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**THE USE OF PIE TECHNIQUE IN TEACHING WRITING SKILL**

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**ABSTRACT:** The aim of this study is to investigate differences of students' writing skill in analytical exposition text between the eleventh grade students of SMAN 11 Palembang who are taught by using PIE Technique and those who are not. The population of this study is the eleventh grade students of SMAN 11 Palembang in academic year of 2019/2020 with the total number of students is 515 comprising 12 classes. The sample consists of two groups, experimental and control groups for each group consists of 40 students with the total numbers of 80 students. In collecting the data, pretest, treatment and posttest are used to obtain the data. The results show that the result of paired sample t-test in experimental group showed that the  $t_{\text{obtained}}$  (11.902) was higher than  $t_{\text{table}}$  (1.684). The result of paired sample t-test in control group showed that the  $t_{\text{obtained}}$  (5.609) was higher than  $t_{\text{table}}$  (1.684). The result of independent  $t_{\text{obtained}}$  (10.718) was higher than  $t_{\text{table}}$  (1.664). The data used to analyze by using t-test find that there is a significant difference in writing skill between the students who are taught by using PIE Technique and those who are not.

**Keywords:** *PIE technique, teaching, writing skill,*

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**PENGGUNAAN TEKNIK PIE  
DALAM MENGAJAR KETERAMPILAN MENULIS**

**ABSTRAK:** Tujuan penelitian ini adalah untuk mengetahui perbedaan keterampilan menulis siswa dalam teks eksposisi analitik antara siswa kelas XI SMAN 11 Palembang yang diajar dengan menggunakan Teknik PIE dan yang tidak. Populasi dalam penelitian ini adalah siswa kelas XI SMAN 11 Palembang tahun ajaran 2019/2020 yang berjumlah 515 siswa yang terdiri dari 12 kelas. Sampel terdiri dari dua kelompok yaitu kelompok eksperimen dan kelompok kontrol yang masing-masing kelompok terdiri dari 40 siswa dengan jumlah 80 siswa. Dalam pengumpulan data digunakan pretest, treatment dan posttest untuk memperoleh data. Hasil penelitian menunjukkan bahwa hasil uji-t sampel berpasangan pada kelompok eksperimen menunjukkan bahwa  $t_{\text{diperoleh}}$  (11.902) lebih tinggi dari  $t_{\text{tabel}}$  (1.684). Hasil uji-t sampel berpasangan pada kelompok kontrol menunjukkan bahwa  $t_{\text{diperoleh}}$  (5.609) lebih tinggi dari  $t_{\text{tabel}}$  (1.684). Hasil  $t_{\text{tabel}}$  independen (10.718) lebih tinggi dari  $t_{\text{tabel}}$  (1.664). Data yang digunakan untuk menganalisis dengan menggunakan uji-t bahwa terdapat perbedaan yang signifikan dalam keterampilan menulis antara siswa yang diajar menggunakan Teknik PIE dan siswa yang tidak diajar.

**Kata kunci:** *teknik PIE, pengajaran, keterampilan menulis,*

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## INTRODUCTION

As a productive skill, writing is important to be learnt. It needs more attention in teaching because writing is the most difficult among other skills. When students write a passage, they must pay attention to the grammar, punctuation, spelling, or coherent and cohesive of the paragraph. According to Sari (2018, p. 167), writing has always been an important component of study for language learners and today it has become increasingly important. However, writing requires a long time process because it is a complex task that needs a coordinated implementation of a large set of mental activities in which learners are expected to be offered adequate time to develop their writing skill (Alamargot, 2001, p. 1). Consequently, writing is learnt by the students which the activity involves physical and mental actions. In other words, the students are expected to establish their activity by conveying their ideas in the written form that can be implemented for their life.

However, the students had obstacles in writing from elementary school to university level. According to Alfaki (2017, p. 2), writing is one of activities that have elements of writing that the foreign learners might master was still had resistance for the students to enhance writing skills. One of factors, the students had limited stock of vocabulary and ideas because of inadequate of reading activities as a brainstorming to help the simulation of problem solving in writing.

By implementing PIE technique, brainstorming method could be developed where the students brainstorm their ideas into three stages that are point, illustration, and explanation to help them the stimulation of problem-solving in writing. According to Husna (2006, p. 3), PIE is a strategy to endure the body paragraph focused clearly, develop, and connects back to thesis. In previous study conducted by Yusuf (2014) investigated that teaching report paragraph writing by using PIE (Point, Illustration, Explanation) technique could improve the students writing skill. Since PIE technique encourage students to make their paragraphs' writing was easier to the students as the results students felt interested, comfortable in learning writing. This is in line with research conducted by Hidayatulloh, Hanan and Tawali (2014). They investigated the use of PIE technique for writing. This technique was effective to increase students in writing skill and share their arguments. According to Antiss (2013, p. 38), PIE technique will help not only stick to one point but also make that point in depth. It is a way of forming body paragraphs that can be used virtually all analytical and argumentative papers. In addition, Nuraeni (2016) stated that PIE can be used to improve the students' writing ability. It can also successful to motivate the students to be active in the teaching and learning process with four steps of writing process activity and help the students to find and develop their ideas into a good report paragraph.

PIE Techniques has benefits for teaching and learning writing as proven by Husna (2006, p.4) PIE technique is encouraged the learners to write a paragraph in a good structure easily how they express their opinions, share information and to stimulate the students create their own experience extensively. Furthermore, this technique could be a good process to follow to make concept writing and help the students to run their writing in good process of instruction given as a result their motivation is increased .

The steps of PIE Technique in teaching writing skill, as follows: (a) selecting a topic by underlining one such as, *music video, the president, globalization, etc*, (b)

using the topic selected, write a topic sentence with a statement of the main ideas in the paragraph, (c) brainstorming to concrete illustration to support main ideas and give brainstorming regarding the information used (Roza, 2010, p. 3). In other words, PIE is that *Point* is a topic sentence on each paragraph, *Illustration* is a paragraph body that support by someone's argument, facts from other sources, *Explanation* is relevance portion to make conclusions clear and explanation more information in the end of paragraph.

Based on the outlines above, the problems of the study was formulated in the following question: Was there any significant difference of students' writing skill in analytical exposition text between the eleventh grade students of SMAN 11 Palembang who were taught by using Point, Illustration, Explanation (PIE) Technique and those who were not?.

The objective of this study was to find out whether or not there was any significant difference of students' writing skill in analytical exposition text between the eleventh grade students of SMAN 11 Palembang who were taught by using PIE Technique and those who were not.

## METHODOLOGY

In conducting this experimental research, quasi experimental design was used by doing the actual teaching to the samples. The experiment carried out in 10 meetings including pretest and posttest. Each meeting took two study periods ( $2 \times 45$  minutes). The students were divided into two groups: Group A (experimental group) and Group B (control group). The students were treated by using PIE technique for experimental group, while control group was given the treatment by using conventional technique. Pretest and posttest were given to both groups to know the effect of the treatment. These groups would compared to find out the differences of writing skills between them in consequence a quasi experimental research design used as described in table 1.

Table 1. A Quasi Experimental Research Design

Control Group	Pretest	Conventional Technique	Posttest
Experimental Group	Pretest	PIE Technique	Posttest

The materials for teaching writing skill were the same for both experimental and control groups. The difference was the matter of the treatment given to each group. In its actual application for group A (experimental group) by following steps:

1. *Point*: In this step, students were asked to read the kinds of the text in analytical exposition texts. Students found out the point or main idea in each paragraph of the text. The students read the title of the text individually and determine what already know and what students need to learn. Then, the students decide what the topic about by underlining the words to figure out the point or main idea in each paragraph of the text.
2. *Illustration*: In second step, the students were assigned to quote the factual information from the experts in text and then they matched the information to the main points or main ideas to support their opinion. The students also developed their each supporting sentences into paragraph.

3. *Explanation*: the last step, the students make the content to be clear. Then the students make conclusion in the last paragraph.

For group B (control group), the group taught by using conventional technique with the following steps: (1) students were given short explanation about analytical exposition text and shown an example of analytical exposition text, (2) the teacher asked some questions to the students related to the example of analytical exposition text (3) students were given topic related to the analytical exposition text and then assigned to read the text given, and (4) students wrote the analytical exposition text based on the topic given.

In collecting the data, the results were obtained from pretest and posttest of writing skill. This was done to find out the differences of the students' progress before and after the treatment. For scoring the students writing skill the students' writing skill works scored in terms of five elements as follows: 1) content, it refers to the substance of writing, main idea. 2) organization, it refers to the logical organization of content. 3) Vocabulary, it refers to the selection of words in the content. 4) grammar, it refers to the correct grammatical, synthetic in words. 5) mechanic, it refers to the use graphics conventional of the language. The writing scoring scale adapted from Brown (2007). The students were assigned to do test with allocated time 45 minutes by writing expository text approximately 150 – 200 words.

In analyzing the data of students' achievement, the writers scored the test and classified into two groups:

Group 1: the scores of pretest and posttest of the experimental group

Group 2: the scores of pretest and posttest of control group

In this research, the data analysis was ultimately aimed at finding out whether or not there was significant differences in writing skill between the students between the eleventh grade students of SMAN 11Palembang who were taught by using Point, Illustration, Explanation (PIE) Technique and those who were not. T-test would be applied to test the difference between the average score of writing skill gained by the experimental group in the posttest (X2) with the average score of writing skill gained by the control group in the posttest (Y2).

## FINDINGS AND DISCUSSION

Before the data were analyzed by using t-test, firstly, the normality of the distribution of data had been tested. In experimental group, the normality result of pre-test was 0.127 and posttest was 0.116. Meanwhile, in control group, the normality result of pre-test was 0.127 and posttest was 0.116. It indicated the data obtained by both groups were considered normal. The data collected from posttest from two groups was used to consider the data wa homogeneous or not. Based on the the levene statistic test showed that the significance value of post-test score of experimental and control group was 0.215. It means that the data were homogeneous since the significance value (0.215) and it was higher than alpha value (0.05).

### 1. The Results of Pre-Test and Post-Test for Experimental and Control Group

Based on descriptive analysis, the means of posttest between the two groups were different. The average score of writing skill gained by the experimental group (X2) was higher than the average score gained by control group. The results of descriptive analysis is presented in table 2.

Table 2. Descriptive Analysis for Experimental and Control Group

	N	Mean	Std. Dev	Minimum	Maximum
Pre-test Exp.	40	46.80	16.139	25	93
Post-test Exp	40	82.55	11.119	55	98
Pre-test Con	40	41.40	9.733	25	70
Post-test Con	40	55.40	13.260	32	86

### 2. Reading Achievement Level for Experimental and Control Group

The levels of writing skill for experimental skills after treatment were significant increased. The total of students achieved very good and good were 17 (42.5%) and 12 (30%). It means that the students scores of writing skill was higher than half of students. In other words, the students taught by PIE Techniques were significant increased in writing skill. The score distribution of writing skills is presented in table 2.

Table 3. The Score Distribution of Writing skills for Experimental Group

Score Range	Level of Achievement	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86 – 100	Excellent	1	2.5	17	42.5
76 – 85	Very Good	1	2.5	12	30
60 – 75	Average	9	22.5	10	25
<55	poor	29	72.5	1	2.5
Total		35	1	2.5	17

The levels of writing skill for control group could be seen that the most of students were in level of poor (50%) and average level (42.5%). It means that 3 % of students were in level of excellent and very good. In other words, almost students were in level of poor and average achievement. The score distribution of writing skills is presented in table 3.

Table 3. The Score Distribution of Writing Skill for Control Group

Score Range	Level of Achievement	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86 – 100	Excellent	0	0	1	2.5
76 – 85	Very Good	0	0	2	5
60 – 75	Average	2	5	17	42.5
< 55	Poor	38	95	20	50
Total		40	100	40	100

### 3. Student's Results of Paired Sample T-Test

The result of paired sample t-test in experimental group showed that the value of t-obtained was 11.902 at the significance level 0.000 with degree of freedom was 39, Since the t-

obtained (11.902) was higher than  $t_{table}$  (1.684) and the significance level (0.000) was lower alpha value (0.05), it was assumed that there was a significant improving students' writing skill after they were taught by using PIE Technique. Meanwhile, the result of paired sample t-test in controlgroup showed that the value of  $t_{obtained}$  was 5.609at the significance level 0.000 with degree of freedom was 39. Since the  $t_{obtained}$  (5.609) was higher than  $t_{table}$  (1.684). it can be stated that the students' writing skill of control group was also significant improvement after given conventional technique. The result of paired sample t-test in experimental group and control group is presented in table 4.

Table 4. Summary of Paired Sample T-Test Result

Group	Std. Deviation	t	df	Sig. (2tailed)
Experimental	19.515	11.902	39	0.000
Control	14.996	5.609	39	0.000

#### 4. The Differences between Experimental and Control Group's Writing Skill

The result of Independent Sample T-Test revealed that the Sig. (2 tailed) was 0.00. It was lower than 0.05. In addition, the value of  $t_{obtained}$  was 10.718 and it was higher than the value of  $t_{table}$  (1.664). Those findings signified that there was a significant difference in students' writing skill between those students who were taught by using PIE Technique and those who were not. It indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. The summary of Independent Sample T-Test result is presented in Table 5.

Table 5. Summary of Independent Sample T-Test Result

	Levene's Test for Equality of All Variances		t	Df	Sig. (2-tailed)
	Mean difference	Sig			
Equal variances assumed	28.925	0.077	10.718	78	.000

Based on the result of this study, the students who were taught by implementing PIE Technique got better achievement scores than students who were not taught by using PIE Technique during the process of teaching in experimental group. The students have much progress that could be seen from the result of pretest and posttest. It happened because it was because of the treatment that had been given them. The writer could conclude that PIE as teaching technique is more effective and give significance different in the writing skill in analytical exposition text.

Moreover, the writer found that the result based on the output value of significance (2-tailed) in the result of paired sample test, the writers concluded that the students in both groups increase their scores in post-test, but the score reached by experimental group higher than score reached by control group. It also confirmed by the result of the post-test score between them. Those statement where also mentioned in some previous study, first study by Yusuf's study (2014), there was significant

difference on student's report paragraph writing by using point, illustration, explanation for experiment and those who are not or control. It means that this technique encouraged students to organize their written report paragraph easily. It is in line with Hidayatullah, Hanan, and Tawali' study (2014) state that it was effective on students' creativity in writing to develop new ideas and to find new ways in opportunity creation means the ability in term of the way to express the idea and create something unusual. They learned how to make a good paragraph that content so many arguments and facts to increase their critical thinking.

In '*point*' stage, the students could make a paragraph buy the main ideas on a topic related to analytical exposition text, in '*illustration*' stage, the students could express ideas and argue and got information from various sources and arguments from others, in '*explanation*' stage, the students could make a conclusion at the end of the paragraph. Students could solve problems from the topic related to analytical exposition text. It is also supported by Cici Nuraeni (2016) stated that PIE can be used to improve the students' writing ability. It can also successful to motivate the students to be active in the teaching and learning process with four steps of writing process activity and help the students to find and develop their ideas into a good report paragraph. It is in line with Roza (2010), by using PIE technique, students can improve their writing. It was also expected to achieve the objectives of learning to write to High School students (high school).

The study also clarify on the remedial measures such as increased reading, incidental vocabulary teaching, writing practice, trained teachers, reforms in the examination system, and writing. Thus, PIE Technique could become significant technique to improve writing skill in analytical exposition text.

## CONCLUSION

Based on the analysis of data gathered, the writers draw three conclusions as follows: (1) PIE technique helps improve the students' writing skill. It can be seen from the results of this study in that the students were taught by using PIE technique had significant different improvement of their writing skills, (2) conventional technique helps improve the students writing skill. It also inferred from the results of this study that the students were taught by using conventional technique had significant improvement of their writing skill, and (3) there was significant difference between the improvement of writing skill of the experimental group after they were taught by using PIE technique and the improvement of writing skill of the control group after they were taught by using conventional technique ( $t_{\text{obtained}} 10.718$  was higher than  $t_{\text{table}} 1.664$ ). It can be stated that the null hypothesis ( $H_0$ ) was rejected and thus the choice hypothesis ( $H_a$ ) was accepted.

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