

# IMPROVING STUDENTS' WRITING ABILITY IN REPORT TEXT BY USING P.I.E STRATEGY

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**ABSTRACT** — This research was conducted to address some classroom problems experienced by the teacher and the students of third semester in STIBA Nusa Mandiri. In the preliminary study, the teacher found the problems that the students' have poor writing ability. The students were reluctant to write because they felt that writing was the difficult skill for them. The students often found the difficult to develop their ideas into a piece of writing. To address these problems, the teacher used P.I.E (Point, Illustration and Explanation) strategy to enhance teaching writing activity in class and to improve students' writing ability in writing a report text. This strategy used the basic concept of brainstorming method where the students had to brainstorm their ideas into three stages of Point, Illustration and Explanation. The method of the research was descriptive qualitative, data that were collected from the teaching and learning activities and students' opinion. In conclusion, P.I.E strategy can be used to improve the students' writing ability. Based on the scores, it can be concluded that this strategy is also successful to motivate the students to be active in the teaching and learning process. Most students participate actively during the lesson. The combination between this strategy with four steps of writing process activity also helps the students to find and develop their ideas, then put them into a good report paragraph.

**Keywords:** Writing, PIE Strategy.

## INTRODUCTION

Students are taught various skills throughout their academic life. The four basic skills, of course, include speaking, writing, listening and reading. EFL students or students learning English as a foreign language, may not always be fully competent in all of them. For example, a student may be good in reading, which is considered to be a passive skill, but may not be very fluent in speaking, which is a more active skill. Writing is one of the skills that students will most likely be doing a lot throughout their studies. Especially for university students, they must produce various kinds of writing, be it in formal writing, e.g papers, theses, reports, or informal writing, such as free writing, narrative, descriptive, essay and others. Although

students are expected to write a lot, it is often that they found difficulties in producing good writing since there are many aspects of writing that they must pay attention to such as grammar, unity and coherence between sentences and paragraphs and etcetra.

Having good writing skill can help every students more active in combining words. They also can express whatever they are thinking or getting about. Furthermore, it will be easy for them to inform many important ideas and knowledge that they have gotten in written form.

Nowadays, in every level of language educations, teachers should improve their students writing skill. Teaching writing can reinforce the students ability in grammatical structures, idioms, and vocabularies.

Teacher had to lead the students to study writing seriously. It is because the skill subject can help teacher to identify the level of students comprehension in English. 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 grammar, structure, spelling, punctuation, vocabulary, idiom and text organization. Because all of aspects are very necessary in writing.

Besides that, there are some significant factors that students have problem with the writing process. Firstly, a few students are difficult to develop their idea because they did not know for which they intended to write. Then, they did not like to write especially in English. And the students could not think of what they would make to write. Then, the students were lack of vocabulary, ability to use grammar and punctuation appropriately. Indeed, the students could not produce a good text. It can be seen that the students get various difficulties in writing especially in organizing the ideas.

Considering the problems above and based on some previous research as the explanation above, the researcher is interested in conducting study about how to improve students' writing ability especially in report text. The researcher as the teacher use possible strategies that can be used in teaching writing like Point, Illustration, Explanation (PIE) Strategy. It is a writing strategy to remind students about the key parts of a paragraph. PIE strategy consists of four stages: Planning the action, implementing the action, observing the action and reflecting the action. And the teacher also combine this strategy with writing process which consists of four steps: Planning, Drafting, Revising and Editing. The use of PIE

Strategy in writing process were in planning and drafting steps. This strategy helped students build their ideas and develop it into good paragraphs.

The researcher limits the problems of writing into; a few students are difficult to develop their ideas because they do not know for which they intended to write. This research is hopefully useful as the information for the teacher, students, and researcher. First, for the teacher, it is hoped that this strategy as an alternative strategy for teacher in teaching writing. Next, for the students this strategies 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.

## REVIEW OF RELATED LITERATURE

### Nature of Writing and Teaching 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 and Changuoy (2001:1), writing is a complex task that needs a coordinated implementation of a large set of mental activities. Researchers have to clearly delimitate the nature, the goal, and the communicative function of the text. (Harley, 2014) states that unlike speaking and listening, reading and writing are clearly noteasy tasks to learn, as manifested by large numbers of people who find them difficult. Likewise, Asaro states that writing is difficult because of student's inability to organize, start, and end thoughts, or write essays that forced them to rely on previous knowledge. The creative and analytical aspects involved in writing may have been made the process difficult (Church et al., in Asaro 2008, p.30). For instance, students cannot start his ideas in writing with lack of words vocabulary.

Writing also encompasses grammar and other components to master in mind of students. (Peterson 2008, p.72), assessing writing is a subjective process. It means that writing have many range assesment, that call subjective. And Graham, Mac Arthur, and Fitzgerald (2007, p.89) state that "Learning through writing" does not seem very scientific but, rather, exteremely subjective. It can be say writing it hards to assest than the objective skill, beacause writing is subjective skill that have many compenent to assest.

Likewise, Hafer states that when we speak about writing, we can get into trouble, when we work from the objective into the subjective (Hafer, 2014, p.76-77). It concludes that writing it s not easy skill, because there are many compenent from the big scale till the little scale should be assest. And if that was not enough, when it comes to explaining real live events, explanation verges into discursive writing as there are often many possible alternative causes that are not necessarily linked and are

often subjective (Corbett & Strong, 2011, p.110). It can be conlude that writing very difficult to assest, because we can not assest as objective skill, meanwhile subjective skill.

### Report Text

There are many kinds of text that can be taught in classroom, for example : narrative text, procedure text, descriptive text, and report text. In this paper, the researcher will choose the report text to be implemented using Point, Illustrations, Explanation (PIE) Strategy.

Writing a report text requires students to explore factual information and create a format for sharing information (Moss & Lapp, 2010, p.310). Using report text organizer, students write a report text describing the topic. The purpose of report text is written to inform the audiences on a topic. Furthermore, Hampton et al. (2009, p.39) states that a report text classifies and describes the ways things in the social and natural world. It gives details, often physical, about suchthings as animals, plants, weather, medicine, machines, and countries.

Then, to Mustafa and Sundayana (2006:125), explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form. Something that is considered to be important to report is in a text.

So, report text is a text that contains information that describe something in reality, from sources like ; natural, man-made , and social phenomena in our environment. In writing a report text, the researcher must describe the subject in correct information as it is observed.

### Generic Structure of Report Text

Then, Lehman ( 2011:76) defines that the generic structures of report text are;

1. Title, a title states a subject to be discussed,
2. General identification or classification of subject, this part as a introduction to the main discussion,
3. (series of ) descriptions , the phenomena in whole paragraph involved.

Based on the topic opinions above, the researcher can conclude that generic structure of report text consist of two main points, they are; General Classification, and Description. General Classificationis to state classification of general aspect of thing like ; animal, public place, plant, etc. Then, Description is to describe a thing that will be discussed in detail part per part, customs or deed is for living creature and usage for materials.

### Point, Illustration, Explanation (PIE) Strategy

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 (Antiss 2013:38).

Another expert 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 (Cross 1996, p.44). It means that this strategy is used to keeping the ideas of a researcher that want to describe as his or her intention. This strategy makes the points in the writing can be achieved and the researcher is able to elaborate the ideas to write. The writing aims will be good by paying attention to the points, illustration, and explanation.

Then, Philpot (2013:165) defines that Point, Illustration, Explanation (PIE) is a strategy which requires the students to have making point, illustration, 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. They usually include words and phrases such as „for example“, „to illustrated, or „such as“. Explanations, these sentences connect the illustrations to the points, explaining why they are relevant to the reader. They usually include words and phrases such as „if x, then y“, „therefore“, „on account of“ or „because“.

The researcher can conclude that the Point-Illustration-Explanation Strategy is a strategy that is helpful as reminder by following its three main steps, such as; making some points to write, illustrating in different way, and explaining the points in easy way for readers.

### Procedure and Advantages Using PIE Strategy

The procedure by Using Point, Illustration, Explanation (PIE) is divided into the following three steps: (1) point, (2) illustration, (3) explanation (Wallace, G.W & Bott, D. A, 1989). The stages are elaborated as follows:

- a. The Point
  - Select a topic by underlining one such as ; hot issue, music, video, the president', and reality shows
- b. The Illustration
  - Find data (facts, statistic, examples, expert opinions) from other reputable source to support their point
- c. The Explanation
  - Analyze the illustration, clarify any ambiguous ideas or information. Brainstorm to concrete illustration to support the main ideas.

### Advantages of Point-Illustration-Explanation (PIE) Strategy

James (2010:78), state that 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 students 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.

According to Cross (1996, p.44), Point, Illustration, Explanation (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,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. Eachsteps are worthy for the students, so that the students can succeed in theirwriting as what they want to say in written form.

### RESEARCH METHOD

The method of the research was descriptive qualitative, data that were collected from the teaching and learning activities and students' opinion. The students are in the third semester of STIBA Nusa Mandiri which contains 40 students.

### RESULT AND DISCUSSION

Based on the experts theories about PIE strategy, the researcher chooses from Philpot (2013) in Point-Illustration-Explanation (PIE). The researcher conduct procedures of Point- Illustration- Explanation (PIE) in teaching learning activities as follow:

1. Teacher provides the topic and related questions to the topic
2. Tell the students to use questions as a guide for a written response of making point, illustration, and explanation
3. Using the selected topic, write a topic sentence with a clear statement of the main ideas in paragraph
4. Explain that each student will share his or her writing to the class while sitting in the author"s chair

5. Brainstorm the students to concrete illustration to support their main idea in writing
6. Provide the students the specific chair in front of the classroom that will be used to sit while sharing their writing
7. Instruct the others students to make notes and share comments about the writing of student who is sitting and sharing his or her writing

### Preparation

Preparation is a material that important thing for the teacher in teaching writing process. Before the teaching writing process begins, the teacher should prepare the material to make teaching writing will be succes. There are some preparation that should be done before teaching writing process.

#### 1. Time allocation

For the time allocation, the teacher should concern with the time during teaching process. Based on curriculum of senior high school the students learn writing 2 x 45 minutes. In this paper, the researcher uses the time in lesson plan such as 10 minutes for pre-teching activities, 60 minutes for whilst-teaching activities, and 20 minutes for post-teaching activities.

#### 2. Choose the topic or material

In teaching process, the teacher chooses the topic because that is the important thing in teaching activity. In briefly, the teacher should select the topic or material that is suitable to the students based on background knowledge and the level of achievement or knowledge of the students related to the curriculum. In this paper, the teacher applies the material which refers to curriculum that is report text.

#### 3. Media

The interesting and different media support to the smooth process of teaching. The teacher is also able to make the class be fun, enjoy, and comfortable with the media ir self. In this paper, the teacher uses the picture as a media to make the students easily to understand the topic.

#### 4. Prepare the lesson plan

All of the teachers need preparation before teaching in classroom activity, so that, the teacher should prepare the lesson plan before the teacher start to teach, because it is very important thing for the teacher.

### A. Teaching Procedures

In the teaching procedure of writing process, there are some steps that should be done by the teacher to make the delivering process of knowledge become better. He/She are pre-teaching activities, whilst-teaching activities, and post-teaching activities

#### 1. Pre-teaching activities

In this step, teacher does some activities that can raise the students" interest in the opening time of study. The activities are:

- a. Greeting
- b. Asking the students to pray.
- c. Checking student attendance list.
- d. Reviewing
- e. Brainstorming

The process in pre-teaching activies are:

First, teacher can give Example of the picture about animal and ask the students:

#### The teacher gives some questions related to the picture.

- a. Do you know about this picture?
- b. What animal is in the picture?
- c. Have you ever seen this kind of animal?
- d. What are the latest news about this animal?

Second, teacher tell the students about material that will be discuss.

### 2. Whilst-teaching activities

This activity should be done by the teacher to explain the topic and material that will be discussed. There are some steps in whils teaching, they are:

#### a) Exploration

First, the teacher gives the example of the report text entitled "Cheetahs" and also gives the explanation about generic structure of the text.

Second, the teacher explains the topic about report text and about the generic structure of report text.

After that the teacher starts to discuss the topic by applying Point-Illustration-Explanation (PIE) Strategy. There are some steps in applying this strategy in teaching and learning process, they are :

- 1) Teacher provides the topic and related question to the topic

**The title** is Eagle

**The point for every paragraph** are general classification, description of Eagle in appearance, description of Eagle, characteristics, description of Eagle's habitat and description of Eagle's species.

The questions:

What is Eagle?

Where we can find this animal?

How are the characteristics of this animal?

How is the Eagle's habits?

How is the Eagle's species?

How does this animal survive?

- 2) Tell the students to use questions as a guide for a written response of making point
- 3) Using the selected topic, write a topic sentence with a clear statement of the main idea
- 4) Explain that each student will share his or her writing to the class while sitting in the author's chair
- 5) Brainstorm the students to concrete illustration to support their main idea in writing
- 6) Provide the students the specific chair in front of the classroom that will be used to sit while sharing their writing (Explaining)
- 7) Instruct the others students to make notes and share comments about the writing of student who is sitting and sharing his or her writing

#### b. Elaboration

The teacher gives questions to the students related to the activity before.

#### c. Confirmation

This activity that has been done by the teacher to explain the lesson that they learned and give feed back to the students. Then, the teacher and the students will discuss students writing together.

- 1) The teacher collect students writing
- 2) The teacher discuss about students grammatical error that almost the students did
- 3) Teacher gives reward to the student

#### 4. Post-teaching activities

Post teaching activities are at the end of activity. The teacher evaluate what the students have gotten in their learning.

- a. The teacher closes the teaching and learning process
- b. The teacher can evaluate the students by giving exercise. Students are given two pictures of the animals and asked students to make report text based images within an exercise book.
- c. The teacher checks how the students develop the topic.
- d. The teacher and the students conclude the material.
- e. The teacher asks the students the difficult.

## II. CONCLUSION

Writing skill is needed to be developed by teacher in teaching their students. It is because by having a good ability in writing, students will be easy to express their ideas in written form. During the writing process, students may have some problems that can lead them to be error in

that activity. For example, students will have a low motivation to continue their writing if they have a limited background knowledge about the topic that will be developed by them, students will also difficult to write because sometimes they did not know for what function they are aimed to write. In another cases, students may also have problem in the sentences structure when they write. It is related to the structure of language features, spelling and the words choice of the sentences.

Teacher should have a good competence to make the students being interest and easy in writing. In this paper, researcher has explained a strategy that can be combined by teacher when teaching writing at third semester students STIBA Nusa Mandiri. Teacher can used the Point, Illustration, Explanation (PIE) Strategy to increase the students' comprehension in writing.

Based on the description of conclusion above, the researcher would like to give some suggestions. First, point, illustration, explanation (PIE) strategy can be used by teachers in teaching writing as other alternative way, especially for third semester students STIBA Nusa Mandiri. Second, before teacher begins teaching with Point, Illustration, Explanation (PIE) Strategy, the teacher has to understand what is Point , Illustration, Explanation (PIE) Strategy. So that, the teacher can teach well and students get easy to understand.

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