

**IMPROVING STUDENTS' WRITING SKILL USING PYRAMID STRATEGY (A
CLASSROOM ACTION RESEARCH AT THE FIRST YEAR OF MTS
MUHAMMADIYAH BLIMBING SUKOHARJO)**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the subject matters learned by students that are given in any educational level, such as elementary and upper intermediate level. It covers four language skills that must be mastered if someone wants to be succesful in studying English : listening, speaking, reading and writing.

As one of the language skills, writing has always occupied a place in most English language course. In many language courses, the emphasis is wholly on the written language. People need communication besides using spoken language in the form of conversation. People also use written language. It shows that writing skill plays an important role in our living. Because we always use it for communication.

According to Richards (1997:100) learning to write well is a difficult and lengthy process, because it induces anxiety and frustation for many learners. It causes many students less motivated to write in English. Most of students regard that writing is a difficult task. Not all students are ready to write their ideas when they are asked to write, even in the narative language (Rivers, 1997:253). Beside the problems faced by students in writing, students often make fundamental errors in English usage when they are writing, such as grammatical mistakes, wrong choice of words, lacking of vocabulary etc. Considering the needs to write well as one of the ways for mastering English, students are taught from Junior High School to Senior High School by using many kinds of methods applied.

MTs Muhammadiyah Blimbing students especially need to learn and prepare themselves for the final academic assignment. Thus, writing occupies the most important role than the other language skills. Based on researchers' observation and information of the English teacher in MTs Muhammadiyah Blimbing Sukoharjo, the phenomena of the first year students in English achievement is still low. The students are not motivated to write in English and most of students regard that writing is difficult task and always makes them bored. So, they often make fundamental errors in English usage when they are writing, such as grammatical errors, wrong choice of words, lack of vocabulary. It results in the difficulty in expressing then idea.

According to Raines (1983:266), teachers should always try to provide students with writing assignment that can "unite form and content, ideas and organization, syntax and meaning, writing and revising, and above all, writing and thinking". Even if writing lesson is done in classroom, they relate strongly to real-life situations, motivating students and preparing them to write for audiences outside the classroom.

Pyramid is one of the kinds of written text. In guided pyramidal technique the students will be given framework involving some instructional and structural patterns before they write the pyramid composition. Here, the students will write a composition beginning from their comprehension based on the ideas suggested by the passages. The guidelines given in specific details will help students comprehend the systematic writing that will lead them to write a composition

Pyramid techniques encourage the students to write good, clear and correct English. Finally, using these techniques can achieve the goal of teaching writing, while the goal of teaching writing is to develop the students' competence in communication.

Based upon the statement above, it is hoped that pyramid strategy can be helpful for the students' problem writing. The researcher is inspired to conduct a study entitled: **"Improving students' writing skill using pyramid strategy (A classroom research at the first year of MTs Muhammadiyah Blimbing Sukoharjo)"**

B. Problem of the Study

Having seen the background of this problem, the researcher wants to identify the problem as follows : " Can guided pyramid strategy improve the students' writing skill at the first year of MTs Muhammadiyah Blimbing?"

C. Objective of the Study

Based on the problem statement above, the general objective of the study is to improve the students' writing skill. Specifically, it aims to:

1. describe the process of improving the student's writing skill using pyramid strategy in MTs Muhammadiyah Blimbing,
2. find whether teaching writing using pyramid strategy can improve the students' writing ability.

D. Limitation of the Study

The limitation concerns with the implementation of pyramid strategy of teaching genre in writing, exactly in the first year of MTs Muhammadiyah Blimbing.

E. Benefits of the Study

There are two kinds of advantage of the study, they as follows:

1. Theoretical Benefit

The result of the research can be used as references for those who want to conduct a research in English teaching learning process especially in teaching writing.

2. Practical Benefit

- a. For teacher

The teachers understand more about the students' difficulties in mastering genre in writing, so that the teachers can overcome the students' difficulties by improving their teaching strategies and the teacher can find out whether the pyramid strategy is effective or not.

- b. For students

The students may improve their writing skill by using the pyramid strategies.

F. Research Paper Organization

The researcher organizes this research paper into five chapters as follows:

Chapter I is Introduction. It consists of background of the study, previous study, problem study, objective of the study, limitation of the study, benefit of the study, research of the study.

Chapter II presents a review of related literature. It is the basic theory that is closely related to the topic. It consists of previous study, general concept of writing, general concept of relative genre, general concept of pyramid strategy, standard curriculum, characteristic of adolescent, and teacher's rules in teaching writing, theoretical frame work, and hypothesis.

Chapter III discusses research method. It consists type of the research, subject and object of the research, data and data source, method of collecting data, technique for analyzing data and classroom action procedure.

Chapter IV consists of research finding and conclusion.

Chapter V is the last chapter. It consists of conclusion and suggestion.