

**THE EFFECT OF USING POINT, ILLUSTRATION, EXPLANATION  
STRATEGY (PIE) ON THE STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE TEXT**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

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MEDAN  
2018**



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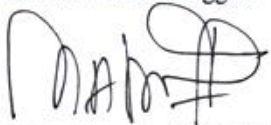
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## ABSTRACT

**Firza Aidila, 1402050318 “The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students’ Ability in Writing Descriptive Text”:** Thesis. English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. UMSU. Medan. 2018.

The objective of this research was to find out the significant effect of Using Point, Illustration, Explanation Strategy (PIE) on the students’ ability in writing descriptive text. This research was conducted at MTs. Islamiyah Medan, Jl. Suluh No. 71D, Sidorejo Hilir, Medan Tembung, Medan, Sumatera Utara. The population of this research was 84 students of the academic year 2017/2018. The sample consisted of 42 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 21 students taught by using Point, Illustration, Explanation Strategy (PIE) and the control group consisted of 21 students were taught without using strategy. Written test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that  $t_{\text{observe}}$  (8.77) was higher than  $t_{\text{table}}$  (2.02) and degree of freedom (df) was 40. The final hypothesis showed that  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant effect of using Point, Illustration, Explanation Strategy (PIE) on the students’ ability in writing descriptive text.

***Keywords : Point, Illustration, Explanation Strategy (PIE), Writing, Descriptive Text.***

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The title of this study was *“The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students’ Ability In Writing Descriptive Text”* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this research, there were so many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. It was difficult for the researcher to accomplish this study. Then, the researcher also would like to thanks to:

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The Researcher

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Writing is one of communication skills. Writing is very important capability for being owned by students, writing also an excellent communication tool. Through writing, each person is able to convey feeling, ideas, and announcements to others clearly and creatively. Writing is an opportunity that allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and think critically. Writing becomes an important aspect in almost every aspect of life. Writing has always formed part of the syllabus in the teaching of English. It is a predictor of academic success and a basic requirement for participation in civil life and in the global economy.

Writing is part of language skill that is important to be taught. In writing, the students inform an idea and message in the written form. The reader can understand experience, event, and idea easily. So, they need knowledge. Without having good knowledge in writing, the students will not be able to convey their ideas to the readers. The mental processes that students go through when writing is different significantly from the way of spoken communication. When writing, students frequently have more time to think than they do in oral activities. Writing process is considered as an extremely complex activity.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 Syllabus of junior and senior high schools curriculum requires students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof and news items. The descriptive text is one genre in writing. Descriptive text is used to describe what something looks like. Descriptive text is a group of sentences that describes a noun. The students should understand about descriptive text in learning English. They should describe a noun in written form.

In fact, based on the researcher's experience during teaching practice (PPL) at MTs. Islamiyah Jl. Suluh No. 71D, Medan at 2017/2018 academic year especially at eight grade class, the percentage of the students that unable in writing was 50%. The researcher found some problems why the students' were not able to write a descriptive text. First, the students could not express their ideas in writing descriptive text. They cannot build their descriptive text, especially about animals. They were confused what they have to write first and what they had to do next. They needed a clue about how they write a good text. By having the clue, they would be able to describe an animal in detail.

The second, 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 that, in English, one word can have more that fit with the context of text. Vocabulary is very important for the students. Without vocabulary, the students cannot write a descriptive text. By having many



vocabularies the students will be easy to build a text. So, in order to create a good text, they need to increase their vocabulary about the topic.

The third was the students did not know about grammar. They tended to make a mistake in using simple present tense in descriptive text. The language is used in descriptive text is simple present tense. But the students usually made a mistake in using simple present tense. Sometimes they forgot put s/ es while the subject is the third singular person. Or they were confused in using pronoun. For writing skill, the students need to concern with grammar that is used in text.

The last was the teacher did not use appropriate strategy in teaching writing. All those problems happened not only because the students. It also influenced by the teacher. In the process of teaching, the teacher usually gave tasks from the text book, students answered the questions and submitted them to the teacher. From this fact, it can be concluded that the process of teaching and learning had not been conducted successfully. It means that the teacher was not concerned with students' writing ability and teaching it with appropriate strategy. So, the researcher decided this topic based on the following reason: The students cannot describe a particular thing in detail. They are less of vocabulary. They also made a mistake in using simple present tense. The teacher did not use appropriate strategy in teaching writing.

Descriptive text is a type of writing that is difficult to be appropriate by the students. Using Point, Illustration, Explanation (PIE) Strategy in teaching writing descriptive text is tented to be helpful for the students. According to, Anstiss (2013:38), state that 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 strategy will help you not only stick to one point but also make that point in depth. In order to use this strategy effectively, it is important to be able to tell the difference between Point, Illustration and Explanation (Oldham: 2012). Point is a basic claim, in writing this is most often a topic sentence. Firstly, in this part students start their paragraph by introducing what their paragraph is about and what is trying to prove. To illustrate their point they should use supporting evidence. This section which is called Illustration part should illustrate and support students' point through data, examples, personal experience, published research findings, quotes, or other factual material. The last section which is called as Explanation part is reasoning of the connection between the point and the illustration, in writing this is why students believe their specific example supports their main idea or can be in the form of conclusion

From the explanation above, it could be concluded that writing is very important skill in English subject. The students should be able to write a descriptive text. The process of writing descriptive text still became as serious problem for the students. They cannot express their ideas in writing descriptive text, they had less vocabulary and they did not know about grammar. To solve those problems, PIE strategy can be used in teaching writing. This strategy could help the teacher in teaching learning process. This strategy is very helpful for

students to generate their ideas and put it into a good paragraph of descriptive text. So, Based on the discussion above, researcher decided to conduct the research to find *“The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students’ Ability in Writing Descriptive Text.”*

### **B. The Identification of the Problem**

Based on the background of study, the problems were identified as follows :

1. The students cannot express their ideas in writing descriptive text.
2. The students had less vocabulary.
3. The students did not know about grammar.
4. The teacher did not use appropriate strategy in teaching writing.

### **C. The Scope and the Limitation of the Study**

The scope of the study focused in Point, Illustration, Explanation Strategy (PIE) in writing and the researcher limited in writing descriptive text.

### **D. The Formulation of the Problem**

Is there any significant effect of using PIE Strategy on the students’ ability in writing descriptive text?

### **E. The Objective of the Study**

To find out the significant effect of using PIE Strategy on the students’ ability in writing descriptive text.

## **F. The Significances of the Study**

The findings of the study were expected to be useful in :

### **a. Theoretically**

Theoretically the study would give valuable information to increase the students' ability in writing descriptive text by easier and interesting of Point, Illustration, Explanation Strategy (PIE).

### **b. Practically**

1. For the headmaster, to solve the problem in the school related to teaching writing to improve the teacher competence in teaching.
2. For the teachers, to use various strategy in teaching writing like using Point, Illustration, Explanation Strategy (PIE).
3. For the students, to increase their ability in writing.
4. For writer, to give an experience for the writer herself to apply and expand the knowledge that she got during study in the university in the real activity.
5. For readers, to give information about Point, Illustration, Explanation Strategy (PIE) in written form or as a references about teaching writing by using Point, Illustration, Explanation Strategy (PIE).

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories are needed to explain some term applied in the research concerned. The theoretical framework is aimed at giving clear concept of the application of this study.

#### **1. The Description of Writing**

Writing is one of the essential skills in English which should be comprehended by students. Writing skill is a language skill that needs a really significant attention to be taught by the teacher. Some experts have proposed their ideas about the definitions of writing. Firstly, According to Alamargot (2001:1), writing is a complex task that needs a coordinated implementation of a large set of mental activities. Writers have to clearly delimitate the nature, the goal, and the communicative function of the text. Secondly, Brown (2000: 65) states that writing to convey exact meaning accurately and clearly organize ideas in a clear logical structure use register appropriate for ask situation.

Based on the previous explanations, the writer concludes 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. People can use the more polite languages

to deliver their desirable or undesirable feeling with someone by using a good order of sentence or paragraph, correct grammar, idiom and spelling. At least, writing is an extraordinary activity that can make a link of life in every periods of humans' life. It also the vehicle for communication and a skill mandated in all aspect of life.

As stated before that writing is a skill, the skill of writing itself includes five general component or main idea (Heaton, 2003:135) namely :

1. Language use : the ability to write correct and appropriate sentences.
2. Mechanical skill : the ability to use correctly those conventions peculiar to written language. e.g : punctuation and spelling.
3. Treatment or content : the ability to think creatively and developed thought in including all the relevant information.
4. Stylistic skill : the ability to manipulate sentences and paragraph and use language effectively.
5. Judgment skill : the ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and other relevant information.

### **1.1. The Process of Writing**

The process of writing is important in authentic assessment. The teacher not only focuses on the writing product but also the process. How the processes that are done by both teacher and students could produce good product of writing. There are four stages of the writing process itself, those are: planning (pre-writing), drafting (writing), revising (re-drafting), and editing. And three other stages externally

imposed on the students by the teachers, namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The planned learning experiences for the students while in the process of writing may be described as follows:

a. Planning (pre writing)

Pre writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). It stimulates thoughts for getting started. In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Here is how to do free-writing. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter (Hyland, 2004: 28). The students try to order their ideas and arrange them according to their priorities. The students put the ideas into sublists based on the main idea and eliminate all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). The students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teachers and ask their help to arrange the sentence structures.

c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students reexamine what was written to see how effectively they have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is

not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that students' intent is made clearer. In this stage the students improve their writing product based on the revision from the teacher.

#### d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002: 319). However, student not always expected to know where and how to correct every errors, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. At this last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, etc.) before it is given to the teacher for final evaluation.

Furthermore Harmer (2001: 15) states that there are number of stages of the writing process, namely: (a) Planning: Choosing and narrowing the topic, considering the purpose and organizing the details, (b) Drafting: shaping the writing and providing elaboration, (c) Editing: evaluating the overall structure of the writing, revising any error for content, (d) Final Version: making any necessary changes, sharing the writing.



Carroll (2001:15) elaborate the stages of writing process as follows: (a) Prewriting: exploring the topics, choosing a topic and the beginning to gather and organize detail before writing, (b) Drafting: getting the ideas down on paper in roughly the format that writer intends, (c) Revising: correcting any major errors in improving the written form and content, (d) Editing and proofreading: correcting errors in grammar, spelling and mechanical, (e) Publishing and presenting : sharing the work with others.

It can be concluded that writing involves several process. Firstly, exploring and transmitting the ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out grammatically and orderly texts which is readable and meaningful texts for the readers. The arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students in composing the text.

## **1.2. Types of Writing**

There are 4 types of writing according to Meer (2016), they are expository writing, descriptive writing, persuasive writing, and narrative writing.

### **a. Expository Writing**

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one

of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

**Key Points:**

1. Usually explains something in a process.
2. Is often equipped with facts and figures.
3. Is usually in a logical order and sequence.

**b. Descriptive Writing**

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. The author might describe the scene in terms of all five senses. It can be poetic when the author takes the time to be very specific in his or her descriptions.

**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**

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is 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 Writing

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

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. Description 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.

### **2.1. The Types of Descriptive Text**

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

#### **1. Describing Personality**

If we want to describe a person, the first thing that we do is to recognize him or his individual characteristic. They need to describe people occurs fairly in archaism of physical attribute (hair, eye), emotional (warm, nervous, and other), moral attributes (greedy, flush, worthy, etc) and intellect (clever, perception, and soon). Consequently the writer describes the person.

#### **2. Describing a place**

As with the people there is commonly occurring head to describe place such as a features of town, district or area like garden or park. The best way to describe a place is by presenting some of concrete example. Such as hotel, home,

school, and so on. Further, it is essential to describe the size and agreement at the spare involved.

### 3. 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.

### 4. Describing an object

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

### 5. 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. Generic Structure and Language Features of Descriptive Text**

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.

Language features of Descriptive Text terms of significant lexico 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 (Sutardi & Sukhrian, 2004).

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.

### **3. Description of Point, Illustration, Explanation Strategy (PIE)**

According to, Anstiss (2013:38), state that 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.

In order to use this strategy effectively, it is important to be able to tell the difference between Point, Illustration and Explanation (Oldham: 2012). Point is a basic claim, in writing this is most often a topic sentence. Firstly, in this part students start their paragraph by introducing what their paragraph is about and what is trying to prove. To illustrate their point they should use supporting evidence. This section which is called Illustration part should illustrate and support students' point trough data, examples, personal experience, published research findings, quotes, or other factual material. The last section which is called as Explanation part is reasoning of the connection between the point and the illustration, in writing this is why students believe their specific example supports their main idea or can be in the form of conclusion. PIE strategy is very

helpful for students to generate their ideas and put it into a good paragraph of descriptive text. This strategy is so helpful to remind the students to write the clear aims and ideas in their writing. Jack (2006:173) 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 PIE. It can be concluded PIE is the easiest way to develop paragraph in writing skill to help students in good organizing.

### **3.1. Procedures of Point Illustration Explanation Strategy (PIE)**

Teaching procedure by Using Point, Illustration, Explanation (PIE) is divided into the following three steps: (1) point, (2) illustration, (3) explanation (Oldham : 2012). The stages are elaborated as follows:

- a. The point
  1. Teacher begins starting warming up to stimulate students' knowledge.
  2. Teacher explains the structure descriptive text.
  3. Teacher asks students to make their points.
  4. Students write the point out as a sentence or two.



b. The illustration

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

c. The 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.

### **3.2. Advantages of Point Illustration Explanation Strategy (PIE)**

According to Cross (1996:44), 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 (1996:46) 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.

## **B. Relevant Study**

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 is the research by Zahro Ni'amil Wafiroh (2015) *"Improving Students' Writing Skill in Narrative Text By Using "Pie (Point-Illustration-Explanation)" Strategy (A Classroom Action Research At The Tenth Graders Of Sma N 3 Pati In Academic Year 2014/2015)"*. The subject was students of the tenth grade of MIA 2. The objective of this research is to find out whether PIE (Point – Illustration - Explanation) strategy can improve the students writing skill in narrative text and also to describe the process of teaching writing skill in narrative text by using PIE (Point-Illustration-Explanation) strategy for the tenth grade students of SMA N 3 Pati in the academic year 2014/2015. The result of this research was there was good improvement on students' writing skill in narrative text by using "Pie (Point-Illustration-Explanation)" Strategy. The second is the research by Cicih Nuraini (2016) *"Improving Students' Writing Ability In*

*Report Text By Using P.I.E Strategy*". The subject was the students are in the third semester of STIBA Nusa Mandiri. This research was intended to find out how effective teaching was teaching writing a report text by using PIE strategy at the third semester students. The result of this study was there is an improvement on the students' writing ability in writing report text by using P.I.E Strategy.

Both of the previous studies have the difference and similarity with this present study. 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 present study was focused on descriptive text. Both of previous studies have contribution in this present study. The contribution was as the references in doing this present study.

### **C. Conceptual Framework**

Writing skill is one of the most important skills for the students to be learning. Writing helps the students to express their ideas in written form. In teaching writing, the teacher should use some strategies to improve the students' achievement in writing. One of the strategies is PIE strategy that can be used to improve the students' ability in writing. This study is intended to find out the effect of teaching writing by using PIE strategy on the students' ability in writing descriptive text. In teaching writing, the teacher should be able to attract the students' attention in order that they can write a good text. So that, PIE strategy is needed to make the learning process more interesting.

Teaching writing descriptive text by using PIE strategy is very helpful for the students, especially the eighth grade students of MTs. Islamiyah Medan. By using this strategy, the students are able to write a good text. It will improve the students' ability in writing and make them easy to write the text. Because, this strategy helps the students to build and develop their ideas in writing a good text. So, it is expected that using PIE strategy in teaching writing will affect the students' ability in writing descriptive text.

#### **D. Hypothesis**

This research is to answer the question about whether yes or no the effect of using point, illustration, explanation strategy (PIE) on the students' ability in writing descriptive text. To get the answer of question, the researcher purpose alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_o$ ) as bellow:

1.  $H_a$ :  $t_{\text{observe}} \geq t_{\text{table}}$ , alternative hypothesis is accepted. So there is an effect of using Point, Illustration, Explanation Strategy (PIE) on the students' ability in writing descriptive text.
2.  $H_o$ :  $t_{\text{table}} \leq t_{\text{observe}}$ , null hypothesis is rejected. So there is no effect of using Point, Illustration, Explanation Strategy (PIE) on the students' ability in writing descriptive text.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location**

This research was conducted at MTs. Islamiyah Medan, Jl. Suluh No. 71D, Sidorejo Hilir, Medan Tembung, Medan, Sumatera Utara in academic year 2017/2018. The reason for choosing this school because the researcher found that the English teacher still used conventional method, it meant that the teacher did not use a strategy in teaching writing so the students were not able to express their idea in write a descriptive text.

#### **B. Population and Sample**

##### **1. Population**

The population of this research was taken from the eighth grade students of MTs. Islamiyah Medan at academic year 2017/2018. There were 3 parallel classes, they are VIII-1 consists of 32 students, VIII-2 consists of 30 students and VIII-3 consist of 22 students. So, the total population of this research was 84 students.

**Table 3.1**

<b>No</b>	<b>Class</b>	<b>Population</b>
1	VIII-1	32
2	VIII-2	30
3	VIII-3	22
<b>Total</b>		84

## 2. Sample

In taking the sample, Simple Random Sampling was used by the researcher. According to Sugiyono (2017 : 82), simple random sampling is a technique to take sample randomly so the population has an equal chance to be the sample. Based on the explanation above, the researcher took the sample by choosing the students who had even number in the student's attendance book. Continuously, the sample of the research listed in the table below.

**Table 3.2**

No	Class	Sample
1	VIII-1	16
2	VIII-2	15
3	VIII-3	11
<b>Total</b>		42

## C. Research Design

This research was experimental research. It deals with quantitative research. There were two different group namely experimental group and control group. The experimental group was taught by using PIE strategy while control group was taught without using PIE strategy.

**Table 3.3**

Research Design Group	Pre-test	Treatment	Post-test
Experimental	✓	PIE Strategy	✓
Control	✓	-	✓

The researcher designed two kinds of test namely pre test and post test for experimental group and control group. Both groups got the same test in the pre test and post test. The procedure in administrating the test showed below:

a. Pre test

Before treatment of research by using PIE strategy, a pre test was given to the sample, the experimental and control group. The pre test was used to measure the students' homogeneity getting treatment.

b. Treatment

The experimental group was taught by using PIE strategy while in the control group was taught without using PIE strategy.

**Table 3.4**

**Treatment in Experimental Group between the Researcher's Activities and the Students' Activities**

<b>The Researcher's activities</b>	<b>The Students' Activities</b>
a. The researcher began starting warming up by giving picture and asking students' knowledge of the picture.	a. The students brainstormed their knowledge about the picture and answered the researcher's question.
b. The researcher explained about descriptive text.	b. The students listened to the researcher's explanation.
c. The researcher asked the students to write their point.	c. The students wrote their point.
d. The researcher asked the students to	d. The students wrote the illustrations

<p>write the illustration to support their point by using fact, example, or evidence.</p> <p>e. The researcher asked the students to write the explanation of their illustrations to support their points.</p>	<p>to support their point by using facts, example, or evidence.</p> <p>e. The students wrote the explanation of their illustration to support their points.</p>
--	---

#### c. Post test

After having treatment for the experimental group, the post test was given to the experimental and control group. The post test was be the same as the pre test. The post test was final test in this research, especially in measuring the treatment, whether it was significant or not. It was meant to know whether the treatment gave effect or not for the students achievement in writing skill.

#### **D. The Instrument of the Research**

In the collecting data, the written test was used as the instrument of the research. The students were asked to write a descriptive text. The material of the test was taken from English Textbook.

To describe the students' achievement in writing, there were some criteria consider. Hughes (2003:104) there are five scores components scales namely: content, organization, vocabulary, language use, and mechanism. The explanations for each component are described below:



## 1. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given below:

30-27	Excellent to very good : for the students with some knowledge of subject adequate or range limited development. Mostly relevant of topic sentences but lack of details.
26-22	Good to average : for students with some knowledge of subject adequate range omitted but lack details.
21-17	Fair to poor : when a student with limited some knowledge of subject, little substance inadequate development of subject.
16-13	Very poor : a student does not show knowledge of subject, non substantive not pertinent or not enough to evaluate.

## 2. Organization

The organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good : where a student is ready to provide fluent expression, idea clearly state, sentences are organize logical sequence cohesive.
17-14	Good to average : somewhat choppy, organize but that main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor : non-fluent ideas, confused or disconnect, lack logical sequence and development.
9-7	Very poor : not communicate, no organization or not enough to evaluate.

### 3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary will be given as follows:

20-18	Excellent to very good : a student with sophisticated range, effectively word from imitative appropriate register.
17-14	Good to average : adequate range, occasionally error, meaning is obscured.
13-10	Fair to poor : limited range, frequent errors of words, choice, usage, meaning confused or obscured.
9-7	Very poor : lack of essential translation, knowledge of English vocabulary, idioms, words, forms not enough to evaluate.

### 4. Language Use

Language use refers to the students' ability in writing the sentences simple, complex or compound correctly and logically. It also refers to the ability to develop agreement in the sentences and more other words, such as nouns, adjectives, verbs and time signals.

Score	Criteria	Indicators
22 - 25	Very good – Perfect	Effective complex sentence construction, few faults in the using of grammar
18 – 21	Fair – Good	Effective simple sentece, few faults complex construction, but does not disturb the meaning

11 – 17	Bad – Fair	Serious fault in the construction of the sentence, bias meaning and confusing
5 – 10	Very bad – Bad	Does not master the syntaxes' role, so many faults and incommunicative

### 5. Mechanism

Mechanism refers to the students' ability in using words appropriately: using function correctly, the text can be read correctly. The criteria of scoring the mechanism are given below:

5	Excellent to very good : demonstrated mastery of convention, few errors in spelling, punctuation and capitalization and paragraphing.
4	Good to Average : occasionally errors in spelling, punctuation, capitalization, paragraphing but meaning is obscured.
3	Fair to poor : frequent errors of spelling, punctuation and capitalization, writing sentences.
2`	Very poor : no mastery of conventional dominated by errors of spelling, punctuation and capitalization, paragraphing hand writing illegible or not enough to evaluate.

Based on these indicators, then the students' ability in writing descriptive text using chronological order is classified in quantitative and qualitative systems. The scales are as follows:

**Table 3.5**  
**The Quantitative and Qualitative System**

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

#### **E. Technique of Collecting Data**

In collecting the data, some steps were applied as followed:

1. Giving pre-test to both of the groups.
2. Giving treatment.
3. Giving post-test to both of the group.

#### **F. Technique of Analyzing Data**

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

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer
4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.
5. Calculating the total score of pre-test and post-test in experimental group and control group

6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2012)
7. Finding the standard of deviation (Sudijono, 2012)
8. Testing hypothesis by applying T-test (Sudijono, 2012)

The Formulas used in analyzing data as followed:

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

- a. Mean of variable X (variable 1)

$$Mx = \frac{\sum x}{N}$$

- b. Mean of variable Y (variable 2)

$$My = \frac{\sum y}{N}$$

2. Formula to find the standard of deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2012})$$

- b. Standard Deviation (SD) for variable Y (variable 2)

$$SD = \sqrt{\frac{\sum y^2}{N}} \quad (\text{Sudijono, 2012})$$

- c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N^1-1}} \quad (\text{Sudijono, 2012})$$

- d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N^2-1}} \quad (\text{Sudijono, 2012})$$

e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2012})$$

3. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_{1-M_2}} \quad (\text{Sudijono, 2012})$$

Notes:

$M_x$	= mean for variable 1 or X
$M_y$	= mean for variable 2 or Y
$\Sigma X$	= total of students' score
$\Sigma Y$	= total of students' score
$N_1$	= number of cases for variable 1
$N_2$	= number of cases for variable 2
$SD_x$	= standard deviation for variable x
$SD_y$	= standard deviation for variable y
$\Sigma X^2$	= the square of total students' score
$\Sigma Y^2$	= the square of total students' score
$SE M_1 - M_2$	= standard error between M1 and M2
$t_o$	= t observe

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

The data of the study were obtained from the writing test score. There are two kinds of test for each group, there are pre-test and post-test. The cumulative score of each student from each group based on five indicators.

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanism

The following data were the students score on the pre-test and post-test of the experimental and control group.

**Table 4.1****The Score of Pre-test in the Experimental Group**

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	ARS	13	11	7	7	2	40
2	CWH	16	11	10	10	2	49
3	CL	17	13	13	13	3	59
4	DHNS	14	11	11	11	3	50
5	FA	16	10	10	11	3	50
6	IZ	13	12	12	11	2	50
7	MLS	13	11	10	11	2	47
8	MDZ	13	10	9	11	3	46
9	MAK	14	13	11	11	3	52
10	MAR	13	7	7	5	2	34
11	MS	13	7	7	9	2	38
12	MYK	13	11	7	7	3	41
13	MVA	14	10	13	11	3	51
14	NA	14	10	12	11	2	49
15	NZ	13	13	11	10	3	50
16	NBL	13	9	9	10	2	43
17	RAAD	14	10	11	10	3	48
18	RSP	13	10	7	7	2	39
19	TNR	13	9	8	7	2	39
20	WA	13	10	9	7	2	41
21	ZH	13	10	10	10	2	45
<b>SUM</b>							<b>961</b>

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test of the experimental group can be seen in the table 4.1 showed that the highest score pre-test in experimental group was 59 and the lowest was 34. So the total score pre-test in experimental class was 961.



**Table 4.2****The Score of Post-test in Experimental Group**

No.	Initial	Indicators					Score
		C	O	V	LU	M	
1	ARS	24	18	17	18	4	81
2	CWH	24	15	19	18	4	80
3	CL	27	18	18	23	4	90
4	DHNS	27	19	18	22	5	91
5	FA	27	18	19	23	4	91
6	IZ	23	18	19	21	5	86
7	MLS	27	19	19	23	5	93
8	MDZ	23	18	17	18	4	80
9	MAK	27	19	18	23	4	91
10	MAR	20	17	17	17	4	75
11	MS	25	18	18	23	5	89
12	MYK	21	18	17	17	4	77
13	MVA	24	15	19	18	4	80
14	NA	25	18	18	18	5	84
15	NZ	27	20	20	20	5	92
16	NBL	24	20	19	19	4	86
17	RAAD	23	18	18	18	3	80
18	RSP	20	18	17	17	3	75
19	TNR	22	18	19	18	4	81
20	WA	25	19	19	23	4	90
21	ZH	22	18	18	18	4	80
<b>SUM</b>							<b>1772</b>

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 93 and the lowest was 75. So the total of post-test in experimental class was 1772.

**Table 4.3**  
**The Score of Pre-test in Control Group**

No.	Initial	Indicators					Score
		C	O	V	LU	M	
1	ARN	15	12	10	10	3	50
2	APN	14	8	7	8	2	39
3	APH	13	7	7	5	2	34
4	ASS	13	10	8	8	2	41
5	CAKD	17	13	13	13	3	59
6	FR	13	7	7	7	2	36
7	HAH	13	7	7	6	2	35
8	HK	15	12	12	10	2	51
9	KYN	14	12	12	13	3	54
10	MZM	13	8	9	9	2	41
11	MZA	14	11	11	10	3	49
12	MSR	14	11	10	10	2	47
13	NJ	13	8	8	5	2	36
14	RMH	13	9	9	8	2	41
15	RAH	15	12	11	12	3	53
16	RV	13	7	7	7	2	36
17	RR	14	10	11	9	2	46
18	SKN	14	9	9	8	2	42
19	SA	14	8	9	8	2	41
20	SF	13	8	8	6	2	37
21	WR	13	9	9	10	2	43
SUM							911

The table above shown the data of this research consist of the students' intial (sample) and the students' score in pre-test of the control group can be seen in the table 4.3 showed that the highest score pre-test in control group was 59 and the lowest was 34. So the total score pre-test in control group was 911.

**Table 4.4**  
**The Score of Post-test in Control Group**

No.	Initial	Indicators					Score
		C	O	V	LU	M	
1	ARN	20	15	14	13	4	66
2	APN	20	15	13	13	3	64
3	APH	17	13	13	11	3	57
4	ASS	20	15	16	14	4	69
5	CAKD	20	15	15	16	4	70
6	FR	20	13	14	17	4	68
7	HAH	15	12	11	10	2	50
8	HK	18	13	15	15	4	65
9	KYN	23	15	14	17	4	73
10	MZM	16	13	14	14	3	60
11	MZA	16	13	12	16	3	60
12	MSR	23	15	15	16	4	73
13	NJ	22	15	14	15	5	71
14	RMH	16	13	12	14	4	59
15	RAH	20	13	14	16	4	67
16	RV	16	13	13	14	4	60
17	RR	16	13	13	11	3	56
18	SKN	16	13	14	14	3	60
19	SA	16	14	15	15	4	64
20	SF	22	14	14	16	4	70
21	WR	14	14	11	11	3	53
SUM							1335

The table above shown the data of this research consist of the students' initial (sample) and the students' score in post-test of the control group can be seen in the table 4.4 showed that the highest score pre-test in control group was 73 and the lowest was 50. So the total score post-test in control group was 1335.

**Table 4.5****The score of pre-test and post-test of experimental group**

No.	Initial	Score	
		Pre-Test (X1)	Post-Test (X2)
1	ARS	40	81
2	CWH	49	80
3	CL	59	90
4	DHNS	50	91
5	FA	50	91
6	IZ	50	86
7	MLS	47	93
8	MDZ	46	80
9	MAK	52	91
10	MAR	34	75
11	MS	38	89
12	MYK	41	77
13	MVA	51	80
14	NA	49	84
15	NZ	50	92
16	NBL	43	86
17	RAAD	48	80
18	RSP	39	75
19	TNR	39	81
20	WA	41	90
21	ZH	45	80
TOTAL		961	1772

The data in the table above showed that the highest score of pre-test in experimental group was 59 and the lowest was 34. While the highest of score of post-test was 93 and the lowest was 75.

**Table 4.6****The score of pre-test and post-test of control group**

No.	Initial	Score	
		Pre-Test (Y1)	Post-Test (Y2)
1	ARN	50	66
2	APN	39	64
3	APH	34	57
4	ASS	41	69
5	CAKD	59	70
6	FR	36	68
7	HAH	35	50
8	HK	51	65
9	KYN	54	73
10	MZM	41	60
11	MZA	49	60
12	MSR	47	73
13	NJ	36	71
14	RMH	41	59
15	RAH	53	67
16	RV	36	60
17	RR	46	56
18	SKN	42	60
19	SA	41	64
20	SF	37	70
21	WR	43	53
TOTAL		911	1335

The data in the table above showed that the highest score of pre-test in control group was 59 and the lowest was 34. While the highest of post-test was 73 and the lowest was 50.

## B. Data Analysis

Based on the data from the test in the Table 4.5 and 4.6 the scores were analyzed in order to investigate the effect of using Point, Illustration, Explanation Strategy (PIE) on The Students' Ability in Writing Descriptive Text by calculating the followings.

### 1. Mean of Variable X (Variable 1)

**Table 4.7**

#### **The differences between Pre-test and Post-test of Experimental Group**

No.	Initial	Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	X= (X <sub>2</sub> -X <sub>1</sub> )
1	ARS	40	81	41
2	CWH	49	80	31
3	CL	59	90	31
4	DHNS	50	91	41
5	FA	50	91	41
6	IZ	50	86	36
7	MLS	47	93	46
8	MDZ	46	80	34
9	MAK	52	91	39
10	MAR	34	75	41
11	MS	38	89	51
12	MYK	41	77	36
13	MVA	51	80	29
14	NA	49	84	35
15	NZ	50	92	42
16	NBL	43	86	43
17	RAAD	48	80	32
18	RSP	39	75	36
19	TNR	39	81	42
20	WA	41	90	49
21	ZH	45	80	35
<b>TOTAL</b>		<b>961</b>	<b>1772</b>	<b>811</b>

Based on the table above, the mean scores of experimental class were calculated as follow:

$$M_x = \frac{(\Sigma fX)}{(N)}$$

$$= \frac{(811)}{(21)}$$

$$= 38.61$$

Which:

$M_x$  : The mean score of experimental score

$\Sigma X$  : The score of  $X_2-X_1$

N : The sample of experimental group

## 2. Mean of Variable Y (Variable 2)

**Table 4.8**  
**The differences between Pre-test and Post-test of Control Group**

No.	Initial	Pre-Test (Y1)	Post-Test (Y2)	$Y = Y_2 - Y_1$
1	ARN	50	66	16
2	APN	39	64	25
3	APH	34	57	23
4	ASS	41	69	28
5	CAKD	59	70	11
6	FR	36	68	32
7	HAH	35	50	15
8	HK	51	65	14
9	KYN	54	73	19
10	MZM	41	60	19
11	MZA	49	60	11
12	MSR	47	73	26
13	NJ	36	71	35
14	RMH	41	59	18
15	RAH	53	67	14
16	RV	36	60	24
17	RR	46	56	10
18	SKN	42	60	18
19	SA	41	64	23
20	SF	37	70	33
21	WR	43	53	10
<b>TOTAL</b>		<b>911</b>	<b>1335</b>	<b>424</b>

Based on the table above, the mean scores of control class were calculated as follow:

$$M_y = \frac{(\sum fY)}{(N)}$$

$$= \frac{(424)}{(21)}$$



= 20.19

Which:

$M_y$  : The mean score of control group

$\Sigma y$  : The score  $y_2 - y_1$

N : The sample of control group

### 3. Standard Deviation (SD) of Variable X (Variable 1)

**Table 4.9**  
**The Calculation of Standard Deviation in Experimental Class**

No.	Initial	$X = (X_2 - X_1)$	$x = (X - M_x)$	$(X - M_x)^2$
1	ARS	41	2.39	5.71
2	CWH	31	-7.61	57.91
3	CL	31	-7.61	57.91
4	DHNS	41	2.39	5.71
5	FA	41	2.39	5.71
6	IZ	36	-2.61	6.81
7	MLS	46	7.39	54.61
8	MDZ	34	-4.61	21.25
9	MAK	39	0.39	0.15
10	MAR	41	2.39	5.71
11	MS	51	12.39	153.51
12	MYK	36	-2.61	6.81
13	MVA	29	-9.61	92.35
14	NA	35	-3.61	13.03
15	NZ	42	3.39	11.49
16	NBL	43	4.39	19.27
17	RAAD	32	-6.61	43.69
18	RSP	36	-2.61	6.81
19	TNR	42	3.39	11.49
20	WA	49	10.39	107.95
21	ZH	35	-3.61	13.03
<b>TOTAL</b>				<b>700.95</b>

The data of table 4.5 showed that the calculation of standard deviation of experimental group as followed:

$$SD_x = \sqrt{\frac{700.95}{21}} = \sqrt{33.37} = 5.77$$

#### 4. Standard Deviation (SD) for Variable Y (Variable 2)

**Table 4.10**  
**The Calculation of Standard Deviation in Control Class**

No.	Initial	Y= (Y <sub>2</sub> - Y <sub>1</sub> )	y= (Y-My)	(Y-My) <sup>2</sup>
1	ARN	16	-4.19	17.55
2	APN	25	4.81	23.13
3	APH	23	2.81	7.89
4	ASS	28	7.81	60.99
5	CAKD	11	-9.19	84.45
6	FR	32	11.81	139.47
7	HAH	15	-5.19	26.93
8	HK	14	-6.19	38.31
9	KYN	19	-1.19	1.41
10	MZM	19	-1.19	1.41
11	MZA	11	-9.19	84.45
12	MSR	26	5.81	33.75
13	NJ	35	14.81	219.33
14	RMH	18	-2.19	4.79
15	RAH	14	-6.19	38.31
16	RV	24	3.81	14.51
17	RR	10	-10.19	103.83
18	SKN	18	-2.19	4.79
19	SA	23	2.81	7.89
20	SF	33	12.81	164.09
21	WR	10	-10.19	103.83
<b>TOTAL</b>				<b>1181.23</b>

The data of table 4.6 showed that the calculation of standard deviation of control group as followed:

$$SD_y = \sqrt{\frac{1181.23}{21}} = \sqrt{56.24} = 7.49$$

Based on the calculation above shown the following facts were presented.

$$SD_x = 5.77$$

$$SD_y = 7.49$$

$$N_1 = 21$$

$$N_2 = 21$$

$$X = 811$$

$$Y = 424$$

$$M_x = 38.61$$

$$M_y = 20.19$$

$$(X - M_x)^2 = 700.95$$

$$(Y - M_y)^2 = 1181.23$$

Therefore, the following formulas were implemented:

a. Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{5.77}{\sqrt{21 - 1}} = \frac{5.77}{\sqrt{20}} = \frac{5.77}{4.47} = 1.29$$

b. Standard Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{7.49}{\sqrt{21 - 1}} = \frac{7.49}{\sqrt{20}} = \frac{7.49}{4.47} = 1.67$$

c. The Difference of Standard error

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

$$\begin{aligned}
&= \sqrt{(1.29)^2 + (1.67)^2} \\
&= \sqrt{1.66 + 2.78} \\
&= \sqrt{4.44} \\
&= 2.1
\end{aligned}$$

### C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SEM_{1-M_2}} \\
&= \frac{38.61 - 20.19}{2.1} \\
&= \frac{18.42}{2.1} \\
&= 8.77
\end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

$H_a$  is accepted if the value of the  $t_{observe}$  was higher than the value of the  $t_{table}$  ( $t_{table} \geq t_{observe}$ ). So there is a significant effect of using PIE Strategy on the students' ability in writing descriptive text.

$H_o$  is rejected if the value of the  $t_{table}$  was lower than  $t_{observe}$  ( $t_{table} \leq t_{observed}$ ). So there is no effect of using PIE Strategy on the students' ability in writing descriptive text. Where  $t_{table}$  value for the degree of freedom, the calculation showed as followed:

$$df = (N_1 - N_2 - 2)$$

$$= (21 + (21 - 2))$$

$$= 21 + 19$$

$$= 40$$

Based on the table of distribution, the pride of  $t_{table}$  with the degree of freedom (df) 40 at the level of significant 5% was at 2.02, while the critical value ( $t_{observe}$ ) was 8.77. The result of computing indicated that the  $t_{observe}$  was higher than  $t_{table}$  ( $t_{observe} \geq t_{table}$ ;  $8.77 \geq 2.02$ ). It meant that alternative hypothesis was accepted.

#### **D. Research Finding**

Based on the data analysis above, it was found that the using of Point, Illustration, Explanation Strategy (PIE) on the students' ability in writing descriptive text gave the significant effect. The students' that were taught by using Point, Illustration, Explanation Strategy (PIE) got the higher score than those taught without using strategy. The result of the test showed that the  $t_{observe}$  was 8.77 with degree of freedom (df) 40 at the level significant 5% was at 2.02. If compared with each value of the degree of the significant, the result of  $t_{observe}$  8.77 and  $t_{table}$  was 2.02. It meant that  $t_{observe}$  was higher than  $t_{table}$  ( $8.77 \geq 2.02$ ). According to Sugiyono, if the result of the calculation  $t_{observe}$  is higher than  $t_{table}$ , the altarnative hypothesis ( $H_a$ ) is accepted. If the result of the calculation  $t_{observe}$  is lower than  $t_{table}$ , the null hypothesis ( $H_o$ ) is accepted. So based on the explanation above, the alternative hypothesis ( $H_a$ ) was accepted. It meant that the Point, Illustration, Explanation Strategy (PIE) gave the significant effect on the students' ability in writing descriptive text.

So, the researcher concluded the alternative hypothesis was accepted that “there was a significant effect of using Point, Illustration, Explanation Strategy (PIE) on the students’ ability in writing descriptive text”.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found that there was a significant effect of using Point, Illustration, Explanation Strategy (PIE) on the students' ability in writing descriptive text, which was prove from the result of the test showed that the  $t_{\text{observe}}$  was 8.77 with degree of freedom (df) 40 at the level significant 5% was at 2.02. It meant that  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $8.77 \geq 2.02$ ).  $H_a$  is accepted if  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  and  $H_o$  is rejected if  $t_{\text{table}}$  is lower than  $t_{\text{observe}}$ . So it can be concluded that  $H_a$  is accepted,  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $8.77 \geq 2.02$ ). It meant that there was a significant effect of using Point, Illustration, Explanation Strategy (PIE) on the students' ability in writing descriptive text.

#### B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Point, Illustration, Explanation Strategy (PIE) in teaching writing. By which the teacher may easily teach writing interestingly because it can be an alternative strategy to motivate the students in writing descriptive text. Besides it can be contribution for English teacher to improve their teaching strategies.
2. The students are suggested to do a lot of practice to master of writing and easy to write the text by using Point, Illustration, Explanation Strategy (PIE). It is a

excellent strategy, because the students enjoy in learning process and easy to write the text. Students could compare about Point, Illustration, Explanation Strategy (PIE) and using Lecturing Method to take the best technique in writing especially in descriptive text.

3. The readers, especially at UMSU library are encourage to have a lot of information about teaching learning experiences for them.



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**APPENDIX 1****LESSON PLAN  
(EXPERIMENTAL GROUP)**

Name of school : MTs. Islamiyah Medan

Subject : English

Class / Semester : VIII (eight) / II

Skill : Writing

Time Allocation : 2 x 40 minute

Theme : Descriptive Text

**A. Competency Standard**

- Express the meaning in short functional text and simple essay in descriptive and recount form in the context of daily life.

**B. Basic Competency**

- Express the meaning in the form of simple short functional text using accurate, fluent and acceptable written language in daily life.
- Express the meaning and steps of rhetoric in simple short essay by using the variety of written language accurately, fluently and acceptable in daily life in text form descriptive and recount.

C. Indicator

1. Mention the meaning of descriptive text.
2. Identify the generic structure of descriptive text
3. Write descriptive text.

D. Learning objectives :

1. Students are able to mention the meaning of descriptive text.
2. Students are able to identify the generic structure of descriptive text.
3. Students are able to write descriptive text.

E. Character Values: Honest, Confident, Respect, Diligence And Hardwork.

F. Learning materials : Descriptive Text

a. Definition of descriptive text

Descriptive text is group of sentences that develops one main idea that describe the characteristics of a person, place or thing. The types of descriptive text are describing about person, thing and animal.

b. Generic Structure of Descriptive Text

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

### c. Language Features of Descriptive Text

Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity for example, run, sleep, walk, cut and etc.

### d. Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

Example :

#### **My “PUS PUS” Angora Cat**

Pus – pus is my beautiful gray Angora cat. It walks with confidently, performing a dance as if he were a ballet dancer. His pride, however, does not appear in its body, because he spends most of his time at home watching television and growing fat. It likes watching movie. Almost every day my cat watches television after the feed. Sometimes he eats and watches television in the same time.

Pus – pus is as finicky to the visitors. It sometimes begs to be petted, or it imitates a skunk and stains your favorite trousers. Pus – pus does not do this

to establish his territory, but to attract my attention since he is jealous of my friends. After my guests have gone home, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I should forgive him for his obnoxious, but endearing, habits.

G. Learning Method : Point, Illustration, Explanation (PIE) Strategy

H. Media and Tools

- Media : power point presentation, picture,
- Tools : laptop, projector, dictionary, origami paper, styrofoam board

I. Learning Step

a. Initial Activity

#### **Apersepsi**

- Researcher says greeting to the students
- Researcher prepares students for the learning process with prayer and attendance.
- Researcher delivers the material to be learned.
- Researcher asks question to stimulate knowledge of the students about the material that will be studied

#### **Motivation**

- Researcher conveys the learning objectives to students.

## b. Core Activities

### **Exploration**

In the exploration activities teachers:

- Students are asked the meaning of descriptive text.
- Researcher gives a picture of cat .
- Students are asked to describe the picture of cat.
- Researcher explains the material about descriptive text..
- Researcher gives the example of descriptive text.
- Students are asked to identify the generic structure of descriptive text.
- Researcher explains how to write a descriptive text by using PIE strategy
- Students are asked to described cat by using PIE strategy

### **Elaboration**

In the elaboration activities:

- Students are divided into 5 group that consist of 4-5 persons.
- One student from each group is choosen to be leader of the group.
- Researcher gives the origami papers for each group.
- Researcher asks students to write a descriptive text with the topic “My Favorite Animal” by using PIE strategy.
- Students are asked to discuss to make point with clear statement based on the topic.
- Students are asked to discuss to write the illustration of their point by the facts or examples.

- Students are asked to discuss to write the explanation related to their point and illustration.
- Students write the result of their discussion in the origami paper and designing by way of each group.

### **Confirmation**

In the confirmation activities:

- Students are asked to present their discussion's result in front of the class.
- Researcher asks the leader of the group to present their result in front of the class.
- While one group is presenting, the other groups are asked to listen the presentation.
- The other groups are asked to mention the generic structure.
- Researcher asks the groups to put their result on the Styrofoam board.

### c. Closing activities

- Researcher attracts students to ask.
- Students are asked to conclude the material.
- Researcher gives the reinforcement about the material.
- Researcher and students close the lesson by saying "Alhamdulillah"



## J. Learning Activity

**Meeting 1 (2 X 40')**

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>- Researcher greets the students.</li> <li>- Researcher introduces herself.</li> <li>- Researcher checks the attendance list.</li> <li>- Researcher gives motivation to the students.</li> </ul>	15'
Main	<p><b>Pre test activity</b></p> <ul style="list-style-type: none"> <li>- Researcher asks the students to make descriptive text which describes about tiger.</li> <li>- Researcher collect the answer sheet.</li> </ul>	60'
Closing	<ul style="list-style-type: none"> <li>- Researcher greets the students</li> </ul>	5'

**Meeting 2 (2 X 40')**

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>- Researcher says greeting to the students</li> <li>- Researcher prepares students for the learning process with prayer and attendance.</li> <li>- Researcher delivers the material to be learned.</li> </ul>	10'
Main	<p><b>Treatment activity</b></p> <ul style="list-style-type: none"> <li>- Students are asked the meaning of descriptive text.</li> <li>- Researcher gives a picture of cat .</li> <li>- Students are asked to describe the picture of cat.</li> <li>- Researcher explains the material about descriptive text..</li> <li>- Researcher gives the example of descriptive text.</li> <li>- Students are asked to identify the generic structure of descriptive</li> </ul>	65'

	text.	
Closing	<ul style="list-style-type: none"> <li>- Researcher attracts students to ask.</li> <li>- Students are asked to conclude the material.</li> <li>- Researcher gives the reinforcement about the material.</li> <li>- Researcher and students close the lesson by saying “Alhamdulillah”.</li> </ul>	5’

### Meeting 3 (2 X 40’)

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>- Researcher says greet to the students</li> <li>- Researcher prepares students for the learning process with prayer and attendance.</li> <li>- Researcher delivers material.</li> <li>- Researcher conveys learning objectives to students.</li> </ul>	10’
Main	<p><b>Treatment activity</b></p> <ul style="list-style-type: none"> <li>- Researcher review the last meeting the material about identify generic structure of descriptive text.</li> <li>- Researcher explains how to write a descriptive text by using PIE strategy</li> <li>- Students are asked to describe a cat by using PIE strategy</li> <li>- Students are divided into</li> </ul>	65’

	<p>5 group that consist of 4-5 persons.</p> <ul style="list-style-type: none"> <li>- Researcher asks students to write a descriptive text with the topic “My Favorite Animal” by using PIE strategy.</li> <li>- Students are asked to present their discussion’s result in front of the class.</li> <li>- Researcher asks the groups to put their result on the Styrofoam board.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>- Researcher attracts students to ask.</li> <li>- Students are asked to conclude the material.</li> <li>- Researcher gives the reinforcement about the material.</li> <li>- Researcher and students close the lesson by saying “Alhamdulillah”.</li> </ul>	5’

#### Meeting 4 (2 X 40’)

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>a. the researcher greets the students</li> <li>b. the researcher checks the attendance list</li> <li>c. the researcher give motivation to the students.</li> </ul>	10’
Main	<p><b>Post test activity</b></p> <ul style="list-style-type: none"> <li>a. the researcher asks the students to make descriptive text which</li> </ul>	65’

	describes a tiger at least in two paragraphs. b. the researcher collect the answer sheet	
Closing	a. the researcher greets the students	5'

K. Learning resources :

- English in focus for grade VIII junior high school (widya utama)
- <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
- <https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwjNqv2tqtnYAhVFspQKHRhFAeAQjRwIBw&url=http%3A%2F%2Fwww.vetstreet.com%2Fcats%2Fnorwegian-forest-cat&psig=AOvVaw3UsrP7HFLSqtEU7GFMG0cz&ust=151608360992518>

6

L. Assesement

- Form of Assesment : Written Assignment Group

Indicator	Assesment		
	Technique	Instrument Form	Instrument m
1. Mention the meaning of descriptive text. 2. Identify the generic structure of descriptive text 3. Written descriptive text	Written test	Essay test	rite a descriptive text with group by the topic "My Favorite Animal" and show the result in front of the class.

## - Assesment Rubric

Aspect	Excellant To very good	Good to average	Fair to poor	Very poor
Content	30 – 27	26 – 22	21 – 17	16 – 13
Organization	20 – 18	17 – 14	13 – 10	9 – 7
Vocabulary	20 – 18	17 – 14	13 – 10	9 – 7
Language use	25 – 22	21 - 19	17 – 11	10 -5
Mechanics	5	4	3	2

Medan, February 2018

English Teacher

(ABDAN EBIN PURBA S.Pd)

Researcher

(FIRZA AIDILA)

Head Master of Mts Islamiyah Medan



(RUSTAM HSB S.Pd.I)

## LESSON PLAN

### (Control Group)

Name of school : MTs. Islamiyah Medan

Subject : English

Class / semester : VIII (eight) / II

Skill : Writing

Time Allocation : 2 x 40 minute

Theme : Descriptive Text

#### A. Competency Standard

Express the meaning in short functional text and simple essay in descriptive and recount form in the context of daily life.

#### B. Basic Competency

- Express the meaning in the form of simple short functional text using accurate, fluent and acceptable written language in daily life.
- Express the meaning and steps of rhetoric in simple short essay by using the variety of written language accurately, fluently and acceptable in daily life in text form descriptive and recount.

#### C. Indicator

1. Mention the meaning of descriptive text.

2. Identify the generic structure of descriptive text
3. Write descriptive text.

D. Learning Objectives :

1. Students are able to mention the meaning of descriptive text.
2. Students are able to identify the generic structure of descriptive text.
3. Students are able to write descriptive text.

E. Character Values: Honest, Confident, Respect, Diligence And Hardwork.

F. Learning materials : Descriptive Text

a. Definition of descriptive text

Descriptive text is group of sentences that develops one main idea that describe the characteristics of a person, place or thing. The types of descriptive text are describing about person, thing and animal.

b. Generic Structure of Descriptive Text

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

c. Language Features of Descriptive Text

Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity for example, run, sleep, walk, cut and etc.

d. Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

Example :

**My “PUS PUS” Angora Cat**

Pus – pus is my beautiful gray Angora cat. It walks with confidently, performing a dance as if he were a ballet dancer. His pride, however, does not appear in its body, because he spends most of his time at home watching television and growing fat. It likes watching movie. Almost every day my cat watches television after the feed. Sometimes he eats and watches television in the same time.

Pus – pus is as finicky to the visitors. It sometimes begs to be petted, or it imitates a skunk and stains your favorite trousers. Pus – pus does not do this to establish his territory, but to attract my attention since he is jealous of my friends. After my guests have gone home, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I should forgive him for his obnoxious, but endearing, habits.



G. Learning Method : Lecturing method

H. Media and Tools

- Media : power point presentation.
- Tools : laptop, projector, dictionary.

I. Learning Step

b. Initial Activity

**Apersepsi**

- Researcher says greeting to the students
- Researcher prepares students for the learning process with prayer and attendance.
- Researcher delivers the material to be learned.

**Motivation**

- Researcher conveys the learning objectives to students.

b. Core Activities

**Exploration**

In the exploration activities teachers:

- Researcher asks the definition of descriptive text to the students.
- Researcher explains the material about descriptive text.
- Researcher gives the example of descriptive text.

- Researcher asks students to identify the generic structure of descriptive text.

### **Elaboration**

In the elaboration activities:

- Students are divided into 5 group that consist of 4-5 persons.
- One student from each group is chosen to be leader of the group.
- Researcher asks students to write a descriptive text with the topic “My Favorite Animal”.
- Students discuss to write descriptive text with their group.

### **Confirmation**

In the confirmation activities:

- Researcher asks students to present their discussion’s result in front of the class.
- Researcher asks the leader of the group to present their result in front of the class.
- While one group is presenting, the other groups are asked to listen the presentation.
- The other groups are asked to mention the generic structure.
- Researcher asks the groups to collect the result of their discussion.

### c. Closing activities

- Researcher concludes the material.
- Researcher gives the reinforcement about the material.

- Researcher and students close the lesson by saying “Alhamdulillah”

## J. Learning Activity

### Meeting 1 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>- Researcher greets the students.</li> <li>- Researcher introduces herself.</li> <li>- Researcher checks the attendance list.</li> <li>- Researcher gives motivation to the students.</li> </ul>	15'
Main	<p><b>Pre test activity</b></p> <ul style="list-style-type: none"> <li>- Researcher asks the students to make descriptive text which describes about tiger.</li> <li>- Researcher collects the answer sheet.</li> </ul>	60'
Closing	<ul style="list-style-type: none"> <li>- Researcher greets the students</li> </ul>	5'

### Meeting 2 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>- Researcher says greeting to the students</li> <li>- Researcher prepares students for the learning process with prayer and attendance.</li> <li>- Researcher delivers the material to be learned.</li> <li>- Researcher conveys the learning objectives to students.</li> </ul>	10'

Main	<ul style="list-style-type: none"> <li>- Researcher explains the material about descriptive text.</li> <li>- Researcher gives the example of descriptive text.</li> <li>- Researcher asks students to identify the generic structure of descriptive text.</li> </ul>	65'
Closing	<ul style="list-style-type: none"> <li>- Researcher concludes the material.</li> <li>- Researcher gives the reinforcement about the material.</li> <li>- Researcher and students close the lesson by saying "Alhamdulillah"</li> </ul>	

### Meeting 3 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	<ul style="list-style-type: none"> <li>- Researcher says greeting to the students</li> <li>- Researcher prepares students for the learning process with prayer and attendance.</li> <li>- Researcher delivers the material to be learned..</li> </ul>	10'
Main	<ul style="list-style-type: none"> <li>- Researcher review the last meeting the material about identify generic structure of descriptive text.</li> </ul>	65'

	<ul style="list-style-type: none"> <li>- Students are divided into 5 group that consist of 4-5 persons.</li> <li>- One student from each group is chosen to be leader of the group.</li> <li>- Researcher asks students to write a descriptive text with the topic “My Favorite Animal”.</li> <li>- Researcher asks students to present their discussion’s result in front of the class.</li> <li>- Researcher asks the groups to collect the result of their discussion.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>- Researcher attracts students to ask.</li> <li>- Students are asked to conclude the material.</li> <li>- Researcher gives the reinforcement about the</li> </ul>	5’

	<p>material.</p> <p>- Researcher and students close the lesson by saying “Alhamdulillah”</p>	
--	--	--

#### Meeting 4 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	<p>a. the researcher greets the students</p> <p>b. the researcher checks the attendance list</p> <p>c. the researcher give motivation to the students.</p>	10'
Main	<p><b>Post test activity</b></p> <p>a. the researcher asks the students to make descriptive text which describes a tiger at least in two paragraphs.</p> <p>b. the researcher collect the answer sheet</p>	65'
Closing	<p>a. the researcher greets the students</p>	5'

#### K. Learning Resources:

- English in focus for grade VIII junior high school (widya utama)
- <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

- <https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwjNqv2tqtnYAhVFspQKHRhFAeAQjRwIBw&url=http%3A%2F%2Fwww.vetstreet.com%2Fcats%2Fnorwegian-forest-cat&psig=AOvVaw3UsrP7HFLSqtEU7GFMG0cz&ust=151608360992518>

6

#### L. Assesment

- Form of Assesment : Written Assignment Group

Indicator	Assesment		
	Technique	Instrument Form	Instrument m
1. Mention the meaning of descriptive text. 2. Identify the generic structure of descriptive text 3. Written descriptive text	Written test	Essay test	rite a descriptive text with group by the topic “My Favorite Animal” and show the result in front of the class.

- Assesment Rubric

Aspect	Excellant To very good	Good to average	Fair to poor	Very poor
Content	30 – 27	26 – 22	21 – 17	16 – 13
Organization	20 – 18	17 – 14	13 – 10	9 – 7
Vocabulary	20 – 18	17 – 14	13 – 10	9 – 7
Language use	25 – 22	21 - 19	17 – 11	10 -5
Mechanics	5	4	3	2

Medan, February 2018

English Teacher



(ABDAN EBIN PURBA S.Pd)

Researcher



(FIRZA AIDILA)

Head Master of Mts Islamiyah Medan



(RUSTAM HSB S.Pd.I)



**APPENDIX 2****INSTRUMENT OF RESEARCH****WRITTEN TEST****A. Pre-Test and Post-Test for Experimental Group**

Instruction :

1. Write down your name and your class on your work sheet!
2. Write a descriptive text by the topic “My Favorite Animal”!

**B. Pre-Test and Post-Test for Control Group**

Instruction :

1. Write down your name and your class on your work sheet!
2. Write a descriptive text by the topic “My Favorite Animal”!

### Appendix 3

The answer sheet of post test (experimental Group)

Post Test

name: Nelson Date: \_\_\_\_\_

93

<input type="checkbox"/>	My favorite animals
<input type="checkbox"/>	
<input type="checkbox"/>	My favorite animal is chicken.
<input type="checkbox"/>	I have chicken, My chicken eats corn.
<input type="checkbox"/>	Every day I give foods my chicken.
<input type="checkbox"/>	My chicken's colour is white. Every morning
<input type="checkbox"/>	my chicken always crowed. Every six o'clock
<input type="checkbox"/>	in the morning.
<input type="checkbox"/>	My chicken has small head. My chicken
<input type="checkbox"/>	has two eyes. My chicken has corn in head.
<input type="checkbox"/>	My chicken has beak. My chicken has feather.
<input type="checkbox"/>	My chicken has long neck. My chicken has
<input type="checkbox"/>	2 wings. My chicken has 2 legs.
<input type="checkbox"/>	My chicken has 6 finger My chicken has claws.
<input type="checkbox"/>	My chicken's name is Kit kit. At time
<input type="checkbox"/>	it is hungry it always looking for eats in the soil.
<input type="checkbox"/>	
<input type="checkbox"/>	C: 27
<input type="checkbox"/>	O: 19
<input type="checkbox"/>	V: 10
<input type="checkbox"/>	LV: 23
<input type="checkbox"/>	N: 5
<input type="checkbox"/>	93
<input type="checkbox"/>	
<input type="checkbox"/>	

~~Name~~ . Name : Roy Syahputra Pohan

Date :

75

my favorite animal

My name is muhammad, my old 14 years old  
 I can favorite animal is cat. Spot is a regular  
 cat. He is an adorable cat. He has orange  
 fur with white and ~~black~~ black spots. I like to  
 him because his fur feels soft. every morning  
 I give spot milk. Spot does not like rice, so I give  
 him cat food. Spot is an active animal. He like  
 to run around the house. He like to chase  
 everyone in my house. When he feels tired or  
 Spot usually sleeps on the sofa in the living  
 room or sometimes under the table.

- C: 20
- O: 18
- V: 17
- U: 17
- M: 3

75

The answer sheet of Pre-test (experimental group)

Name: Chintami Larasati

NO.

DATE

## My Favorite Animal

59

my favorite animal is a panda, my panda is female  
 Panda has a fur, panda has a big body, ~~the body~~.  
 It's body is black and white. panda has two ears, the  
 panda has a head, panda has a nose, the panda  
 has a mouth, the panda has a tongue, the panda  
 has two hands, panda have two legs, the panda  
 has a teeth.

*add more details*

C: 7

D: 13

V: 5

W: 13

M: 3

59

H. Ojha Karna

No. 1

Date:

My favorite animal

34

My favorite animal: Cat

Cat <sup>is</sup> a very useful animal because  
Cat has four legs, two ears, two eyes, tail, nose, and whiskers.  
Cat breathes used lungs through skin  
or not human

C: 13

O: 7

V: 7

LV: 5

M: 2

The answer sheet of post test (control group)

Post Test

Nama: Karini Yohana Nst      Date: \_\_\_\_\_

73

My Favorite Animal.

I have a beautiful cat. The cat has dense and soft fur. The cat has two eyes and its eyes are blue. The cat has one nose. The cat has long ears. The cat has mouth. The cat has many sharp teeth. The cat has neck. The cat has body. The cat has yellow fur. The cat has long tail and the cat runs fastly.

C: 23  
O: 15  
V: 14  
LW: 17  
M: 4

Name: heppy Ariani hrp

No. 50  
Date:

A favorite animal is a cat

the cat has a round head has 2 ears

it has 2 eyes it has one nose it has

mustache. It has 4 paws, has a

sharp sharp tooth.

has a tongue. It has a fat body

has four legs, it has a small

tail, it has a long tail.

it is a mammal. It is a fish?

C: 15

O: 12

V: 11

LV: 10

M: 2

The answer sheet of pre-test (control group)

Nama: Cui Asmi Kesuma Dani

Date: \_\_\_\_\_

My Title  
 A favorite animal is a cat 59

I ~~like~~ cats because it's funny and ~~cat~~

I got the cat since I was little

the cats has around head, has ears, has one nose

has mustache, has a mouth, has a sharp ~~ness~~ tooth,

has ~~teeth~~, has ~~middle~~ body, has four legs, has a sharp

~~enough~~ nail, has a tail long and short, and have male

six and there are females, and eating fish

C: 17

D: 13

V: 13

LU: 13

M: 3

59



Nama: Adinda Puspita Hari

## My Favorite animal

34

My favorite animals is cat, he has four feet, he likes cats & fish. he has fur. he has mustache, he has two ears, his eyes colour's brown. his fur is very soft, cat has thin body, everyday? always & he has tail that short.

C: 13

O: 7

V: 7

W: 5

M: 2

## Appendix 4

## ATTENDANCE LIST OF EXPERIMENTAL GROUP

NO.	NAME	Meeting/Signature			
		I	II	III	IV
1	Aidil Rizki Sitanggang				
2	Chandra Wira Hrp				
3	Chintami Larasati				
4	Desy Hefa Nurwanda Salamoni				
5	Fasa Albani				
6	Indana Zulfa				
7	Melisa				
8	MHD. Daffi Zidan				
9	M. Akbar Kurniawan				
10	M. Alfa Ressa				
11	M. Syafii				
12	M. Yunus Khoir				
13	M. Vicky Azhari				
14	Nadila Ariani				
15	Naiya Zahola				
16	Nazwa Balkis Lubis				
17	Ragil Amruh Azhari Daulay				
18	Roy Syahputra Pohan				
19	Tengku Noval Ramadhan				
20	Wahyu Ananda				
21	Zhafira Handayani				

Medan, February 2018

Headmaster of MTs. Islamiyah Medan



**Hsb, S.Pd.I**

Researcher

**Firza Aidila**

## Appendix 5

## ATTENDANCE LIST OF CONTROL GROUP

No.	Name	Meeting/Signature			
		I	II	III	IV
1	Achmad Ramadhan Nst				
2	Adinda Putri Aisyah				
3	Adinda Puspita Hati				
4	Apriyanti Safa Simatupang				
5	Cut Asma Kesuma Dani				
6	Fitriani Ritonga				
7	Heppy Ariani Hrp				
8	Hakila Khairunisayah				
9	Karini Yohana Nst				
10	M. Zaldy Marsando				
11	MHD. Zaki Abdullah				
12	Muhammad Surya Ritonga				
13	Nur Jafar				
14	Raihan Mahmud Hutasuhut				
15	Ricky Andika Hrp				
16	Rizka Vista				
17	Roisiehan Rambe				
18	Sakina				
19	Syafikah Annisa				
20	Sofia				
21	Wahyu Ramadhan				

Medan, February 2018

Headmaster of MTs. Islamiyah Medan

Researcher



**Basim Hsb, S.Pd.I**



**Firza Aidila**

**APPENDIX 6**

**DOCUMENTATION**

**A. Documentation of Experimental Group**



### B. Documentation of Control Group



## Appendix 7



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Firza Aidila  
NPM : 1402050318  
Program Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 133 SKS

IPK= 3,57

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students' Ability in Writing Descriptive Text	
	The Ananalysis of Impoliteness Strategy in Movie Pirates of the Caribbean: Dead Men Tell No Tales	
	Improving the Students' Achievement in Simple Present Future Tense by Using Practice, Generalization, Reinforcement Strategy (PGR)	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 23 November 2017

Hormat Pemohon,

Firza Aidila

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



## Appendix 8



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Firza Aidila  
NPM : 1402050318  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students' Ability in Writing Descriptive Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Hj. Darmawati, S.Pd, M.Pd Acc <sup>29/</sup> 11-2017 *PF*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 29 November 2017

Hormat Pemohon,

**Firza Aidila**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

## Appendix 9

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

-----  
Nomor : *548* /IL.3-AU /UMSU-02/F/2017  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Firza Aidila  
NPM : 1402050318  
Program Studi : Pend. Bahasa Inggris  
Judul Skripsi : The Effect of Using Point, Illustration , Explanation Strategy (PIE) on the Students' Ability in Writing Descriptive Text

Pembimbing : Hj. Darmawati.,S.Pd.,M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **29 Nopember 2018**

Medan, 10 Rab. Awwal 1439 H  
29 Nopember 2017 M

Wassalam  
Dekan



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**

## Appendix 10



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Firza Aidilla  
 N.P.M : 1402050318  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Using Point, Illustration, Explanation Strategy  
 (PIE) on The Students' Ability in Writing Descriptive Text

sudah layak diseminarkan.

Medan, 17 Januari 2018

Dosen Pembimbing,

Hj. Darmawati, S.Pd, M.Pd

## Appendix 11



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Nama Lengkap : Firza Aidila  
 N.P.M : 1402050318  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students' Ability in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
19-12-2017	Chapter I ⇒ Background of the Study, The Identification of the Problem, The Significances of the Study	
	Chapter II, Chapter III ⇒ Location, Population, Sample, Research Design, Technique of Collecting Data	
23-12-2017	Chapter I ⇒ The Identification of the Problem	
	Chapter III ⇒ Sample, Research design	
30-12-2017	Table of Content, Formulation of the Problem, objective of the Study	
11-01-2018	Research design	
12-01-2018	Sample	
13-01-2018	Acc to Submit Seminar	

Medan, 13 Januari 2018

Diketahui Oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Hj. Darmawati, S.Pd, M.Pd

## Appendix 12



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Firza Aidila  
N.P.M : 1402050318  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students' Ability in Writing Descriptive Text

Benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 20 bulan Januari, tahun 2018.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua

**Mandra Saragih, S.Pd, M.Hum**

## Appendix 13



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



## LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Firza Aidila  
 N.P.M : 1402050318  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Using Point, Illustration, Explanation Strategy (PIE)  
 on the Students' Ability in Writing Descriptive Text

Pada hari Sabtu tanggal 20 bulan Januari 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas

**Drs. H. Taslim Tanjung, M.Ed**

Dosen Pembimbing

**Hj. Darmawati, S.Pd, M.Pd**

Diketahui oleh  
 Ketua Program studi

**Mandra Saragih S.Pd, M.Hum**

## Appendix 14



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)

**SURAT PERNYATAAN**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Firza Aidila  
 N.P.M : 1402050318  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Using Point, Illustration, Explanation Strategy (PIE)  
 on the Students' Ability in Writing Descriptive Text

Dengan ini saya menyatakan bahwa :

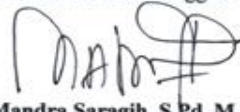
1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018  
 Hormat saya  
 Yang membuat pernyataan,

  
 Firza Aidila

Diketahui oleh  
 Ketua Program Studi  
 Pendidikan Bahasa Inggris

  
 Mandra Saragih, S.Pd, M.Hum





## Appendix 16



Nomor : 12/MTs/YMIM/II/2018  
 Lamp : -  
 Hal : Keterangan Hasil Riset

Medan, 27 Pebruari 2018  
 Kepada Yth.  
 Dekan FKIP UMSU  
 di-  
 Tempat

Assalamu'alaikum Wr.Wb

Yang bertanda tangan di bawah ini Kepala Sekolah MTs Islamiyah Medan dengan ini menerangkan bahwa :

Nama : FIRZA AIDILA  
 NPM : 1402050318  
 Program Studi : Pendidikan Bahasa Inggris

Telah melakukan kegiatan penelitian di MTs Islamiyah Medan mulai tanggal 26 Januari s/d 27 Pebruari 2018 untuk pembuatan skripsi yang berjudul " THE EFFECT OF USING POINT, ILLUSTRATION, EXPLANATION STRATEGY (PIE) ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT"

Demikian surat ini di perbuat, untuk dipergunakan dengan sebagaimana mestinya.

Wasallam,

Kepala Sekolah



## Appendix 17



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Firza Aidila  
N.P.M : 1402050318  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Point, Illustration, Explanation Strategy (PIE) on the Students' Ability in Writing Descriptive Text

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
05 March 2018	- Abstract - Acknowledgement		
08 March 2018	- Chapter I - Chapter II		
12 March 2018	- Chapter III - Chapter IV		
16 March 2018	- Chapter V - References - Appendices		

Medan, 20 Maret 2018

Diketahui oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Hj. Darmawati, S.Pd., M.Pd

**Appendix 18****CURRICULUM VITAE**

Name : Firza Aidila

Place and Date Birth : Medan, 15<sup>th</sup> February 1997

Age : 21 Years old

Gender : Female

Nationality : Indonesian

Religion : Islam

Marital Status : Not Married

Address : Jl. Seto Gg. Kijang No. 5K Kel. Tegal Sari II Kec. Medan  
Area

Phone number : 081397029668

Email : [firzaaidila@gmail.com](mailto:firzaaidila@gmail.com)

**Parents' Name**

Father : Hendra S, SE

Mother : Eva Asih Pahyuni

**Education**

2002-2008 : SD Swasta Tamansiswa Medan

2008-2011 : SMP Negeri 3 Medan

2011-2014 : SMA Negeri 8 Medan

2014-2018 : Students of English Department Faculty of Teacher  
Training and Education, UMSU 2018 until Reaching the  
Degree of Sarjana