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ARINI MAYAN FAUNI

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In terms of learning English, writing is one of the most difficult skills for the students. The current phenomenon that occurs in learning writing is the lack of students in writing skill. A factor contributes to this phenomenon is the lack of students' ability in pouring ideas into their writings because of a lack of carrying capacity to stimulate thinking power to be willing and able to convey an ideas in a clear, logical and systematic way.

Lack of vocabulary also greatly affects students' ability in writing. In addition, the lack of ability in mastering grammar in writing also greatly affects students in creating the framework of writing. In reality, they make error in wrote a sentence. The knowledge of grammar is very important to express what we would to day and interpret correctly, not only the basic meaning that someone said but also to force the utterance of piece writing. In writing, students must analyze what they read and think critically before they write; it helps them to think better. It also force them to take their own idea into a written form.

There is assumption that learning writing is the most difficult skill in English for students. The lesson only leads to the rules of language and the theory of composing, and rarely practice of writing skill, so that the writing produced by students very little.

Based on my experience when the researcher taught teaching practice (PPL), the researcher found that most of students had important serious problem in learning writing. They had difficulties to understand the structure of writing itself and the teacher still use conventional method in teaching learning. So that the purpose of teaching learning is not reached. It makes the students fell bored and not enjoyable in learning writing.

To solve the problem above, the teacher should make various strategy and chosen a suitable strategy to improve the students' ability in writing the text. the researcher give the alternative strategy to improve students' ability in writing. One of the alternative strategies is Pyramid strategy.

Pyramid strategy is one of the appropriate ways to help students understanding in writing. This strategy is designed to identify story elements using a pyramid graphic organizer. Pyramid strategy improve students' writing with the emphasis on story grammar. The students will be easier in developing the story because the pyramid strategy help them by giving some words that related the story such as the main character, setting, events, etc. This strategy also make the students more excited because they will find new and different learning experience from the experience that they usually get in the class.

Consederating the benefits of pyramid strategy in writing, researcher wants to conduct a research entitled **“IMPROVING THE STUDENTS’ ABILITY IN WRITING THROUGH PYRAMID STRATEGY AT MAS. AL-ITTIHAD AEK NABARA”**

1.2. Identification of the Study

Based on the background of the study, there are many aspects to be researched about writing. Those aspects are:

- a. The students have studied about theory of writing, but they are still difficult to understanding it
- b. The students have studied about theory of writing, but they are still low in writing because they are rarely practice
- c. The students have studied about theory of writing, but they still have difficulty to write because they are lack of imagination to pour a words into writing
- d. Pyramid Strategy can be a solution to improve students' writing skills
- e. The Pyramid Strategy helps them by giving some words that related the story such as the main character, setting, events, etc.
- f. The Pyramid Strategy makes the students more excited because they will find new and different learning experience from the experience that they usually get in the class

1.3.Limitation of the Study

Based on identification of the study above, this study is limited on improving students' ability to write narrative text through Pyramid Strategy.

1.4.The Formulation of the Study

Based on the background above, it is necessary to formulate the problem of the research as how is Pyramid Strategy improve in writing narrative textat MAS. Al-Ittihad Aek Nabara?

1.5. The Objectives of the Study

The objective of the study is to know the students' improvement in writing narrative text after applying the Pyramid Strategy at MAS. Al-Ittihad Aek Nabara.

1.6.The Significance of the Study

The result of this research is hoped be useful for:

1. The students can improve their interest and motivation in writing by using Pyramid Strategy
2. The English teacher of MAS. Al-Ittihad Aek Nabara can get useful information to improve their teaching process by using Pyramid Strategy
3. The researcher, the result used as basic information to improve an ability in writing

CHAPTER II

THEORETICAL REVIEW

2.1. Theoretical Framework

In conducting this research, theories are needed to explain some concepts or terms, so avoid misunderstanding and to make the same perception between the researcher and the reader, the terms need to be clarified. The terms function is to give limited concept, which specially meant in particular context. Theoretical framework of this research is presented and discussed as the following:

2.1.1. Writing

2.1.1.1 Definition of Writing

Writing is very important for students at schools. When they can write well in English, not only can they improve their writing skill, but also they can improve other skills like speaking, reading, and listening. Finocchiaro and Brumfit explain, “Writing should reinforce and help extend the listening, speaking, and reading abilities”. It can be concluded that by mastering writing can help the students to master the other skills.¹

Talking about writing, it means talking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences. The lack of idea or limited knowledge on something new can fall the desire and even the enthusiasm to write. Asking them to start their writing by

¹ Aprilia, et al. 2015. “*Improving Writing Ability of the Eighth Grade Students by Using Diary Writing*”. e-Journal of English Language Teaching Society (ELTS) Vol. 3 No. 1. 2015

expressing their thoughts, feelings, ideas, experiences, or anything happening in their daily life in written form can facilitate them to write.

According to Flynn and Stainthorp, writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people.² It means that writing is the way someone to sharing ideas in written form.

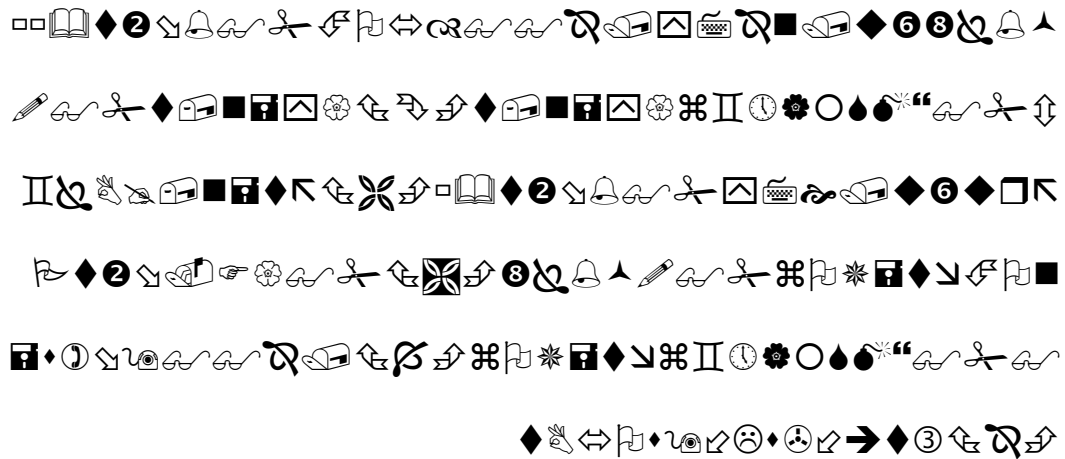
Writing is one of the activity in communication that is express in using a language. When we write, we use graphic symbols that is, letters or combinations of letters which relate to the sounds we make when we speak. The symbols have to be arranged to sentences, according to certain conventions, to form words. Writing is a complex process that allows writers to explore thoughts, ideas, and make it visible and concrete. The process of teaching complex process that allows writers to explore thoughts, ideas, and make it visible and concrete. Richards and Renandya state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising and editing.³

For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, lecturers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering and rapid free writing. The various effects a writer may wish to have on readers to inform, to persuade, to entertain or result in different kinds of prose.

² Naomi Flynn and Rhona Stainthorp. 2006. *The Learning and Teaching of Reading and Writing*: West Sussex: Whurr Publishers Limited. p. 34

³ Fenny Thresia. 2017. *Improving Students' Writing Ability Through Cue Cards Technique (Pdf Download Available)*. Available from: accessed on February 02 2018

Writing is important to express the idea without sound. However the students can illustrate desire by writing. In writing, people learn the way to communicate with the other people when the people are not around. Allah said in the Holy Qur'an Suroh Al-Alaq 1-5:



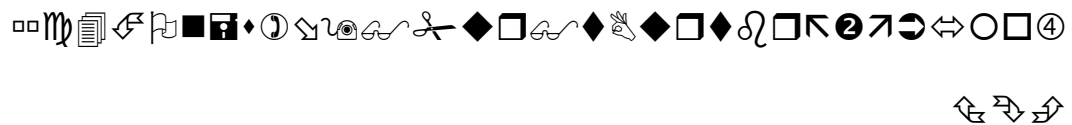
The meaning: “Proclaim (or read) in the name of the Lord and Cherisher, who created man, out of a (mere) clot of congealed blood: Proclaim! And the Lord is most bountiful. He who taught (the use of) the pen, He has taught that which he knew not.”⁴

Based on Al-Quran verses reading as it marks the first revelation of the importance of reading as a scholarly foundation for humans. For the human being is obliged to continue to learn. It is important to learn human being language in order to communicate to others well. Currently, English is the internasional language. English is one of the most popular languages in the world. It is used as an international communication. No doubt, many people want to learn English so they can communicate orally or in writing. In learning the English language, there

⁴Abdullah Yusuf Ali. 2004.*The Holy Quran: English Translation with Original 'Arabic Text*. New Delhi:Kitab Bhavan. p.699

are four skills that must be mastered those listening, speaking, reading, and writing. The longer the privilege of the Lord and the glory of God as the highest, taught him to man the various sciences, opened his secrets, handed him the keys to opening the treasury of God, that with the Pen. With a pen! In addition to the tongue to read, even God with a pen destine also that science can be recorded. Pena is frozen and rigid, not life, but written by a pen that is variety of things that can be indoctrinated by humans.

In the holy Al-Quran, writing is also important skill should be learned and there is verse that state the existance of writing that be stated in Al-Quran that is Surah Al-Qalam:1



Meaning: “Nun [these letters (nun,etc) are one of the miracles of the quran and none but Allah (alone) knows their meaning], by the pen and by that which the writers are writing”.⁵

Based on the verses, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing itself have important roles.

Writing is a creative process of putting ideas in the form of written language in purpose, for example telling convincing, or entertaining. The result of

⁵ Andi Unpam. Application of Quran English. Accessed on March 02 2018

this creative process is commonly referred to as essay or writing. Both terms refer to the same results even though there are opinions that say the two terms have different meanings. The term of writing often attaches to a scientifically similar scientific process. While the term concocted is often attached to the creative process of non-scientific type.⁶

Meanwhile, Raymond defined that writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading. We can conclude that before writing we have to do some activity like thinking, probing, etc. to gain information and knowledge. In summary, writing is a skill to express something in written form. It is the action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing.⁷

Writing is very important for students at schools. When they can write well in English, not only can they improve their writing skill, but also they can improve other skills like speaking, reading, and listening. Finocchiaro and Brumfit explain, "Writing should reinforce and help extend the listening, speaking, and reading abilities". It can be concluded that by mastering writing can help the students to master the other skills.⁸

⁶ Dalman. 2014. *Keterampilan menulis*. Jakarta: Rajawali Press. p. 3

⁷ Zahra Siti Muslimah. 2017. *The Effect of Story Pyramid Strategy Toward Student's Writing Narrative Text*. UIN Syarif Hidayatullah. p. 5

⁸ Aprilia P. 2015. *Improving Writing Ability Of The Eighth Grade Students By Using Diary Writing*. p. 2 accessed from e-Journal of English Language Teaching Society (ELTS) on February 01 2018

Writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research results or member of society such as in a workplace issues. Writing is also taught in formal education considering the importance of having ability and good skill of writing.⁹

According to text-Oriented Approach, writing ability is viewed as the capacity to produce "acontextually" correct forms of language; following prescribed patterns at either sentence or discourse level. Writing ability is defined to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context.

Talking about writing, it means talking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences. The lack of idea or limited knowledge on something new can fall the desire and even the enthusiasm to write. Asking them to start their writing by expressing their thoughts, feelings, ideas, experiences, or anything happening in their daily life in written form can facilitate them to write.

2.1.1.2. Purpose of Writing

Purpose of Writing writers write based on their own purposes, it is used to describe what the writers want to deliver. According to Whitaker, here are several kinds of purpose in writing:

- a. Persuasive Purpose

⁹ Lingua Scientia. 2016.*Improving Students' Writing Skills Through Writing Journal Articles*. East Java: IAIN Tulungagung. p. 1

The purpose is to make the readers change their point of view and agree with what the writers write. They can use reason and evidence to get the reader to adopt their writing. Persuasive writing include argumentative and position papers.

b. Analytical Purpose

The purpose is to explain and evaluate possible answers to the writers' question, choosing the best answer based on their own criteria. This purpose often investigates causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The synthesis part of the purpose comes in when the writer put together all the parts and come up with their own answer to the question.¹⁰

c. Informative Purpose

The purpose is to give the readers new information about the topic and try to enlarge the readers' view. It is also used to educate or explain something to the readers.

Meanwhile, according to Miller, here are the purposes of writing:

a. Writing to understand experience

The writers write their own experience and share it to readers. It has two goals: the writers are better in understanding their own experience and the readers understand from others' experience.

b. Writing to report information

¹⁰*Ibid.* p. 6

The writers write the information from the data such as facts, inferences and opinions and transfer it from one mind to another.

c. Writing to explain information

The writers write to help people understand about information and to reveal what is not clear for them. The writers can view the information in more than one way, because different writer can give different conclusion.

d. Writing to evaluate something

The writers evaluate the quality of the thing that is judged and influence the reader to accept their judgment.

e. Writing to analyze images

Writing to analyze images requires the ability to discern the difference between the effective and ineffective and to explain why this judgment is made.

f. Writing to analyze text

This aims of writing is to analyze the text. There is no single correct of analyzing text. Different writers can reach different conclusions when they analyze the same text.

g. Writing to persuade others

This aim of writing is to persuade in an attempt to get someone to do something that the writers want about themselves. This example of writing is when people want to apply job, propose marriage, and argumentative.

h. Writing to inspire others

The writers write what is important in life and what is possible to achieve to motivate the reader. It needs drawing on widely held values and evoking feelings that need to be reinforced.

i. Writing to amuse others

This writing aim is to bring pleasure to others for example by telling a joke or story which makes someone pleased. This kind of writing is always there in a narrative text.¹¹

2.1.1.3. Writing Process

Writing is a fluid process created by writers as they work, accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.¹²

1.1.1.3.1. Prewriting

Students generate ideas for writing: brainstorming; reading literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).

¹¹*Ibid.* p. 7

¹²Utami Dewi. 2013.*How to Write*. Medan: La-Tansa Press. p. 9

Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. Carrol, J.A., Wilson, E & Forlini, G. state: “Prewriting is freely exploring topics, choosing topic, and beginning to gather and organize details before you write.”

2.1.1.3.2. Rough Draft

Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a ‘sloppy copy.’

2.1.1.3.3. Reread

Students proof their own work by reading aloud and reading for sensibility.

2.1.1.3.4. Share with a Peer Revisor

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

2.1.1.3.5. Revise

Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Clarify.

2.1.1.3.6. Editing

Work together an editing for mechanics and spelling. Make sure the work is 'good proof.'¹³

2.1.1.3.7. Final Draft

Students produce their final copy to discuss with the teacher and write a final draft.

2.1.1.3.8. Publishing

Students publish their written pieces: sending their work to publishers; reading their finished story aloud, making books.¹⁴

2.1.1.4. The Kinds of Writing

Writing has three kinds; they are writing a sentence, writing a paragraph, and writing an essay:

2.1.1.4.1 Writing a Sentences

As we know, a sentence can be called sentence if it has subject and verb and it also has a meaning. Sentence is generally as a group of words that the begin with capital letter and end by full stop, exclamatory mark, understandable, have a meaning and real.

2.1.1.4.2. Writing a Paragraph

¹³*Ibid.* p.10

¹⁴*Ibid.*p. 11

Oshima and Hogue say a paragraph is a group of related statements that a writer develops a subject. There are three parts of paragraph: 1) topic sentence. Topic sentence states the main idea of the paragraph. It is only the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. 2) supporting sentence. Supporting sentence develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics and quotations. 3) concluding sentence. Concluding sentence signals the end of the paragraph and leaves the reader with the important points to remember.¹⁵

2.1.1.4.3. Writing an Essay

According Oshima and Hogue describe an essay has three main parts. They are an introductory paragraph, a body paragraph and a concluding paragraph.¹⁶

2.1.2. Narrative Text

2.1.2.1. Definition of Narrative Text

Narratives are stories involving a sequence of related events. There are various kinds of relationship between events in a narrative. The most obvious kind is where one event causes another. Such causal connections link one event with

¹⁵Fauziah. 2016.*An Analysis of Students' Grammatical Errors in Essay Writing at Eighth Grade of Madrasah Tsanawiyah Al-Jamiyatul Washliyah Tembung*. Medan: UIN S. p. 28

¹⁶*Ibid*.p. 28

another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions.¹⁷

In the simplest narrative texts, there is a single series of events with causal connections between them. More complex narrative texts might be compounded from simple narratives, with two or more simultaneous narratives (perhaps as plot and sub-plot), or with narratives in sequence that are only loosely connected, perhaps through sharing the same basic character (this is the structure of picaresque narratives).

Narrative is a central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with an amusing way. It provides an esthetic literary experience to the reader. Narrative text is what we do, feel, hear, read, even what we dream. Narrative text is organized focusing at character oriented. It is built using descriptive familiar language and dialogue.

There are some genres of literary text which fit to be classified as the narrative text. Some of them are¹⁸:

- Folktales, it includes fables, legend, myth, or realistic tales
- Mysteries, fantasy, science or realistic fiction

¹⁷ Martin Montgomery, dkk. 2006. *Way of Reading*. Taylor & Francis e-Library, p. 251

¹⁸ P.N. Parashar. 2008. *Correct English Usage*. New Delhi: Commonwealth. p. 97

Commonly, narrative text is organized by the story of grammar. It will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series of episodes which holds the readers' attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem.

2.1.2.2. Generic Structure of Narrative

A narrative text will consist of the following structure:

1. Orientation : Introducing the participants and informing the time and the place
2. Complication : Describing the rising crises which the participants have to do with
3. Resolution : Showing the way of participant to solve the crises, better or worse.

2.1.2.3. Language Features of Narrative

1. Using processes verbs
2. Using temporal conjunction
3. Using Simple Past Tense.

The chief element that differentiates one reading activity from another is the purposes of the reader at the moment. Yet each purpose involves and in fact demands a differing mental activity or reading technique.¹⁹

2.1.3. Ability

2.1.3.1. Definition of Ability

Ability is the quality of state of being able competence in doing (skill) or natural attitude proficiency. Ability is skill or power.²⁰ In addition, according to Martin H. Manser, ability is a power, and Allyn and Bacon stated that ability is potential capacity or power to do something physical or mental or special nature power to do something well. Every human has ability to develop it they shall be do it something. So the conclusion is that ability is a thing done successfully in reaching particular goal, statues by effort skill, courage, and etc. It must be owned three aspects of ability, namely cognitive, affective, and psychomotor aspects. There are aspects based on the taxonomy Bloom that influences the students' perception of material taught namely affective, cognitive and psychomotor. Affective is changing some one less to do something. Cognitive concerns. Cognitive concerns on students' knowledge, comprehension and critical thinking

¹⁹*Ibid.* p. 97

²⁰Oxford university Press. 2015.*Oxford Learner Pocket Dictionary*. New York: Oxford University Press. p. 1

to the topic. Psychomotor focuses on the change development on the students' skill.

On the students' ability at writing there are some abilities that students can reach, such as grammar, the words choice, punctuation, spelling, and organizing idea.

According to Business Dictionary ability is An acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully. See also aptitude.²¹

Ability may refer to: (a) aptitude, a component of a competency to do a certain kind of work at a certain level, (b) intelligence, logic, abstract thought, understanding, self-awareness, communication, learning, having emotional, (c) knowledge, retaining, planning, and problem solving, knowledge, a familiarity with someone or something, which can include facts, information, descriptions, or skills, and (d) skill, the learned ability to carry out a task with pre-determined results.²²

2.1.4. Strategy

2.1.4.1. Definition of Strategy

Strategy is plan intended to achieve a particular purpose. Strategy instructions are concerned with students' awareness of their own thinking and their ability to regulate strategy use while working to comprehension and to take

²¹*Definition of ability* Accessed from <http://www.businessdictionary.com/definition/ability.html> on February 02 2018

²² Wikipedia Foundation Inc. "Ability".(<http://en.wikipedia.org/wiki/ability/>) Accessed on February 02 2018

steps in regaining clarity of understanding when meaning breaks down or becomes confusing, comprehension strategies can explicitly teach students how to draw inferences from text, summarize information, predict what will happen next in a narrative, formulate and answer question text, and visualize what they read in order to improve comprehension.²³

According to Syaiful Bahri Djamarah that the basic concepts of teaching and learning strategy consists of : (a) establish specifications and qualification changes in behavior, (b) make choices related to the approach to the problem of learning, (c) choose a safe procedure, methods, and techniques of teaching and learning, (d) apply the norms and criteria for success of teaching and learning activities.²⁴

In general, the learning strategy has a sense of the outline of the bow to act in an effort to achieve a predetermined goal. Associated with teaching learning, strategies can be interpreted as general patterns of teacher activities of students in the realization of teaching and learning activities to achieve the objectives outlined.²⁵ There are four basic strategies in teaching and learning that include the following:

1. Identify and define the specifications and qualifications for changes in the students' behavior and personality as expected.

²³Mawar. 2015.*The implementation of Survey-Question-Read-Recite_Review (SQ3R) Strategy to Increase The Students' Ability in Reading Comprehension of Narrative Text At Eighth Grade of MTS Al-Washliyah Kolam in Academic Year*. Medan: UIN SU. p. 17

²⁴Syaiful Bahri Djamarah and Aswan Zain. 2016.*Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. p. 6

²⁵*Ibid.* p. 5

2. Choosing a teaching and learning approach based on community aspirations and worldviews.
3. Selecting and applying the procedures, methods, and teaching and learning techniques that are considered most appropriate and effective so that can be used by teachers in carrying out teaching activities.
4. Establish norms and limits of minimum success or criteria and standards of success so that it can be used as a guide by teachers in evaluating the results of teaching and learning activities which will be used as feedback for improving the relevant instructional system as a whole.

2.1.5. Pyramid Strategy

2.1.5.1. Concept of Pyramid

A pyramid is a structured format which students use to know the most important parts of story. This strategy forces students to review and summarize the main point of a story.

According to Mawadda, story pyramid is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text.²⁶

According to Macon, Bewell & Vogt, story pyramid is a graphic organizer which can help students to pinpoint the highlights of a story and describe the important parts using a limited number of words. The requirement of

²⁶Mawadda. 2014. *Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri Palembang by Using Story Pyramid*. Edukasi: Jurnal Pendidikan dan Pengajaran. p. 60 Accessed on February 02 2018

brief responses stretches students' thinking and fun.²⁷ In line with Baxendell as cited in Tayib²⁸ that graphic organizer can help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizerz, learners acquire the structure of abstract concepts.

In summary, pyramid is a structure format that shows the most important part of story. It makes the students focus on the detail and use concise terminology in conduct their writing.

2.1.5.2. Procedure of Pyramid

Pyramid helps students in searching for meaning and a variety of ways to organize information. This strategy also helps students promote comprehension and writing.

Here are the procedures of Pyramid according to Jonson²⁹ :

- a. Line 1 name of main character
- b. Line 2 two words describing the character
- c. Line 3 three words describing the setting
- d. Line 4 four words stating the problem
- e. Line 5 five words describing one event in the beginning of the story
- f. Line 6 six words describing one event in the middle of story
- g. Line 7 seven words describing one event in the end of the story

²⁷ Story Pyramid. 2017.

<https://contentreadingwriting.wikispaces.com/file/view/Story+Pyramid.pdf>. Accessed on February 02 2018

²⁸ Abdul-Majeed Tayib. 2015. *The Effect of Using Graphic Organizers on Writing (A Case Study of Preparatory College Students at Ummi Al Qura University)*. Internasional Journal of English Language and Linguistics Research. Vol.3. No.1. 2015

²⁹ *Op.cit.*, p. 19

- h. Line 8 eight words that refer to the problem solution

Table 2.1

Pyramid

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____

Through this strategy students will be able to capture essential information about the book or reading selection. They are also able to organize their thoughts to create longer writing pieces.

2.1.5.3. Teaching Writing Narrative Text by Using Pyramid Strategy

There are steps in using pyramid with the students:

- a. Show students the pyramid graphic organizer
- b. Ask questions that will help students complete the pyramid using the correct number of words.

- c. Once students have completed the pyramid outline, encourage them to write a narrative using the information in the pyramid.³⁰

2.1.5.4. Advantages of Using Pyramid Strategy

Using Pyramid Strategy gives several advantages in improving writing skill. Here are the advantages of story pyramid strategy based on Chaesstrategies³¹:

- a. Pyramid Strategy helps students promote comprehension. It means that story pyramid strategy can help students to understand the text by catching the main point of the text using limited number of words.
- b. Through Pyramid Strategy, it also helps students promote writing. It means that students can organize their thoughts to create writing piece, it helps students to write based on the outline that provided in pyramid.

2.1.6. Conceptual Framework

In learning English, the four basic skills should be well-mastered, especially writing. Writing is one activity that is useful, through writing; the students are expected getting more advantages for their life. In teaching writing,

³⁰*Story Pyramid* 2017.

<https://contentreadingwriting.vwikispaces.com/file/view/Story+Pyramid.pdf>. Accessed on February 02 2018

³¹Chaes strategies *Story Pyramid*. 2017.

<https://chaesstrategies.wordpress.com/vocabulary-strategies/reading-strategies/story-pyramid/> Accessed on February 02 2018

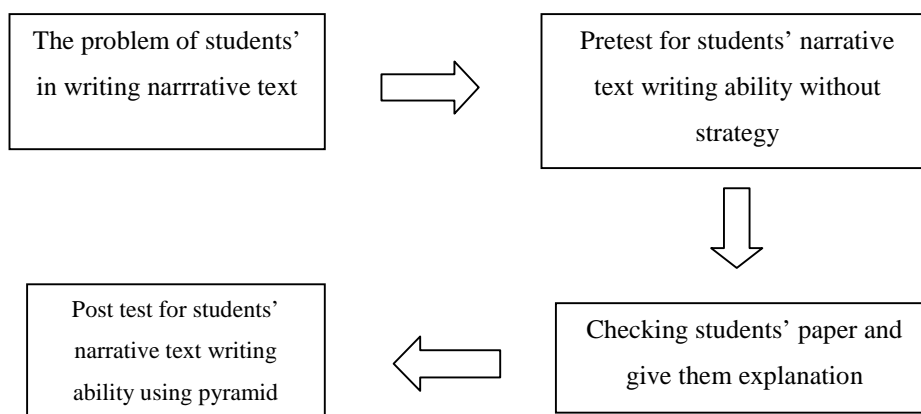
the teacher needs variation strategies, so that the students will not feel difficulties and get what is the ideas to write.

Based on the above theories, writing essentially the process of communicating ideas, messages, hope and findings to others (readers) through language marks of visible. The writer gets the point that writing is important in language learning as it related to the purpose of teaching English to improve students' linguistic competence both in spoken or written form.

The writer considered about using pyramid strategy in teaching writing. It is a prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps the students generate and organize the ideas clearly before they start to write.

Based on the theories from experts that have been explained, the writer assumes that there is significant effect of pyramid strategy to improve students' writing ability. It happens because by using pyramid strategy students can organize their thoughts to create writing piece, it helps students to write based on the outline that provided in pyramid strategy.

Figure 2.2. The Conceptual Framework





Improving the students' ability in writing through pyramid strategy at MAS. Al-Ittihad Aek Nabara

2.1.7. Related Study

1. Zahra Siti Muslimah, (2018) in her thesis on the title of “The Effect of Story Pyramid Strategy Toward Students’ Writing Narrative Text (A Quasi-experimental Research of the Eighth Grade Students at MTsN 1 Bekasi in the Academic Year 2017/2018). Her findings stated that the mean score of experimental class after being taught by using story pyramid strategy was 70.48 and it was higher than the mean score before using story pyramid strategy; it was 62.64. The data analysis, moreover, showed that sig. 2-tailed () < ; 0.013 < 0.05. It means that null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted.
2. Husna Malum Sinamo, (2016) in her skripsi on the title of “ The Effect of Story Pyramid Strategy on Students’ Ability in Reading of Narrative Text At The Second Year Students’ of Boarding School MTs Dairi Sidikalang Academic Year 2015/2016”. Her findings stated that there was significant effect of story pyramid strategy on students’ ability in reading of narrative text. It meant alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It meant the effect of story pyramid strategy on

students' ability in reading of narrative text was better than taught by Conventional Method.

3. Mawadda, (2014) in her journal on the title of "Teaching Reading Comprehension To The Eighth Grade Students of Smp Negeri 12 Palembang By Using Story Pyramid". Her findings stated that there was a significant difference in posttest score on the students' reading comprehension achievement taught using story pyramid strategy since the p-output was lower than 0.05.
4. Suri Agustini, (2014) in her thesis on the title of "Improving Students' Ability in Writing Descriptive Paragraph Through Mind Mapping Technique in the Seventh Grade at MTs Al-Washliyah Medan Krio". Her findings there was a development on the students' vocabulary, it is showed from the mean of pre-test was 56,72, the mean of post-test I in the first cycle was 72,94, and the mean of post-test II of the second cycle was 81,88. The percentage of students' score in the pre-test was 19,44%, and the percentage of the students' score in the post-test I of the first cycle was 61,11%, then, the percentage of students' score in the post-test II of the second cycle was 91,67%. From the data, it indicated that using mind mapping technique in improving ability in writing descriptive paragraph was effective.
5. Agusnidar Gajah, (2017) in her thesis on the title of "Improving Students' Ability at Writing Narrative Text by Using Outline Technique at The First Grade of MAL UIN SU Medan in Academic Year 2016/2017". Her findings there was an improving on the students' writing narrative text by

using outline technique from each cycle. It was showed from the mean of pre test was 51,41, and the mean of the score for post test I was 71,86, and the mean of the students' score for post test II.

2.1.8. Hyphotesis

The hyphotesis that the researchers propose in this paper is that there is the improvement of students ability in writing through Pyramid Strategy at MAS. Al-Ittihad Aek Nabara.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Time and Place of the Study

This research was conducted at MAS. Al-Ittihad Aek Nabara. The researcher choose that location because: (a) The researcher found the problem which is related to the title of this research. (b) The students have low ability in writing text. By doing this research, the researcher hopes this research will give problem solving.

3.2. Subject of the Study

The subject of the this research was conducted at MAS. Al-Ittihad Aek Nabara in academic year 2017-2018. It consists of 3 classes those are X, XI, XII. There were 98 students in 3 classes. To make clear, it can be seen at the following table.

Table 3.1

The Subject of Research

NO	CLASS	SAMPLE
1	X	58
2	XI	18
3	XII	22
TOTAL		98

From the explanation above the reseacher choose class X. That class used by purposive sampling.

3.3. Research Design

This research was conducted by applying Classroom Action Research. Classroom Action Research is a research applied by teacher, in his own class through self- reflection, in order to improve his effort as teacher to increase students' ability. Classroom Action Research is the efforts to improve or improve the quality of learning. and is a model of professional development in which students learn how to learn in relation to the way teachers teach, so that teachers can improve their shortcomings in teaching to impact on improvements in student learning.³²

The researcher used a strategy Pyramid with the students. Students asked to write a narrative text from one of topic that given by the reseacher. In addition, the writer gave different topics between pre-test and post-test. For the pre-test, the students were instructed to write a narrative text about a fable narrative text. To examine the students' writing ability of narrative text after the treatments, the writer instructed the students to write a narrative text about "Ability" for the post-test.

³²Ridwan Abdullah Sani Sudira. 2017.*Penelitian Tindakan Kelas*. Tangerang: Tira Smart. p. 1

3.4. Instrument of Collecting Data

The instrument in this research will:

1. Interview

Interview is conversation aimed get information usually it consisted of two person or more. Interview was conducted to get information about students' ability in writing correctly before giving treatment. So, interview was only conducted in analyzing situation the English teacher and some of students interview.

2. Observation

Obsevation is the action of watching something carefully. It uses to observe all the condition that happen during the teaching and learning process.

3. Documentation

Documentation can be written and picture by someone that can be used to obtain information.

4. Test

Test is set of question that given to the students or a set of problem given to the students to see their ability in answering the question.

5. Diary Note

Diary note, this instrument has function to record even in terms descriptive writing. Diary note can describe general impression of the classroom and its climate.

Table 3.2

Research Instrument

<p>WORKSHEET TEST OF WRITING NARRATIVE TEXT</p> <p>Write a Narrative Text about "Ability" based on your knowledge.</p> <ul style="list-style-type: none"> • You have 60 minutes to write your story. • Scoring will be based on organizational structure, developing idea, vocabulary and grammar usage, and mechanism of writing. • Amount of words : 100-200 words.

Table 3.3

Writing Scoring Rubric

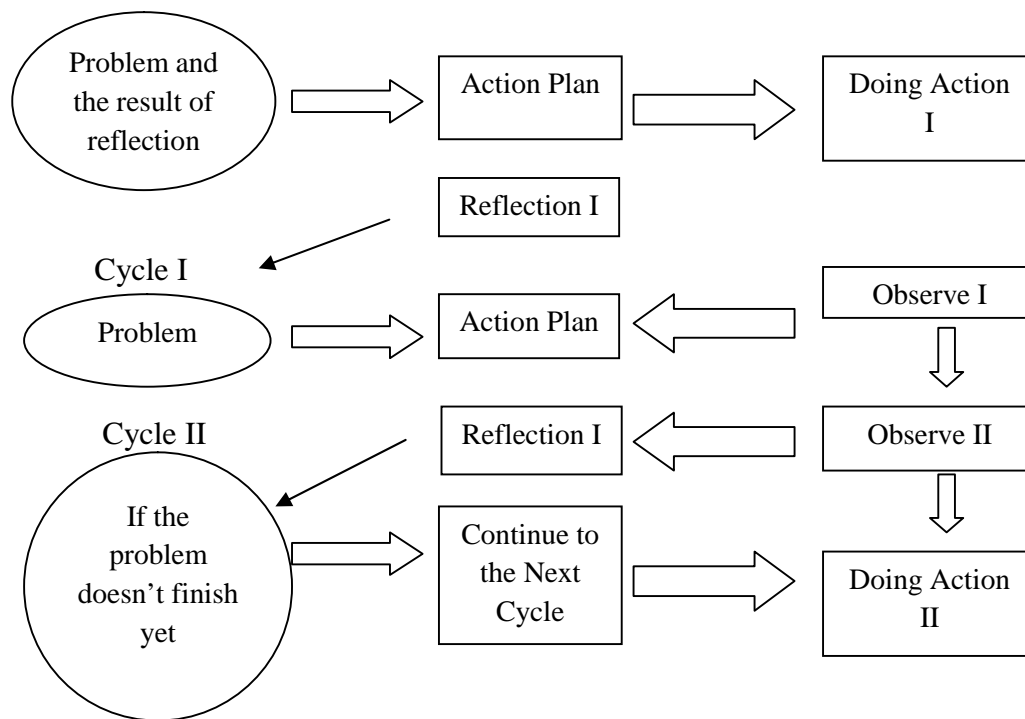
Organization	Score
Well-organized, logical sequencing – etc	20-18 (excellent to very good)
Logical but incomplete sequencing – etc	17-14 (good to average)
Lacks logical sequencing and development – etc	13-10 (fair to poor)
No organization, not enough to evaluate – etc	9-7 (very poor)
Content	
Relevant to assigned topic – etc	30-27 (excellent to very good)
Mostly relevant to topic –etc	26-22 (good to average)
Inadequate development topic –etc	21-17 (fair to poor)
not enough to evaluate –etc	16-13 (very poor)
Vocabulary	

Word form mastery, appropriate register (word use for particular situation –etc)	20-18 (excellent to very good)
Occasional errors of word form, choice, usage but meaning not obscured	17-14 (good to average)
Frequent errors of word form, choice, usage and meaning confused or obscured –etc	13-10 (fair to poor)
Little knowledge of English vocabulary, word form or not enough to evaluate	9-7 (very poor)
Language use	
Few errors of word order/ function, articles, preposition – etc.	25-22 (excellent to very good)
Several errors of word order/ function, articles	21-19 (good to average)
Frequent errors of word order/function, articles, preposition – etc	17-11 (fair to poor)
Dominated by errors, or not enough to evaluate –etc	10-5 (very poor)
Mechanic	
Few errors of spelling, punctuation, capitalization –etc	5 (excellent to very good)
Occasional errors of spelling, punctuation, capitalization – etc	4 (good to average)
Frequent errors of spelling, punctuation, capitalization – etc	3 (fair to poor)
Dominated by errors of spelling, punctuation, capitalization –etc	2 (very poor)

3.5. Technique of Data Collection

In collecting data, the studying was conducted by administrating for four meetings and two cycles, including four steps namely planning, action, observation, and reflection. The first step could be seen in the following figure:

Table 3.4
Figure of Collecting Data



The steps including the research are:

Cycle I

a) Planning

Planning is essential element in the development of any strategy. In a sense it the strategy, because a strategy is a plan. It is by far the major part of the preparation step in the common pattern of teaching. In advance planning had to be flexible because it depend on circumstance and curriculum after the problem had been known, the researcher as the teacher and the other teacher work together to plan everything needed in order to solve the problem the students face. So the researcher prepare everything related to the teaching learning process.

In this phase, there are some activities done by the researcher:

- Lesson Plan

The researcher prepared 3 lesson plans for three meetings, which use Pyramid Strategy as the teaching strategy.

- Reading Material

The English text book of class X from Yudhistira was used.

- Observation Sheet

The researcher choose the English teacher of class X as the observer.

b) Action

Firstly, the researcher review the students whether they have ever learned about narrative text or not. The researcher motivate the students by teaching them the importance of learning narrative text. Remind them that a good way to test a book is to read a page from the book and if two or more words are missed from that page the book is probably too hard for them. Another book should be chosen. Next, the researcher explain to them the meaning behind Story-grammar and what it was.

After giving the students' brief instructions the researcher read a story out loud to the students and while reading, answer all questions out loud until all the story-grammar questions answer. The students will divided into some groups; the groups will be consisting of six students. Then, the researcher will be asked the students to write a text and teach how to write the text by using Pyramid Strategy.

The researcher used a strategy Pyramid with the students. Students will ask to write a narrative text from one of topic that given by the reseacher. In

addition, the writer gave different topics between pre-test and post-test. For the pre-test, the students were instructed to write a narrative text about a fable narrative text. To examine the students' writing ability of narrative text after the treatments, the writer instructed the students to write a narrative text about "Ability" for the post-test.

After having discussion, each group present their writing in front of the class. The researcher and the students summarized the lessons together.

c) Observation

The observer of the action was English teacher of MAS. Al-Ittihad Aek Nabara. The teacher observed the students while they learned through Pyramid Strategy and also investigated the situations and the problems found during the teaching learning process. The observation put on the observation sheet of the teacher.

d) Reflection

In this phase, the researcher reflected on everything that the researcher did and made conclusion. The conclusion was the result of the first cycle did not reach the goal determine because the students' who get score 70 points in first competence test is lower than 70%, most of the students feel difficult in determining the title of the story, word meaning and correct organization of the events in the story text. So the second cycle have done by repeating the steps in the first cycle in order to solve the problem.

Cycle II

a) Planning

After having the data of the orientation test in cycle I, the researcher found that the percentage of the students who got 70 points still low than 70%, which is only 6,4%. The percentage was increased 90,32% from the orientation test which was 83,92%.

Although there is improvement in students' writing, the students still have problem in determining the title of the story, word meaning and the correct organization of the events in the story text. So in cycle II the researcher improve her plan by:

- Changing the materials.

The researcher use more attracted and easily understood story text.

- Giving more motivation to the students.

The researcher motivates the students in order to increase their interest in writing.

b) Action

In cycle II, the researcher keep applied action as cycle I, but with some improvement as it had written in planning above.

c) Observation

The English teacher observed the students' while they was learning through Pyramid Strategy and also investigated the situations and the problems found during the teaching learning process. The observations put on the observation sheet of the teacher.

d) Reflection

In reflection of cycle II the researcher concluded that the result of the second cycle have research the goal determine because the students who got score 70 points in second competence test 100%. It means the students' ability in writing kept improved, so the cycle had to stop.

3.6. Technique of Data Analysis

The researcher analyzed the data using statistical adapted to the use of application of the strategy in pre-test and post-test will be compared. The researcher applied the following formula to know the mean of students score:

$$\bar{x} = \frac{\sum X}{N}$$

Where:

\bar{x} : The means of students

$\sum X$: The total score

N : The number of students

Next, to categorize the number of the students who passed the test successfully, the researcher was applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

- P : The percentage of students who point 70
- R : The percentage of students who get point 70 above
- T : Total number of students who take the test

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1. Research Findings

4.1.1. Data Description of the Students' Ability in Writing Through Pyramid Strategy

The data were analyzed by qualitative and quantitative data. The qualitative data were from interview, observation sheet, documentation, and diary note. The quantitative were taken from the mean of students' score in taking test. This research was conducted in one class with 31 samples. It was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test was conducted three meetings. The second cycle was conducted in one meeting. In the last meeting of each cycle, the students were taken the test as the post test.

4.1.1.1. The Quantitative Data

The quantitative data were taken from the the students' writing test, which was carried out in two cycles. In two cycles, there were four meetings were conducted. The test was given to the students in forms of pre-test, post-test of cycle I and cycle II. The result of the students score could be seen in the following table.

Table 4.1

The students' score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

NO	The Initials Of The Students	SCORE		
		CYCLE I		CYCLE II
		Pre-Test	Post-Test I	Post-Test II
1	KGA	56	77	89
2	A	58	70	88
3	KYN	47	72	85
4	K	47	72	85
5	IRM	58	70	87
6	BA	58	71	87
7	AP	57	71	87
8	YRP	58	65	87
9	AA	58	65	86
10	AAS	66	70	87
11	DMJ	61	70	87
12	DC	51	70	86
13	ZBH	61	70	85
14	AR	58	65	81
15	IJ	57	70	81
16	ES	57	70	81
17	AAK	58	81	88
18	DCR	58	70	87
19	Y	58	70	85
20	SW	70	81	88
21	SAA	57	70	81
22	RSS	70	72	81
23	CCS	57	72	81
24	PGS	57	70	81

25	PP	57	72	87
26	DSP	58	70	85
27	LS	58	70	81
28	YP	58	70	81
29	Q	58	70	81
30	DYK	57	70	81
31	PMB	57	70	81
TOTAL		$\sum_{x=1} \text{---} \mathbf{796}$ M = 57,93	$\sum_{x=2} \text{---} \mathbf{126}$ M = 68,58	$\sum_{x=2} \text{---} \mathbf{618}$ M = 84,45

4.1.1.2. The Qualitative Data

The qualitative data was taken from diary notes, observation sheet, interview and documentation.

4.1.1.2.1. Observation

From the observation sheet, the researcher was noted that students were active and enthusiastic in learning Narrative Text Writing by Pyramid Strategy, eventhough they still confused to make a paragraph of the text. Pyramid strategy created a good environment in teaching learning process which made the students to discuss actively and independent study.

4.1.1.2.2. Interview

The interview was done before conducting the first cycle. It was found out that the teachers' problems in teaching grammar were lack of strategy in teaching. The interview also found that the students' difficulties in Narrative Text Writing.

The interview also was done after implemented the strategy to the English teacher and the some students who got the low and high value during learning process.

4.1.1.2.3. Diary Notes

From the diary notes, it was found that students were active and enthusiastic during teaching learning process after implemented by pyramid strategy. However some students lazy to study about writing text. After they were formed in a group by pyramid strategy they were activeserious and interested in study about writing text. So in this research, students showed a good improve in learning writing text, especially in narrative text.

4.2. Data Analysis

4.2.1. The Quantitave Data

The researcher gave a essay to the students in each of the cycle. It was found that the mean of students' score was kept increasing from the pre-test until post -test of cycle II. In the pre-test of the first cycle, the total score of the students was 1796 and number of the students who took the test was 31, so the mean of the students was:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{1796}{31} \\
 &= 57,93
 \end{aligned}$$

In the post test of the first cycle, the total score of the students was 2126 and the number of the students who took the test was 31, so the mean of the students was:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{2126}{31} \\ &= 68,58 \end{aligned}$$

In the post-test of the second cycle, the total score of the students was 2618 and the number of the students who took the test was 31, so the mean of the students was:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{2618}{31} \\ &= 84,45 \end{aligned}$$

The number of the master students was calculated as follows:

$$P = \frac{R}{T} \times 100\%$$

The percentage of master students in the pre-test of the first cycle:

$$P = \frac{2}{31} \times 100\% = 6,4\%$$

The percentage of master students in the post-test of the first cycle:

$$P = \frac{28}{31} \times 100\% = 90,32\%$$

The percentage of master students in the post-test of the second cycle:

$$P = \frac{31}{31} \times 100\% = 100\%$$

Table 4.2**The Percentage of the Students' Ability in Improving Writing Text**

Meeting		Students Who Got up 70	Percentage
Cycle I	Pre Test	2	6,4 %
	Post Test I	28	90,32 %
Cycle II	Post Test II	31	100%

Based on the table above, the result showed the improving of students' score from the pre-test to post-test. In the pre-test of cycle I, students who got 70 there were only two of the 31 students (6,4%). In the post-test cycle I, students who got up 70 there were only 28 of 31 students (90,32%). It means there was improvement in students writing test. In the post-test cycle II, students who got up 70 there was 31 of 31 students (100%).

4.2.2. The Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

4.2.2.1. First Cycle

In this cycle, there were two meetings which were conducted to the students. First meeting was used as the pre-test. A test was administrated in the end of teaching learning process. The steps of this action research were:

a. Planning

In this cycle, firstly the researcher explained about the advantage of the students' ability. Researcher introduced pyramid strategy while the aim and step.

That was correlated it into the subject to students' ability in improving writing by pyramid strategy.

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as analyzing and observing, examining, conducting students test, preparing observation sheet, designing the learning comparison degree of adjectives. Researcher made the concept of lesson plans for two meetings. It would be done for ninety minutes for each meeting.

b. Action

In this phase, there were some activities was done by researcher. They were made sure students understand the aims and the benefits of pyramid strategy for language learning. Emphasizing of using English in pyramid activities.

c. Observation

In this observation the researcher recorded every action, comment and certain behaviour of students. It means, in this phase the students' behaviour and their responses during teaching learning process was recorded by using documentations; they were, photos and diary notes. There were many things that had been were observed as follows:

1. Many students were not active in doing the task and some students were serious in the class but there were some students still made noise, imitated their friends, made noisy and also disturbed their friends when teaching learning process.

2. Many students were still confused about procedure of pyramid strategy.
3. The leader of the group didn't do his task to control a group well.

d. Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluations of two meetings became the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the student. The evaluation could be form on the students' result test and observation of the students' attitude and also from the diary notes. From the data, researcher decided to continue to second cycle in order to get the better result.

4.2.2.2. Second Cycle

In second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get the better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher had already got the reflection from the first cycle to be used as the information on the students' problems. Similar to the first cycle, researcher conducted to the second cycle with the same steps as follows:

a. Planning

Pyramid strategy still was applied in teaching learning process. In this cycle, teaching learning process more emphasized students to writing the text

through pyramid strategy. the researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class. The time was also ninety minutes for each meeting.

b. Action

The researcher tried to the best in teaching the students and motivated them to improve their ability in writing narrative text by following the steps of pyramid strategy.

c. Observation

The observation was done for the second cycle. The students' activity during teaching learning process had been observed.

1. Many students were active in doing the task; even some of them still made noisy when teaching learning process.
2. Where of the students were not confused about the procedure of pyramid strategy.
3. Many students tried to express their opinion confidently.
4. The researcher also saw they did not have any problem in doing their exercises.

d. Reflection

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follows:

1. The researcher could be increased on the students' ability in writing by pyramid strategy. It was based on the observation sheet that showed to improve and improved every meeting. Every group discussed enthusiastically; every student had braveness to asking what they didn't know and gave their opinion.
2. Students' score had improvement too. It was based on the percentage of the students' score, these were 90,32% at the first cycle and there was 100% at the second cycle. The total improvement of the students' score from the post test of cycle was 9,68%.

It made the researcher felt that the cycle could be stopped because the student could master in writing.

4.3. Research Finding

The result was indicated that there was an improvement on the students' ability in writing narrative text by using Pyramid strategy. It was supported by the fact of the mean of the score in every meeting increased. The mean of first cycle 57,93. It was low because the students have still many difficulties to write narrative text. The mean of second cycle was 68,58. It was indicated that scores and the means in second cycle were better than the first cycle. The percentage of the students' score who got point up to 70 also grew up. In the pre-test of the first cycle, students who got point up to 70 there were only 2 of 31 students (6,4%). In the post-test of the first cycle students who got points up to 70 there were only 28 of 31 (90,32%). It means there were was improvement about 83,92 %. Then in the post test of the second cycle, students who got point up to 70 there were 31 of 31

students (100%). It means that the improvement was about 9,68%. In another words, the students become better in the first meeting to next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from diary notes, interview, observation sheet and documentation. All of these data were indicated that the tudents had given their good attitude and response during teaching learning process. based on the result of the quantitative and qualitative data it was indicated that the action and the implementation of Pyramid strategy in writing narrative text was kept improving.

4.4. Discussion

Pyramid strategy is an effecient way to learn the course material in a cooperative learning style. The other research that support by Zahra Siti Muslimah³³ she found that pyramid strategy can give significant effect of students' writing narrative text because the score of students' writing after being taught by using story pyramid is higher than before the writer gave the treatment. Furthermore, this research supported the previous research that pyramid strategy is an effective way to teach writing. In addition, it can promote the learning process which facilitates students to practice writing. It helps them to organize their thoughts to create writing piece, it helps students to write based on the outline that provided in pyramid.

³³*Ibid*, p. 48

Bachtiar Rifa'i³⁴ findings on his journal that pyramid strategy technique is appropriate and quite effective for teaching writing. The students' motivation improves and maintains in teaching learning process of writing. By using this technique, the students are capable of writing a composition easily. They are enthusiastic, interested, and motivated in the classroom, because the teacher used kinds of interesting material such as story to encourage the students to involve in teaching learning process.

Alifa Seftiani³⁵ she findings that pyramid strategy is more effective in learning writing and also has good influences to the students or it can be said that using pyramid strategy in writing is effective to apply it.

The pyramid process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. The students must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. The pyramid strategy places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. This means the pyramid strategy effectively improve the involvement of each student

³⁴Bachtiar Rifa'i.2014. *"Improving Students' Writing Skill Using Pyramid Strategy (A Classroom Action Research at The First Year of Mts Muhammadiyah Blimbing Sukoharjo)"*. Vol.2. No.1. July 2014

³⁵Alifa Seftiani. 2017. *"Enhancing Students' Writing Skill by Using Story Pyramid Strategy: A Quasi -Experimental Research at Eighth Grade of Smpn 1 Kaduhejo"*. Vol.4. No. 4. July 2017

in the actively. In fact students stated that pyramid strategy which made them interested in learning grammar. Mean while researcher was given more attention for students in studying by implementing pyramid strategy than before conducting it. By analyzing, researcher found that strategy was a flexible strategy than could be used at a variety of levels. It was effective for students in learning about comparision degree of adjectives. Students also studied in group discussion and they could be shared about the material with their friends in the group and the other group. As the result above, that there was an improvement on the students' ability in writing text by pyramid strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

After analyzing the data, it was found out that the students' ability in writing text got improvement by pyramid strategy. It was shown from the mean of the score and the score improving percentage as follows. The ability of students can be improved by applying pyramid strategy. It could be seen from the pre-test to the post-test cycle I and cycle II. In other words, the students became better in the first meeting to the next meeting. In this phase, the researcher did not go to the next cycle because the students had good improvement before implementing the pyramid strategy and after implementing it.

5.2. Suggestion

Having seen the result of the study, the following are offered to be considered:

1. Strategy should be implemented in learning about writing text, so that the students can be more active, enthusiastic, and enjoy during the teaching learning process.
2. And for the students, it is better to make group discussion to share their opinion and make the students more active in the learning process.