

**TEACHING STUDENTS' WRITING SKILL IN ANALYTICAL EXPOSITION
TEXT BY USING PIE (POINT, ILLUSTRATION, EXPLANATION)
TECHNIQUE TO THE ELEVENTH GRADE STUDENTS OF SMAN 11
PALEMBANG**

A Thesis By

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG

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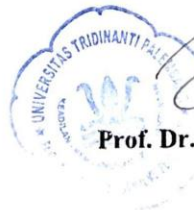


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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“Teaching Students’ Writing Skill in Analytical Exposition Text by Using PIE (Point, Illustration, Explanation) Technique To The Eleventh Grade Students of SMAN 11 Palembang”** adalah hasil karya sendiri. Apabila ternyata terbukti bukan hasil kerja saya. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan serta diberikan sanksi yang berlaku sesuai dengan pasal 70, (UU) No. 20 Tahun 2003.

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ABSTRACT

The objective of the study was to find out whether or not there was any significant difference on students' writing skill in analytical exposition text between the eleventh grade students who were taught by using PIE Technique and those who were not. The population of the study was eleventh grade students of SMAN 11 Palembang in the academic year 2019/2020. In doing the study, the writer did the experimental method by using quasi-experimental design to the two groups. Based on the result of paired sample t-test for an experimental group, it was found that t_{obtained} (11.902) was higher than t_{table} (1.684) and the significance (2-tailed) was 0,000. And the result of paired sample t-test of control group, it is found that t_{obtained} (5.609) was higher than t_{table} (1.684) and significance (2-tailed) was 0,000. The result of independent sample t-test found that t_{obtained} (10.718) was higher than t_{table} (1.664) with the degree freedom was 78, and the significance (2-tailed) was 0,000. It means that there was any significant difference in writing skill between the eleventh grade students of SMAN 11 Palembang who were taught by using PIE Technique and those who were not.

Keywords: *Analytical Exposition Text, PIE Technique, Writing Skill.*

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CHAPTER 1

INTRODUCTION

This chapter discussed about: (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significances of the study.

1.1 The Background of the Study

English is an international language. In Indonesia, English is taught as a far off language. It was becomes a global means of communication in various fields, such as economics, education, social, and cultural. The development of English as a foreign language as well as a second language so we really need to learn and understand the structure of grammar, semantic, phonemes and other. There are four skills in English teaching learning program. These skills can not stand alone without English language components such as vocabulary, pronunciation and grammar. To learn English the scholars should be ready to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is a crucial aspect for forming words and building English sentences. Moreover, English has also been incorporated into the educational.

Teaching and learning English includes teaching four skills such as listening, speaking, reading and writing. According to Watkins (2005, p. 57), the four skills can be divided into receptive and productive skills. Productive skills are speaking and writing while receptive skills are listening and reading. 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 on 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. It is the area in which learners are expected to be offered adequate time to develop their writing skill. Writing is an activity that involves physical and mental actions. Alamargot (2001, p. 1), stated that writing is a complex task that needs a coordinated implementation of a large set of mental activities. It shows that writing is a complex process than other skills in teaching and learning English. Teaching writing needs long time and process. Students are expected to understand the material and make a good paper assignment. Berne (2009, p.3) stated that the components of the writing process are planning, revising, giving and receiving feedback, editing and publishing.

Writing is taught for students at school. In writing, students learn some kinds of the text. There are five kinds of texts at eleventh grade of senior high school, such as narrative, descriptive, report, procedure and analytical exposition text. One of writing texts of eleventh grades of SMAN 11 Palembang is analytical exposition text. This researcher focuses on teaching writing analytical exposition text. According to Priyana, Riandi, and Mumpuni (2008, p. 74), analytical exposition text describes the particular topics regarding either comparing and contrasting or both and is a kind of argumentative writing texts. By writing this sort of writing, the students are expected to establish their activity to convey their ideas in the written form. Furthermore,

analytical exposition texts are enclosed in the curriculum 13 (K-13) of the eleventh grade at SMAN 11 Palembang from Permendikbud. However, the students still have problems in writing. Based on the preliminary study, the students had obstacles in using the appropriate words in the context of writing and still had lack of grammar mastery that one of issues to develop their ideas in English. 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. Consequently, the students were indolent to activate their minds in order to express their ideas in writing activities.

Based on the writer's observation and informal interviewed with English teacher at SMAN 11 Palembang, students' writing skill of the eleventh grade was still low. Many of them still got difficulties in learning writing skill. Some of students had a lack of grammar and vocabulary mastery. Furthermore, they had lack of motivation in learning writing. Thus, most of them got low score in writing activity.

From those problems, teachers must apply effective learning strategies. Based on Depdiknas (2015), learning process must commit to the principles that the other one is to apply some learning method which is effective, meaningful, and fun in order to solve the problems in learning process. In this study, the researcher used Point, Illustration, Explanation (PIE) technique in writing skill for the senior high school students. This technique is effective to improve students' writing skill which more focuses on individual students. PIE technique is one of the techniques in teaching

writing to help students easily to write the text especially analytical exposition text. By implementing this technique, the students are motivated in learning writing.

PIE Technique is a strategy where the students make a point, illustrate it with an example or quote and then provide an explanation. 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. The procedures to use PIE technique is making the points, illustrating the points and explaining the point.

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. The students felt interested, comfortable in learning writing. Since PIE technique encourage students to make their paragraphs' writing was easier to the students. 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.

Based on the findings of the previous researches, the writer is interested in conducting research entitled "Teaching Students' Writing Skill in Analytical Exposition Text by Using PIE (Point, Illustration, Explanation) Technique to the Eleventh Grade Students of SMAN 11 Palembang".

1.2 The Problem of the Study

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 11Palembang who were taught by using Point, Illustration, Explanation (PIE) Technique and those who were not?

1.3 The Objective of the Study

Regarding to the problem, the objective of the 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.

1.4 The Significances of the study

The researcher hopes that this study would be useful for students, teachers, researchers and other researchers.

(1) The Students

The process of the study could improve the students' writing skillby using PIE Technique. By implementing PIE Technique, the students could improve their creativity in writing a paragraph easier to convey ideas in writing.

(2) The Teachers

The results of the study were expected to help the English teachers to teach writing skill of analytical exposition text properly by using PIE technique. PIE Technique is a way to help the students improve writing skill be easily to express their ideas in writing form and increase their writing skill, especially analytical exposition text.

(3) The Writer Herself and Other Researchers

The result of the study would be able to give positive contributions to the researchers and others on the implementation of PIE technqie in teaching writing skill of analytical exposition text. Hopefully, the result of this study would be useful for those who were interested in English and for those who wants to conduct further research.

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