international language, with more than one billion speakers globally. It is the official language in over 60 countries and is integral to communication in both developed and developing nations. In Indonesia, English holds significant importance in various fields, including education, business management, tourism, and the creative industry. Therefore, enhancing English proficiency, particularly in education, is essential. Among the four key English skills-listening, speaking, reading, and writing-writing is crucial for conveying ideas and messages effectively. Writing allows students to express themselves, explore ideas, and communicate efficiently with others. The development of English proficiency in high school is closely linked to cultivating monologue text writing skills, such as descriptive, narrative, and report texts.

However, many students face challenges in effectively structuring written texts. Writing requires mastering various skills, including pre-writing, drafting, revising, and editing, which involve grammar, vocabulary, and spelling. Research by Basalama et al. (2020) highlighted two primary difficulties students encounter in essay writing: pre-writing and pre-drafting. Their study found that nine students struggled with pre-writing, while twelve faced challenges with pre-drafting, particularly in topic selection and organizing the essay. Interviews with students and observations revealed that nearly 80% of students complained about writing subjects. Common issues included a lack of motivation, limited vocabulary, difficulties in applying grammar, confusion in expanding main ideas, and the need for effective strategies to enhance writing skills. To address these problems, the Point Illustration Explanation (PIE) strategy was introduced as a classroom learning strategy to improve writing skills. The PIE strategy involves three components: Point (introducing the main idea), Illustration (providing supporting evidence), and Explanation (elaborating on the illustration). This strategy encourages students to engage in analysis and develop their ideas logically and thoroughly.

The novelty of this research lies in its focus on the PIE strategy as a specific method to improve descriptive writing skills among tenth-grade students at SMAN 1 Malingping. Unlike previous studies that broadly addressed writing difficulties, this research zeroes in on the effectiveness of the PIE strategy in a descriptive writing context. The study aims to provide empirical evidence supporting the use of the PIE strategy to enhance students' writing skills. Writing is a fundamental skill in learning English, essential for students to express opinions, ideas, and information. According to Eliwarti & Aruan (2018), writing is a form of conveying ideas or thoughts that aim to provide knowledge and experience to readers. Maslichah & Tarwiyah (2017) further describe writing as a productive skill that involves developing ideas through knowledge and vocabulary. Maulana et al. (2021) emphasize that writing conveys ideas, meaning, and feelings in written form.

Brown & Abeywickrama (2018) identify four basic types of writing: imitative, intensive, responsive, and extensive. Responsive writing, which requires students to connect sentences into paragraphs, is particularly relevant for descriptive text writing. The writing process, as outlined by Rony (2021), involves pre-writing, drafting, revising, and editing. These stages are crucial for producing coherent and well-structured texts. Components of writing, as noted by Jacob et al. in Brown (2018), include content, organization, vocabulary, grammar, and mechanics. Effective descriptive writing requires students to describe specific subjects in detail, adhering to a generic structure of identification and description, as highlighted by Saifudin et al. (2020). The Point Illustration Explanation (PIE) strategy, as described by Tsuraya and Nur (2021), involves making a point, illustrating it with examples or quotes, and providing explanations. This strategy helps students organize their paragraphs logically and develop their ideas thoroughly.

This research aims to investigate the significant effect of the PIE strategy on students' descriptive writing skills at the tenth grade of SMAN 1 Malingping, Lebak-Banten, in the academic year 2023/2024. The findings are expected to provide theoretical and practical significance. Theoretically, the research can serve as a reference for future studies on writing performance using the PIE strategy. Practically, it aims to enhance students' enjoyment and engagement in writing, provide teachers with effective teaching strategies, and increase readers' understanding of the PIE strategy in writing instruction. The primary research question is: "Is there any significant effect of the Point Illustration Explanation (PIE) strategy on students' descriptive writing at the tenth grade of SMAN 1 Malingping, Lebak-Banten, in the academic year 2023/2024?"

2.   Method of the Research

In this research, the researcher used quantitative approach. A quantitative approach is a research method that is used as a measurement method. A quantitative or statistical tool or data analysis to test the validity of a hypothesis. According to Creswell (2018. P. 51). Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. In this research, the researcher used a quasi-experimental method with one experimental class group and one control class group. This research design used to compare student achievement before and after giving treatment seen from the results of the pre-test and post-test.

This research was conducted at SMAN 1 Malingping which located at Malingping Sub-Distric - Lebak Regency - Banten Province on Jl. Raya Bayah. KM. 4 NO.39. The researcher carried out this research to the tenth-grade students of SMAN 1 Malingping in Academic Year 2023/2024. In this research, researcher taken a sample of 74 students, the researcher used cluster and simple random sampling technique. Cluster is a type of sampling by dividing the population into groups. Meanwhile, simple random sampling is a type of sampling that is selected randomly and purely by chance. Which is devided into two classes, class X-E1 used for the experimental class, using Point Illustration Explanation (PIE) strategy which number to 37 students and class X-E3 used for the control class, using Know, Want, Learned (KWL) strategy which number to 37 students.

To obtain the data in research, research instruments are important device. In this research, the researcher collected the data by using achievement test. "Tests are designed to measure the quality, ability, skill or knowledge of a sample against a given standard, which usually could be deemed as acceptable or not" (Adom et al., 2020, pp. 110–111). Writing test was conducted in both experimental class and control class. Researcher started a test consisting of a pre-test and post-test. Pre-test used to know students understanding in teaching writing descriptive text before treatment. Post-test used to know the improvement of students' ability in teaching writing descriptive text after the treatment and to compare between the control and experimental classes with clear results by using PIE strategy and without using PIE strategy. In the process of collecting data, the researcher used the students' pre-test and post-test scores.

3.   Result and Discussion

Based on the research objective namely investigating the effect of PIE strategy towards students' writing descriptive text, then analysis of this data was taken through the results of the pre-test and post-test in both classes and calculated using the normality test, homogeneity test, and hypothesis testing using SPSS 22.

Normality Test

Normality test is the process of determining whether data comes from a normal distribution or not. It is important in statistics to ensure the suitability of the appropriate analysis method. In this addition, Usmadi (2020, p. 58) stated. That the simple normality test involves creating a frequency distribution graph of the available scores. The assessment of normality depends on our ability to observe data plotting. If the sample size is sufficiently large and the distribution is not perfectly normal (not perfectly symmetric), then the conclusions drawn may be incorrect. Nowadays, there are many methods developed by experts to conduct normality testing. The following is a table of the results of the pre-test and post-test normality tests for the experimental class and the control class.

Table 1. Tests of Normality

KELAS		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	Pre-test Experiment	.114	37	.200[*]	.943	37	.056
	Post-test Experiment	.111	37	.200[*]	.959	37	.181
	Pre-test Control	.130	37	.115	.936	37	.036
	Post-test Control	.122	37	.183	.954	37	.128

*. This is a lower bound of the true significance.

a.   Lilliefors Significance Correction

From the results of the data above it can be illustrated the values are 0.200, 0.200, 0.115, and 0.183 are higher than $\alpha = 0.05$. So, it can be interpreted that the data from each group is normally distributed. This means that Ha is accepted.

Homogeneity Test

According to Verma and Abdel-Salam (2019:79) stated that the homogeneity of variances ensures that the samples are drawn from the populations having equal variance with respect to some criterion.

Table Test of Homogeneity of Variances

RESULT			
Levene Statistic	df1	df2	Sig.
.558	3	144	.644

Based on the results of the Levene test with SPSS, a significant value of $0.644 > 0.05$ means that the two classes are not significantly different so that the variance is meaningful or it can be interpreted that the data is homogeneous.

Hypotheses Test

To analyze the hypothesis, test the researcher has used T-test. This was explained in Chapter 3 that the t- test is a statistical test used to compare the mean of two groups. Then, the score is taken from the post-test between the Control class and the experimental class as the result of the research. So, the result of data could be seen on the following table:

Table The Result of Hypothesis Test used T-test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Experiment - Post_Experiment	-20.946	4.540	.746	-22.460	-19.432	-28.066	36	.000
Pair 2	Pre_Control - Post_Control	-6.892	2.970	.488	-7.882	-5.902	-14.115	36	.000

Based on the result of Paired samples test above shows that the t value in the first line (Equal variances assumed), namely: - 28.066 with Df 36 and a significance two-tailed is 0.000, which means that the Sign two-tailed = 0.000 < 0.05. So, Ha is accepted. In other word, There is a significant effect of Point Illustration Explanation (PIE) strategy towards students' descriptive writing at the tenth grade of SMAN 1 Malingping, Lebak-Banten in academic year 2023/2024. As known that in education, many skills should be learned and mastered by students, one of skills is writing skill. Writing is one of four skills in English developing ideas through the several steps and using patterns to put goals and decide main point or topic sentence. Writing as a valuable in style of learning process for communicated for the student. By writing, someone can express their ideas, experiences, thoughts, and feeling with others.

From the result of analysis of the data. The formulation of the problem is whether there is any significant effect of Point Illustration Explanation (PIE) strategy towards students' descriptive writing at the tenth grade of SMAN 1 Malingping in academic year 2023/2024. Based on the result of data showed that there is any effect of Point Illustration Explanation (PIE) strategy towards students' descriptive writing at the tenth grade of SMAN 1 Malingping in academic year 2023/2024. Based on the calculation, the students who had been thought by Point Illustration Explanation (PIE) strategy is better than the students who had not been thought by Point Illustration Explanation (PIE) strategy. The previous research showed that each research that have been conducted by Heri Hidayatullah (2016) in the Point, Illustration, Explanation (PIE) Strategy on Students' Creativity in Writing, Elvi Rahmayanti (2023) in The Effect of Using PIE (Point, Illustration, and Explanation) Strategy Assisted by PowToon Media on the students' achievement in writing Report Text and Adriani Jihad (2023) in The Implementation of PIE strategy and Author's Chair Strategy in Teaching Writing at The Tenth Grade Students. All of the previous research showed that there are any differences with this research, but this research also has

similarity, such as the teaching strategy used by Point Illustration Explanation (PIE) strategy. All of them claimed that using Point Illustration Explanation (PIE) strategy gave any effect towards students' writing skill. The result of all previous research has endorsed the finding on what the researcher found in this research. The result of this research shows that Point Illustration Explanation (PIE) strategy gives any effect towards students' writing skill.

The pre-test was given to the experimental class and control class. It purposes to measure the students' writing skill before Point Illustration Explanation (PIE) strategy treatment. In this step, the researcher gives a test. as known that most of the students have a poor ability to be mastered writing skill. This result showed that the students really need help to improve their writing skill. In the Experimental class, the number of students are 37 people, with the highest score is 70, the lowest score is 40, the mean score 56.62 and a total score is 2095. While a Pre-test result in the Control class, the number of students are 37 people, with the highest score is 70, the lowest score is 40, the mean score is 55.54 and the total score is 2055. It looks that there are little differences of the mean score between experimental class and control class. It means that the students' writing skill of both classes is just little different. The KKM value at the tenth grade is 70. As known that the mean score of both classes lower than the KKM value. After seeing that, the student's ability in writing have difficulty in applying grammar and confused to expand main idea.

The researcher gave the post-test to experimental class and control class to know their writing skills after giving treatment. See at the table 4.1 and 4.2, as known that after the treatment students have a score that is greater than the pre-test score. The post-test results of the experimental class after giving Point Illustration Explanation (PIE) strategy treatment, the number of students are 37 people, with the highest score is 95, the lowest score is 60, the mean score is 77.57 and the total score is 2870. While the Post-test results in the control class after giving Know, Want and Learned (KWL) strategy treatment, the number of students are 37 people, with the highest score is 80, the lowest score is 45, the mean score is 62.43 and the total score is 2310. From the result of Post-test in experimental class it can be seen there is an increasing significantly. While the result in control class it can be seen that is an increasing but not a significantly like in the experimental class. It can be concluded that it proves that the experimental class got a higher score than the control class, which means that the use of Point Illustration Explanation (PIE) strategy is very effective towards student's writing skill.

After giving the pre-test and post-test, the researcher analysed the data from both classes by testing for normality, homogeneity and hypotheses using pre-test and post-test score. Meanwhile, to test the hypotheses the researcher used the pre-test and post-test scores of the both classes. The results of normality test used Kolmogorov-smirnov with SPSS 2.2, a significant are 0.200, 0.200, 0.115, and 0.183 are higher than = 0.05. So, it can be interpreted that the data from each group is normally distributed. This means that Ho is accepted. Then, the results of homogeneity test used Levene test with SPSS 2.2 a significant value is 0.644 > 0.05 means that the two classes are not significantly different so that the variance is meaningful or it can be interpreted that the data is homogeneous.

Meanwhile, to test the hypothesis, the researcher used Paired samples T-test where the t value in the first line (Equal variances assumed), namely: - 28.066 with df 74 and a significance two-tailed is 0.000, which means that the Sign two-tailed = 0.000 < 0.05. So, Ha is accepted. In other word, there is a significant effect of Point Illustration Explanation (PIE) strategy towards students' descriptive writing at the tenth grade of SMAN 1 Malingping.

4.   Conclusions and Suggestions

This research used a quasi-experimental research design to investigate the effect of Point Illustration Explanation (PIE) strategy towards students' descriptive writing at the tenth grade of SMAN 1 Malingping, Lebak-Banten in Academic Year 2023/2024. This research discovered a significant effect. This indicates that the strategy is effective in improving students' descriptive text writing skill. Before doing the experiment, the researcher gave the pre-test. The average of the pre-test from experimental class = 56.62 and the average of the pretest from control class = 55.54. After doing the treatment, the researcher found that the average of the post-test from experimental class = 77.57 and the average of post-test from control class = 62.43. With the equal quantity of each class is 37:37. From the data of Paired Samples Test, it was obtained that Sig. (2-tailed) the score was 0,000 smaller than 0.05. Therefore, the researcher obtained the results of data analysis from the research that there was a significant effect of Point Illustration Explanation (PIE) strategy towards students' descriptive writingat

the tenth grade of SMAN 1 Malingping, Lebak-Banten in academic year 2023/2024. This could be seen in the results of the hypothesis test that t-count = -28.066 and the significance value (p- value) = 0.000 < 0.05. Then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there was a significant difference in the scores of the two groups, namely between the control class and the experimental class. Therefore, the researcher concluded that learning by using the Point Illustration Explanation (PIE) strategy has a good and significant effect towards students' descriptive writingat the tenth grade of SMAN 1 Malingping, Lebak-Banten in academic year 2023/2024.

Based on the results of the study, the researcher would like to give some suggestions. The suggestions are as follows:

For Teachers

English teachers are encouraged to incorporate the PIE strategy into their teaching methods, particularly for writing activities. This strategy can help students develop their writing skills systematically and improve their overall performance in writing tasks.

For Students

Students should be encouraged to practice the PIE strategy independently when working on writing assignments. This practice will help them become more confident and proficient in organizing and presenting their ideas clearly and effectively.

For Schools

Schools should provide professional development opportunities for teachers to learn and implement effective teaching strategies like PIE. Workshops and training sessions can be organized to familiarize teachers with this approach and its benefits.

Further Research

Future research should explore the application of the PIE strategy in different contexts and with various types of writing tasks. Investigating its effectiveness in other grade levels or subject areas could provide a broader understanding of its impact and potential benefits.

Curriculum Development

Educational policy makers and curriculum developers should consider integrating the PIE strategy into the standard writing curriculum. This integration can ensure that students across different schools and regions benefit from a structured and effective approach to learning writing skills.

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