

CHAPTER I

INTRODUCTION

1.1 Background

Descriptive writing is part of language skill that is important to be taught. In writing, the students inform an idea and message in the written form. The reader can understand experience, event, and idea easily. So, they need knowledge. Without having good knowledge in writing, the students will not be able to convey their ideas to the readers. The Mental processes that students go through when writing is different significantly from the way of spoken communication. When writing, students frequently have more time to think than they do in oral activities. Writing process is considered as an extremely complex activity. In the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 Syllabus of junior and senior high school's curriculum requires students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof and news items. The descriptive text is one genre in writing. Descriptive text is used to describe what something looks like. Descriptive text is a group of sentences that describes a noun. The students should understand about descriptive text in learning English, They should describe a noun in written form.

Teaching the ability to write descriptive texts to students using the Pie strategy is important. Writing descriptive texts is an essential skill that students should possess in order to communicate their observations and experiences clearly and in detail. However, students often face difficulties in organizing and expressing their thoughts in a structured and effective way in descriptive texts. The Pie strategy is a teaching approach that can help students develop their descriptive writing skills. In this strategy, students are taught to organize their thoughts using key points, illustrate them with concrete examples, and further explain with appropriate explanations. Previous research has shown that the Pie strategy is effective in improving

students' descriptive writing abilities. However, further research is still needed to confirm the effectiveness of this strategy in a wider context.

In fact, based on the researcher's experience during teaching practice (PPL) at SMA 1 TAEBENU at 2021/2022 academic year especially at tenth class grade, the percentage of the students that unable in writing was 15% . The researcher found some problems because the students were not able to write a descriptive text. First, the students could not express their ideas in writing descriptive text. They cannot build their descriptive text, especially about animals. They were confused what they have to write first and what they had to do next. They needed a clue about how they write a good text. By having the clue, they would be able to describe an animal in detail. The second, the students had less vocabulary about the topic. When the students were asked to write a descriptive text, they tended to choose the wrong word for their text. As we know that, in English, one word can have more that fit with the context of text. Vocabulary is very important for the students. Without vocabulary, the students cannot write a descriptive text. By having many vocabularies, the students will be easy to build a text. So, in order to create a good text, they need to increase their vocabulary about the topic. The third was the students did not know about grammar. They tended to make a mistake in using simple present tense in descriptive text. The language is used in descriptive text is simple present tense. But the students usually made a mistake in using simple present tense. Sometimes they forgot to put s/ es while the subject is the third singular person. or they were confused in using pronoun. For writing skill, the students need to concern with grammar that is used in text writing.

The last was the teacher did not use appropriate strategy in teaching writing descriptive, all those problems happened not only because the students. It also influenced by the teacher. In the process of teaching, the teacher usually gave tasks from the text book, students answered the questions and submitted them to the teacher. From this fact, it can be

concluded that the process of teaching and learning had not been conducted successfully. It means that the teacher was not concerned with students' writing ability and teaching it with appropriate strategy. So, the researcher decided this topic based on the following reason: The students cannot describe a particular thing in detail. They are less of vocabulary. They also made a mistake in using simple present tense. The teacher did not use appropriate strategy in teaching writing.

1.2 Research Problem

Based on the background above, the research problem can be formulated is the pie strategy effectiveness to teach descriptive writing text for Tenth Grade students at SMA N 1 Taebenu in the academic year 2024/2025.

1.3 Aim of Study

the pie strategy the effectiveness of using PIE Strategy in teaching descriptive writing Based on the problem above, the aim of this research is to find out text.

1.4 Significance of Study

This research is expected to provide a significant contribution both in terms of implications and implementation.

1.4.1 Implication

The implication of this study is expected to support some theories by Cross (1998,P.32) states that advantage point –illustration-explanation (PIE) strategy is students as automatic process when writing that will help them when writing essays, report as well other project: it is explained that this strategy can be as a good processes to follow in other to make the writing to be a concept. This strategy help the students to run the writing in good processes of instruction given. Cross (1996,P.46) who has identified such phase of Point, Illustration, Explanation (PIE) Strategy naturally.

1.4.2 Application

1. For the students

For students, the result of research is expected the improve students' interes in learning process, especially in teaching writing descriptive text.

2. For the teacher

For English teachers, to increase teacher's insight so they will be more creative in teaching descriptive text and for the next researchers, the results of this study is to provide research data on the effectiveness of using Pie Strategy on the students' in teaching writing descriptive text

3. For the writers

For writers, as a source in order to add insight in the framework of the development of science.