TEACHING WRITING DESCRIPTIVE TEXT FOR THE SEVENTH GRADE STUDENTS OF SMP N 02 TLOGOWUNGU BY USING PIE (POINT, ILLUSTRATION, EXPLANATION) STRATEGY IN ACADEMIC YEAR 2013/2014

By:
NUR SAID
NIM. 201032011

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2015
TEACHING WRITING DESCRIPTIVE TEXT FOR THE SEVENTH GRADE STUDENTS OF SMP N 02 TLOGOWUNGU BY USING PIE (POINT, ILLUSTRATION, EXPLANATION) STRATEGY IN ACADEMIC YEAR 2013/2014

SKRIPSI
Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education

By:
NUR SAID
NIM. 201032011

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2015
MOTTO AND DEDICATION

Motto:

♥ Where there is a will, there is way.
♥ Keep smile for everything.
♥ Memegang teguh disiplin lahir dan batin, percaya pada diri sendiri dan mengutamakan kepentingan nasional di atas kepentingan pribadi atau golongan.

Dedication:

This skripsi is dedicated to:
1. Muria Kudus University
2. SMP N 2 Tlogowungu Pati
3. His beloved parents (Solikin & Sutami)
4. All of his beloved friends in English Education Department 2010
5. All of his beloved friends in Resimen Mahasiswa 923 UMK
6. All of his beloved best friends in his life
ADVISORS’ APPROVAL

This is to certify that the Skripsi of Nur Said (NIM 2010-32-011) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, November 20th 2014
Advisor I

Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 015

Kudus, November 20th 2014
Advisor II

Fitri Budi Suryani, S.S., M.Pd
NIS. 061070100001155

Acknowledged by
The Faculty of Teacher Training and Education
Dean

[Signature]

[Signature]
EXAMINERS’ APPROVAL

This is to certify that the Skripsi of Nur Said (NIM 2010-32-011) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, January 8th 2015
Skripsi Examining Committee:

Dr. Slamet Utomo, M.Pd., Chairperson/Member
NIP. 19621219 198703 1 015

Rusiana, S.Pd., M.Pd., Member
NIS. 0610701000001226

Drs. Suprihadi, M.Pd., Member
NIP. 19570616 198403 1 015

Fajar Kartika, S.S., M.Hum., Member
NIS. 0610701000001191

Acknowledged by
The Faculty of Teacher Training and Education
Dean,

Universitas Muria Kudus

Drs. Slamet Utomo, M.Pd.
NIP. 19621219 198703-1-015
ACKNOWLEDGEMENT

Thank you to Allah SWT, for giving happiness, health, and blessing to the writer during conduct this research entitled “Teaching Writing Descriptive Text for The Seventh Grade Students of SMP N 02 Tlogowungu by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014”, in order to fulfil one of the requirements for completing the sarjana program in the English Education Department successfully.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. In this chance, the writer would like to express deeper appreciation to:

1. Dr. Drs. Slamet Utomo, M.Pd., as the Dean of Faculty of Teacher Training and Education of University of Muria Kudus and as the first advisor, who give a motivation, guidance, advice, and suggestion to the writer with pleasure.

2. Diah Kurniati, S.Pd., M.Pd., as the Head of English Education Department of University of Muria Kudus.

3. Fitri Budi Suryani, S.S., M.Pd, as the second advisor, who always willing make time for giving guidance, assistance, and advice to the writer patiently.

4. Hardani Widayati, M.Pd., as the headmaster of SMP N 02 Tlogowungu Pati for allowing the writer to conduct the research.
5. Nanik Syamsiyatun, S.Pd., as the English Teacher of SMP N 02 Tlogowungu Pati, who has gave support, guidance, advice and help to the writer during doing this research.

6. All of the lecturers and staffs in English Education Department of Teacher Training and Education Faculty of University of Muria Kudus, who have been taught the writer about their knowledge.

7. His beloved parents, who always give love, pray and support. Huge thanks and love you both forever.

8. All of his beloved friends in University of Muria Kudus, who have been prayed, helped, and supported the writer helplessly.

9. All of his beloved friends in MENWA 923 UMK. Thanks for being with me, and the support you always give.

In conducting this research, the writer realizes that this research is still far from being perfect. Finally, the writer hopes that this research will be useful significances for the readers, especially to improve his own knowledge in the field of education. Amin ya Robbal ‘Alamin.

Kudus, January 8th 2015

The writer

Nur Said
NIM. 2010 32 011
ABSTRACT

Nursaid. 2014. Teaching Writing Descriptive Text for The Seventh Grade Students of SMP N 02 Tlogowungu by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisors: (1) Dr. Slamet Utomo, M.Pd, (2) Fitri Budi Suryani, S.S., M.Pd

Key words: Writing ability, Descriptive Text, PIE (Point, Illustration, Explanation) Strategy.

Writing is one of the language skills that must be mastered by English learners. Writing is also important language skills for the learners because writing demands the learners to express the idea in written form with the correct grammar. The students feel difficult to write text. They feel difficult to express their idea in their writing. Therefore, the writer used PIE (Point, Illustration, Explanation) Strategy that hopefully can solve the problem found.

The objective of this research is to test the significance of writing ability of descriptive text of the seventh grade students of SMP N 2 Tlogowungu before and after being taught by using PIE (Point, Illustration, Explanation) Strategy in academic year 2013/2014.

The design of this research is an experimental research used one group with pre-test and post-test. The population of this research is the seventh grade students of SMP N 2 Tlogowungu in academic year 2013/2014. The writer used cluster random sampling technique to take the sample of this research. The writer got VII B class as the sample with total number of students is 21 students. The instrument used by the writer was essay test to know the data before and after being taught by using PIE (Point, Illustration, Explanation) Strategy.

The result of this research shows that the mean of pre-test is 62.5 by standard deviation is 9.52 and the mean of post-test is 72.78 by standard deviation is 8.24. It was found the hypothesis testing in the level of significance $\alpha = 0.05$ two-tailed test from the degree of freedom $df = 20$, t-table $(t_r) = 2.086$, and the $t$-obtained $(t_0)$ is 5.25. In other words, the null hypothesis $(H_0)$ is rejected and the alternative hypothesis $(H_a)$ is accepted, because the $t$-obtained $t_0$ falls in the critical region. It can be conclude that there is a significant difference between writing ability of descriptive text of the seventh grade students of SMP N 2 Tlogowungu before and after being taught by using PIE (Point, Illustration, Explanation) Strategy in academic year 2013/2014.
Based on the result above, the writer suggests that PIE (Point, Illustration, Explanation) Strategy is effective in writing activity. It can be the solution for English teachers as an alternative material in teaching writing, make the students easier to learn English and attract the students’ attention and motivation.
ABSTRAK

*Kata-kata kunci: Kemampuan Menulis, Teks Deskriptif, PIE (poin, illustrasi dan explanation)*

Menulis adalah salah satu ketrampilan bahasa yang harus di kuasai oleh siswa bahasa inggris. Menulis juga ketrampilan bahasa yang penting untuk siswa sebab menulis menuntut siswa untuk mengungkapkan ide dalam bentuk tulisan dengan tata bahasa yg benar. Para siswa merasa kesulitan untuk menulis teks. Mereka merasa kesulitan untuk mengungkapkan ide mereka dalam tulisan mereka. Oleh karna itu, penulis menggunakan strategi PIE (poin, ilustrasi dan explanation) yang diharapkan dapat memecahkan masalah yang ditemukan.

Tujuan dari penelitian ini adalah untuk menguji sesignifikikan kemampuan menulis deskriptif teks untuk siswa kelas tujuh SMP N 2 Tlogowungu sebelum dan setelah mengajar menggunakan strategi PIE (poin, illustrasi dan explanation) pada tahun pelajaran 2013/2014.


Hasil penelitian ini menunjukkan bahwa rata-rata dari pre-test adalah 62.5 dengan standar deviasi 9.52 dan rata-rata dari post-test adalah 72.78 dengan standar deviasi 8.24. ditemukan pengujian hipotesis pada tingkat signifikansi $\alpha = 0.05$ uji dua-ekor dari derajat kebebasan $df = 20$, $t$-table ($t_0$) $\pm 2.086$, dan $t$-obtained ($t_0$) adalah 5.25. Dengan kata lain, hipotesis nol ($H_0$) ditolak dan hipotesis alternatif ($H_a$) diterima, karena $t$-obtained $t_0$ jatuh di daerah kritis. Hal ini dapat disimpulkan bahwa ada perbedaan yang signifikan antara kemampuan menulis teks deskriptif untuk siswa kelas tujuh SMP N 2 Tlogowungu sebelum dan setelah diajar dengan menggunakan strategi PIE (poin, illustrasi dan penjelasan) pada tahun pelajaran 2013/2014.
Berdasarkan hasil di atas, penulis menyarankan bahwa strategi PIE (poin, illustrasi dan penjelasan) efektif dalam kegiatan menulis. Hal ini dapat menjadi solusi bagi para guru bahasa Inggris sebagai bahan alternatif dalam pengajaran membaca, membuat siswa lebih mudah untuk belajar bahasa Inggris dan menarik perhatian serta motivasi belajar siswa.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>LOGO</td>
<td>ii</td>
</tr>
<tr>
<td>TITLE</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO AND DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>ADVISORS’ APPROVAL</td>
<td>v</td>
</tr>
<tr>
<td>EXAMINERS’ APPROVAL</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xviii</td>
</tr>
<tr>
<td>LIST OF FORMULAS</td>
<td>xix</td>
</tr>
</tbody>
</table>

CHAPTER I: INTRODUCTION

1.1 Background of the Research                                          1
1.2 Statement of the Problem                                             3
1.3 Objective of the Research                                            3
1.4 Significance of the Research                                         3
1.5 Limitation of the Research                                           4
1.6 Operational Definition                                              4

CHAPTER II: REVIEW OF RELATED LITERATURE AND HYPOTHESIS

2.1 Teaching English in SMP N 2 Tlogowungu                                6
2.1.1 Purpose of Teaching English in SMP N 2 Tlogowungu                  7
2.1.2 Curriculum of Teaching English in SMP N 2 Tlogowungu               7
2.1.3 Material of Teaching English in SMP N 2 Tlogowungu                 8
2.1.4 Strategy of English Teacher in SMP N 2 Tlogowungu                 9
2.2 Writing                                                             9
2.2.1 Component of Writing                                              10
2.2.2 Type of Writing                                                   11
2.2.3 Process of Writing                                                11
2.3 Genre .................................................................................................................. 13
2.4 Descriptive Text................................................................................................... 14
2.5 PIE (Point, Illustration, Explanation) Strategy............................................... 16
  2.5.1 Definition of PIE (Point, Illustration, Explanation) Strategy ................. 16
  2.5.2 Procedures to Teach Writing by Using PIE (Point, Illustration,
        Explanation) Strategy.................................................................................. 17
  2.5.3 Advantages of PIE (Point, Illustration, Explanation) Strategy.............. 18
2.6 Review of Previous Research............................................................................ 19
2.7 Theoretical Framework...................................................................................... 19
2.8 Hypothesis .......................................................................................................... 20

CHAPTER III: METHOD OF THE RESEARCH
3.1 Design of the Research.................................................................................. 21
3.2 Population and Sample.................................................................................... 23
3.3 Instrument of the Research............................................................................ 24
3.4 Data Collection.................................................................................................. 28
3.5 Data Analysis...................................................................................................... 28

CHAPTER IV: FINDING OF THE RESEARCH
4.1 Research Finding............................................................................................. 32
  4.1.1 The Writing Descriptive Text before Being Taught by Using PIE
        (Point, Illustration, Explanation) Strategy (pre-test)............................ 32
  4.1.2 The Writing Descriptive Text of the Seventh Grade Students of
        SMP N 02 Tlogowungu after Being Taught by Using PIE (Point,
        Illustration, Explanation) Strategy in Academic Year 2013/2014.... 35
4.2 Hypothesis Testing ............................................................................................ 37

CHAPTER V: DISCUSSION
5.1 The Writing Ability of the Seventh Grade Students of SMP N 02
        Tlogowungu Pati before Being Taught by Using PIE (Point, Illustration
5.2 The Writing Ability of the Seventh Grade Students of SMP N 02 Tlogowungu Pati after Being Taught by PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014

5.3 The Significant Difference of the Writing Ability of the Seventh Grade Students of SMP N 02 Tlogowungu Pati between before and after Being Taught by PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014

CHAPTER VI: CONCLUSION AND SUGGESTION

6.1 Conclusion

6.2 Suggestion

BIBLIOGRAPHY

APPENDICES

STATEMENT

CURRICULUM VITAE
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Analytic Scale in Element of Writing</td>
<td>25</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The Design of Experimental Method One Group with Pre-test and Post-test</td>
<td>22</td>
</tr>
<tr>
<td>3.2</td>
<td>The Null Hypothesis $H_0$</td>
<td>31</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Syllabus ..................................................................................</td>
<td>50</td>
</tr>
<tr>
<td>2. The Specification Table of Test in Descriptive Text ....................</td>
<td>52</td>
</tr>
<tr>
<td>3. Pre-Test, and Post-Test of Writing in Descriptive Text ................</td>
<td>54</td>
</tr>
<tr>
<td>4. Answer Sheet .............................................................................</td>
<td>54</td>
</tr>
<tr>
<td>5. Lesson Plan ...............................................................................</td>
<td>55</td>
</tr>
<tr>
<td>6. Students’ List of VII B ................................................................</td>
<td>79</td>
</tr>
<tr>
<td>7. The Score of Writing Ability of Descriptive Text of the Seventh Grade Students of SMP N 2 Tlogowungu Before Being Taught by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014 ..........................................................</td>
<td>80</td>
</tr>
<tr>
<td>8. The Calculation of Mean and Standard Deviation of Writing Ability of Descriptive Text of the Seventh Grade Students of SMP N 2 Tlogowungu Before Being Taught by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014 ..........................................................</td>
<td>81</td>
</tr>
<tr>
<td>9. The Score of Writing Ability of Descriptive Text of the Seventh Grade Students of SMP N 2 Tlogowungu After Being Taught by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014 ..........................................................</td>
<td>83</td>
</tr>
<tr>
<td>10. The Calculation of Mean and Standard Deviation of Writing Ability of Descriptive Text of the Seventh Grade Students of SMP N 2 Tlogowungu After Being Taught by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014 ..........................................................</td>
<td>84</td>
</tr>
<tr>
<td>11. The Calculation of $t$-obtained of Writing Ability of Descriptive Text of the Seventh Grade Students of SMP N 2 Tlogowungu After Being Taught by Using PIE (Point, Illustration, Explanation) Strategy in Academic Year 2013/2014 ..........................................................</td>
<td>86</td>
</tr>
<tr>
<td>12. Value of $t$-table for Any Number Degree of Freedom ....................</td>
<td>89</td>
</tr>
</tbody>
</table>
## LIST OF FORMULAS

<table>
<thead>
<tr>
<th>Formula</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The Formula to Calculate the Mean</td>
<td>29</td>
</tr>
<tr>
<td>3.2 The Formula to Calculate the Standard Deviation</td>
<td>29</td>
</tr>
<tr>
<td>3.3 The t-test Formula</td>
<td>30</td>
</tr>
</tbody>
</table>