

## The Effect Of Implementation Point, Illustration, And Explanation Toward Student's Motivation In Writing Skill

Tri Setianingsih, I Made Permadi Utama

English Language Education, UNDIKMA Mataram

[trisetianingsih@ikipmataram.ac.id](mailto:trisetianingsih@ikipmataram.ac.id), [permadi\\_utama@ikipmataram.ac.id](mailto:permadi_utama@ikipmataram.ac.id)

### Abstract

This research aimed to find out the effect of implementation Point, Illustration, and Explanation towards students' motivation in writing skill for first grade of MA Darunnajah Al-Falah in academic year 2019/2020 whether there is any positive effect or not. The method of this research was experimental research (pre-experimental pre-test post-test design). The population of this research was all of the first grade students of MA Darunnajah Al-Falah which consisted of one class. The samples were all population. Students had the test before treated by using Point, Illustration, and Explanation strategy and the instrument used essay test and questionnaire. The result of the research showed that, there was significant effect of Point, Illustration, and Explanation towards students' motivation in writing. The result of the data analysis showed that t-test was 4.684 and the result of t-table was 1.703 in significance level 0.05. It meant that the score of t-test was higher than t-table ( $4,684 > 1.703$ ). Therefore, Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. From the result of data analysis above, the researcher concluded that through the implementation of PIE there is positive effect towards students' motivation in writing skill in the first grade students of MA Darunnajah in academic year 2019/2020.

**Key word:** *PIE Strategy, Motivation and Writing skill.*

### Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi Point, Illustration, and Explanation (PIE) terhadap motivasi siswa dalam keterampilan menulis untuk kelas satu MA Darunnajah Al-Falah pada tahun akademik 2019/2020. Metode penelitian ini adalah penelitian eksperimental (pre-test dan post-test design). Populasi penelitian ini adalah semua siswa kelas satu MA Darunnajah Al-Falah yang terdiri dari satu kelas. Sampel adalah semua populasi. Siswa yang menjalani tes sebelum diperlakukan menggunakan strategi Point, Illustration, and Explanation dan instrument menggunakan tes esai dan kuesioner. Hasil penelitian menunjukkan bahwa dari implementasi PIE ada pengaruh signifikan terhadap motivasi siswa dalam menulis. Hasil analisis data menunjukkan bahwa t-test adalah 4.684 dan hasil t-table adalah 1.703 pada tingkat signifikansi 0.05. ini berarti bahwa skor t-test lebih tinggi daripada t-table ( $4.684 > 1.703$ ). Oleh karena itu, Hipotesis Null ( $H_0$ ) ditolak dan Hipotesis Alternatif ( $H_a$ ) diterima. Dari hasil analisis data di atas, peneliti menyimpulkan bahwa ada efek positif dari implementasi Point, Illustration, and Explanation terhadap motivasi siswa dalam keterampilan menulis pada siswa kelas satu MA Darunnajah Al-Falah tahun akademik 2019/2020.

**Kata Kunci:** *PIE Strategy, Motivation, and Writing skill.*

### INTRODUCTION

One of productive skill is writing which needs proper handling of the mechanics involved in it like spelling and punctuation. According to Harmer (2001:79) writing is a form of communication to deliver

through or to express feeling through written form. Another definition of writing is proposed by Hyland (2003:4) Writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the

rules used to create texts.

Based on Brown & Bailey (1984:39-41) in Imran, and Sumarni, writing skill has five indicators:

- 1) Grammar
- 2) Vocabulary
- 3) Mechanics
- 4) Style
- 5) Form

Whereas, Brown (2001:220) added that there are four categories of written performance that capture the ranges of written production are considered here. Each category resembles the categories define for the other three skills, but these categories as always reflect the uniqueness of the skill area. There are four categories of written performance, those are:

- a. Imitative to produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentence. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is primary if not exclusive focus, while context and meaning are of secondary concern.
- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but the most assessment tasks are more concerned with a focus on form. And are rather strictly controlled by the test design.
- c. Responsive here assessment tasks require learners to at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or here paragraphs. Task respond to pedagogical directives, lists of criteria, outlines and other guidelines. Genre of writing include brief narratives

and descriptions, short report, lab report, summaries, brief response to reading and interpretations of charts of graphs.

- d. Extensive, extensive writing implies successful management of all the process and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

Harmer (2001:98) also said that motivation is some kind of interval drive which pushes someone to do things in order to achieve something. In his discussion of motivation Douglas Brown includes the need for ego enhancement as a prime motivator.

Discroll (1994) mentioned that there are several indicator of Motivation, they are:

- 1) Attention
- 2) Relevance
- 3) Confidence.
- 4) Satisfaction

Based on the researcher's observation there were some problems found in the classroom when giving writing materials. The problem of the students were lack in vocabulary, errors in spelling, difficult to understand grammatical structure, for example they cannot arrange the sentence by following grammatical rule. They felt writing is difficult for them since they have to master enough vocabulary, spelling, and grammar. The teacher also did not have any interesting methods in teaching learning process, they are still using direct instruction with no specific steps when they teach the students to write about something and the condition of class is very noisy. This is might be the cause that makes the students are still difficult in writing. That's why the researchers wants to over the new strategy such as PIE.

Point, Illustration, Explanation (PIE) is designed to motivate the students' interest in writing and help students easy to write report. According to Cross (1996, p.44), PIE strategy is one of the strategies to help students easy to write report, analytical, and argumentative paragraph and increase students' motivation in writing skills. PIE stands for the word Point,

Illustration, Explanation. By using these strategies PIE, students actively bring their background knowledge to the forefront, and student connections, interest, and motivation can be addressed when they used these strategies. In making Point of paragraph, students must have a prior knowledge about the phenomenon, issue, news, etc. In Illustration, students elaborate or draw how, what, why, when, where, the title or point of the topic can happened. After that students have to explain part of the illustration that students have wrote. Based on both of previous study this strategy helpfully students in easy making report paragraph.

Then Husna (2006:3) said that PIE strategy is the strategy to ensure the body paragraph focused clearly, developed convincingly, and connects back to thesis. Point, Illustration, Explanation (PIE) is designed to motivate the students' interest in writing and help students easy to write report. PIE strategy is one of the strategies to help students easy to write report, analytical, and argumentative paragraph and increase students' motivation in writing skills.

The benefits of Point, Illustration, Explanation (PIE) Strategy according to Cross (1996, p.44), are as follows:

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

their writing as what they want to say in written form.

Wondering of how the effect of PIE, the researchers set the purpose of the study to find out the effect of implementation Point, Illustration, and Explanation towards students' writing skill at MA Darunnajah Al-Falah.

### **METHOD**

The approach that used by the researcher was quantitative approach. Quantitative approach is the presentation of data in form of numeric and to analysis the data is using statistical. According to Miller (2005: 4) informal terms an experimental is a means of collecting evidence to show the effect of on variable upon another. Where, in this design there was only one experimental group without control group. For that reason, the research design of this study was pre-experimental design in the form one group pre-test and post-test design. The design of this study figured out by the following table:

### **Scheme of the Research**

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| T1       | X         | T2        |

T1 = Pre-test

X = Point, Illustration, and Explanation

T2 = Post-test

### **Population and Sample**

The population of the research is the first grade students of MA Darunnajah Al-Falah in academic year 2019/2020. By using population sampling technique, the researcher took all of students of first grade as the sample of this research. It was consisted of 28 students.

### **Instruments**

The researcher used essay test that aimed to know students' writing skill that made by the indicators of writing. They are grammar, vocabulary, Mechanics, style, form. The researcher also used questionnaire that aimed to know the scale of the students' motivation in writing before and after applying PIE Strategy. The questionnaire consisted of 20 items and had 5 alternative answers. The data of this research was taken from pre-test, post-test of the students'

writing skill and the questionnaire of Point, illustration, and explanation. Pre-test was the first step in collecting the data for students' writing skill to know the basic ability of the students before getting treatment. After giving the treatment, the researcher gave post-test to know the different between before and after getting the treatment. In this research, questionnaire was the last step in collecting the data.

### **Data Analysis**

After collected the data, the researcher used descriptive statistic and inferential statistic to analyze the data of pre-test and post-test. According to Kothari (2004: 131), descriptive statistics concern the development of certain indices from the raw data. The first step to analyze all of the data, the researcher used descriptive statistics to process the raw data became mean, median, mode and standard deviation.

Inferential statistics is analysis derived from sample data that used to make inferences about the population from which the sample was taken. In this research, the researcher used t-test to compute the data from pre-test and post-test to find out the significant difference between pre-test and post-test. To get the value of t-test, the researcher used the formula by using the method Paired Sample t-test with significance level 95% (0.05).

The researcher then analyzed the questionnaire by qualified the answers to the scoring qualifications of PIE. Subsequently, the researcher classified them into response scale of PIE.

### **RESEARCH FINDINGS AND DISCUSSION**

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

The students could show their feeling, expression and their skill of writing

which they were studying by team work. Students also are able to teach other students, which according to some research result is more effective than teaching by teachers. Education like this gives students the chance to work together and develop their potential.

In which the researchers investigated how the effect of implementation Point, Illustration, and Explanation towards students' motivation in writing skill, they gave the students pre-test to know the basic skill of the students. Then, after conducting the test, the researcher treated students. After giving the treatment the researcher gave students post-test to know the effect of treatment in teaching writing. The last step is analyzing the data using statistical analysis to know the effect of Point, Illustration, and Explanation in teaching writing at MA Darunnajah Al-Falah in academic year 2019/2020.

The data were obtained from students' pre-test and post-test score. The result from the data analysis showed before give the treatment using Point, Illustration, and Explanation (PIE) strategy the highest score in pre-test was 76 and the lowest score was 40, the mean score was 56.7, the mode score was 50.1, the median score was 52.5, the standard deviation was 15.1. and the result of data analysis showed after using Point, Illustration, and Explanation (PIE), in post-test the highest score of post-test was 84 and the lowest score was 60 the mean score was 71.1, the mode score was 76.1, the median score was 77.3, the standard deviation was 7.6. While used the teaching of conventional strategy or traditional method prefers an explanation from a teacher rather than student activity because the teacher was not given an opportunity to the students to develop their confidence, it made students have low motivation and lack of confident in writing because less active students to convey their ideas but when the researchers taught the students in the classroom by using Point, Illustration, and Explanation (PIE) strategy, the students were active, feeling fun and enjoyed the whole teaching and learning process. As what Cross (1996,

p.44), said that PIE strategy is one of the strategies to help students easy to write report, analytical, and argumentative paragraph and increase students' motivation in writing skills. PIE stands for the word Point, Illustration, Explanation. By using these strategies PIE, students actively bring their background knowledge to the forefront, and student connections, interest, and motivation can be addressed when they used these strategies. In making Point of paragraph, students must have a prior knowledge about the phenomenon, issue, news, etc. In Illustration, students elaborate or draw how, what, why, when, where, the title or point of the topic can happened.

Those supported by Husna (2006:3) that PIE strategy is the strategy to ensure the body paragraph focused clearly, developed convincingly, and connects back to thesis. Point, Illustration, Explanation (PIE) is designed to motivate the students' interest in writing and help students easy to write report. PIE strategy is one of the strategies to help students easy to write report, analytical, and argumentative paragraph and increase students' motivation in writing skills.

Then, the result of this research that the implementation Point, Illustration, and Explanation (PIE) strategy has significant effect towards students' motivation in writing. The students motivation was raised after the teacher applied Point, Illustration, and Explanation (PIE) strategy than applied traditional method or conventional strategy, because Point, Illustration, and Explanation (PIE) strategy is one of strategy learning that focus on the students to establish the students 'belief and motivate their self in learning, This proves that the theory is the same as the characteristics of high motivation. The data before give the treatment using Point, Illustration, and Explanation (PIE) showed The Highest score was 77 and the lowest score was 46, Very Motivating was 0 students, Slightly Motivating was 5 students, Neutral was 19 students, slightly demotivating was 4 students, and Very demotivating was 0 student. And the data after give the

treatment using Point, Illustration, and Explanation (PIE) showed the highest score was 86 and the lowest score was 66, Very motivating was 8 students, slightly motivating was 16 students, Neutral was 4 students, Slightly demotivating was 0 students, Very demotivating was 0 students.

Based on the result of data analysis, Point, Illustration, and Explanation (PIE) strategy has positive effect in writing skill. It was proven that  $t\text{-test} \geq t\text{-table}$ . When the researcher taught the students in the classroom by using Point, Illustration, and Explanation (PIE) strategy, the students were active, enjoyed the teaching learning process. Thus, the researcher concluded that Point, Illustration, and Explanation (PIE) strategy has positive effect in writing skill. It was found that the value of  $t\text{-test} = 4.684 > t\text{-table} = 1.703$ . It means that Point, Illustration, and Explanation (PIE) strategy towards students' Motivation in Writing skill First grade at MA Darunnajah Al- Falah was accepted.

## CONCLUSION AND SUGGESTION

### Conclusion

(PIE) strategy was appropriate for teaching writing. There are some points that the researcher took toward the advantage of using PIE strategy in teaching writing. First, helped the students to write report text. Second, it helped the students to be more active in the class. Thus, it can be concluded that PIE strategy can be used in teaching writing. It was found that  $t\text{-test}$  was 4.684 with  $t\text{-table}$  was 1.711, it was showed that  $t\text{-test}$  value was higher than  $t\text{-table}$  value. It means Null hypothesis ( $H_0$ ) was rejected and Alternative hypothesis ( $H_a$ ) was accepted. While the questionnaire was given to know the students' motivation in writing skill. There was 20 items with five options (strongly agree, agree, disagree uncertain, and strongly disagree). Based on the results of computing the data of questionnaire show that the students' motivation in writing skill was high, with the total of criteria students was very motivating are 8 students, students Slightly motivating are 16 students and 4 students neutral.

## Suggestion

Based on the conclusion above, the researcher would like to offer some suggestions for English teacher, the students and the next researchers.

### 1. To English teacher

The teacher should make the students interested to learn the English and also make students' motivation increased in using media or strategy that students do not feel bored in the class

### 2. To the students

The result of this study hopefully could increase students' interesting in learning by using PIE strategy and the students were become more confident in their own abilities, and they can motivate themselves to resolve the difficult situation, because they have high motivation.

### 3. To the next researcher

The researcher hoped that the result of this study can be useful for the next researchers who are interested in English and for who want to conduct further research about the use of PIE strategy, especially in other different skill.

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