THE IMPLEMENTATION OF PIE AND AUTHOR'S CHAIR STRATEGY IN TEACHING WRITING AT THE TENTH GRADE STUDENTS

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Abstract

The objective this research is to find out the improvement of students writing ability after being taught by using PIE and Author's Chair strategy. This research used pre-experimental method. The population of this research was the tenth grade students of SMAN 18 Makassar. The sample was 22 students which were taken by using purposive sampling tehnique. The result indicated that the mean score of post-test was higher than pre-test (76.36>62.22) and t-test was greater than the value of t-table 13.205>2.080. It means that there was a significant difference between the students' pre-test and post-test in teaching by using PIE and Author's Chair strategy. It concluded that teaching writing by PIE and Author's Chair strategy can improve students writing ability at the tenth grade students of SMAN 18 Makassar.

Keywords: *writing ability, PIE and Author's Chair strategy*

INTRODUCTION

The ability to write effectively becomes increasingly important in our global community. This is why the role of instruction in writing needs to be increased in both second and foreign language education. Communication across languages becomes ever more essential, as advances in transformation and technology which allow people from notions and cultures throughout the world can interact with each other. As a result, the ability to speak and write a second language is becoming widely recognized. Generally beginners, especially those who are non-literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. With advanced learners, up to half of their lesson time can be spent on written skill. As fluency increases, the amount of reading and writing in English lessons may also increase writing.

Unfortunately, most of the advanced students (high school) nowadays find it difficult to express their ideas in English in written form. Not only do they have poor ability in writing, the main problem is that they also have no interest or motivation in writing. They write but they are not enjoying the writing process. While as we all know, motivation is one of the most important factors that will influence students' English writing achievements or performance. It has a close relationship with students' success or failure in English learning in the Senior High School. As Susan Warnock (2018) emphasized that the failure of writing instruction in the context of high school teaching in the United States. The article outlines a number of limitations in the teaching of writing that lead to failure, such as the lack of teaching about the writing process, the lack of attention to academic writing skills, and the lack of opportunities to write regularly.

Based on the researcher's pre-observation during last semester in 2022 and also some unstructured interview to English teacher of SMAN 18 Makassar, many students have difficulties in writing report text. There were some difficulties that students face during writing the report paragraph. First, the problem in developing the ideas. Some students wrote

many main ideas in one paragraph. It makes them confuse to write the next paragraph. Second, some students are not able to write report text chronologically based on the generic structure of report text. Third, some students are lack of vocabularies and they also have difficulties in developing their ideas related to their topic.

There are many strategies that can be used to help students generate ideas and gather details for their report text writing, but in this case the researcher chooses how to teach report text using Point, Illustration, Explanation (PIE) and The Author's Chair strategy. According to Antist in Nuraeni (2016), state that Point Illustration,Explanation (PIE) is a strategy where the students make a point, illustrate it with an example or quote and then provide an explanation. This is done for each paragraph in the body of your essay. Each paragraph in the body should cover only one point. Baecker, Fennell, and Schroeder (2019) investigates the effects of the Point, Illustration, Explanation (PIE) structure on the quality, comprehension, and persuasion of persuasive messages.

The researchers conducted two experiments in which participants were asked to write and evaluate persuasive messages using either the PIE structure or a free-form structure. The results of the study showed that participants who used the PIE structure produced higher quality messages and were better able to comprehend the message compared to those who used the free-form structure. Additionally, the PIE structure was found to be more persuasive than the free-form structure. The study suggests that the PIE structure can be an effective framework for organizing persuasive messages in a clear and persuasive manner.

The study by McDougall and Sparks (2017) examines the effectiveness the Author's Chair strategy in supporting writing development a first-grade classroom. The study was conducted in a rural school the southeastern United States and involved first-grade students. The researchers implemented the Author's Chair strategy, which involved having students share their writing with the class and receive feedback from their peers. The researchers collected data through observations, student work samples, and teacher interviews. The results of the study showed that the Author's Chair strategy was effective supporting writing development in first-grade students. Students showed improvement their ability to write complete sentences, use descriptive language, and organize their writing.

Based on previous explanation above the researcher is interest to do research upon this strategy and try to analyze this case in order to know whether PIE and Author's Chair Strategy is effective in helping students to write a report text.

RESEARCH METHOD

The researcher used pre-experimental method. This method consisted of three steps namely pre-test, treatment, and post-test. There were two variables in this research namely independent variable and dependent variable. The independent variable of this research is using Point, Illustration, Explanation (PIE) and Author's Chair Strategy while dependent variables students' writing ability.

The population of the research was the tenth-grade students of SMAN 18 Makassar in 2022/2023 academic year that consisted of four classes, class X_1 that consists of 25 students, class X_2 with 22 students, class X_3 with 25 students, and class X_4 that consists of 40 students. The total of population was 112 students. In this research, the researcher used purposive sampling technique by taking class X_2 because this class has problems in learning writing. Their writing ability is lower than the other class. The sample consist of 22 students.

In order to find out the data, the researcher used writing test. It was used to

know the students' writing ability by using Point, Illustration, Explanation (PIE) and Author's Chair strategy.

In the first meeting the researcher presented and introduced the material about report text to the students. The researcher explained about the Point,Ilustration,Explanation and Author's Chair Strategy and show how to apply it. The researcher gave the chance to the students for asking. Teacher provides the topic and related questions to the topic. Tell the students to use questions as a guide for a written response of making point, illustration, and explanation. Using the selected topic, write a topic sentence with a clear statement of the main ideas in paragraph. Explain that each student will share his or her writing to the class while sitting in the author's chair. Brainstorm the students to concrete illustration to support their main idea in writing. Provide the students the specific chair in front of the classroom that will be used to sit while sharing their writing. Instruct the others students to make notes and share comments about the writing of student who is sitting and sharing his or her writing.

To find out the students' ability in writing through PIE and Author's Chair strategy the researcher applied some procedures such as scoring students' answer by checking their achievements in content, organization, vocabulary, language use, and mechanics.

RESULTS AND DISCUSSION

The findings of the research deals with the frequency and rate percentage of the students score. The means score, t-test value, and the hypothesis testing. The data of this finding were analyzed into means score formula and students' scores were classified from very poor up to excellent to very good category. The test formula was applied to analyze significance between the data of pre-test and post-test.

The researcher compared the result of pre-test and post-test based on the five components of writing. The researcher presented in the following graphic/figure:
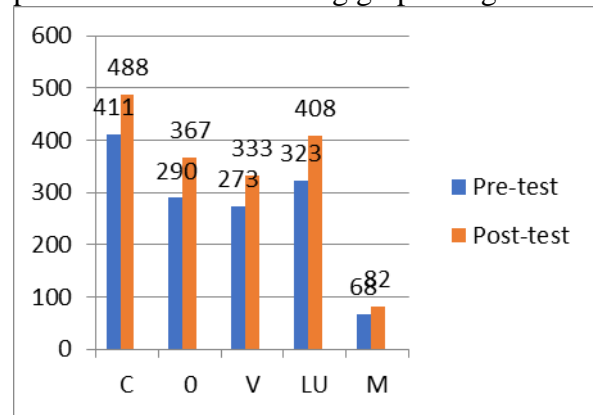

Figure 1. comparison of pre-test and post-test

From the chart above, the researcher concluded that the mean score of the students' based on the content in component of post-test (22.18%) was greater than the mean score of pre-tests (18.68%). The organization mean score of the students writing on post-test (16.68%) focused on the organization component was higher than the mean score of pre-tests (13.18%). The mean score of the students' writing on post-test (15.13%) based on the vocabulary component was greater than mean score of pre-tests (12.40%). The students score in language use criteria of pre-test (18.54%) meanwhile post-test was (14.68%). The last, the data analysis in mechanic criteria, the students' score of pre-test (3.72%) meanwhile students score in mechanic criteria of post-test (3.09%).

Based on the explanation above the researcher concluded that the students' mean score of post-test was higher than mean score of pre-test concerning to score classification of five components namely content, organization, vocabulary, language use, and mechanic.

The table below describes the rate percentage of pre-test and post-test;

Table 1. percentage of pre-test and post-test

Classification	Pre-test (%)	Post-test (%)
Very Good	0	0
Good	0	81.81
Fairly	27.27	18.18

Poor	63.63	0
Very Poor	9.09	0
Total	**100**	**100**

Based on the table above, it was shown that the rate percentage of very good score of pre-test 0%, good score 0%, fairly score 27.27%, poor score 63.63%, and very poor 9.09%, while the rate of very good in post-test 0%, good score 81.81%, fairly score 18.18%, poor score 0%, and very poor score 0%.

These data indicated that the score of post-tests was higher than pre-test. In the other hand, the score of pre-tests was lower than post-test. The data above would be illustrated in the chart below:
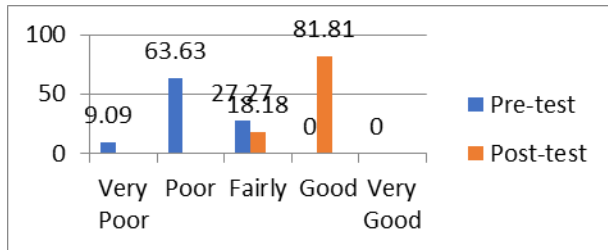

Figure 2. score of pre-tests was lower than post-test

The data on statistic bellow showed the result of the research was done by the researcher got of the students' score of pre-test and students' score post-test. The data as in the following statistic:

Table 2 score of pre-test and post-test

		Pre test	Post test
N	Valid	22	22
	Missing	0	0
Mean		62,22	76,36
Std. Error of Mean		1,171	.794
Std. Deviation		5.494	3.723
Variance		30.184	13.861
Range		19	16
Minimum		54	68
Maximum		73	84
Sum		1.369	1.680

The data statistic above was showed that the mean score students' of pre test was 62.22 while the mean score students' post-test was 76.36, the minimum score students' of pre test 54 while the minimum score students' post-test were 68, the maximum score students' of pre-test were 73 while the maximum score students' of post-test were 84 and the sum of pre-test was 1.369 while the sum of post-test was 1.680. The range of the pre-test was 19 while in the post test was 16, variance of pre-test was 30.184 while in post-test were 13.861. All of the data above have been collecting. It showed the significant improvement of the students score pre-test to post test.

The t-test of the students writing ability after given treatment was presented in the following table:

Table 3. The comparison between t-test value and t-table

Variable	T-test value	T-table
$(X_1 - X_2$	13.205	2.080

Based on the data shown on the table above, the *t*-table was 2.080 and the *t*-test was 13.205. It could be concluded that t-table was smaller than t-test value of students' writing ability improvement. Referring to the data shown, it also could be inferred that there was significance difference between the result of the students' scores in pre-test and post-test.

The students' writing on the five components observed in pre-test and post test. In content component, before giving treatment the students could not develop the ideas or topic into coherence paragraph, the students could not developed main idea by focused on one topic. After giving treatment the students could develop their ideas or topic into coherence the paragraph and developed the good paragraph by focused on one main idea or topic. It was indicated that by using PIE and Author's chair strategy the students could wrote the report text.

In organization components, before giving treatments the students could not arrange the sentences into clear pattern of paragraphs. After giving treatments, the students could arrange the sentences into

clear pattern of paragraph. It means that there was significant before and after giving treatment.

In vocabulary components, before applied PIE and Author's chair strategy the students could not use the effective word and errors of word each sentences. The students could use the effective word after applied PIE and Author's chair strategy. It means that there was significant before and after applied PIE and Author's chair strategy.

In language use components, before giving treatments some of students could not assisted to write grammatically and many errors in article, punctuation. But after giving treatments the students could assisted to write grammatically.

The other important component by using PIE and Author's chair strategy was mechanic. Before giving treatment, the students could not write effectively and many errors of spelling, punctuation, capitalization and paragraphing. After giving treatment the students could write effectively.

Based on analysis in findings, it shows that using PIE and Author's chair strategy were significantly improve the student's writing ability at the tenth-grade students' of SMAN 18 Makassar. It can improve the students' writing ability and their ability to write report text in four treatments. it can be proved by result of findings about the enhancement of the students' content, organization, vocabulary, language use, and mechanics because the researcher only focused in five components of writing those were: content, organization, vocabulary, language use and mechanics.

CONCLUSION

PIE and Author's Chair strategy can be used to improve the students' ability in writing because there is a significant difference between the progresses in writing of the students who were studying to improve their writing ability.

There is a significant difference between the results of pre-test and post-test, where the mean score of pre-test (62.22) which is lower than the mean score of post-test (76.36), and the t-test value of final score in writing ability (13.205) is greater than t-table (2.080).

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