USING PYRAMID METHOD IN WRITING SKILL ON DESCRIPTIVE TEXT

(A Classroom Action Research at Eighth Grade Students of SMP N 11 Surakarta in
2016/2017 Academic Year)

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ABSTRACT

The aims of the study are the following: (1) to find out whether Pyramid Method can improve students writing skill on Descriptive Text of VIII C grade students at SMP N 11 Surakarta in 2016/2017 academic year (2) to describe the Pyramid Method can be implemented on writing skill on Descriptive Text of VIII C students grade at SMP N 11 Surakarta in 2016/2017 academic year

The Classroom Action Research was conducted at the eighth grade students of SMP N 11 Surakarta, especially class VIII C. The class consisted of 30 students, they were 15 females and 15 males. The research was conducted on September 2016 up to November 2016. The research conducted in two cycles. Each cycle consisted of planning the action, implementing the action, observing, and reflecting. In collecting the data, the researcher used test and non-test which consisted of interview, observation and documentation. Meanwhile, the test included of pretest, post-test 1, and post-test 2. To analyze the data, the researcher used qualitative and quantitative data analysis.

Based on the result of the research, there was an improvement of writing skill. It could be seen from the students’ mean score of pre-test. It was 62, post-test 1 was 67, 2, and post-test 2 was 76. It meant that, the score of post-test 2 was higher than post-test 1 and pre-test. The result of posttest 2 was also higher than minimum score (72). The students was more active and enthusiastic in teaching and learning writing skill. The other side, the students could generate their idea into the text and also could make story line in writing using Pyramid Method. So, Pyramid Method could help the students to make writing easier and fun.

It could be concluded that the use of Pyramid Method can improve the students’ writing skill at class VIII C of SMP Negeri 11 Surakarta. Pyramid Method can also be used by the teacher in teaching and learning writing.

Keywords: Writing Skill, Pyramid Method, Classroom Action Research.
ABSTRAK


Maka dapat disimpulkan bahwa penggunaan metode piramida dapat meningkatkan ketrampilan menulis siswa di kelas VIIIC SMP Negeri 11 Surakarta. Metode piramida juga dapat digunakan oleh guru dalam proses belajar mengajar menulis.

*Kata kunci: ketrampilan menulis, metode piramida, penelitian tindakan kelas.*
Introduction

Language is a mean that is used to communicate each person in the world. People have used language to express their feelings and ideas to the other people. Language is important aspect in life, because if there is no language, the world will be in confusion. There are many languages in the world, one of language is English.

English is an international language. English is language that the most used by all of people in the world. People can relate to each other people from different country using English. English has been dominated all aspects more than in globalizations era. English is used in many aspect such as education, politics, economy, socio culture, etc. English is learnt by all of students in the world.

In Indonesia, English is as the second language. Nowadays English is learnt that can be started from Kindergarten, Elementary School, Junior High School, Senior High School until University. In Learning English there are four language skills. They are listening, writing, speaking and reading. Writing is one of language skill in English that is very important to be learnt. Jeremy Harmer (2004:3) states that writing is in part because although almost beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be tough. It is a process transferring massage to the reader. Hyland (2003:9) stated that “writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own views on a topic”. Furthermore, the activity of writing is sharing the writer’s idea to the reader in form a text. According to Mayers (2005:2) “writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them”. Moreover, writing is no just organizing idea but also putting them on the paper and then it should be revising to get better result. In learning writing students must generate their idea into the text in good sentences, interested and active during teaching and learning writing.
Based on the observations at the eighth grades students of SMP N 11 Surakarta, there were some problems in teaching learning writing were caused by three aspects, they were from students, teacher and school. The problems were as following: (1) students were less ability in vocabulary; (2) students got difficulties to organize and wrote the idea and grammar. It can be seen from the average score is 68. It was still under of minimum or KKM (Kriteria ketuntasan Minimum) score 72. In other hand, the problems of teacher: (1) the teacher just used less some media in teaching learning writing process such as poster, card, etc.; (2) the teacher did not used an innovative method yet. The last from the school: (1) the language laboratory was seldom to be used; (2) the atmosphere of class was not good to conduct teaching and learning process, because it was too uncomfortable.

One way to solve the problems the researcher would use Pyramid Method to improve writing skill. According to Blicq and Moretto (2001:8) “The pyramid is the basic framework for organizing every type of report although the components may be relabeled to suit varying situations”. Pyramid Method emphasizes the most important information of the text. The top of pyramid as an essential information of the text or general information and then sits at the top of pyramid, where it was supported by a strong base of fact and details. The structure of the Pyramid Method divides into two, and they were the main information and supporting information. Pyramid Method would help the students of class VIII C to make a Story line as basic framework for organizing a text. Pyramid Method was a good method to be applied in class writing especially class VIII C, it helped the student to increase their idea. There are the problems in the classroom action research using Pyramid Method that discussed in this article, as follows: (1). Can Pyramid Method improve the students’ writing skill on Descriptive Text of VIII C students at SMP N 11 Surakarta in 2016/2017 academic year, (2). How far can Pyramid Method be implemented on the writing skill on Descriptive Text of VIII C students at SMP N 11 Surakarta in 2016/2017 academic year.
Method

The method of research that was used to implement this research was a Classroom Action Research (CAR). According to Burns (2010:2) “Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflecting practice and the teacher as researcher”. In here, the teacher as researcher that taught new method or technique in teaching and learning process. Ferrance (2000:1) states that “Action Research is a process in which participants examine their own educational practice systematically and carefully, using techniques of research”. Then, McNiff and Whitehead (2002:15) state that “Action Research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be”.

Based on the definitions above, it can be summarized that Action Research is a part of broad movement in education where participant examine practice systematically and carefully using techniques of research to increase ability in teaching and learning.

The Place and Time

The research conducted at SMP N 11 Surakarta especially VIIIC. The located at Jalan Nyi Ageng Serang number 1 Surakarta phone number (0271) 634910. The research conducted on September 2016 up to November 2016.

The Subject of Researcher

The subject of research was the students class VIII C of SMP N 11 Surakarta in 2016/2017 academic year. The students of class VIII C consisted of 30 students, they were 15 females’ students and 15 males’ students.

The researcher had some reasons to choose class VIII C as a subject of research. First, the students class VIII C were less ability and their score were low in writing skill
furthermore the research was improve the students’ writing skill. Second, students were not concentrated on teaching learning writing process. Third the students were passively in teaching learning writing process. Fourth, the class were very noisy when the teacher explains the learning material.

The Model of Action Research

The researcher uses model of Action Research based on Kemmis and Taggart (in Burns, 2010:8-9) in this research. Action Research typically involves four broad phases in a cycle of research. The first cycle may become a continuing or iterative, spiral of cycle which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. The researcher used classroom action research to improve students writing skill through cyclical of Classroom Action Research.

![Cyclical Action Research model based on Kemmis and McTaggart (in Burns, 2010: 9)](image)

*Figure 1 Cyclical Action Research model based on Kemmis and McTaggart (in Burns, 2010: 9)*
The Procedure of Action Research

Action Research have four phase in spiral of cycle. The four broad four phase as a procedure of Action Research if it is done in this research step by step. The procedure of Action Research is according to Kemmis and McTaggart (in Burns, 2010: 7-8):

a. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. In this step researcher prepared lesson plan material, power point, picture, students’ assignments in teaching learning process.

b. Action

The plan is a carefully considered one which involves some deliberate interventions into teaching situation that put into action over an agreed period of time. In this phase, the researcher implemented Pyramid Method in writing skill. It was consisted into cycle 1 and cycle 2.

c. Observations

This phase involves in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. The researcher observed that was effects of action in every cycle. The researcher observed the class condition during teaching and learning process.

d. Reflection

At this point, the researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that have explored more clearly. In the reflection, the researcher described the strength, the weakness and the problem that appeared in every cycle.
The Technique of Collecting Data

The researcher used test and non-test in collecting data. The test were consisted of pre-test and post-test. Meanwhile non-test consists of observation, documentation, and interview. Test and non-test should be done by the researcher to get data in research. The instrument of research would explain completely, as follows:

a. Test

Brown (2000:384) “test is a method of measuring a person’s ability or knowledge in a given domain”. It is mean that, test is a process of measuring a student’s ability in teaching and learning process. Test is consisted of pretest and posttest. The researcher was did written test about Descriptive Text of people. The duration of the test was 45 minutes.

b. Non Test

The other is non test technique. The researcher did observation, interview and documentation in this technique of collecting data. In the observation, researcher observed the teaching and learning process in class VIII C, class activity and facilities of school. In the interview, the researcher interviewed teacher as collaborator and three students class VIII C. The last documentation, the researcher collected the data through documentation such as interview script, lesson plans, score of students class VIII C and syllabus.

The Technique of Data Analyses

In the research there are two types of analyzing data, they are qualitative and quantitative data. The types of analyzing data will be explained completely as follows:
a. Qualitative Data

According Miles and Huberman (1994:10) Qualitative data have four component of data Analysis, they are data collection, data reduction, data display, and conclusion. The model of Qualitative data can be seen as follows:

![Data Analysis Interactive Model](image)

*Figure 2 Components of Data Analysis: Interactive Model*

b. Quantitative Data

In the quantitative data calculate score of pre-test, post-test 1, post-test 2, T-test. According to Cresswell (2009:22) “Qualitative research is a means for testing objective theories by examining the relationship among variables”. The result of student’s test calculated using non-independent t-test. The purpose to know the ability of students especially in writing skill since pre-test until post-test in cycle 1 up to cycle 2. The mean of Pre-test and Post-test can be calculated as follows:

\[
X = \frac{\Sigma x}{N} \quad Y = \frac{\Sigma y}{N}
\]

In Which:

\[X\] means of Pre-test score

\[Y\] = mean of post-test score
The mean of T-Value can be calculated use formula according to Ary, Jacobs and Sorensens (2010:177) as follows:

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

In which:

- \( t \) = t ratio or the t-value for dependent (correlated means)
- \( D \) = the difference between the paired scores
- \( D \) = average differences
- \( \sum D^2 \) = the sum of squared differences score
- \( (\sum D)^2 \) = the squared of sum differences score
- \( N \) = the number of pairs

**Result and Discussion**

1. The Result

The result of implementation in writing skill using Pyramid Method from the mean score pretest, posttest 1, posttest 2 and also the result of T-Value of cycle 1 and 2. It can be seen from the table:

<table>
<thead>
<tr>
<th>The mean of Pre-Test</th>
<th>The mean of Post-test 1</th>
<th>The mean of Post-test 2</th>
<th>T-Value of Cycle 1</th>
<th>T-Value of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>67,2</td>
<td>76</td>
<td>6,547</td>
<td>11,125</td>
</tr>
</tbody>
</table>
Based on the data of result of implementing the action above, it showed there were improvement of writing skill using Pyramid Method. The mean score of posttest 2 (76) was highest than pretest (62), posttest 1 (67, 2) and also minimum score (72). It showed that writing skill was increased from pretest until posttest 2.

Based on the table, it also showed t-test calculation. The result of test among pretest and posttest 1 was 6,547. This result of pre-test and post-test 1 could be compared with the d.b = n-1 = 30-1 = 29, meanwhile the t-table in significance 5% was 2,045 and significance 1% was 2,756. So, t0 > tt was 2,645<6,547>2,756. Then, in cycle 2 the result of test among posttest 1 and posttest 2 was 11,125. It could be compared with was d.b = n-1 = 30-1 = 29, meanwhile the t-table in significance 5% was 2,045 and significance 1% was 2,756. So, t0 > tt was 2,045<11,125>2,756. It could be concluded that there was a significant improvement of the student’s writing skill in description text using Pyramid Method.

2. Discussion

There were some problems of writing skill at eighth grade that was found by the researcher when observing and interviewing the students as follows: (1) students got difficulties to organize and to write their idea in a good grammar; (2) students were passive in learning writing; (3) students did not have good motivation in teaching learning writing; (4) students could not write systematically; (5) students were less ability in vocabulary; (6) students were noisy when teaching and learning writing process. Then, the researcher found the problems which came from the teacher they were (1) teacher still used monotone media which could make students got bored in teaching and learning writing; (2) the teacher gave
too much explanation without exercises in teaching learning writing; (3) the teacher seldom gave punishment to the students who were noisy.

Before implementing the action the researcher conducted pretest to know the comprehension of students’ writing skill. The kind of Pre-test in this research was written Pre-test about Descriptive Text that describe about people for 45 minutes. The mean score of students in the Pre Test was 62. It showed that the score was still under the minimum score that is 72.

From the result of pretest, the researcher implemented Pyramid Method to improve writing skill in class VIII C. The researcher conducted two cycle and each cycle consisted 2 meeting, every meeting was 90 minutes. First meeting and second meeting for implementing the action and it was ended by Post Test. Every cycle consisted of some steps, they were identifying the problem, planning the action, implementing the action, observing the action, reflecting the result and revising the plan. All of steps were done in a Classroom Action Research.

In the first observation on the cycle 1 the researcher observed the process of implementation. There were the problems that appeared during teaching and learning process, they were students were still confused to organize the information in the Pyramid Method, students who were still less in vocabulary and got difficulties in grammar when they wrote descriptive text, and the students still noisy in teaching and learning writing. It could be seen from the result of posttest 1 was 67, 2. Meanwhile, in the cycle 2 students were better than previous meeting, the students were more enthusiastic, they could write descriptive text with a better grammar, vocabulary, and organizing the information using Pyramid Method. The students could enjoy in the lesson and they were more active in teaching and learning process. It showed from the result of posttest 2 was 76. It means that there were improvement
writing skill on descriptive text using Pyramid Method because the score was increased than before. Pyramid Method gave advantages especially in teaching learning writing they were: (1) The competence of students in vocabulary, grammar, and organization of the sentences was increased than before with continuous exercises; (2) Pyramid Method could help the students to generate their imagination in writing activity. It could make them easily in writing a descriptive text; (3) Pyramid Method could make the students enjoy in doing writing activity, they were enthusiastic with the material of writing; (4) the students could make story line and could write writing simply and systematic; (5) the students more active in teaching and learning writing.

**Conclusion**

Based on the result of the research at SMP N 11 Surakarta in class 8C, it can be concluded that the implementation of writing skill using Pyramid Method can be seen as follows:

a. Pyramid Method could improve students’ writing skill on descriptive text Using Pyramid Method at Eight Grade Students of SMP N 11 Surakarta in 2016/2017 Academic Year. It could be seen from the result of implementing the action. The result of posttest 2 was 76. It was better than posttest 1 (67, 2) and pretest (62). It meant that the score was increased and higher than KKM (72). The students could generate their imagination in writing descriptive text. The students could write about descriptive text systematically and easily started from general information into detail information.

b. Pyramid could be implemented on writing skill of descriptive text Using Pyramid Method at Eight Grade Students of SMP N 11 Surakarta in 2016/2017 Academic Year.
It could be seen that the students enthusiastic, and more active in teaching and learning writing. The students became motivated during teaching and learning writing. The students more interested to the teaching and learning writing using Pyramid Method.
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