

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meaning. Language is always evolving from time to time until it can grow new language. Every one needs a language in their life to interact with other people to express their ideas, feelings, suggestions, and emotions to communicate to each other. Language is an effective means of communication either spoken or written so that their ideas, feeling or message can be conveyed completely. Language can not be separated from human life, because it is the most important tool to communicate in the world. There are many language in the world, for example: Indonesia, germany, English etc.

In learning English as foreign language students should achieve the four English basic, there are four basics that will be learned they are Speaking, Reading, Listening and Writing. Besides that, vocabulary and grammar are the others components in learning English. One of the skills becomes the focus of the study, namely writing skill.

Writing is one of the skills that have to be mastered by students in learning English. Writing can also enable you to express your feelings and observations to others. Through writing people can express their experiences, and social identities which focus on the contents, ideas, and written products. In reality, writing has the most complicated problems to be taught. It is related to any aspect which should be achieved by the students. For example: gramar, structure, spelling, vocabulary ect. Writing also is the art of written. Talking about writing must be related to some

kinds of genre. There are some genres of writing they are: spoof, recount, hortatory exposition, report, description, analytical exposition, discussion, narrative, news, procedure.

Based on the writer's experience during the field practice experience (*Praktek Pengalaman Lapangan : PPL*) in grade eleven students of Senior High School. There was found that most of the students had low abilities in expressing their idea through writing, especially in report text, and the students can not able to write the report text. Second, the students said that they didnot like writing because they are confused what they want to write. As we know that, writing is connected with regard to ideas. Commonly, teachers asked the students to write something in their paper. In fact, the students are going to blank, bored, and some of the students said , “ I don't like to learn English subject” or English is not interesting”. This monotonous ways of teaching the students bored and lazy in learning English especially learning writing report.

Point, Illustration, Explanation (PIE) is a strategy that can help the students to write report text through three main steps, that are poin, illustration, explanation.

Based on the students' condition in teaching learning process, it is hoped that using Point, Illustration, Explanation Startegy is good way of teaching report writing to help the students. It will make them get higher score than before. It means students are able in writing report text through Point, Illustration, Explanation, the writer hopes this strategy can be applied to develop and improve the students' writing skill easily.

1.2 The Problem of the Study

Referring to the background of the study, the problem of the study is formulated as the following: “Does Point, Illustration, Explanation (PIE) strategy significantly affect Students' Ability in Writing a Report text?”

1.3 The Objective of the Study

The study intends to find out whether Point, Illustration, Explanation Strategy gives significant effect on students' ability in writing report paragraph.

1.4 The Scope of the Study

There are many strategies to mastery writing. In this researcher the writer focuses on applying Point, Illustration, Explanation (PIE) as the teaching strategy in teaching writing, especially report text for the students Grade XI of SMAN 1 Sianjur Mulamula. Report text contain social function, generic structure and language/lexicogrammatical feature. But the writer focuses on generic structure of report text.

1.5 The Significance of Study

The finding of this study are expected to be theoretically and practically significant and relevant for some matters.

1. Theoretically, finding of the study is expected to give
 - 1) To rich about the result of using PIE Strategy in students' writing ability
 - 2) Alternative way to teach writing
2. Practically, the finding of the study are expected to be useful for:
 - 1) English teacher: to help them teach how to write report text easily.
 - 2) Students: to give them information of writing report by using PIE strategy. And then, can make students to be more active, think more during teaching learning process and motivate students to write and express their ideas in writing easily.
 - 3) Other researchers: to provide reference in conducting similar research study about writing report text.

1.6 The Hypothesis

The hypothesis formulated as the following null hypothesis (Ho) and alternative hypothesis (Ha)

Ha: “Point, Illustration, Explanation (PIE) strategy affect the students’s writing in Report text?”

Ho: “Point, Illustration, Explanation (PIE) strategy does not affect the students’s writing in Report text”

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and explanation of the related materials. Some related theories are used for some basic to support the study. In this case, it is very important to list the following terms for the purpose of the study.

2.2 Writing

Writing is one of the essential skills in English which should be comprehended by students. It is a way for communicating with others. According to Tarigan (2004:23) states that writing is one the language skills used to communicate indirectly without facing the other people. According to Ahmadi (1990: 24) states that writing or composing is a process of arranging, recording, and communicating meaning double level which is interactive and directed to achieve certain purposes with using a conventional symbol system that can be seen or read. According to Roger Caswell and Brenda Mahwel (2004:4) Writing is a developmental process that each student can successfully experience at different levels when it's approached systematically. According to Kellogg (2008) writing is important, writing is not just about putting spoken language down on the page or screen. Based on the above explanation the writer conclude that people use writing to express and transfer their ideas, feeling and opinion thought in words. Writing is not only a process of linking word into sentences or paragraph, but it is also organized the meaning of every sentence in which is closely related one another.

2.2.1 The Purpose of Writing

Writing is used by educated people for certain purposes such as as making notes, recording , assuring, giving information, and persuading. According to Hugo Hartig Tarigan (1984) concludes writing can also be used in several educational purposes such as:

1. Several activities of writing make teachers capable of presenting several kinds and style of teaching. Students who find difficulty in self-learning through oral practice can be more comfortable should they are given an opportunity to read and write.
2. Writing gives students some factual proofs of improving in using language.

3. Expressing foreign languages through more than one media is more effective than one especially if the skills are combined
4. Writing gives several activities of students of students in class which can function as an in between activity after oral skill.

It is obvious that writing is a complex matter because besides it must present concepts and ideas clearly, writing must also apply written language principles appropriately.

2.2.2 The Elements of Writing

According to Harmer (2004:4) in using a writing material, there is a process involved and the process can be affected by the content (subject matter) of the writing, the type of the writing. There are four main elements of writing. They are:

1. Planning

The students can write plan what they are going. Before starting to write or type, they try and decide what it is they are going to say. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, the students has to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence they type of the text and the language, the writer has to consider information that is chosen to write, and the content structure of the piece that is how best to sequence the facts, ideas, or arguments which has decided to include.

2. Drafting

The writer can refer to the first version of a piece of writing as draft. Draft is often in the assumption that it will be amended later. The writing process proceeds into a number of editing , and a number of draft produced on the way to final version.

3. Editing (Reflection and Revising)

A writer has produced a draft reads through what she has written to where it works and where it do not work. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revision.

4. Final Version

A final version takes place when a writer has edited the draft, making some changes which she considers being necessary, produces the final version.

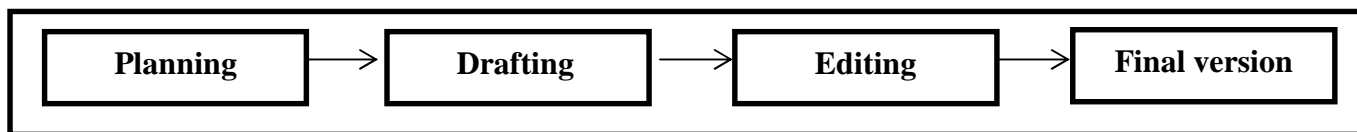


Figure 2.1 The Elements Of Writing. Harmer (2004:4)

2.2.3 The Assessment of Writing

The following are the assessment criteria for assessing writing report text based on the appropriate generic structural and grammatical features (Knap & Watkins, 2005)

1. Genre- based criteria deal with the macro level features the text
2. Textual language criteria deal with way that the text is held together, the way that sentences are structured and how sentences work with one another.
3. Syntactical language criteria deal with the internal structure of the sentences used.

This level covers the text criteria

- 1) Do the sentences the essential elements such as verb and do statement have the subject and main verb in the correct order?

- 2) Do the subject and main verb agree in person and number?
4. Spelling deals with the way that individual words across the text are spelt: this level comprises the following: criteria
 - 1) Are most high-frequency words spelt correctly?
 - 2) Are most less frequently used words and words with common but not simple patterns spelt correctly?

From the explanation above, the rubric scoring for writing report text is made up by the researcher, in order to know the effect of the students' achievement in writing report text. Harm-Lyons (1991 b), describes that there are five components that must be paid special attention in scoring composition, namely, content, organization, vocabulary, language use, and mechanics.

1. Content

The criteria of scoring these are as follows:

Table 2.1 The Criteria of Scoring The Content

Score	Result	Criteria
27- 30	Excellent to Very Good	Knowledgeable - substantive - through development of topic sentence - relevant to assigned topic.
22- 26	Good to Average	some knowledge of subject - adequate range - limited development of topic sentence - mostly relevant to topic, but lack detail.
17- 21	Fair to Poor	limited knowledge of subject - little substance - inadequate development of topic.
13- 16	Very Poor	does not show knowledge of subject - not substantive - not pertinent - or not enough to evaluate.

2. Organization

The criteria of giving the score are as follow:

Table 2.2 The Criteria of Scoring The Organization

Score	Result	Criteria
18-20	Excellent to Very Good	ideas clearly state/supported - cohesive - time sequence - spatial - particular to general - general to particular.
14-17	Good to Average	somewhat choppy - loosely organized but main ideas stand out - limited support - logical but incomplete sequencing.
10-13	Fair to Poor	non fluent - ideas confused or disconnected - lack; logical sequencing and development
7-9	Very Poor	does not communicate - no organization - or not enough to evaluate

3. Vocabulary

The criteria of scoring vocabulary are given below :

Table 2.3 The Criteria of Scoring The Vocabulary

Score	Result	Criteria
18-20	Excellent to Very Good	exact words - effective word/idiom choice and usage - word form mastery - appropriate register
14-17	Good to Average	adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured.
10-13	Fair to Poor	limited range - frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

7-9	Very Poor	essentially translation - little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
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4. Language Use

The criteria of scoring language use are as follows:

Table 2.4 The Criteria of Scoring The Language Use

Score	Result	Criteria
22-25	Excellent to Very Good	effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
18-21	Good to Average	effective but simple constructions – minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
11-17	Fair to Poor	major problem in simple/complex construction, frequent errors of negations, agreement, tense, number, and word order/function, articles, pronouns, preposition and/or fragments, deletions - meaning confused or obscured
5-10	Very Poor	virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate

5. Mechanics

The criteria of scoring mechanics are given below:

Table 2.5 The Criteria of Scoring The Mechanics

Score	Result	Criteria
5	Excellent to Very Good	demonstrates mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing

4	Good to Average	occasional errors of spelling punctuation, capitalization, paragraphing but meaning not obscured.
3	Fair to Poor	frequent errors of spelling punctuation, capitalization, paragraphing, poor handwriting – meaning confused or obscured.
2	Very Poor	no mastery conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting, illegible - or not enough to evaluate.

2.2.4 Genres of Writing

According to Knapp and Watkins (2005) genre as it has been developed in literacy education is an organizing concept for cultural practices. The meaning of genre also is place occasion, function, behaviour, and interaction structures.

In writing text there many types of text, that called with genre. A genre of text has relation with other. Genre is kind of text has function as frame of references so that the text can make more effective. In the concept genre of writing which explain about kinds of text which has purpose and technique to arrange the information of the text. Every genre has purpose and technique to support the information. The purpose and technique of each text are different, like purpose and technique in narrative text is different than report text.

According to First step writing 2nd Edition (2005:3) there are many kinds of genre in writing, they are: narrative, recount, procedural, explanatory, persuasive, report.

According to Jonathan Sarwono (2013:128) there are many kinds of genre in writing, they are: essay, report, case study, research proposal, book review, literature review, reflective writing, introduction, research method, research result, research discussion, writing conclusion, research abstract.

According to Rinastuty (2014: 1), state that texts are divided into several types genre, they are: recount text, report text, discussion text, explanation text, hortatory, exposition text, news item text, narrative text, procedure text, descriptive text, anecdote text.

According to Pardiyo (2007:33-313), there are many kinds of genre in writing, they are:

1. Descriptive

This genre shows the illustration about people, buildings, or cities. The purpose of descriptive is to entertain the reader what something looks like.

2. Recount

This genre is to inform about activity or event in the past. Basically, it is written out to make a report about an experience of a series of related event. In teaching recount, there are three structures; they are orientation, records of events, and re-orientation.

3. Procedure

This genre is to give instruction about how to make something or to do something in consecutively as effective. The procedure contains four components; they are goal, materials, method, and re-orientation.

4. News Items

This genre is for informing newsworthy events of the day and other natural phenomena. This genre always used by reporter to inform the news after get from field. In teaching news item, there are four structures they are, summary of event, background event, and source.

5. Anecdote

Anecdote is for sharing with others an account of unusual or amusing event. In anecdote there are six of structures, they are title in phrase, abstract, orientation, crisis, reaction, and coda.

6. Explanation

Explanation is to describe the process involved in the information or working of an object or phenomena. Explanation has three elements, they are general statement, sequence of explanation, and closing or optional.

7. Discussion

Discussion is for offering viewpoints related to some socio-economic problems. Discussion has three elements they are general statement about a social issue, arguments, and conclusion.

8. Exposition

Exposition is to carry on an arguments or opinions about something things (for exposing arguments or opinion). Exposition has three elements they are thesis which containing topic, arguments, and writer's reiteration or restatement.

9. Review

Review is evaluating the quality of books and other works of art. Genre of review has three elements they are title, identification, and summary or evaluation.

10. Narrative

This genre is to amuse or to entertain people or reader. "Narrative is any written English text in which the writer wants to amuse, entertain, people, and to deal with actual or vicarious experience in different ways". There are many different types of narratives include: humor,

romance, crime, mystery, novel. Narrative has three components they are orientation, complications, resolutions, and re-orientation.

11. Report

Report is providing information about natural or non-natural phenomena. Genre of report has three elements they are title, general statement, and description.

2.2.4.1 Text

According to Saggam siahaan (2014: 3) The concept of writing as a skill needs to be differentiated from writing as a text. As a skill writing is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. It is a result of writing activity. As a skill, writing is a level academic achievement. It is based on a specific kind of knowledge, i.e., the linguistic knowledge and the knowledge of the world. In addition to that, it is the result of an academic training. On the other hand, writing a text refers to any meaningful linguistic unit. Meaningful means full of meaning in context. Context can be both linguistic context and non linguistic context. Linguistic context is any linguistic unit before and after the text. Non linguistic context is the one which is not a linguistic unit. A text can be any linguistic unit. It can be a word. It can also be a sentence. Besides, it can also be a paragraph. Further, it can also be a text which is bigger than a paragraph. It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

2.2.4.2 Report Text

According to Rinastuty (2014: 2), report text is used to describe the way things are, with reference to a range of natural, man made and social phenomena in our environment. The purpose of report text is to convey the text of an information regarding the events that have been observed or part of the result of scientific research and systematic research.

There is generic structured in report text. In general classification, it states the classification of general aspect of thing: animal, public place, plant, etc which will be discussed in general. In description, it describes the things which will be discussed in detail: part per part, customs or deed for living creature and usage for material.

In grammar patterns in report has characteristics. General noun used relating verbs to describes features, using the use of action verbs when describing behaviour, and using the simple present tense verb.

Learning report text refers to some significant features: they are : a) focuses on generic participants, b) use of relational processes to state what it is and which it is, c) use of simple present tense, d) no temporal sequence, e) formal and impersonal language (avoiding first and second pronouns like I and you instead using the third pronoun like it and they).

Example of report text:

Earthquake

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.

Actually there are three kinds of earthquake. These kinds of earthquake are commonly based on the factor and geological area where the earthquake happen. These kinds of earthquake are tectonic, volcanic, and explosion

A tectonic earthquake is the most common one. The kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

A volcanic earthquake happens exactly with volcanic activity. Volcanic earthquake are when volcano produces acidic lave, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no

more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is related so fast that an earthquake is caused. A volcano V is usually kept within 10- 20 miles of the volcano

An explosion V is the result of the collapse earthquake that are small earthquake occurring in underground mines and caverns.

Title : Earthquake

Generic structure of the text:

General classification: Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims. Actually there are three kinds of earthquake. These kinds of earthquake are commonly based on the factor and geological area where the earthquake happen. These kinds of earthquake are tectonic, volcanic, and explosion

Description: A tectonic earthquake is the most common one. The kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

A volcanic earthquake happens exactly with volcanic activity. Volcanic earthquake are when volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is related so fast that an earthquake is caused. A volcano V is usually kept within 10- 20 miles of the volcano

An explosion V is the result of the collapse earthquake that are small earthquake occurring in underground mines and caverns.

2.3 Strategy

According to H. Douglas Brown (2000: 113) state that strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has a number of possible ways to solve a particular problem, and we choose one or several in sequence for a given problem. According to Moore Kenneth D (1994:35) state that strategy is never same rather dynamic and keep on changing according to situations. It is the determination of some policy by planning before presenting the content and with its help students force is faced and teaching objectives are achieved.

2.3.1 The Types of Strategy in Teaching Writing

There are many kinds of strategy in teaching writing, that are:

1. Peer response and editing

Peer response and editing is students get a chance to think critically about others’ writing and see the result their classmates got from a writing assignment. In addition teachers, can observe how different students learn and what strategies might work better in the future.

2. Students-chosen text

Students-chosen text is a strategy that literacy specialists recommend as a way to develop of literature from an age and reading level appropriate book collection.

3. Cooperative learning

This learning is useful for English teachers who incorporate literature into their classroom. Cooperative learning requires students to discuss a piece of literature in small groups.

4. Think - Pair- Share

Think - Pair- Share is a strategy that the teachers ask students to think about a specific topic. Pair with another student to discuss their own thinking and then share their ideas with the group.

5. Think – Talk – Write

Think – Talk – Write is a teaching strategy in facilitating the learners to speak and to write fluently.

6. Generation Interactions between Schema and Text (GIST)

Generation Interactions between Schema and Text (GIST) is a strategy to help students identify the main idea of a passage and write a summary statement.

7. Point-Illustration-Explanation (PIE)

Point-Illustration-Explanation (PIE) is one of the strategies to help the students easily to write reports, analytical and argumentative paragraphs and increase students' writing skills.

2.3.2 PIE (Point, Illustration, Explanation) Strategy

One strategy for teaching summarization is the Point , Illustration, Explanation (PIE) strategy. This strategy developed by Antiss (2013:38), state that Point-Illustration-Explanation 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 per paragraph. The PIE strategy will help the students not only stick to one point but also make that point in depth.

Then, according 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.

According Philpot (2013:165) defines that Point-Illustration- Explanation (PIE) strategy is a strategy which requires the students to have making point, illustrtaion, and explanation activities. Point, these sentences state your argument clearly. They make claims. Illustration, these sentences provide evidence, examples or quotes to support the claims. Explanations, these sentences connect the illustrations to the points, explaining why they are relevant to the reader.

The writer can conclude that the Point-Illustration- Explanation Strategy is a strategy that can help the students to more easily write a report text by the way three main steps, that are: making some points to write, illustrating in different way, and explaining the points in easy way for readers.

2.3.2.1 The Procedure of Learning Through PIE Strategy

According (Wallace, G.W & Bott, D.A, 1989), Teaching procedure by using point-illustration- explanation (PIE) strategy is divided into the following three step:

1. Point

- 1) Teacher begins starting warming up with hot issue
- 2) Teacher explains the structure of report paragraph
- 3) Teacher asks students to make their points
- 4) Students write the point out as a sentence or two

2. Illustration

Teacher asks the students to find data (facts, statistic, examples, expert opinion) from other reputable sources to support their point.

3. Explanation

- 1) Teacher ask students to analyze the illustration, clarify and ambiguous ideas or information.
- 2) Teacher asks students to make their explanation related to their point and ideas or information

2.3.2.2 The Advantages of PIE Strategy

Cross (1998:32) states that advantages of Point-illustration-explanation (PIE) strategy is students as automatic process when writing that will help them when writing essays, report, as

well as other projects: it is explained that this strategy can be as a good process to follow in order to make the writing to be a concept. This strategy helps the students to run their writing in good process of instruction given.

James (2010:78), state hat by identifying each phase of PIE strategy naturally, making the process almost as automatic as using your proofreading software. It is explained that when the students try to follow the steps of this strategy, indirectly the student have follow the process automatically. Each steps are worthy for the students, so that they can succeed their writing as what they want to say in written form.

2.4 The Previous Research

There are some privious research that related to this study. The first written by Zahro Ni'Amil Wafiroh "*Improving Students' Writing Skill in Narrative Text by Using 'PIE (Point Illustration Explanation) Strategy' at the Tenth Graders of SMA N 3 Pati in Academic year 2014/2015*". The similarities between the writer and Zahro Ni'Amil Wafiroh is applying PIE Strategy in learning english and skill. The differences between the writer and Zahro Ni'Amil Wafiroh are on the types of genre and field. The writer applying the PIE Strategy in Report text and Zahro Ni'Amil Wafiroh applying PIE Strategy in Narrative text. The writer do the research in SMA Negeri 1 Sianjur Mulamula Zahro Ni'Amil Wafiroh do the research in SMA N 3 Pati.

The second is writer by Heri Hidayatullah (2014) "*Point, Illustration, Explanation (PIE) Strategy on Students's creativity in writing at SMAN 1 Praya Timur in Academic year 2014/2015*." The similaritis between the writer and Heri Hidayatullah is applying PIE Strategy in learning english and skill. The differences between the writer and Heri Hidayatullah are on the

types of genre and field. The writer applying PIE Strategy in Report text and Heri Hidayatullah applying PIE Strategy in creativity in writing.

The third is writer by Muhammad Yusuf (2014) "*Teaching Report paragraph writing by using PIE (Point, Illustration, Explanation) Strategy to the eleventh grade students of MAN 1 Palembang in Academic 2014/2015*". The similarities between the writer and Muhammad Yusuf is applying PIE Strategy in learning English and skill. The differences between the writer and Muhammad Yusuf is field. The writer do the research in SMA Negeri 1 Sianjur Mulamula and Muhammad Yusuf do the research in MAN 1 Palembang.

2.5 The Conceptual Framework

Writing has become an essential skill in learning English since it determines students' academic success. In school, writing is way of life. It depends on the purpose in responding to the problems of life, people are entitled to express their opinion, ideas thoughts, or any pieces of information clearly and legibly.

Report text is a piece of the text that writer wants to persuade the reader from text writing report text is describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The ability in writing report text does not same for all the students. The students have the face difficulties to make some opinion to describe something.

PIE strategy is being an affective strategy in teaching writing ability, because there is a significant improvement that could be achieved by the students' achievement in their study report writing. Because, by applying this strategy wishes the students's easy to work their writing. One effective strategy which can be applied in chain story strategy which is expected effect student's to get a good in writing.

So the writer is convinced that by applying PIE Strategy in teaching Report text it can be improve the students' writing achievement

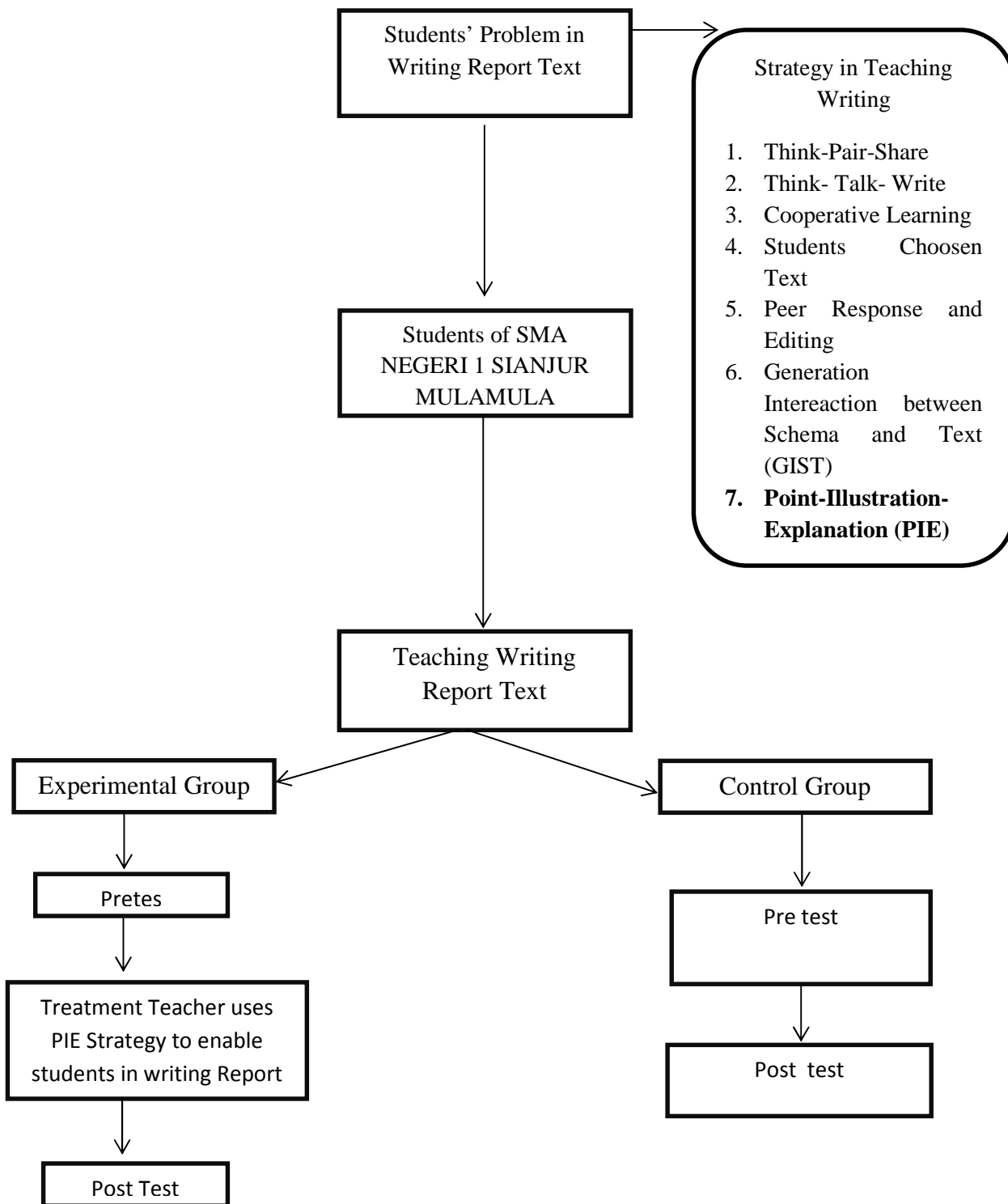


Figure 2.2 Conceptual Framework of Teaching Report Text by Using Point, Illustration, Explanation (PIE) Strategy (Elisabet Sigalingging:2018).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by using experimental quantitative design. In this experimental design, the samples were be divided into two groups, which consist of the experimental group and control group. The experimental group and control group were given pre-test and post-test in order to know the effect Using Point-Illustration-Explanation (PIE) Strategy on second grade students' writing text in SMA Negeri 1 Sianjur Mula-mula. The design of this research can be seen as follows:

Table 3.1 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using Point Illustration Explanation Strategy	✓

Control	✓	Without Using Point Illustration Explanation	✓
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3.2. Population and Sample

3.2.1 Population

According to Francis C. Dane (1990:289), Population is all possible units or elements that can be included. It means that population is a group of individuals that share one or more characteristics from which data can be gathered and analyzed.

The population of this research is the second year students of SMA Negeri 1 Sianjur Mulamula. The total number of the population is 180 students distributed in six parallel classes, they are XI IPA-1, XI IPA-2, XI IPA-3, XI IPS-1, XI IPS-2, XI IPS-3.

3.2.2 Sample

Sample is the process of selecting participant for a research project (Francis C. Dane 1990:289). The sample of this research is the eleven grade students of SMA Negeri 1 Sianjur Mula-mula. The writer was taken two classes for the sample, that is class XI IPA-3 as an experimental group and class XI IPA-1 as a control group. Each group consists of 20 students.

3.3 The Instrument of Data Collection

Writing test is instrument of collecting data in this research. The form will be used of the test is writing test. The data was collected by conducting the pre-test and post-test and the post test to both the classes; they are the experimental group and the control class. The first test is pretest that is a test which is done before conducting the treatment. While the post-test is a test which done after conducting that treatment. Both of the groups get the same test either in the pre-

test or in the post-test. The writer asked the students to write the report text by their own word. While the assessment criteria in writing report text are: general classification and description.

No	Element of Report Text	Text Item	Kinds of Test	Total Score
1	General Classification	1	Essay	30
2	Description	1	Essay	70
Total				100

3.4 The Procedure of Collecting Data

In order to get the data in this study, three procedures were taken by the writer namely: pre-test, treatment, and post-test.

3.4.1 Pre-test

The pre-test given out to both groups (experimental group and control group) before the treatment. The pre-test was used to know the mean scores of the experimental group and control group before receiving treatment. First of all, the students were given the same test. After conducting the pre-test, the writer collected the sheet and giving score the pre-test as a data.

3.4.2 Treatment

Treatment were conducted to the experimental group. The students from the experimental group was taught by Point-Illustration-Explanation Strategy in writing. In control group, the writer was taught the think-talk-write strategy.

3.4.3 Post –test

The post-test were administrated after the treatment which means was given to both experimental group and control group. In addition of the aim of the post-test is to find out the differences in the mean score of experimental group and control group.

3.5 Tehnique of Analyzing Data

The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever the researchers want to compare the means of two groups. This formula is:

$$t = \frac{M_x - M_y}{\frac{\frac{Dx^2}{N_x} + \frac{Dy^2}{N_y}}{N_x + N_y - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}$$

In Which:

- t : The effect
- Mx : The mean of experimental group
- My : The mean of control group
- dx : Standard deviation of experimental group
- dy : Standard deviation of control group
- Nx : The total sample of experimental group
- Ny : The total sample of control group