

# Empowering Students' Ability in Writing Descriptive Texts Through Point Illustration Explanation (PIE) Strategy: A Case on Teaching Strategy

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## Abstract

This study sought to investigate the impact of the PIE strategy on seventh-grade students' ability to write descriptive texts at SMP Negeri 1 Pematangsiantar during the 2024/2025 academic year. The research involved 62 participants and employed a quantitative quasi-experimental methodology. Data collection was conducted through written tests, and the analysis procedure included descriptive statistical hypothesis testing. This involved calculating the mean score, median score, and standard deviation to determine the t-test value, which was then compared to the t-table to assess the significance of the PIE strategy in teaching descriptive text writing skills. The findings revealed that the statistical hypothesis test using t-test analysis at a 5% significance level (0.05) yielded a t-test value of 3.571, surpassing the t-table value of 1.677. Consequently, the null hypothesis (H<sub>0</sub>) was rejected, and the alternative hypothesis (H<sub>a</sub>) was accepted. This outcome indicates a statistically significant disparity between the compared groups, suggesting that the observed effect is unlikely to be attributed to chance. These results provide robust evidence supporting the research hypothesis and warrant further exploration of their implications. This statistical significance implies that the observed differences between the groups are likely due to a genuine effect rather than random variation. It is important to consider the practical significance of these findings alongside the statistical results. Further analysis of effect sizes and confidence intervals could provide additional insights into the magnitude and precision of the observed differences. In conclusion, the study demonstrates that the PIE strategy effectively influences seventh-grade students' descriptive text writing abilities at SMP Negeri 1 Pematangsiantar.

**Keywords:** descriptive text, PIE, teaching strategy, writing

## 1. Introduction

A natural system employed by humans, language comprises conventional symbols with established meanings (Ng & Deng, 2017). Individuals utilize language to convey their inner thoughts and emotions, as well as to engage in various social interactions. As the primary means of communication, language is realized both orally and in written, each of which has an important role in conveying information and emotions (Castillo, 2015; Sinambela et al., 2024). Both oral and written communication allow for direct interaction and feedback, making it essential in human life, no matter what they do or where they are. Thus, language become inseparable part of human life as the main component in social interaction.

English is an international language that allows communication between individuals from all over the world. English as an international language is a bridge for information exchange and interaction between cultures and people around the world (Zakirovich, 2023; Herman et al., 2024). It makes English necessary in every aspect of human life, such as education, business, technology, entertainment, etc. English becomes an important thing to learn if anyone wants to

improve their proficiency and quality in that aspect (Munthe et al., 2024). Therefore, every country adds English as a compulsory subject. From elementary school through university, students learn English as a foreign language. In studying this language, learners must develop proficiency in four key areas: oral communication (speaking), text comprehension (reading), aural understanding (listening), and written expression (writing). The four skills are connected to each other and have their own purpose. Speaking is communicating using language orally, reading is an action taken to obtain written information, listening is understanding conversations that occur orally, and writing is an action to express ideas through writing (Resmi et al., 2023).

Writing is one of the most important skills for student to develop. Writing has become an important skill in literacy communities around the world. This is supported by Paris, Muliadi, & Lestari (2022:102), who state that writing skills are increasingly popular in society as a result of the rise of electronic communication and social media. Writing is a form of communication to convey ideas, or express feelings through writing (Harmer, 2004; Widodo et al., 2024). Writing also makes it possible to express ideas or thoughts to others in the form of writing. The writing is an idea, thought, or feeling that is poured into a good text that can be understood by other people or readers (Anstiss, 2013). A good text makes it easy for readers to know the events, experiences or ideas that are written (Herman et al., 2020). To write a good text, students need a good understanding and knowledge about good writing. Good writing can be said to have good characteristics. Donovan (2021) stated that good writing has several characteristics, such as; clarity and focus (ensuring that everything makes sense and the reader does not get lost or need to reread passages to understand what is happening), organization (relating to the structure of logically arranging ideas or scenes to be clear and effective), ideas and themes (well-crafted writing contains clearly identifiable ideas and themes), language or word choice (appropriate and accurate word choice, and good sentence construction with grammar and style that support clarity and effectiveness). Without an understanding and knowledge of writing, students may find it difficult to express or convey something clearly and coherently, making it difficult for readers to understand their message.

Writing is taught at every level of education. In learning English at the Junior High School level, writing is one of the four skills that students find challenging. This is because writing is between process and product (Herman et al., 2023). It means that students must have to produce a piece of their written work. In addition, the ability to write involves several interconnected aspects such as mastery of vocabulary, grammar, paragraph organization, spelling, punctuation, etc. in stringing words into an interconnected text.

In both Kurikulum 2013 and Kurikulum Merdeka for Junior High Schools (SMP), English is included as a mandatory subject for students (Permendikbudriset Nomor 12 Tahun 2024). The objectives of English education in SMP are threefold: to enhance students' ability to communicate effectively in both oral and written forms, achieving functional literacy; to strengthen their foreign language skills for global interaction; and to deepen their comprehension of the intricate connection between language and cultural aspects. In the syllabus, students are required to be able to write or create texts from several types of text genres. Some of the text genres are; procedure, narration, retelling, descriptive, explanation, report, narrative, discussion, analytical exposition, anecdote, spoof, and news. Descriptive text is one of the types in writing. Suminar and Putri (2018) reveal that descriptive text is a text that used to gives information about particular something looks alike. It can be animal, person, place, or things that is clear and detailed. The information about the object clearly will explain in written form. A descriptive text is a group of sentences that describe a noun in written form (Siregar & Cian, 2024).

During the researcher's teaching practice (PPL) at SMP Negeri 1 Pematangsiantar, the researcher found some problems in writing descriptive texts. First, students had difficulty to organize and express their ideas according to the structure of descriptive text. They had difficulty constructing their descriptive writing, especially about people with the topic "My desk mate." Students were unsure of what to write at the beginning of their writing, what to say next, or what to do afterward. They needed guidance on how to write well using the generic structure of descriptive text. With these guidelines, they could provide a detailed description of their desk mate. Second, there was a lack of vocabulary. Students did not use the right words in writing descriptive texts, which affected the content of the detailed description. Third, students had difficulties with grammar. The simple present tense is used in writing sentences in descriptive text, and students often forgot to add 's' or 'es' to the verb if the sentence had a singular pronoun. Sometimes, they were still confused about the correct pronoun usage. Lastly, teachers had not found appropriate learning strategies in teaching writing. It meant that teachers must found appropriate learning strategies in teaching writing.

The standard of minimum criteria (KKM) in SMP Negeri 1 Pematangsiantar is 70 in English subject for the eighth grade. The researcher testing 32 students to write descriptive text. The result shows that there were 21 students (66%) who had score below the KKM and 11 students (34%) students who already had score above KKM. The score is shown from the table below.

Table 1. Students' score in writing descriptive text

No	Student's Initial	Student's Score
1	VAJG	25
2	FAH	25
3	AKS	25
4	DCP	26
5	FA	29
6	IF	31
7	RAPP	35
8	JFS	38
9	GMS	40
10	URR	41
11	MKP	48
12	NIS	50
13	JV	55
14	HHED	56
15	SS	56
16	JHSM	57
17	RABB	57
18	MDF	58
19	TM	60
20	GSN	63
21	EAS	66
22	FF	70
23	PIN	71
24	AIS	74
25	CYPJD	80
26	ESPS	80
27	JHIT	82
28	SKS	85
29	YHS	85
30	YW	87
31	NAP	88
32	MHL	90
Total Score		1836
Student's Average		57

The result of test score of students SMP Negeri 1 Pematangsiantar above, show that the ability of students especially in writing descriptive texts is still low. It is seen from the result that students are still unable to understand or even minimal to pour or give ideas in developing the text of paragraphs especially the structures in composing sentences and lack of vocabulary. To solve the problem found above, the teacher should use the right strategies. The right strategies help learning activities in the classroom. Therefore, the researcher wants to examine students by using PIE strategy in writing descriptive text.

PIE is a strategy where students make a point, illustrate it with an example and add an explanation (Antiss, 2013:38). The point is an important claim in the writing, usually a topic phrase. In this section, students begin their paragraph by explaining what the paragraph is about and what they want to prove. They must provide evidence to support their claim. The Illustration section, should use facts, examples, personal experiences, published research findings, quotes, or other factual information to demonstrate and support the student's point. The last section, known as the Explanation section, is the reason for the connection between the point and the illustration; in writing, it is the reason why the student believes that their unique example supports their main idea or can serve as a conclusion.

This strategy is very useful in teaching writing because it helps students to produce their ideas and organize them into a good paragraph of descriptive text. This strategy makes the points in the writing can achieved and the students are able to elaborate the ideas to write. By breaking down the text into points, illustration and explanation can help students organized their thoughts more effectively, making their writing more coherent and easier to follow. This approach also encourages students to think critically about their ideas and how they relate to one another, fostering a deeper understanding of the writing process. Moreover, it allows students to visualize the structure of their writing, making it easier to identify gaps in their arguments or areas that need further development. By providing a clear framework for organizing thoughts, this strategy can boost students' confidence in their writing abilities and ultimately lead to more polished and well-structured compositions. This approach can be particularly beneficial for students who struggle with

writer's block or feel overwhelmed by the writing process. By focusing on one point at a time, students can overcome the initial hurdle of getting started and gradually build their confidence as they progress through their writing. Additionally, this method can be adapted to various writing styles and genres, making it a versatile tool for students to employ across different academic disciplines. Furthermore, this method encourages students to critically analyze their own work as they progress, promoting self-reflection and revision skills. By breaking down the writing process into manageable steps, students can more easily identify areas for improvement and make targeted revisions. This approach not only enhances the quality of their final product but also fosters a growth mindset towards writing, encouraging students to view it as an iterative process rather than a one-time task. This has been proven by previous researchers who used this strategy.

The findings of investigation conducted Aidila (2018) and Tawali (2023) with challenges found in students' writing ability. They both conducted research on the same topic related to the use of PIE strategy by focusing on students' ability in writing descriptive text. The results of his research showed a significant effect in using the PIE strategy. Rusli (2023) also conducted research related to the effectiveness of using PIE in teaching writing by focusing on the narrative text genre. The results showed that the use of PIE strategy has effectiveness in improving students' ability in writing. Then, research conducted by Riani (2020) used PIE in teaching students' writing skills on the focus of analytical exposition text genre. The results of her research showed that there was a significant difference in writing ability between students who were taught using this strategy and those who were not.

From the above research, it can be seen that PIE (PIE) strategy is used to see the impact of effectiveness in students' writing learning process. The difference in each study lies in the genre of text. However, the research shows the expected results. PIE strategy has effectiveness in students' ability in writing.

The researcher concludes writing is one of the four important skills to be mastered. However, in the process, it is found that there are some difficulties faced by students in writing descriptive text such as; difficulty in constructing descriptive text, lack of vocabulary and difficulties in grammar. To solve those problems, PIE strategy can be used to help the teacher in teaching learning process while teaching writing.

## **2. Method**

### *2.1 Research Design*

This study employs a quantitative approach utilizing a quasi-experimental research design. Quantitative research involves the use of objective measurements to collect numerical data for addressing research questions or testing predetermined hypotheses (Ary, 2010:22). The experimental design serves as the overarching plan for conducting research with an active independent variable. This design is crucial as it determines the internal validity of the research, which refers to the ability to draw valid conclusions regarding the impact of the experimental treatment on the dependent variable (Sugiyono, 2012; Hulu et al., 2023). The researcher opts for a quasi-experimental design due to the pre-existing organization of participants in classes, making randomization unfeasible. This approach primarily focuses on exploring the effectiveness of the interrelationship between two variables simultaneously. The study involves two intact class groups: an experimental group and a control group. The primary objective of experimental research is to establish a causal relationship between two or more variables. To achieve this, researchers require two groups of subjects: an experimental group that receives special treatment and a control group that does not receive any treatment.

### *2.2 Research Location and Time*

The location of this research will be conducted at SMP Negeri 1 Pematangsiantar, Jl. Merdeka, Pardomuan, Kecamatan Siantar Timur, Kota Pematangsiantar, Sumatera Utara, 21136. This research was carried out in the academic year 2024/2025. The school was chosen as the field of this research therefore the researchers knew the condition of this school and the students.

### *2.3 Population and Sample*

Population defined as all members of any well-defined class of people, events, or objects (Ary et al, 2010:148). In this research, the writer determined the population, it is the first-grade students in SMP Negeri 1 Pematangsiantar academic year 2024/2025. There are eleven class of second grade, such as; VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, VII-9, VII-10, and VII-11. Each class consist of 31 students. The total of population are 341 students.

A sample represents a subset of a larger population (Ary et al, 2010:148). This concept is further reinforced by (Creswell, 2012:142), who describes a sample as a portion of the target population that researchers intend to study in order to draw conclusions about the entire population. For this study, the researcher will employ purposive sampling. This technique involves selecting participants based on specific criteria rather than randomly or by geographical area. The selection process is guided by the particular objectives of the research (Lumbangaol, Silalahi and Herman, 2024). The specific purpose relates to certain student characteristics. These characteristics include classes that has problems in learning writing and also show positive student attitudes towards learning during the researcher's teaching practice

(PPL). Positive attitudes are defined as students who show good feedback from teachers and students. Classes that show high levels of engagement and motivation will be selected as samples for research, because students with positive attitudes are expected to provide valid and effective data about the learning strategies to be applied. The researcher took two classes. The researcher will take 31 students from VII-11 as experimental class and 31 students from class VII-8. The total of sample is 62 students.

Table 2. Sample of the research

Group	Class	Number of Students
Experimental	VII-11	31
Control	VII-8	31
Total		62

#### 2.4 Research Instrument

Instrument is a tool used to measure observation natural or social phenomena (Sugiyono, 2012). This is supported by Cresswell (2012:151), who states that instrument are tools for measuring, observing, and documenting quantitative data (Herman et al., 2022; Ansari et al., 2023). It contains specific questions and possible response or answer created or developed by the researcher before the research. In this research, the researchers used writing test as a tool to gather information of the students. The researcher use test in form of essay test. The researchers applied two tests, such as pre-test and post-test. For the experimental group, the pre-test will give before applying PIE strategy. So, the post-test will give after the application of PIE strategy.

##### 1) Test

A test serves as a means, instrument, or technique for evaluating students' capabilities, proficiency, or educational progress (Brown & Abeywickrama, 2010:3). This evaluation tool can take the form of a task that students must complete. In this study, the researcher will provide students with an assignment to create a descriptive text. The aim of this assessment is to evaluate students' proficiency in composing descriptive texts that adhere to the appropriate generic structure. The researcher can then examine various aspects of the students' descriptive texts, including content, organization, word choice, grammar usage, and mechanical elements. This test is a subjective test that uses more personal perspective, analysis, and insight. In subjective tests, students are asked to express opinions, provide explanations or present arguments. Subjective tests include essays, portfolios, capstone projects, and oral presentations. The researcher used an essay test that requires students to explore their understanding of a topic based on the student's perspective.

##### 2) Assessing Writing

Written assessment is an important tool for guiding teaching and learning. Writing tasks and their assessments should be clearly designed to match the learning objectives to be achieved. The ways and standards used to assess writing can influence how students view writing and how they see themselves as writers. In this research, assessment in writing can be done using scoring rubric or scoring score proposed by Brown (2007).

Table 3. Scoring scale for writing (Brown, 2007)

Aspect	Score	Criteria	Weighting
Content (C) 30%	4	The subject matter is comprehensive and well-defined, with relevant supporting information.	3x
	3	The subject matter is comprehensive and well-defined, but the supporting information is somewhat relevant.	
	2	The subject matter is comprehensive and well-defined, but the supporting information is irrelevant.	
	1	The subject matter lacks clarity, and the supporting information is irrelevant.	
Organization (O) 20%	4	The assessment is thorough, and explanations are logically structured with appropriate linking words.	2x
	3	The evaluation is nearly comprehensive, and explanations are organized with mostly suitable transitions.	
	2	The analysis is incomplete, and explanations are presented with some incorrect use of connecting phrases.	
	1	The examination is partial, and explanations are structured with improper use of transitional words.	
Grammar (G) 20%	4	Minimal errors in grammar or agreement	2x
	3	Occasional grammatical or agreement mistakes, but they do not impact the overall meaning.	
	2	Multiple instances of grammatical or agreement errors.	
	1	Recurrent mistakes in grammar or agreement.	
Vocabulary (V) 15%	4	Appropriate selection and usage of vocabulary.	1,5x
	3	Minor errors in language use and word forms, without altering the intended meaning.	
	2	Limited range of vocabulary and word forms leading to some ambiguity.	
	1	Severely lacking in vocabulary knowledge and word usage, resulting in incomprehensible content.	
Mechanics (M) 15%	4	The text exhibits flawless spelling, punctuation, and capitalization.	1,5x
	3	Minor errors in spelling, punctuation, and capitalization are present.	
	2	Spelling, punctuation, and capitalization mistakes occur frequently.	
	1	Significant errors in spelling, punctuation, and capitalization are evident.	

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

### 2.5 Technique of Data Collection

The data is collecting by using some procedures, they are:

#### 1) Pre-test

Pre-test can be known as the students' writing ability before treatment (Creswell, 2012:297). In pre-test, the researcher will give a test. The researcher asks the students to write a descriptive text based on the topic concerning "My best friend". The student will give 60 minutes to arrange descriptive text by their own ability. The students are not allowed cheat to other students. The function of pre-test is to know the students' prior knowledge and prior ability about writing descriptive text.

#### a. Treatment

Treatment only given to the experimental class. The treatment that will be used in the experimental class is PIE strategy. The treatment will be conducted after pre-test. The steps of giving treatment are:

- a) First, the researchers introduced an overview about descriptive text to the students.
- b) Subsequently, the researchers presented the PIE strategy to the student and demonstrates how to implement it effectively.

- c) The instructor provided the central concept, while students expand on it to create a well-structured descriptive essay. Students utilized their own ideas to elaborate on the main theme, transforming it into a comprehensive and coherent descriptive text.

b. Post-test

A post-test is an evaluation method used to assess students' capabilities following an intervention (Creswell, 2012:297). Upon completion of the treatment, both the experimental and control groups were administered the post-test, which was identical to the pre-test. This approach was employed to evaluate the improvement in students' writing skills. The post-test will give 60 minutes to arrange descriptive text by their own ability based on the topic concerning "My school bag". The students are not allowed cheat to other students.

2.6 Technique of Data Analysis

The data from this test will be analyzed quantitatively. After all relevant data from the lists of pre-test and post-test scores from both the experimental and control classes are thoroughly obtained, data analysis will be completed. This research will use statistical calculations to test the hypothesis. To analyze the data, formulas will be used to calculate the mean of the variables, standard deviation, and the t-test.

- a) Scoring Students Test

The result of the test will examine by the researcher after administering the pre-test and post-test.

- b) Finding the score symbolized by (d1) from the pre-test student writing test and the post-test score symbolized by (d2) from the experimental class.
- c) Determining mean test score:

$$Ma = \frac{\sum xa}{Na}$$

Mean control class formula:

$$Mb = \frac{\sum xb}{Nb}$$

(Ary et al., 2010)

Note:

Ma : Mean experimental class

Mb : Mean control class

Σxa : Total score experimental class

Σxb : Total score control class

Na : Total students experimental class

Nb : Total students control class

- d) Determining standard deviation score

$$da^2 = \sum da^2 - \frac{(\sum da)^2}{Na}$$

(Ary et al., 2010)

Standard deviation control class formula:

$$db^2 = \sum db^2 - \frac{(\sum db)^2}{Na}$$

(Ary et al., 2010)

- e) Analyzing the data by using the t-test with formula:

$$t_{test} = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

(Ary et al., 2010)

Note:

t : t-value

da<sup>2</sup>: The standard deviation variable of experimental class

db<sup>2</sup>: The standard deviation variable of control class

Ma: Mean variable experimental class

Mb: Mean variable control class

Na : Total students experimental class

Nb : Total students control class

### 3. Results

Based on the data analysis, it was found that the use of PIE strategy significantly affects to the seventh-grade students in students' writing descriptive text at SMP Negeri 1 Pematangsiantar. The researcher found some findings as follows:

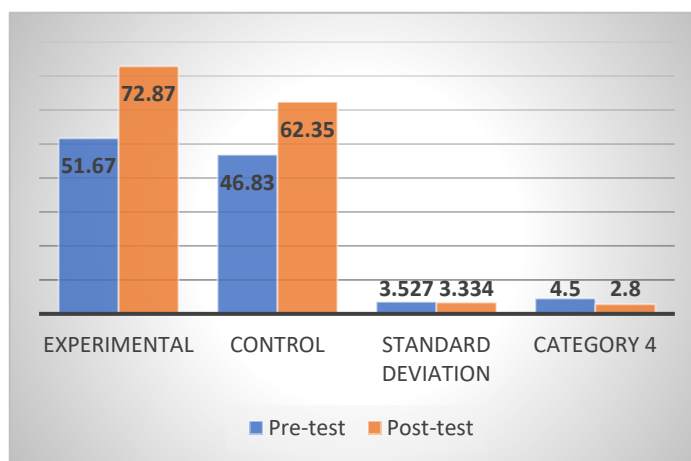


Figure 1. Post-test, Pre-test and Standard Deviation of Experimental and control class

The study revealed a notable impact of the PIE strategy on students' ability to write descriptive texts. In the pre-test, scores ranged from 25 to 80, while the post-test scores spanned from 32 to 90. The cumulative pre-test score was 1602, compared to 2383 for the post-test. Average scores increased from 51.67 in the pre-test to 72.87 in the post-test. The calculated standard deviation was 3.527.

This significant improvement in scores suggests that the intervention or learning program was effective in enhancing student performance. The increase in average scores by over 20 points indicates a substantial positive change in student knowledge or skills. Further analysis of individual student progress and specific areas of improvement could provide valuable insights for future educational strategies. The observed improvement in scores could be attributed to various factors, such as refined teaching methodologies, increased student engagement, or targeted interventions addressing specific learning gaps. To gain a more comprehensive understanding of the intervention's effectiveness, it may be beneficial to conduct follow-up assessments to evaluate the long-term retention of knowledge and skills. Additionally, collecting qualitative feedback from students and teachers could provide valuable insights into the most impactful aspects of the program and potential areas for further enhancement. This significant improvement in scores suggests that the implemented educational strategies have been highly effective in enhancing student performance. Further investigation into the specific components of the intervention that contributed to this success could help refine and optimize future educational programs. Analyzing the correlation between improved scores and various factors such as teaching methods, student engagement levels, and targeted interventions could provide valuable insights for developing more tailored and effective learning approaches.

The following is the description of the students' scores in applying conventional strategy in teaching writing descriptive text. The highest score in pre-test is 75 and the lowest score is 25. In post-test, the highest score is 87 and the lowest score is 25. The total score for pre-test is 1452 and the total score in post-test is 1933. The mean score in pre-test is 46,83 and the mean scores in post-test is 62,35. The standard deviation is 3,334.



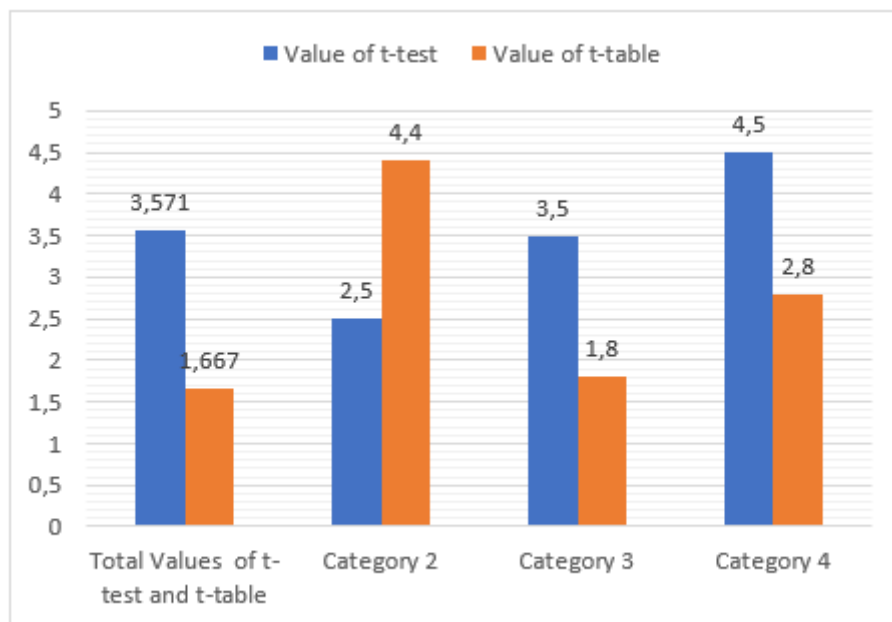


Figure 2. Difference of t-test and t-table

The study's findings, as illustrated in figure 2, demonstrate that the t-test value exceeds the t-table value based on statistical analysis. Specifically, the t-test result (3.571) was greater than the t-table value (1.667) at a 5% significance level with 60 degrees of freedom. Consequently, the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected. This statistical outcome provides strong evidence against the null hypothesis, suggesting a significant difference or effect in the study's variables. The rejection of the null hypothesis implies that the observed results are unlikely to have occurred by chance alone. Furthermore, these findings underscore the importance of considering both practical and statistical significance when interpreting research outcomes. The rejection of the null hypothesis at a 5% significance level indicates a high level of confidence in the study's results. This statistical outcome suggests that the observed differences between groups or variables are substantial and worthy of further investigation. Researchers should now focus on interpreting the practical implications of these findings and consider how they may contribute to the broader field of study. These results indicate that the PIE strategy had a significant impact on seventh-grade students' ability to write descriptive texts at SMP Negeri 1 Pematangsiantar.

#### 4. Discussion

After conducting research, analyzing data, and testing hypothesis, the researcher found several findings that answered the research problem. The objective of this research is to find if PIE strategy significantly affects to the seventh-grade students in writing descriptive text at SMP Negeri 1 Pematangsiantar. This research proved that the use of PIE strategy was effective for teaching students' writing descriptive text. this research helped students organize detail information into descriptive text. the students showed their passion during the teaching learning process. This finding is in line with what Hidayatullah (2018) stated that PIE (PIE) helps students organize their idea by emphasizing clear points, followed by relevant illustration and explanation.

The data analysis revealed improvements in teaching outcomes for both groups. The control group's mean score increased from 46.83 to 62.35, while the experimental group's mean score rose from 51.67 to 72.87. Although both classes showed progress, the experimental class, which utilized the PIE strategy, demonstrated a more significant effect compared to the control group that employed conventional teaching methods. This is evidenced by the t-test result of 3.527, which exceeds the t-table value of 1.670, with 60 degrees of freedom. These findings indicate that the PIE strategy had a substantial impact on students' ability to write descriptive texts at SMP Negeri 1 Pematangsiantar.

This research also relevance with previous researches by Rusli (2023) and Setianingsih et al (2019). The similarities of previous researchers and this research that the utilization is PIE strategy has a significant effect on students' writing ability. The difference can be found from research design. Research design by Rusli (2023) used pre-experimental design with one group pre-test and post-test design. While in this research design used quantitative research with quasi-experimental research design. Another difference can be found from the findings of the research and previous researchers. Research findings by Tsuraya and Nur (2021) that focused on narrative text in teaching writing strategy. While the findings of this research focused on descriptive text.

Referring to the comparison to the previous study above, the PIE strategy's effectiveness in improving descriptive writing skills suggests its potential for broader application in writing instruction. By encouraging students to provide specific points, illustrate them with examples, and explain their significance, the PIE approach can help learners develop more cohesive and detailed compositions. This structured method may also enhance critical thinking and analytical skills, which are crucial for academic and professional writing across various disciplines. The PIE strategy's success in enhancing descriptive writing skills can be extended to other forms of academic writing, such as argumentative essays or research papers. Implementing this approach across different writing genres could help students develop a more systematic and thorough approach to organizing their thoughts and presenting information. Furthermore, the PIE strategy could be adapted to incorporate peer review sessions, allowing students to apply the technique when providing feedback on their classmates' work, thus reinforcing their understanding and application of the method. The PIE strategy could also be integrated into digital writing platforms or learning management systems, allowing students to practice and receive automated feedback on their use of the technique. This integration could provide opportunities for students to engage in self-paced learning and revision, further reinforcing their mastery of the PIE approach. Additionally, instructors could develop rubrics specifically tailored to the PIE strategy, helping students better understand the expectations for each component and providing a clear framework for assessment and improvement.

## **5. Conclusion**

The aims of this research were to find out if PIE strategy affects to the seventh-grade students in writing descriptive text at SMP Negeri 1 Pematangsiantar in academic 2024/2025. Instrument that used to collect the data is written test. The test is divided into two parts, namely pre-test and post-test. Those tests are given to experimental class (VII-11) and control class (VII-8).

The results presented in the previous section support the conclusion that the PIE strategy significantly impacts students' writing skills. This is evidenced by the research statistical hypothesis data at a 0.05 significance level, which shows that the experimental group's mean post-test score after receiving PIE strategy treatment was 72.87, surpassing the pre-treatment mean score of 51.87. Furthermore, statistical hypothesis testing using a t-test at the 5% significance level (0.05) yielded a t-test value of 3.571, exceeding the t-table value of 1.677. Consequently,  $H_0$  was rejected, and  $H_a$  was accepted. These findings demonstrate that the PIE strategy effectively enhances seventh-grade students' ability to write descriptive texts at SMP Negeri 1 Pematangsiantar.

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## **Authors contributions**

All authors read and approved the final manuscript and contributed equally to the study.

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## **Informed consent**

Obtained.

## **Ethics approval**

The Publication Ethics Committee of the Redfame Publishing.

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## **Provenance and peer review**

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## **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

## **Data sharing statement**

No additional data are available.

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