THE EFFECTIVENESS OF PIE (POINT, ILLUSTRATION, AND EXPLANATION) IN TEACHING WRITING AT THE TENTH GRADE STUDENTS OF MAN PALOPO

Thesis

Submitted to the English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo in Partial of Requirement for S.Pd Degree of English Education

Composed by :

Nurul Ilmi Rusli
16 0202 0047

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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1. **Amalia Yahya, S.E., M.Hum**
2. **Muhammad Iksan, M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

THESIS APPROVAL

This thesis entitled The Effectiveness of PIE (Point, Illustration, and Explanation) In Teaching Writing at The Tenth Grade Students of MAN Palopo which is written by Nurul Ilmi Rusli, Registration Number 16020200047, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 31ᵗ August 2023/Shafar 14ᵗʰ 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd.).

Palopo, 31ˢᵗ August 2023

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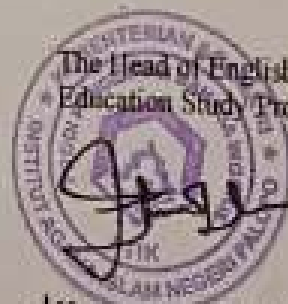
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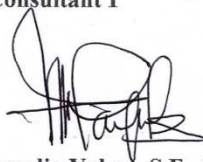
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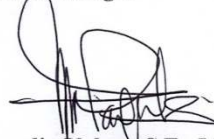|		
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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul The Effectiveness of Pie (Point, Illustration, and Explanation) in Teaching Writing at the Tenth Grade Students of MAN Palopo yang di tulis oleh Nurul Ilmi Rusli Nomor induk mahasiswa (NIM) 16 0202 0047, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Jumat, 25 Agustus 2023 telah di perbaiki sesuai catatan dan permintaan tim penguji, dan di nyatakan layak untuk di ajukan pada sidang ujian munaqasyah.

Palopo, 28 Agustus 2023

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Declares that thesis I wrote to fulfillof requirement fot the degree of Sarjana Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo entitled *"The Effectiveness of Pie (Point, Illustration, And Explanation) In Teaching Writing at the Tenth Grade Students of Man Palopo"* was truly my originalwork. It did not incorporate and materials previously writties or published by another person except does indicate in qoutations and bibliography. Do to this I am the only person responsible for this thesis if there is any objection and claim from other.

Palopo, 27 July 2023

Nurul Ilmi Rusli

16 0202 0047

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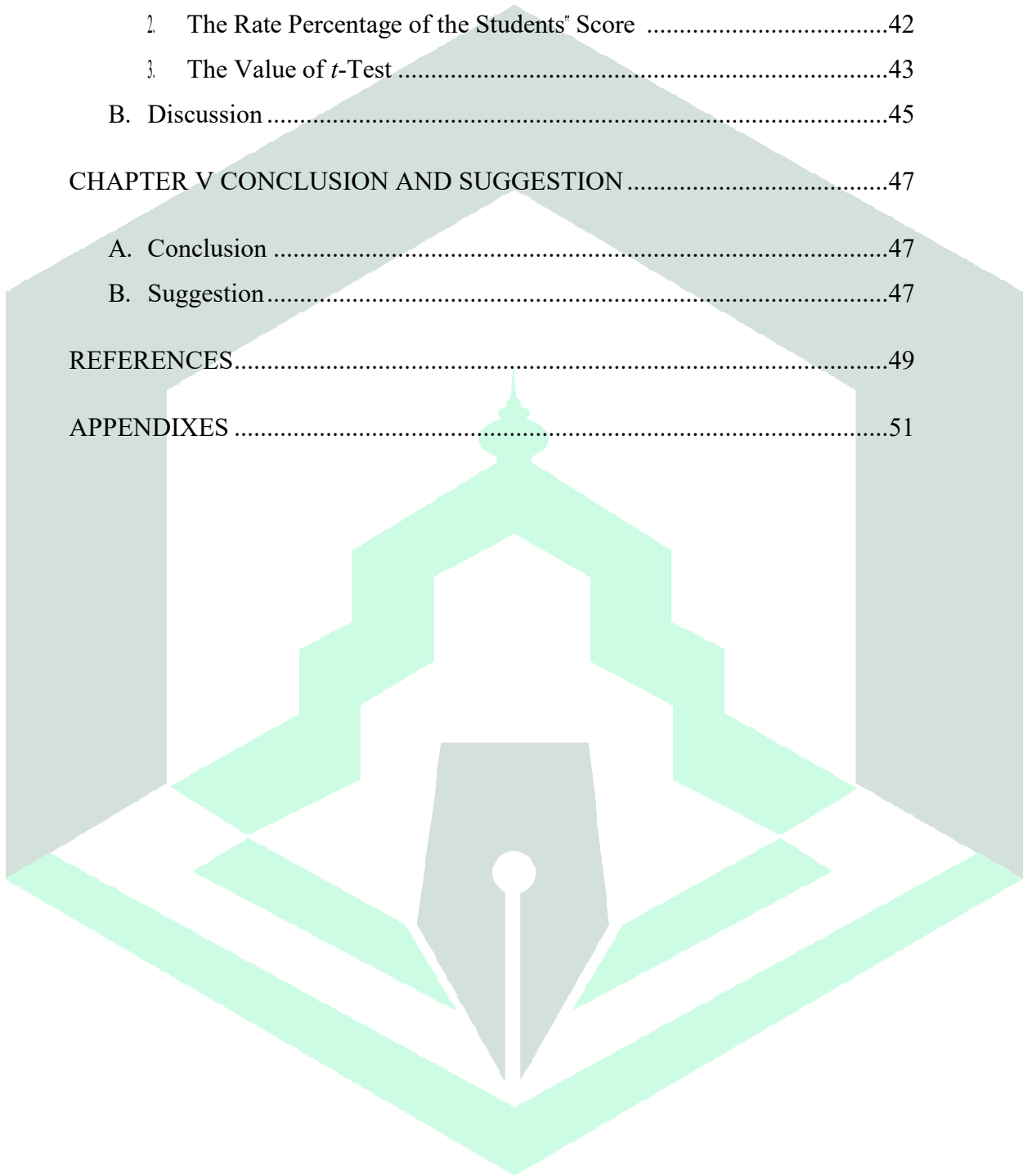
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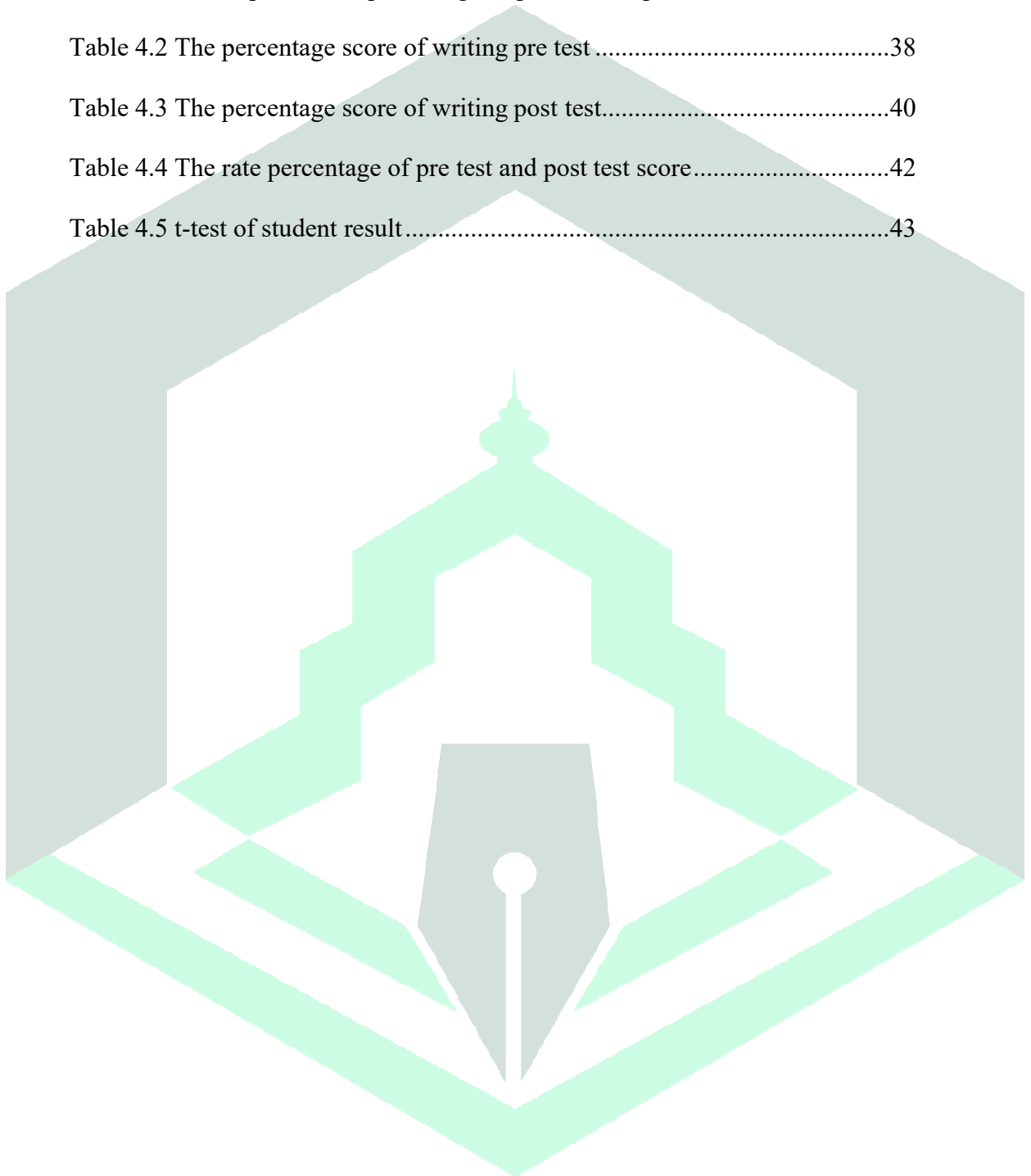
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Nurul Ilmi Rusli, 2023, "*The Effectiveness Of Pie (Point, Illustration, And Explanation) In Teaching Writing At The Tenth Grade Students Of Man Palopo*". Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Amalia Yahya, S.E., M.Hum dan Muhammad Iksan, M.Pd.

This thesis attempted to find out the students writing ability in term of narrative text through using PIE (point, illustration, explanation) strategy. This research applied pre-experimental method. The research had conduct with treatment, where the class consisted of four meetings. The location of this research was done at the Tenth Grade students of Mandrasah Aliyah Negeri Palopo with 30 students and stand by one class using pre-test and post-test design. The research instrument was used written test as pre-test and post-test. In pre- test the students maked the material about narrative text that they had read or listened without involving PIE (point, illustration, explanation) strategy. While in the post-test students also maked the material about narrative text that they had read or listened which was involved PIE (point, illustration, explanation) strategy. The findings indicated that the application of PIE (point, illustration, explanation) strategy was significant to improve the students" writing ability and it was proved by means score in pre-test was 51.75 and the post-test was 75.25. It means that the means score of post-test is greater then the pre-test, and also there was significant because the result of t-test was 6.94 and t-table was 2.093. It means that was significant because t-table was smaller then t-test. Based on the findings above, it can be concluded that the use of Point, Illustration, and Explanation Strategy improves the students" writing achievement.

Keyword: Effectiveness, PIE, Writing Skill.

CHAPTER I

INTRODUCTION

A. Background

Language is the systematic and conventional use of sounds (or signs or written symbols) for the purpose of communication or self-expression.[1] it means that language is communication. Language is an effective way to communicate or express the feeling. English as an international language that has a very wide use in human life, in the field of education and become the language of communication used by every country. In people life language is something important to express idea or feeling to interact with the other people.

In teaching English as a foreign language, there are four skills that people use to increase their knowledge about foreign language namely, speaking, reading, listening, and writing. Writing is one of skill that people use to communicate with the other people used in daily life, such as writing a letter to friends, writing story, note taking. It is one of the language skills that must be mastered by the students.

Writing is an essential skill that is required in various fields. Having good writing skills can help every student more active in combining words. They also can express whatever they are thinking of 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 skills. Writing is also an effort to express ideas and the constant use of eyes, hand, and brain. ccording to Fulwiller writing

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[1] Erika Hoff , Language Development, Third Edition (,2005), p. 2.

is a complex, variable, multi-faced process that refuses foolproof formulations. It can be said that writing is not a simple process that many people can do.[2] However, many students struggle with writing, and teachers face challenges in teaching writing effectively.

Based on the observations and interview from the students of MAN Palopo, the researcher found that many students still difficult to develop their writing. there are some significant factors that students have a 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 teacher just teaches which only focused on the teacher center and did not appropriate with the subject the students were lack vocabulary, ability to use grammar and punctuation appropriately. Indeed, the students could not produce good text. It can be seen that the students get various difficulties in writing especially in organizing the ideas. It seems that learn such as, they teach writing but they do not give process in writing or the way of writing. Additionally, teachers may struggle to find effective teaching strategies that cater to the diverse learning styles of their students. The PIE method aims to address these challenges by providing a structured approach to teaching writing that is engaging and easy to understand.

The PIE (Point, Illustration, and Explanation) method is a teaching strategy that has been used to enhance writing skills. This method involves

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[2] Fulwiler., *Targeting Text Information Report, Explanation, Discussion.* (Singapore: Green Global Press., 2002), p.32.

breaking down the writing process into three parts: stating the point, providing an illustration, and explaining the point in detail.[3] The effectiveness of this method in teaching writing has been a topic of interest in the education industry. This technique makes the points in the writing can be achieved and the writer is able to elaborate the ideas to write. By paying attention to the points, illustration and explanation, the writing aims will be good.

As stated above, this technique is of greater importance for teaching narrative text, which is the focus of this study. This possibility had motivated the writer to carry out a research under the title the effectiveness of pie (point, illustration, and explanation) in teaching writing at the tenth grade students of man palopo.

B. Problem Statement

Based on the background above, the research formulated the problem statement as follows is the PIE (point, illustration, and explanation) effective in improving the students writing skills at the tenth-grade students of MAN Palopo?

C. The objective of the Research

Based on this question above, the researcher stated the specific objectives of this research are to find out is effective or not to improving students writing skills of PIE (point, illustration, and explanation) at the tenth-grade students of MAN Palopo.

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[3] Nuraeni, C. (2016). Improving Students" Writing Ability In Report Text By Using P.I.E Strategy. Seminar Nasional Ilmu Pengetahuan dan Teknologi Komputer. Hal 1–6.

D. Significance of the Research

The findings 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

a. To rich about the result of using PIE Strategy in students" writing ability

b. 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 narative text easily.

2) Students: to give them information of writing 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

E. Scope of the Research

Based on the background and problem statement above, the research is focused on the effectiveness of PIE (Point, Illustration, Explanation) developing writing narrative text skills students for the tenth grade students of MAN Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Studies**

In construction this research thesis, the research was considering some previous finding to support the researcher‟s thesis, especially in writing.

Sitti Salmi concluded that in finding the Effect of Using Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar, from the result of data analysis, the writer found that the significant effect score showed 13.380. In level of significant of 5% the score was 2.02 in level of significant of 1% the score was 2.67 it can be read 2.01<13.380<2.68. it means that there is a significant Effect Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar.[4]

Sri Rahayu concluded that the design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether the corrective feedback type especially oral metalinguistic feedback can improve the student‟s writing skills in

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[4] Sitti Salmi " The Effect of Using Slicing the Pie Strategy Toward Writing Ability On Narrative Paragraph of the Second Grade Students At SMAN 1 Kampar (Unpublished Thesis: Education and Teacher Training Faculty , 2014),p. 55

narrative text. The result in this research was indicated that there was improvement of the students" skills in writing narrative text.[5]

Satriani in her thesis entitled "*Improving Students Writing Skills by Using Daily Activities: An Experimental Study at the First-year students of SMA Negeri 3 Palopo*" found that the use of daily activities improves the students' ability in writing. It can be seen on the result of the mean score of posttest and pretest, It shows that there is a significant difference between the mean score of posttest 89,11 and 41,50 in the pretest.[6]

Rismala Sri Hariaty the research found that the rate percentage of students" writing score totally is 91,4 % in poor classification, there are 8,6 % students in good classification, there is no students in good even in excellent classification. It means that the ability of the tenth grade students in SMAN SIDRAP by seeing 5 components in writing scoring rubric still needs more improvement.[7]

The relationship between the present study and the above study is the same as the study of writing a narrative text, but the objects to be studied are different and the strategies used are also different and partly the same. For Sitti Salmiah, the research uses the same strategy, but it is differentiated by using a narrative paragraph and I use a narrative text. The other researcher is also our same researcher on narrative writing, but on a different topic. His researchers Rismala

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[5] Sri Rahayu " The Impact of Corrective Feedback Type of Students" Writing Skills in Narrative Text at The Second Grade of Mts DDI Lil-Banat (Unpublished Skripsi: English Departemen,2017),p.x.

[6] Satriani, *Improving Student Writing Skills by Using Dailly Activities: Experimental Study at Second Year Students of SMAN 3 Palopo: FKIP Bahasa Inggris-UNCP*, 2010.

[7] Rismala Sri Hariaty, "An analysis students" ability in writing summary of narrative text at the tenth grade of SMA Negeri 5 Sidrap," (Unpublished Skripsi: English Departemen,2018). p.55.

Sri Hariaty in her research on narrative summary writing and Sri Rahayu in her research on corrective feedback type writing skills in narrative text.

B. The Nature of Writing

1. Definition of Writing

Generally, Writing is something that people needed to share what they want to express their idea, opinions, knowledge, and experience. It is one of the language skills that must be mastered by the students. Writing is one of skills that have to learn besides listening, reading and speaking. It is one of activity the students most do in learning English in class. Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation, to make meaning.

Writing is progressive activity, this means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps.[8] For both native speakers and new learners of English, it is important to note that writing is a Process, not a "Product". A lot of students said that writing is difficult skill. But it is actually easy and enjoyable activity if there is an appropriate method and interesting teaching technique.

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[8] Alice Oshima and Ann Hogue, Introduction to Academic Writing, (New York: Pearson Education, 2007), p.2.

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.[9] It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Writing is functional communication, making learners possible to create imagined worlds of their own design.[10] Writing skills is considered as difficult skills because the writer should make some aspect in writing such as content, purpose, organization, vocabulary, and punctuation. Beside that writing is one of language skills which is used to communication indirectly, it means that to communicate with other we do not face to face but communicate with media like a pen or pencil. So, not only speaking but also writing called as productive skills.

Communication in writing tends to involve a thinking process because writing requires the process of organizing ideas into coherent and logical whole and selecting. So, in this case writing is undeniably based in though. It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to produce into a good sentence and to developing their ideas, in order to inform the other. Writing is not merely symbolize spoken language. Writing is a person's way to express him /herself to adapt with the

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[9] David Nunan, "Practical English Language Teaching", 2003, Singapore: Mc Graw Hill.
[10] Margaret Bonner, Step into Writing, A Basic Writing text, (Newyork: Addison- Wesleyss Publishing Company), p.3

society. Thorough writing, readers will understand the writer"s way of thinking. It means that writing can be a reflection of the writer"s mind.

Based on the theories of writing, it can be concluded that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. The indicator of the writing skill in this research is exploring the ideas and making them into good narrative paragraph. The scoring is based on indicators of grammar. Furthermore, writing is a complex process to express the ideas, become a good writing will help someone get information and support their future career.

2. The Purpose of Writing

The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write.

a. To express ideas

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b. To provide information

It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers" point of view.

d. To create literary work

It means that a work which is based on one"s point of view (opinion, attitude, and observation) of other matters occurring in one"s environment.

The student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy, and of the appropriateness of the style of writing as demanded by the occasion or situation.[11] When the receiver of the communication is not physically present, writing is used. Except professional people like writers, journalists, lawyers, teachers etc., others have very few occasions to resort to this mode of communication. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt.

3. Writing Skill

Writing is similar to swimming which means that somebody is able to swim if someone else teaches him how to do so and so is writing. Briefly, if a student is willing to be able to express his ideas in the written form, he needs

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[11] Alice Oshima and Ann Hogue, Introduction to Academic Writing, (New York: Pearson Education, 2007)

someone else to guide and teaches him how to do so well and appropriately.[12] Writing skill can be defined as an ability to communicate all the ideas ornimaginations into the form of structured pattern so that the readers may understand what the writers mean in their writing.

A good writing skill will not appear at once. Writing skill needs process which has four stages.[13] as follows:

a.   Pre-writing

Pre-writing is the first stage in the writing process. There are two steps namely choosing and narrowing a topic and brainstorming.

b.   Planning (Outlining)

It organize the ideas the learners generated by brainstorming into an outline. There are three steps on planning that is: making sublists, writing the topic sentence, and outlining.

c.   Writing and Revising Draft

In this stage, a writer does three steps: writing the first rough draft, revising content and organization, and proof reading the second draft.

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[12] G Broughton, Ch Brumfit, Flavell, R., Hill, P., & Pincas, A. 1988. Teaching English as a Foreign Language. London: Routledge

[13] Alice Oshima and Ann Hogue, Introduction to Academic Writing, (New York: Pearson Education, 2007)

d. Writing the Final Copy to Hand in

As the final activity in a writing process, a writer has to rework the written drafts and polish them for the presentation or publication.

4. Writing Process

Process of writing as a classroom activity incorporates the four basic writing stages planning, drafting, revising and editing. And there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluation and post-writing. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for studentsmay be described as follows:

a. Planning

Experienced writers plan what they are going to write, before starting to write or type, they try and decide what it is they are going to say.[14] So when students want towrite they have to make a planning. In planning, students have to remember the purpose of their writing. And also planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it movesstudents away from having to face blank page toward generating tentative ideas and gathering information for writing.[15] It means that students have to planning before writing to get ideas before gathering information writing. In this step students gather ideas to write about.

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[14] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p.4

[15] Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge:Cambridge University Press.2002), P.316

b. Drafting

After making a planning, the first steps that have to do is drafting. According to the dictionary of the Indonesian, drafting is design or the concept. Drafting to be made because it will be more ease in writing. Draft of the basic ideas or the idea of basic is still a great line. Draft of this is then have to develop be writing. The most important thing in drafting is to get words onto a paper. In this process there is no the time to worry about the spelling, grammar, punctuation or the best wording.[16] Mistakescan be fixed later during revision. In drafting, students have to use easy way that is thestudents can use some questions that help them while they are drafting.

c. Revising

When the students have made a draft, the students look again at their writing. The students may resist to make revisions, such as additions, deletions, or movement of words, paragraph, sentence and modify the content to clarify meaning and expand ideas.

d. Editing

Editing is another aspect of writing and need to checking, correcting mechanical errors such as grammar, spelling, punctuation, capitalization and checking format and design. Actually writing is not problematic in the way in

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[16] Kristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies for Studentsof Esnglish* (Cambridge: Cambridge University Press. 1989), p. 14

revising, because some of students are willing to work hard at editing their writing.[17]

e. Final Version

If writers have revising their draft then they make a change they considered to be necessary, they produce the final version. This may look considerably different fromboth the original plan and the first draft, because this thing has changed in the editing process. But the writer is ready to send the written text to its intended audience.[18]

Good writing involves the knowledge of the conventions of written discourse in the ESL culture as well the ability to (1) choose the most appropriate synonyms of certain words that convey certain meaning; (2) select from a variety of syntactic structures that transmit one"s message precisely; and (3) adopt a style that will have the most positive rhetorical effect.

5. Types of Writing

Paragraphs can be written various styles, the author will choose the kind of paragraph in accordance with what the author wants to achieve, and what will be discussed. And the effects they want to have in the reader. There are four general purposes that lead someone to write a piece and these are known as the four styles or types of writing. The types of writing are:

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[17] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language* (United States ofAmerika: The University of Michigan, 1996), p. 228-230.
[18] Jeremy Harmer,*How to Teach Writing* (England: Pearson Education Limited, 2001), p.5

a) Persuasive

Persuasive writing main purpose is to convince the audience of a position or belief. Unlike expository writing, persuasive writing contains the opinion and biases ofthe author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials.

b) Expository

Expository writing is one of the most common types of writing. When the writers an expository style, they will try to do things such as explain a concept, imparting information from themselves to the audience. The authors focus on telling you about a given topic or subject without voicing their personal opinions. So the author just tells about a given subject, such as how to do something.

c) Narrative

The purpose of narrative writing is to tell story, whether that story is real of imaginary, when the authors write a narrative text, they will trying to give construct and communicate a story, and also complete with characters, setting, and conflict. Narrative writing can also conclude dialogue.

d) Description

Description is use to tell the reader about the characteristics of a person, place, or thing. Description explains on five senses such as sight, hearing, taste,

touchsmell.[19] Description is used to make a clear picture of the topics to be discussed including ideas, places, objects or people. It focuses on a subject and uses specific detailed methods toillustrate where the writer is focused.

6. Paragraph of Writing

A paragraph usually contains a general idea in one sentence, and 4-5 supportingsentence which expand this idea by giving explanation, detail and/ or examples to support the main idea. The paragraph generally contains as an introduction, a body and a conclusion.

Paragraph is an assembling all of sentence which describe a unique of mind idea or contain a topic and a unit of sentence. A paragraph is usually written with include of creative thinking, planning what want to be written, express idea. And a main idea is used to be stated in topic sentences.

Anonym has defined the paragraph structure in academic writing namely mainidea, explanation, and illustration.

a. Main idea is the points of the paragraph that is expected in the first sentence ofeach paragraph

b. Explanation is a further explanation/ clarification of the point/issue is providedin the next sentence of two.

c. Illustration is the point or issue is supported with indirect quotes/paraphrases inthe remaining sentence or sentences.[20]

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[19] Laurie G.Kirszner and Stephen R.Mandell, *Pattens For College Writing a Rhetorical Readerand Guide* (New York: Bedford/St. Martin"s 2015),p.151

Proposes the paragraph structure include are: topic sentence, support details orexample and conclusion sentences. There are type of text paragraph based on Christensen in Marniaty namely narrative paragraph, descriptive paragraph, persuasiveparagraph, and explanatory paragraph.

1) Narrative Paragraph

Narrative paragraph is the simplest and most natural of writing which is based uponfact imagination, or combination both. In the narrative essay you are using a narrative to illustrate, support or prove clear stated thesis. The paragraph basically contains a series of events that are usually with a time sequence and other information such as the setting situation or place of the event taking places and whois involved.

2) Descriptive paragraph

A descriptive paragraph is a paragraph that provides the readers a word picture of specific person, the flavor of special palace, or the lock of particular object. Using descriptive will make the reader form a better pictures in this imagination of what is being said.

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[20]Anonim,Paragraphstructure.(http://www.usq.edu.au/ltsu/alsoonline/acwrite/sturuct.htm:2006). Accessed on june 9 2022

3)   Explanatory paragraph

An explanatory paragraph is also exposition paragraph. It is a paragraph whose purpose is to explain something to the reader.[21] In order to do so an explanatory paragraph will usually discuss what is that being explained, how it came to be, and also what the purpose of that item is, as in the case of this explanatory paragraph.

C.   General Concept of Narrative

Narrative text is a type of text talking about a series of event that happened to a person of a character. The character can be a person, animal, plant or thing. In writing text narrative create systematic when the students write them story. For help students organize their idea, to express their experience to use narrative text. They will be easy to tell their story or experience that students have in form of narrative text. And also Narrative is one of the most types of any text. Narrative is telling a story either spoken or written. It sets out to entertain and amuse listeners or readers. We often make sense of what has happened relating a narrative. Events are events in a story when they are seen as having a relationship one to another. Since events can have more than one description they may be narrated in more than one way. Different stories can be told about the same set of events, or the same story can be told through in different term.

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[21] Marniati. Improving the Students" Writing Skill of SMPN 2 Pamboang Through InquiryLearning. (Unpublished STAIN Parepare.2009)p.13

Writing a narrative is much different from telling a story because you must organize more rigidly and select more strictly.[22] We have to think a conflict before we begin to write. All narratives are based on conflict on a clash between ideas, people, or things. It need not be violent. Sometimes conflict is just a matter of a difference between ideal and the real. The narrative mode usually implies a sequence of time. The sequence can be altered by rearranging significant units of time such as incidents, events, so that they sit more closely with other units.

In narrative writing, basically the writer writes the action or events happened in chronological order which has a definite beginning and definite end. It usually begins with an orientation, where the writer sets the scene and introduces the major character and possibly some minor characters. Sometimes an orientation can also to foreshadow what is going to happen at the end. The next stage is evaluation which step back to evaluate the plight. The story pushed-long by a series of events, which we usually expect some sorts of complication or problem to arise. This complication will involve the main character and often serves to temporarily thwart them from reaching their goal. Complication is the reflection of real life and it is to encourage the readers that each problem can be solved.[23]

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[22] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: PearsonEducation, 2007), p. 24

[23] Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Text StructureAwareness*," Journal Internasional Reading Association, (Vol. 61, no. 2, October 2007), p. 163

Besides we have to follow that structure, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, writing a narrative is more difficult than telling the story orally.

1. Types of Narrative Text

There are some types of narrative writing, which are personal, narrative essay and imaginative.

a) Fable

A fable is a short allegorical narrative in making a moral point, traditionally by means of animal characters which speak and act like human being. It is mean that fable is a fictional narrative to teach a moral lesson. The examples of fable in narrative text are The Ants and The Grasshopper, The Smartest Parrot, and The Story of Monkey and Crocodile.

b) Fable Tale

Fable tale is an English language term for a type of short narrative corresponding to the France phrase. A fairy tale typically features such as folkloric characters as fairies, goblins, elves, trolls, and dwarves. The examples of fairy tale in narrative text are Cinderella, Snow White, Pinocchio, and the Beauty and the Beast.

c) Personal narrative writing

When person writes about himself or his experience, it is called a personal narrative writing. In this style, the writer should write the experiences in such as a waythat can be interesting the reader. There are some experience that people can write suchas experience when holiday, in school, library, in marker and in village.

d) Legend

Legend is a narrative of human actions that are perceived by listener to take a place white human story. Typical of the legends are short, traditional, and historicizednarrative perform in a conversational mode. There are some example of legend such as Sangkuriang, Te Legend of Malingkundang and Tangkuban Perahu.[24]

2. Generic Structure of Narrative Text

The generic narrative text structure focuses on a series of proposed stages to build a story. In the narrative text the stage covers:

1) Orientation

Orientation It is about the opening of paragraph when and where character, setting, and story time are set. Usually answer which question? When? Where? The characters of the story are introduced. for example: once upon a time, there was a wolflived in the forest.

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[24] Study English," The Types of Narrative Text," http://studyenglish.blogspot.co.id/2013/the-types-of-narrative -text.html. (Access on june 09th2022).

2) Complication

Complication is telling the beginning of the problem that caused the crisis (climax). Complication usually involves the main character. It means that this is the main body of story in this part include an event the story. This part will build the tensionand anticipation for the reader.

3) Resolusion

The end of the story is the solution of the problem. It needed a resolution of the problem. Problems can be solved can be better or worse, happy or sad. Sometimes there are some complications to be solved. This adds and maintains interest and tension for its readers.[25]

In generic structure of narrative text orientation, complication, its composition can resolution converted the most important thing the parts above were still occurring. In writing of narrative is fluency to make a story must to understand parts of orientation,complication, resolution.

D. Nature of PIE (Points, Illustration, Explanation)

1. Definition of PIE (Points, Illustration, Explanation)

"PIE" stands for "Point," "Illustration," and "Explanation." It represents ways we talk and write to explain our ideas. PIE makes it easier for readers to understand what you are saying; it helps develop reader-centered prose.

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[25] http://www,kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan- contoh. (accessed on December 18 2018)

a. Point

Start the paragraph by introducing the point of the paragraph. This is what the paragraph is about, or what it is trying to prove. The point must relate to the thesis statement. If the point does not relate to or support the thesis statement, then the paragraph most likely doesn"t support the thesis.[26] Revise or remove any paragraphs that do not support the thesis. The point should be introduced with a topic sentence. The topic sentence should be transition from previous ideas to the new idea or point of the new paragraph.

b. Illustration

To illustrate the point we should use supporting evidence. This section should illustrate and support the point through data, examples, personal experiences, published research findings, quotes, or other factual material.[27] Try to incorporate statistics, summaries, or direct/paraphrased quotes from relevant material. All examples used should support the point of the paragraph. If there is a sentence, phrase, or example that does not support the point of the paragraph, then it most likely does not belong there. Look to see if it would fit better in another paragraph, or consider removing it entirely.

c. Explanation

Give the explanation of the previous examples that we used. Comment on quotes – whether we disagree or agree with them, explain statistics (could they

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[26] David Antiss, *Essay Concentrate: A Step By Step Guide On How To Write An Essay* (Amerika: Booktango Books, 2013),p.38

[27] Disabil, *Writing Guideline* (New York: The New York Times, 2010),p.67.

possibly be skewed and analyze or interpret quotes. In this part of the paragraph, we want to make clear to the reader why the specific points we chose support the point and thus the thesis.[28] Don"t assume the examples will speak for themselves, the reader needs to have the examples explained so they know exactly how the writer want them to interpret the results.

PIE (point, Illustration, Explanation) is a strategy used when writing a paragraph, an essay, or other texts that describes the relationship between the point and the proof.[29] It means that this strategy is used to keep 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. By paying attention to the points, illustration, and explanation, the writing aims will be good.

PIE strategy is a strategy to ensure the body of paragraph focused clearly, developing convincingly, and connects back to thesis. It is explained that PIE Strategy is a strategy that can enable the writer putting the ideas on the paper. This strategy is so helpful to remind the students to write the clear aim and ideas in their writing.

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[28] Hidayatullah, *Point, Illustration, Explanation (PIE) Strategy on Students Creativity in Writing* (Jurnal Ilmiah IKIP Mataram. Vo.3.No.2, 2018),p.697.

[29] K P Cross, *Classroom Research : Implementing The Scholarship of Teaching* (New Jersey: Lotus Press, 1996),p.32.

2. Procedures of PIE (Point, Illustration, Explanation)

There are some steps for using PIE (Point, Illustration, Explanation) Strategy in teaching writing[30]:

a. Making the points

The points phase is where the writer creates some points to write. Points here mean topic sentence. Clearly explains the purpose of the paragraph and how it supports the thesis statement– what will the paragraph be about. And this should be 1-2 sentences at the beginning of the paragraph.

We can make a point by:

1) Decide what you want to say to support your thesis based on your reaction to the text.
2) Construct an argumentative sentence that has a topic/comment structure and connects to your thesis.

b. Illustrating the points

The illustration phase is where the writer provides supporting statements for all idea in writing. Illustration consists of expert opinion (from a source), fact or statistic (from a source), hypothetical situation, example or personal experience. And this should be 2-3 illustrations in every paragraph.

To give illustration we can find information by:

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[30] James, *Practice Guide to Write*, United States of America: Harper Collins Publisher. 2010.

1) Paraphrases or short quotes from the readings/research.

2) Personal experiences (anecdotes, stories, examples from your life)

3) Quotes from mass media (newspapers, magazines, television, radio)

4) Quotes from popular culture (song lyrics, movie lines, TV characters, celebrities)

5) Quotes form Statistics (polls, percentages, data)

6) Quoted Definitions (from the dictionary, readings, another sources)

   c. Explaining the points

The explanation is the phase where the writer explains each idea in detail so that the readers understand and can read easily. For every illustration that we have, you need 1-2 sentences explaining how our illustration and our supporting detail support our topic sentence.

We can craft an explanation by

1) Interpret the information – what does it mean? Why is it important?

2) Explain what a reader can learn from the information.

3) State the opinion about or evaluate the information.

4) Comment on the accuracy or inaccuracy of the information.

5) Suggest how the information relates to the thesis.

3. Advantages of PIE (Point, Illustration, Explanation)

PIE (Point, Illustration, Explanation) Strategy benefits the students as automatic process when writing essays, reports, 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.[31] This strategy helps the students to run their writing in good process of instruction given.

The statement is supported by identifying each phase of PIE (point, Illustration, Explanation) strategy naturally, making the process almost as automatic as using your proofreading software.[32] 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 students, so that they can succeed their writing as what they want to say in written.

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[31] K P Cross, *Classroom Research : Implementing The Scholarship of Teaching* (New Jersey: Lotus Press, 1996),p.39

[32] James, *Practice Guide to Write*, United States of America: Harper Collins Publisher, 2010, p.49

E. Conceptual Framework
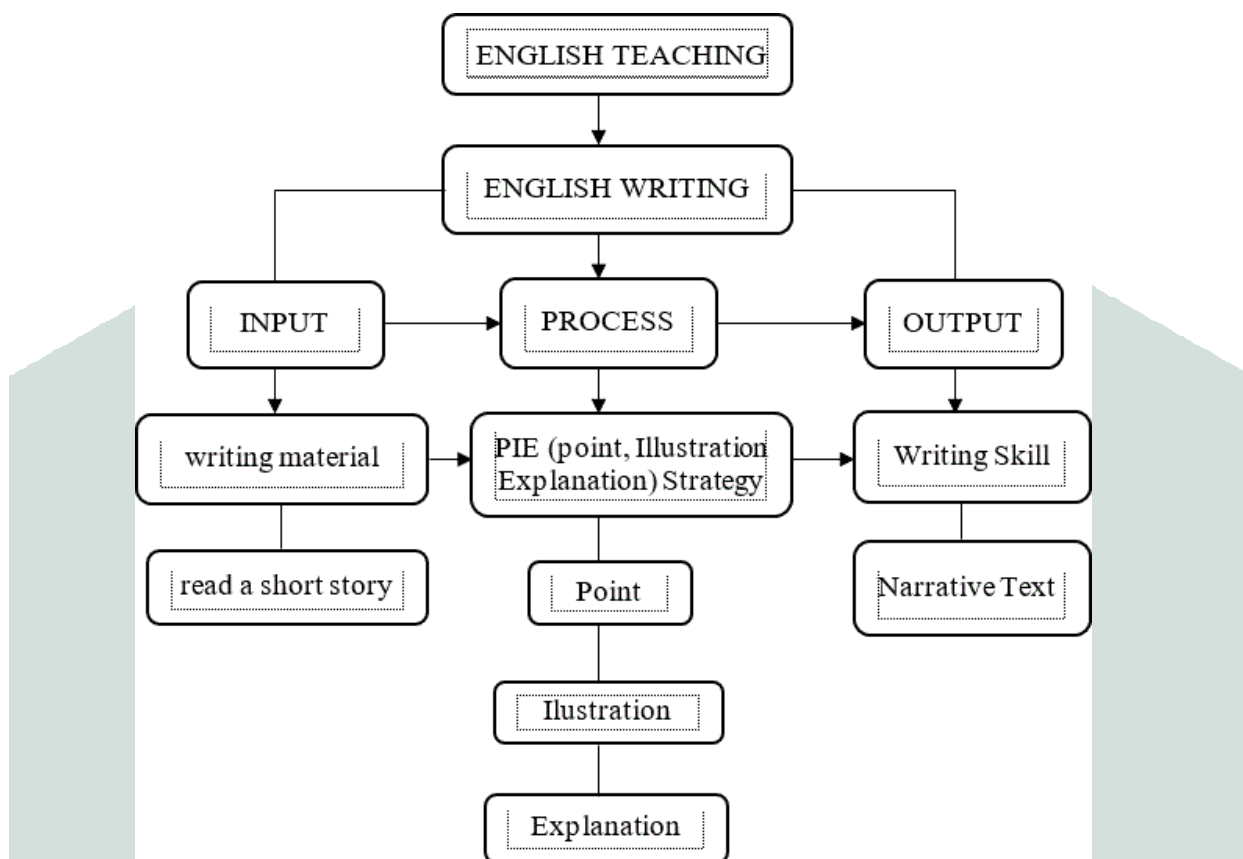
Following is the conceptual framework which is underlying this research The conceptual framework above shows the three variables; input, process, and output which are briefly classified as follows:

1) INPUT: Refers to PIE (Point, Illustration, Explanation) which consists of writing materials; narrative text. A teaching media which is hoped to be a good device in teaching writing narrative text.

2) PROCESS: Refers to the implementation of the input variable in the classroom activities both teaching and learning by using PIE (Point, Illustration, Explanation).

3) OUTPUT: Refers to student's increase in writing skill focusing on the use of past tense in narrative text by using PIE (Point, Illustration, Explanation).

F. Research Hypothesis

1. H_0 (Null Hypotheses): There is no effective way of using the PIE strategy to develop students writing ability at the tenth-grade students of MAN Palopo.

2. H_1 (Alternative Hypotheses): There is an effective way of using the PIE strategy to develop students writing ability at the tenth-grade students of MAN Palopo.
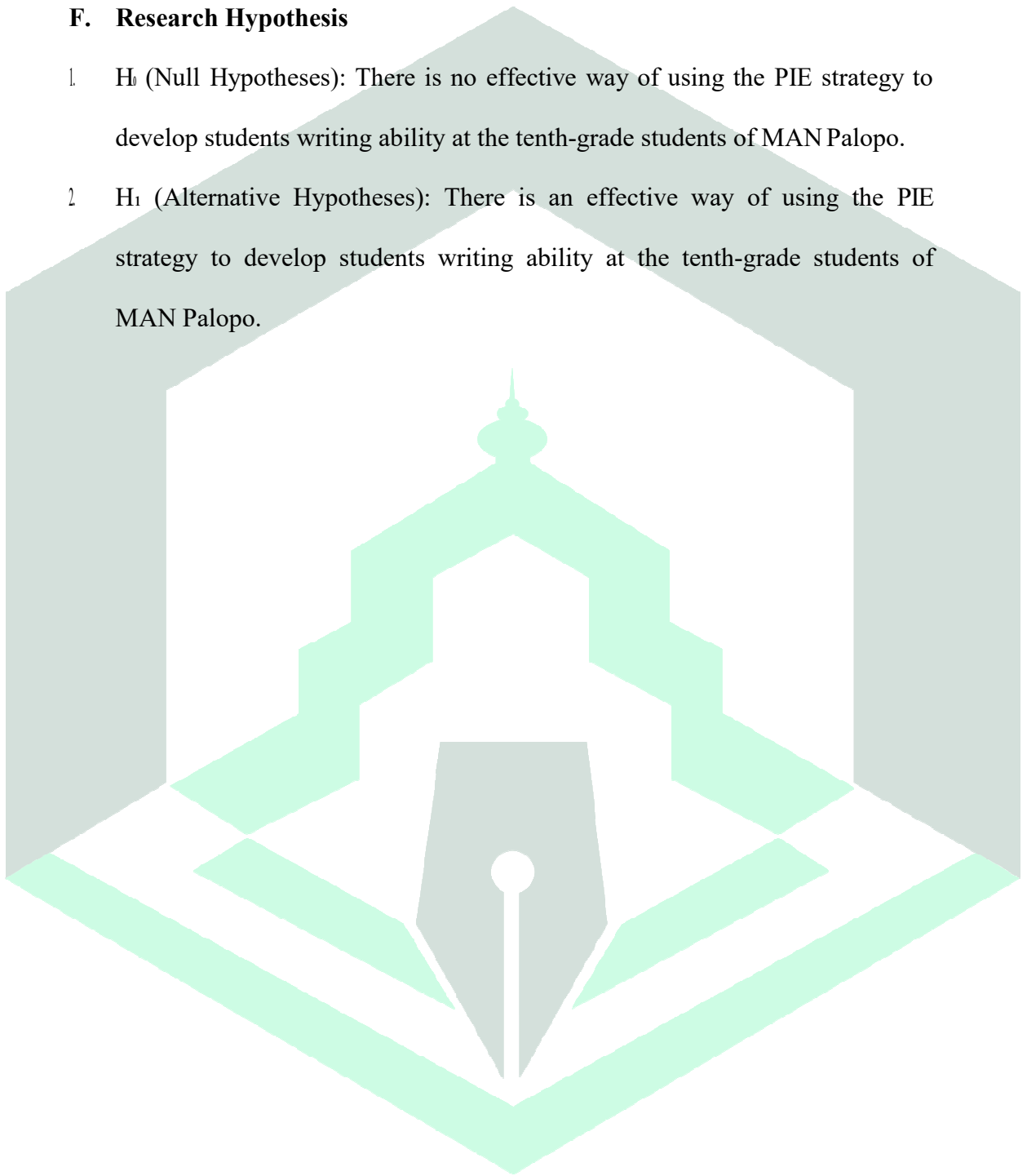
CHAPTER III

RESEARCH METHODOLOGY

A. Method and Research Design

1. Method

In this study the researcher use pre-experimental with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purposed to know whether using the Pie (Point, Illustration, Explanation) can effective improve the student"s writing skills in narrative text.

2. Design

The design of this research was described as follow:

$$O_1 \Rightarrow X \Rightarrow O_2$$
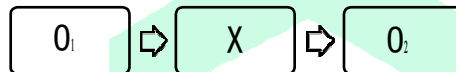
Where: O_1

: Pre test

X : Treatment using PIE (Point, Illustration, Explanation) Strategy

O_2 : Post test

B. Population and Sample of the Research

1. Population

The population of this research is the students at the tenth-grade students of MAN Palopo. The number of the population are 112 students.

2. Sample

The sample of this research is class X IIS 1 consist of 30 students. The sample is taken by using a purposive sampling technique where the researcher focused on one class to make it easier in doing the treatment and also control the students.

C. **Variables of the Research**

This research consisted of two variables. There was one dependent variable and one independent variable in this research. The dependent variable was narrative writing skill and the independent variable is PIE (Point, Illustration, Explanation). Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. The indicator was making good narrative paragraph.

D. **The instrument of the Research**

To know the effectiveness of teaching narrative writing skill by using PIE (Point, Illustration, Explanation) Strategy, the researcher gave written test to the students. The pre-test had been given before the treatment was given. Moreover, the post-test was given after he had given the treatment to the class.

E. Data Collection

One important thing in this research was to collect the data that could determine the result of the research. The procedures of data collecting would be used in this research were:

1. Pre-Test

The researcher gave the pre-test to the students. The pre-test was in written test form. The function of pre test was to know the students" prior knowledge and prior ability about writing narrative text.

2. Treatment

After giving pre test, the researcher gave treatment. The step of giving treatment were:

a) The researcher introduced about narrative text using past tense.

b) Then, the researcher taught use PIE (Point, Illustration, Explanation). So, it is like explore the students.

c) The researcher helps to give the main idea then, the students explore their idea to develop the main idea become a good narrative paragraph.

3. Post-Test

The researcher gave the post-test to the students. The test was similar with the pre-test that was written test. The function of post test was to know the students knowledge and ability after teaching use PIE (Point, Illustration, Explanation) strategy and to know how effective this strategy in teaching writing narrative text.

F. Data Analysis

In this section, the researcher tried to find out the score of each student and the mean score of the students based on the test result. The data from the test were analized quantitatively. It employed statistical calculation to the hypotheses. To determine the score of each student, the researcher used the following formula:

1. Scoring the result of the students test by referring to the scoring system simply from original one purpose[33] as follow:

Table 3.1 Scoring the Result of Students'

Component	Score	Trait
Grammar	96-100	Excellent. If there is no grammatical error.
	86-95	Very good. The writing demonstrates complete control of linguistic features with no noticeable errors.
	76-85	Good. Good control of grammar, with the variety of sentence structures, and relatively few errors. Spelling is satisfactory.
	66-75	Fairly Good. Sentence structures are generally adequate, although errors may occurs frequently, especially with more complex structures.
	56-65	Fair. Sentence structures are still have errors severally
	46-55	Poor. Limited variety of sentences structures. There are frequent and disruptive errors at word and sentence level, sometimes involving very basic forms.
	0-45	Very poor. Little evidence of grammatical control theymay be very frequent spelling errors.
Vocabulary	96-100	Excellent. If the vocabulary of the composition are all correct.
	86-95	Very good. An extensive vocabulary is used accurately and effectively.

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[33] Dzaky Mubarak Fasya, *"Improving the Grade VIII Students Writing Skills of Narrative Text Thorough Distogloss at SMPN 1 Mungkid, MAgelang"* (Published Thesis; English Education Departement: Yogyakarta,2015), p.135

	76-85	Good. Range of vocabulary is used, causing few obvious limitations in the expressions of ideas
	66-75	Fairly Good. Vocabulary is generally adequate to the task, although it may at times be used inappropriately, and limitations may sometimes create difficulties in expressions of ideas.
	56-65	Fair. Limited vocabulary and several of them have wrong composition.
	46-55	Poor. Restricted vocabulary range and or poor word choice often creates difficulties in expression of ideas.
	0-45	Very poor. Vocabulary is extremely limited.

$$Score \quad \frac{T \; e \; total \; student \; sscore}{Total \; maximum \; score} \; x \; \mathbf{100}$$

2. Classifying score into seven levels that are based on the Depdikbud standard of evaluation as follows:

a. 96 – 100 is classified as Excellent

b. 86 – 95 is classified as Very Good

c. 76 – 85 is classified as Good

d. 66 – 75 is classified as fairly good

e. 56 – 65 is classified as Fair

f. 46 – 55 is classified as Poor

g. 0 – 45 is classified as Very Poor

3. Computing the frequency and the rate percentage of the students" scores by using the following formula:

$$ - $$

Where :

P : Percentage

Fq : Number of correct answer/ frequency

N : The number of subjects

4. Finding out the students" means score of the both pre-test and post-test byusing the following formula:

Where :

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$ = Mean Score

$\sum X$ = The sum of all score

N = The number of subjects/sample

5. Finding out significant different between mean score of the students" by calculating the value of the t- test. The formula is seen as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N \ N-1}}}$$

Where :

t   : Test is significance $\overline{D}$: The mean of D_S

D : The difference between the matched pairs (X_1 -X_2) $\sum D$: The sum of D square

D^2 :The square of the sum score for difference   N   : The number of subject

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the resultof data collected through test that can be discussed in the part below.

A. Findings

The findings of this research deal with the classification of the students" pre- test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students" writing skill, while post-test was given after treatment. The result of the post-test of this research can answer the question of this research that aims to find out is the PIE (point, illustration, and explanation) effective in improving the students writing skills at the tenth-grade students of MAN Palopo.

1. Students' Score in Pre-Test and Post-Test

The pre-test was conducted to find out the data of the students" ability in writing narrative text before the treatment given. The result of the test showed the students" achievement in writing before the treatment was given. The highest score was 95 and the lowest score was 25. The mean ($\bar{x}$)was 51.75.

The post-test also was conducted to find out the data of the students" ability in writing narrative text after the treatment given. The result of the test showed the students" achievement in writing after the treatment was given. The highest score was 100 and the lowest score was 50. The mean ($\bar{x}$) was 75.25. So,

the improvement percentage can be seen in this following table:

Table 4.1 The Improvement Percentage of Pre-Test and Post-Test Score

No.	Variable	Mean Score		Improvement
		Pre Test	Post Test	
1	Vocabulary	25.75	42.5	65.04 %
2	Grammar	26	39	50 %

The table showed that there was an improvement in the amount of 65.04% in students" vocabulary and 50% in students" grammar.

a. The Students" Score in pre-test

The pre-test had done before giving the treatment. The researcher found out the result of students" writing skill in pre-test based on writing test, which were resulted in the information as shown in the following table:

Table 4.2 The percentage scores of writing in pre-test

No.	Student	Pre-Test
1	Wulan Nazilah Putry	88
2	Multazam F	63
3	Nurul Salwa	45
4	Annisa Khaerani Imran	72
5	Nur Aisyah Maharani	43
6	Abdul Jalil	55
7	Muh. Hasan Basri	60

8	Jessica Prasiska	40
9	Nurlia	85
10	Imran Basri	87
11	Siti Aizah	30
12	Ummul Syafanah	50
13	Muh. Akil	77
14	Achmad Rasyad	25
15	Saskia Audia	30
16	Dzaky Al-fatih	70
17	Furqan Mufid	47
18	Putri Aurelia	45
19	Ahmad Muiz	88
20	Muh. Khairansyah	43
21	Muhammad Fathul Bari	49
22	Mukhlis Putra R	33
23	Magfira Ramadan	38
24	Fikrhatul Mukarrama	75
25	Andi Muh. Akzal	40
26	Adzra Fadiyatullah	68
27	Adiba Muiz	44
28	Azisah Mikayla	73
29	Putra Aras	30
30	Abdul Muhfid	95

The table above showed that the result of students" writing skill score before applying The Pie Strategy. Most students got poor and very poor score.

b. The Students" Score in post-test

The post-test had done after giving the treatment. The researcher found out the result of students" writing skill in post-test based on writing test, which were resulted in the information as shown in the following table:

Table 4.3 The percentage scores of writing in post-test

No.	Respondent	Pre-Test
1	Wulan Nazilah Putry	96
2	Multazam F	88
3	Nurul Salwa	80
4	Annisa Khaerani Imran	86
5	Nur Aisyah Maharani	75
6	Abdul Jalil	81
7	Muh. Hasan Basri	79
8	Jessica Prasiska	65
9	Nurlia	90
10	Imran Basri	98
11	Siti Aizah	70
12	Ummul Syafanah	69
13	Muh. Akil	80
14	Achmad Rasyad	50
15	Saskia Audia	72

16	Dzaky Al-fatih	80
17	Furqan Mufid	69
18	Putri Aurelia	73
19	Ahmad Muiz	99
20	Muh. Khairansyah	62
21	Muhammad Fathul Bari	60
22	Mukhlis Putra R	55
23	Magfira Ramadan	53
24	Fikrhatul Mukarrama	92
25	Andi Muh. Akzal	77
26	Adzra Fadiyatullah	82
27	Adiba Muiz	75
28	Azisah Mikayla	91
29	Putra Aras	75
30	Abdul Muhfid	100

2. The Rate Percentage of the Students' Score

The rate percentages of the students" pre-test and post-test scores werepresented in the following table:

Table 4.4 The Rate Percentage of Pre-Test and Post-Test Score

No.	Classification	Pre-Test		Post-Test	
		F	%	F	%
1.	Excellent (96-100)	0	0 %	4	13 %
2.	Very Good (86-95)	4	13 %	5	16 %
3.	Good (76-85)	2	6 %	6	20 %
4.	Fairly Good (66-75)	6	20 %	9	30 %
5.	Fair (56-65)	2	6 %	3	10 %
6.	Poor (46-55)	4	13 %	3	10 %
7.	Very Poor (0-45)	12	40 %	0	0 %
	Total	**30**	**100 %**	**30**	**100 %**

The table showed that in the pre-test which was done before treatment, from 30 students, there were 12 students (40%) who belonged to "Very Poor" category, 4 students (13%) belonged to "Poor" category, 2 students (6%) belonged to "Fair" category, 6 students (20%) belonged to "Fairly Good" category, 2 students (6%) belonged to "Good" category, and 4 students (13%) belonged to "Very Good" category.

And in the post-test which was done after the treatment, from 30 students, there were 3 students (10%) belonged to "Poor" category, 3 student (10%) belonged to "Fair" category, 9 students (30%) belonged to "Fairly Good"

category, 6 students (20%) belonged to "Good" category, 5 students (16%) belonged to "Very Good" category, and 4 students (13%) belonged to "Excellent" category. Based on the result, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

3. The Value of *t*-Test

In order to know whether or not the writing ability is difference between the pre-test and the post-test at the level of significance 0.05 with degrees of freedom (df) = N – 1, *t*-test for independent sample was employed.

Table 4.5 *t*-Test of the Students Result

Data	*t*-Test Score	*t*-Table	Comparison	Classification
Students" Writing Skill	6.94	2.093	t-table ≤ t-test 2.093 ≤ 6.94	Significant

The data showed that the *t*-table value was smaller than *t*-test value. It means that there is significant difference of students" writing ability between before treatment and after treatment using PIE (Point, Illustration, and Explanation) Strategy. Because PIE (Point, Illustration, Explanation) Strategy is effective to improve students" writing narrative text ability so the null hypothesis (Ho) that stated teaching writing narrative text by using PIE (Point, Illustration, Explanation) Strategy is not effective to improve students" writing narrative text ability is rejected and alternative hypothesis (Ha) that stated that teaching writing narrative text by using PIE (Point, Illustration, Explanation) is effective to improve students" writing narrative text ability is accepted.

The difference showed that after getting the treatment, the students got better writing achievement than before. It can be seen that there was a significant of students" witing achievement after the using PIE (Point, Illustration, and Explanation) Strategy applied in teaching. It also can be conclude that using PIE (Point, Illustration, and Explanation) is effective in teaching writing narrative text.

Chart 4.6 The Mean Score of Pre-Test and Post-Test
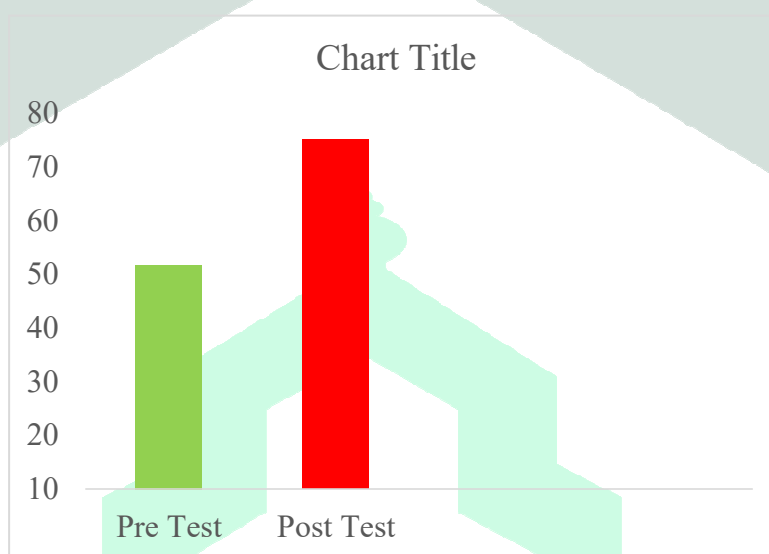
The chart showed the significantly different mean score of pre-test and post-test. Before the treatment conducting (pre-test), the mean score was 51.75. After the treatment, the mean score was 75.25. It means that the progress happened after the PIE (Point, Illustration, and Explanation) applied in teaching writing narrative text.

In conclusion, it is relatively fair to state that the use of PIE (Point, Illustration, and Explanation) in teaching writing narrative text at at the tenth-

grade students of MAN Palopo is effective to improve students" writing narrative text ability.

B. Disscusion

Based on the result of the research, the researcher could see that the students got difficulty in writing narrative text caused by the lack of vocabulary. This problem caused of teacher method in teaching writing narrative text, the teacher did not use English as their language in the class and make the students enjoy in writing English narrative text.

Before starting the lessons, the researcher had some preparations which are need in this activity. In pre-teaching activity, the researcher can do some preparations, such as: greet the students, checks the students" attendance, and motivates the students by doing brainstorming.

Then, in while activities the students get the writing material, the teacher asks them to comprehend the text well. After that the teacher starts to discuss the topic by applying Point-Illustrations-Explanation (PIE) Strategy together. There are some steps in applying this strategy in teaching and learning process, they are: first is the researcher explains the topic about narrative text, and generic structures. Then, researcher asks the students to make their points to write narrative text. After that the researcher asks the students to illustrate all information related to the points in detail. Finally the researcher asks the students to explain all the illustration, detail and clearly into the written form.

Post teaching activities, the researcher checks the student understands by giving an evaluation. Then, the researcher concludes the material after that the researcher closes the class.

And based on the result of the data analysis, it is proven that the students" achievement in writing narrative text taught by using PIE (Point, Illustration, Explanation) Strategy is better. The mean score of post-test was greater than the mean score of pre-test. It means that the use of PIE (Point, Illustration, Explanation) Strategy in teaching writing narrative text is quite effective.

Before applying PIE (Point, Illustration, Explanation) Strategy, the researcher gave the pre-test to the students to show students prior ability in writing narrative text. Then, the scores of students" pre-test which was done before treatment showed that most of students were very week in writing.

Then the researcher did the treatment for four times and applied PIE (Point, Illustration, and Explanation) Strategy. The researcher gave the post-test to see how effective the PIE (Point, Illustration, Explanation) Strategy in teaching writing narrative text.

The result of the test showed that the scores of students" post-test were greater than before the treatment was done. It means that PIE (Point, Illustration, Explanation) Strategy is effective in teaching writing narrative text because there was significance difference between pre-test and post-test. And also, it can lead to better attention in learning and stimulate the students to to write English narrative paragraph correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that:

1. The improvement of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo in writing narrative text by using PIE (Point, Illustration, and Explanation) Strategy is good. It is proved by the significant difference between the post-test and the pre-test. The mean score of post-test is greater than pre-test.

2. The students who are taught by using PIE (Point, Illustration, and Explanation) Strategy have better writing narrative text ability. In other words, PIE (Point, Illustration, and Explanation) Strategy is effective in improving students" writing narrative text at Tenth Grade Students of Madrasah Aliyah Negeri Palopo.

3. Problems that the students faced mostly in writing narrative are lack of vocabulary.

B. Suggestion

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various methods to manage the class more lively and enjoyable. Regarding to the teaching writing

narrative text by using PIE (Point, Illustration, Explanation) Strategy, the researcher gives some suggestion for the teacher and students as follows.

For the teacher:

1. The teacher should be more creative to enrich their teaching material. Choosing strange or unique topics can stimulate them in writing English narrative text.
2. The teacher should present the material in an enjoyable, relaxed and understandable way.
3. It is suggested for the teacher to apply PIE (Point, Illustration, Explanation)Strategy in teaching writing narrative text.

For the students:

1. The students are hoped to be more enjoy in writing narrative text.
2. The students are hoped to be active and creative in enriching their vocabularies.
3. The students should ask to the teacher if there is word that they do not know the meaning.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MAN Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   X

Materi Pokok   : Narrative Text

Pertemuan   : Pertama

Alokasi Waktu   : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya.

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai,merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang Sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk Narrative	1.2.1 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

a. Meningkatkan writing siswa dengan strategy yang digunakan.

b. Memahami teks berbentuk narrative.

c. Menulis teks berbentuk narrative dengan menggunakan pie strategy.

D. Materi Pembelajaran

- Text berjudul Snow White

E. Media/alat dan Bahan   : Laptop dan LCD

F. Sumber Belajar   : Buku Bahasa Inggris dan Internet

G. Strategy   : PIE

H. Kegiatan Pembelajaran :

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
Kegiatan Awal	• Melalukan pembukaan dengan Salampembuka, memanjatkan syukur kepadaTuhan Yang Maha Esa. • Ketua kelas menyiapkan temannya danberdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didiksebagai sikap disiplin dan memotivasi siswa. • Memberitahukan tujuan pembelajaran atau indicator yang Akan dicapai. • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang Akan dilakukan peserta didikuntuk menyelesaikan permasalahanatau tugas.	10 Menit

Kegiatan Inti	• Pendidik menjelaskan materi yang akan diberikan mengenai writing dannarrative text. • Pendidik memberi kesempatan pada • Peserta didik menanyakan materi yang kurang dipahami.	65 Menit
Kegiatan Penutup	• Pendidik mengevaluasi peserta didik tentang materi yang diajarkan • Pendidik member kesimpulan kepadapeserta didik untuk bertanya tentang materi yang telah dipelajari. • Pendidik menutup pelajaran dan memberi Salam.	15 Menit

I. Sumber Belajar/Bahan/Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"SNOW WHITE"

Once upon a time in a great castle, there was a beautiful princess. She was verypretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror that the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, and then she entered the cottage.

Inside the cottage, there were 7 beds and a kitchen. Snow White was too tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who she was. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again whothe loveliest in the land was and still the magic mirror answered the Snow White who lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White.

Then the step mother disguising herself as old women who sold a basket ofpoisoned apples and went to the cottage. In the cottage, the seven dwarfs warned SnowWhite to not open the door to the stranger.The step mother finally arrived to the cottageand began to offer Snow White an apple. Snow White refused to open the door but the step mothers kept persuade and finally Snow White opened the door and brought an apple then he ate it. So Snow White fallen down with the poisoned apple beside her.

In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who lay down on the floor with pale face and a poisoned apple beside her. The seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive. Day by day, the seven dwarfs waited for the miracle came whenSnow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed. Thewanderer asked the dwarfs what was happened and the dwarfs told him the story.

Heard the Snow White's story, the princes decided to carry her to his Castle andasked the doctor to help her. Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester X

Materi Pokok : Narrative Text

Pertemuan : Kedua

Alokasi Waktu : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya.

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai,merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang Sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk Narrative	1.2.1 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Meningkatkan writing siswa dengan strategy yang digunakan.

2. Memahami teks berbentuk narrative.

3. Menulis teks berbentuk narrative dengan menggunakan pie strategy.

D. Materi Pembelajaran

- Text berjudul Pinocchio

E. Media/alat dan Bahan : Laptop dan LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : PIE

H. Kegiatan Pembelajaran

No.	Kegaiatan Pembelajaran	Waktu
1	**Kegiatan Awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 Menit
2	**Kegiatan Inti** Ekplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti menjelaskan pengertian dan langkah- langkah strategi Slicing Pie terhadap writing dengan baik dan benar	65 Menit

	Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa ➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie.	
3	**Kegiatan Akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatanbelajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pertemuan selanjutnya ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 Menit

J. Sumber Belajar/Bahan/Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"PINOCCHIO"

In the past, there was a puppeteer whose name is Geppetto. He eager to have ason very much but his wife passed away several years ago. One day, he got an idea tomake a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn"t walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream. In the next morning, he was surprised that Pinocchio was alive.

He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made himgo home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn"t. Instantly, Pinocchio"s nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale"s stomach when he awoke. He couldn"t find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale"s stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went hometogether and lived happily ever after.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester   X

Materi Pokok   : Narrative Text

Pertemuan   : Ketiga

Alokasi Waktu   : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya.

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang Sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk Narrative	1.2.1 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

a. Meningkatkan writing siswa dengan strategy yang digunakan.

b. Memahami teks berbentuk narrative.

c. Menulis teks berbentuk narrative dengan menggunakan pie strategy.

D. Materi Pembelajaran

- Text berjudul Sangkuriang

E. Media/alat dan Bahan : Laptop dan LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : PIE

H. Kegiatan Pembelajaran

No.	Kegaiatan Pembelajaran	Waktu
1	**Kegiatan Awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 Menit
2	**Kegiatan Inti** Ekplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti menjelaskan pengertian dan langkah- langkah strategi Slicing Pie terhadap writing dengan baik dan benar	65 Menit

	Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa ➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie.	
3	**Kegiatan Akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatanbelajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pertemuan selanjutnya ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 Menit

K. Sumber Belajar/Bahan/Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"SANGKURIANG"

In ancient times, in West Java there lived a princess called Dayang Sumbi. Shehad a son named Sangkuriang. The kid was very fond of hunting in the forest. He was always accompanied by a pet dog named Tumang when he went for hunting. Tumangwas actually an incarnation of God, and was also the real father of Sangkuriang, but Sangkuriang did not know it and his mother was deliberately kept it a secret.

One day, as usual Sangkuriang went to the forest for hunting. After arriving in the forest, Sangkuriang began to look for game. He saw a bird perched on a branch, then without a second thought Sangkuriang immediately shot on target. Sangkuriangthen ordered Tumang to chase his quarry earlier, but the Tumang kept silent and didnot want to follow the order of Sangkuriang. He was very annoyed. Then he expelled Tumang and did not allow him to go home again.Arriving at home, Sangkuriang toldthe incident to his mother. Upon hearing the story of his son, Dayang Sumbi was veryangry. She picked up a spoon of rice, and banged on Sangkuriang"s head. Disappointed with his mother"s treatment, Sangkuriang decided to go wandering, and left his home.

After the incident, Dayang Sumbi regretted her actions. She prayed daily, and asked that one day she was able to meet her son again. Because of the sincerity of Dayang Sumbi"s prayer, then God gave her a gift of eternal beauty and young age forever.After Sangkuriang was wandering for several years, he finally intended to return to his hometown. Once he was there, he was very surprised because his hometown had changed completely. Sangkuriang"s happiness increased when he met a very beautiful woman, Dayang Sumbi. Fascinated by the beauty of the womam Sangkuriang immediately proposed her. Finally Sangkuriang proposal was accepted byDayang Sumbi, and she agreed to be married in the near future.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   X

Materi Pokok   : Narrative Text

Pertemuan   : Keempat

Alokasi Waktu   : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya.

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang Sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk Narrative	1.2.1 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

a. Meningkatkan writing siswa dengan strategy yang digunakan.

b. Memahami teks berbentuk narrative.

c. Menulis teks berbentuk narrative dengan menggunakan pie strategy.

D. Materi Pembelajaran

- Text berjudul The Mouse, Deer and The Turtle

E. Media/alat dan Bahan : Laptop dan LCD

F. Sumber Belajar : Buku Bahasa Inggris dan Internet

G. Strategy : PIE

H. Kegiatan Pembelajaran

No.	Kegaiatan Pembelajaran	Waktu
1	**Kegiatan Awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 Menit
2	**Kegiatan Inti** Ekplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terkait materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti menjelaskan pengertian dan langkah- langkah strategi Slicing Pie terhadap writing dengan baik dan benar	65 Menit

	Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa ➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie.	
3	**Kegiatan Akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatanbelajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pertemuan selanjutnya ➢ Peneliti menutup pembelajaran dengan mengucap salam	15 enit

I. Sumber Belajar/Bahan/Alat

Sumber   : Buku teks yang relevan dan internet.

Alat   : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"The Mouse, Deer and the Tortoise"

A mouse deer and a turtle were best friends. One day, they went to a river. They wanted to go fishing. On the way to the river, they met a deer.
"Hey friends, where are you going?"
"We're going to go fishing," said the mouse deer.
"May I join you?"
"Sure, no problem."

The three of them continued walking. They later met a hog. The hog also wanted to join them. The mouse deer, the turtle, and the deer agreed. Then the four of them continued walking.

While they were walking, they met a buffalo. The buffalo also wanted to join them. Later, a rhinoceros and an elephant joined them. They were happy, they could go together. While they continued their trip to the river, a bear stopped them. He was curious about why they were walking together.

"Hey guys, where are you going?"

"We're going fishing," said the mouse deer.

"Hmm... It's interesting. May I join you guys? I'm hungry now."

"Sure, no problem. The more the merrier," said the mouse deer.

They were led by the mouse deer. They were walking happily.

Finally, they arrived at the river. They all jumped into the river and caught the fish. After they caught the fish, they threw the fish on the river bank. The buffalo was still standing on the river bank. The mouse deer asked him to guard the fish they caught.

The buffalo did his job carefully. He was collecting all of the fish that his friends had thrown onto the riverbank. Suddenly, a tiger came.

The tiger was hungry. And when he saw a lot of fish in front of him, his mouth was watering. The tiger tried to steal the fish. The buffalo was angry. He attacked the tiger. They were fighting.

Unfortunately, the buffalo lost the fight. He fainted. The tiger then ate all the fish. The mouse deer finally knew what happened. He asked his friends to keep on

catching the fish and throwing them to the river bank. He knew the buffalo could not guard the fish anymore. He then asked the deer to guard the fish.

Sadly, the tiger came. The deer and the tiger were fighting. The deer also could not win the fight. The tiger again ate the fish that the mouse deer and his friends threw to the river bank.

The mouse deer saw the deer fainted. So he next asked the hog. But the hog could not win the fight against the tiger.

Then the mouse deer asked the elephant to guard the fish. The same thing happened. The elephant also lost the fight. Next, the rhinoceros and the bear had to guard the fish. Unfortunately, they also lost the fight.

There were only the mouse deer and the turtle. The mouse deer did not want to ask his best friend to fight against the tiger. So he guarded the fish by himself.

Later, the mouse deer collected some rattans. He made big rings from the rattans. He wore the big rings on his legs.

And then he looked up at the sky. Later, the tiger came. He wanted to steal the fish again. However, he was curious about why the mouse deer was looking up in the sky.

"What are you doing?"

"If you wear the big rings, you can see what happens in the sky," said the mouse deer.

The tiger was curious, so he wore the rings.

"Hey, I still cannot see anything," said the tiger.

"That's because you don't wear enough rings. Your body is big, so you have to wear many rings. Here, let me help you," said the mouse deer.

The mouse deer put all the rings on the tiger's legs. All the legs were full of rings. The tiger could not move his legs at all.

He was just lying hopelessly. The mouse deer was happy that the tiger could not disturb them anymore.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester   X

Materi Pokok   : Narrative Text

Pertemuan   : Kelima

Alokasi Waktu   : 2x 45 Menit

A. Kompetensi Dasar

1. Menghargai dan menghayati agama yang dianutnya.
2. Menghargai dan menghayati prilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengelolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang Sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2 Menggunakan makna dan langkah retorika dalam essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk Narrative	1.2.1 Menulis teks pendek dan sederhana dalam bentuk narrative berdasarkan tema cerita yang diberikan dengan langkah retorika yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

a. Meningkatkan writing siswa dengan strategy yang digunakan.

b. Memahami teks berbentuk narrative.

c. Menulis teks berbentuk narrative dengan menggunakan pie strategy.

D. Materi Pembelajaran

- Text berjudul Cinderella

E. Media/alat dan Bahan : Laptop dan LCD

F. Sumber Belajar   : Buku Bahasa Inggris dan Internet

G. Strategy   : PIE

H. Kegiatan Pembelajaran

No.	Kegaiatan Pembelajaran	Waktu
1	**Kegiatan Awal** ➢ Berdoa ➢ Mengecek kehadiran siswa ➢ Peneliti menyampaikan indikator yang ingin dicapai beserta nilai karakter yang terkait	10 Menit
2	**Kegiatan Inti** Ekplorasi ➢ Peneliti memberikan stimulus dengan memberi motivasi terkait materi yang akan dipelajari kepada peserta didik ➢ Peneliti menanyakan pengetahuan awal peserta didik terakit materi bacaan dan menjelaskan strategi Slicing Pie ➢ Peneliti menjelaskan pengertian dan langkah- langkah strategi Slicing Pie terhadap writing dengan baik dan benar	65 Menit

	Elaborasi ➢ Peneliti menyampaikan judul cerita kepada siswa ➢ Peneliti menyuruh peserta didik untuk membuat sebuah slice with the word the main idea to make easy students to improve their writing ➢ Peneliti menyuruh siswa describe the pie.	
3	**Kegiatan Akhir** ➢ Peneliti melakukan evaluasi terhadap kegiatanbelajar peserta didik secara menyeluruh. ➢ Menyampaikan rencana pembelajaran pertemuan selanjutnya ➢ Peneliti menutup pembelajaran dengan mengucap salam	16 enit

I. Sumber Belajar/Bahan/Alat

Sumber : Buku teks yang relevan dan internet.

Alat : kamus lengkap bahasa inggris

Bahan pembelajaran : teks bacaan bahasa inggris

THE MATERIAL OF THE TREATMENT

"CINDERELLA"

Once upon a time, there was a beautiful, kind-hearted girl called Cinderella, who lived in a far far away land. She lived with her stepmother, Lady Tremaine, and two step-sisters, Anastasia and Drizella. As her stepmother was not very fond of her, she had asked Cinderella to live in the attic. Two cute little mice named Gus and Jaq and the chirping birds became her best friends in her new room.

Her stepmother and stepsisters made her do all their household chores. Cinderella woke up early in the morning when it was still all dark to start the fire for their household. She cooked all meals, worked in the kitchen, and kept the fire going to warm their house. Poor Cinderella used to get ashes and cinders all over her clothes and body from the fire. People say her real name was Ella, but her stepsisters and stepmother called her Cinderella as she always had cinders on her clothes.

Anastasia and Drizella were arrogant and quarrelsome. They never happened to like Cinderella much and made her life miserable. They made her run on errands for them. Cooking, sewing, and cleaning were all done by Cinderella. Lady Tremaine enjoyed seeing Cinderella work so hard. She cunningly gave extra work to Cinderella, like asking her to bathe her cat, Lucifer. She did everything that she could to make Lady Tremaine, Anastasia, and Drizella happy.

One fine morning, the king"s messengers came riding on their horses and announced that the King and the Queen had invited all the maiden ladies of the kingdom to a royal ball. The King and the Queen were to find the Prince a lovely bride. The young ladies were overjoyed with this news. They started to decide on their best ball gowns and jewellery.

Soon, the king"s messenger arrived at Cinderella"s home and handed over the invitation to the ball. Lady Tremaine now ordered Cinderella to stitch two beautiful new gowns for Anastasia and Drizella for the royal ball. She kept Cinderella busy with more chores so that she wouldn"t be going to the ball. Cinderella wished to go to the ball as well. So, she found her mother"s old dress

from her trunk. She thought to herself that she could make the dress into a beautiful new one fit for the royal ball.

Soon, the day of the royal ball arrived, and Anastasia and Drizella were dressed up in the beautiful gowns stitched by Cinderella. Meanwhile, in the attic, Gus and Jaq, the two little mice, and the birds had turned Cinderella"s mother"s old dress into a beautiful one. They had used the ribbons and beads thrown away by Cinderella"s stepsisters to make Cinderella"s dress.

Cinderella was very happy to see her new dress done by the mice and the birds. She thanked her little friends and thought to herself that she could go to the ball now.

But her stepsisters flew into a terrible rage when they saw her in that beautiful dress. They pulled out the ribbons and beads to destroy her dress. They ripped off the beautiful dress that Cinderella wore.

Lady Tremaine did not stop her daughters; instead, she watched them destroy Cinderella"s dress. She left for the ball with her two daughters in a fine carriage and Cinderella was left all alone in the house. She felt bad and went to the garden. She started to weep when she looked at her mother"s dress ripped. She softly said to her, "I wish I could also go to the ball!"

Suddenly, a Fairy Godmother appeared in front of Cinderella. She told her that she showed up to make Cinderella"s wish come true. The Fairy Godmother touched Cinderella"s head with her wand and Cinderella was all clean and pretty right away. Her messy hair was tucked up nicely in a golden band. With another tap of the wand, Cinderella"s dress was turned into a gorgeous gown.

Cinderella couldn"t believe her own eyes. She looked so pretty in that beautiful gown and the amazing glass slippers that the Fairy Godmother created for her. But she didn"t have a carriage to go to the ball. So, the Fairy Godmother waved her magic wand on a pumpkin and turned it into a fine carriage for Cinderella. She tapped her wand on the little mice and turned them into Cinderella"s carriage-men.

The Fairy Godmother told Cinderella to go to the ball and have fun. She added, "Remember my child, all this magic spell will vanish at the stroke of midnight. Come back before that."

Cinderella promised to be back before midnight and left happily for the ball in the carriage drawn by Gus and Jaq. When Cinderella arrived at the palace, she was surprised to see a place so majestic and a ball so grand. There were so many young ladies escorted by their mothers. Everyone wanted to impress the Prince. But the Prince was at a loss. He didn't know where to look or who to dance with.

When Cinderella entered the royal ball, all heads turned to see her. She looked like a dream. No one happened to recognize her; even her stepmother and stepsisters were awestruck to see a girl so beautiful. Cinderella walked into the ballroom with her head held high. She looked so royal that everyone thought her to be some princess.

The Prince couldn't take his eyes off Cinderella. He walked to her and introduced himself. Cinderella bowed down and greeted the Prince. He asked her out for a dance. They talked, laughed, and kept dancing to every song. The other young ladies at the ball became jealous of Cinderella.

As the evening went on, Cinderella and the Prince became more engrossed in each other's company. The Prince was smitten by her charm and beauty. Cinderella had never been happier. Suddenly, she heard „Dong", „Dong!" It was the clock that was about to strike 12. She looked up at the big royal clock at the palace and found that it was almost midnight. She screamed, "Oh! It is almost midnight!" She told the Prince that she couldn't stay longer. She said, "I must go now." The Prince couldn't hear Cinderella as the clock was loud enough. Cinderella bid him goodbye and ran down the stairs in a hurry.

As she was hurrying down the stairs, one of her glass slippers came off her feet but she didn't stop to pick it up and left the palace. The magic spell had started to wear off. The Prince followed her to the stairs. "I don't even know your name," he called out to her. But she didn't turn back and seemed to have vanished into thin air, in her carriage.

The Prince found her glass slipper on the stairs. He realised that it was a special glass slipper that could only fit Cinderella‟s foot. So the next day, he started to look for the other slipper. He went from one house to another and tried to find the right fit for the glass slipper. All the young ladies were trying to wear the glass slipper, but it didn‟t fit any of them.

Finally, the Prince arrived at Cinderella‟s house. Lady Tremaine‟s daughters were all ready to try the glass slipper, but it didn‟t fit their feet. The Prince asked if there was any other young lady in the house. Though they refused to tell the Prince about Cinderella, he found her working in the house. He got down on his knee and insisted she tried the glass slipper. It was a perfect fit for Cinderella‟s foot.

The Prince was overjoyed to have found his love. He didn‟t care about the cinders on her hair but looked into her eyes. "I found you!" he said and took Cinderella off with him. Lady Tremaine and her two daughters grew red with anger, and Cinderella‟s friends Gus and Jaq rejoiced. The Prince married Cinderella and they lived happily ever after, in the palace.
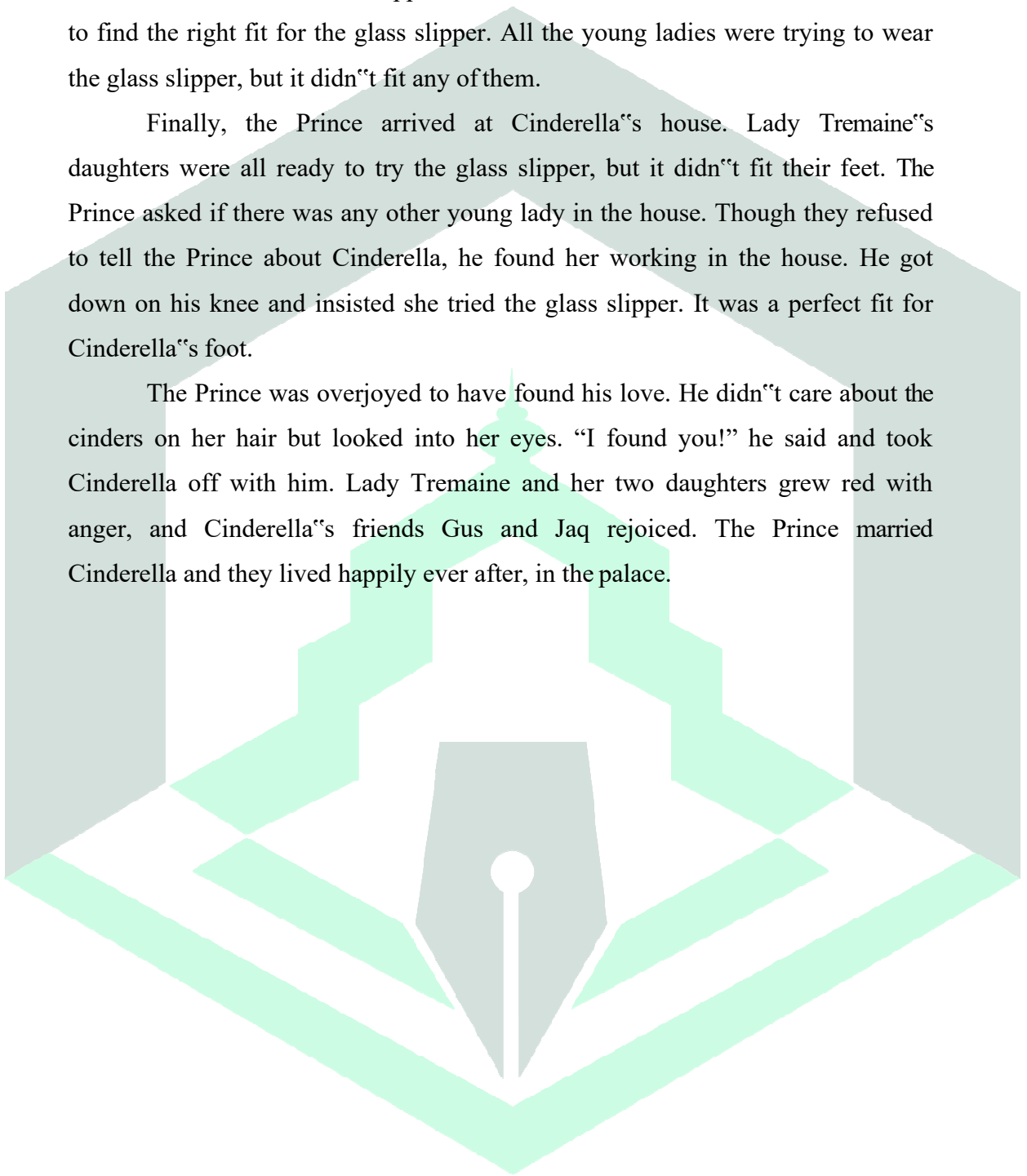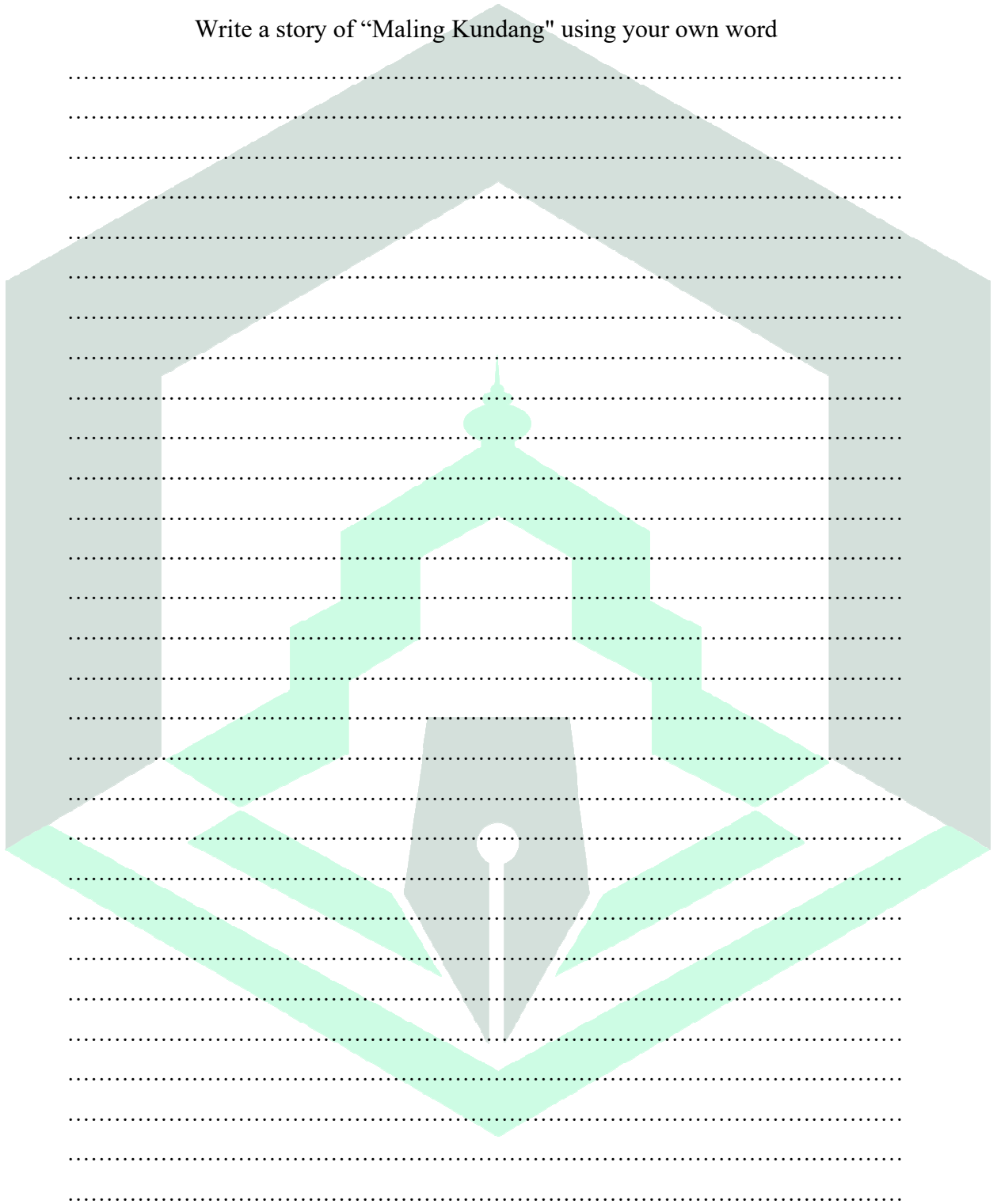
Pre Test

Name :

Class :

Write a story of "Maling Kundang" using your own word

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Post Test

Name :

Class :

Write a story of "Cinderella" using your own word

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2. **Material Pre and Post Test**

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Pre Test

</div>

Name: IMRan basri

Class: X

Write a story of "Maling Kundang" using your own word

A long time agoo, in a small villagen ich the beach in west sunatra lived a woman and her son, maling Kundang. malingkundangand his mother hed to live hard because tis Father hed passed away when hawts a boby.

2. **Material Pre and Post Test**

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Pre Test

</div>

Name: alia Dawasir

Class: X

<div align="center">

Write a story of "Maling Kundang" using your own word

</div>

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Maun Kundang. Maung Kundang and his mother has to live hard because his father had passed away when he was a baby. Maung Kundang was a healthy, dilligent, and strong boy.

Post Test

Name: Muh. Akil

Class: X

Write a story of "cinderella" using your own word

~~1.05 poor girl and she~~ once upon a time there lived a girl called cinderella she was happy live with her father and mother until her mother died dead. and her father and her father had married a widow with two daughters. her step mother didn't like her one little bit but for the poor unhappy girl there was nothing at all her were very bossy No rest and no comfort she had to work hard all day only when evening came was she allowed to sit for a while by the fire near

Post Test

Name: Siti Aisyah

Class: X

Write a story of "cinderella" using your own word

Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepsister. stepmother and stepbrother being treated like a slave. Cinderella very sad and hope her father soon go home.

one day, the court officials announcement that the place prince was doing a contest looking for the empress. so. all the girls were invited to come to the palace.

Cinderella's stepbrother was busy decorating herself with fancy dresses and jewerry to go to the party.

DOCUMENTATION

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 943/IP/DPMPTSP/VII/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	NURUL ILMI RUSLI
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	16 0202 0047

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Tesis dengan Judul :

THE EFFECTIVENESS OF PIE (POINT, ILLUSTRATION, AND EXPLANATION) IN TEACHING WRITING AT THE TENTH GRADE STUDENTS OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO

Lamanya Penelitian : 28 Juli 2023 s.d. 28 Januari 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 31 Juli 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Sekretaris

WAHYUDIN, M. S.AN, MM
Pangkat : Pembina
NIP. 19761005 201001 1 003

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN
Nomor : 441 /Ma.21.14.01/TL.00/VIII/2023

Yang bertanda tangan dibawah ini :

N a m a	:	Dra. Hj. Jumrah, M.Pd.I
NIP.	:	196612311994032009
Pangkat/Gol.	:	Pembina IV/a
Jabatan	:	Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a	:	**Nurul Ilmi Rusli**
Kelamin	:	Perempuan
Alamat	:	Jl. Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	16 0202 0047

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Tesis yang berjudul *"The Effectiveness Of Pie (Point, Illustration, and Explanation) In Teaching Writing At The Tenth Grade Students Of MAN Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 11 Agustus 2023
Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id

IAIN PALOPO

SURAT KETERANGAN

Yang bertandatangan di bawah ini menerangkan bahwa mahasiswa (i) yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan:

Nama	:	Nurul Ilmi Rusli
Nim	:	16 0202 0047
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Balandai. RSS Blok K No. 3
No. Telpon/HP	:	082 259 944 438
Email	:	Nurulilmirusli@gmail.com

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

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Palopo, 19 Juni 2023
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☐ Lacar Mengaji

☑ Bisa mengaji, tapi belum lancar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Nurul Ilmi Rusli

NIM   : 16 0202 0047

Prodi   : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 25 Agustus 2022
Ketua Prodi

Husnaini, S.Pd.I., M.Pd.
NIP.19840820 200902 2 007

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SURAT KETERANGAN
No. 408/In.19/FTIK/PBI/PP.00.9/08/2023

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Nurul Ilmi Rusli
NIM	:	16 0202 0047
Semester	:	XIV (empat belas)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Ujian Seminar Hasil

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 21%*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo,18 Agustus 2023

Mengetahui,
Ketua Prodi,

Husnaini, S.Pd.I.,M.Pd
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Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE

The researcher has complete name Nurul Ilmi Rusli. She was born on August 11th 1998 in Cimpu, Luwu, Sulawesi Selatan. She is the fifth daughter from sixth children. Her father's name is Rusli and her mother's name is Cinahari. The researcher graduated from SD 247 tondo tangga Luwu, Sulsel in 2010 and then she graduated from MTSN Cimpu Luwu in 2013. Then, in 2016 she graduated from SMA Negeri 1 Belopa. In the same Year the researcher continued her study at State Islamic Institute of Palopo (IAIN) and taking English Language Education Study Program S-1 degree.

In the end of the study at State Islamic Institute of Palopo (IAIN), she wrote a thesis entitled "*The Effectiveness of Pie (Point, Illustration, and Explanation) in Teaching Writing at the Tenth Grade Students of MAN Palopo*".