

The Use of Pyramid Discussion Method to Improve the Students' Writing Descriptive Text of The Eight Graders in MTSN 1 East Lampung

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Abstrak

Menulis adalah salah satu dari empat keterampilan yang sangat penting untuk dipelajari. Menulis sebagai proses untuk mendapatkan produk dipengaruhi oleh beberapa elemen seperti kosakata, tata bahasa, organisasi, ejaan, dan tanda baca. Dalam menulis siswa harus memiliki kemampuan untuk mengembangkan dan menghasilkan teks fungsi sederhana yang ditulis dalam teks recount, teks naratif, dan teks deskriptif, teks laporan, dll. Teks deskriptif adalah salah satu teks yang harus dikuasai oleh siswa MTsN 1 Lampung Timur. Namun, ada banyak siswa yang mengabaikan untuk menguasai keterampilan ini. Situasi ini menyebabkan skor tulisan siswa masih rendah. Berdasarkan situasinya, untuk meningkatkan kemampuan menulis deskriptif siswa, peneliti menggunakan Pyramid Discussion dalam proses pembelajaran. Pyramid Discussion adalah salah satu metode yang mudah dan efektif untuk diterapkan dalam proses belajar mengajar di kelas. Penelitian ini bertujuan untuk mengetahui apakah penggunaan Metode Pyramid Discusson dapat meningkatkan kemampuan siswa dalam menulis deskriptif dalam pembelajaran Bahasa Inggris. Hasil penelitian menunjukkan bahwa Metode Pyramid Discussion memiliki peran positif dalam meningkatkan kemampuan menulis deskriptif di antara delapan siswa MTsN 1 Lampung Timur. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test.

Kata Kunci: Penelitian Tindakan Kelas, Menulis, Teks Deskriptif, Pyramid Diskusi

Abstract

Writing has been one of the four skills that are very important to learn. Writing as a process to get the product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and descriptive text, and report text. Descriptive text is one of the texts that should be mastered by the students of MTsN 1 East Lampung. However, there are many students who ignore to master this skill. This situation results in the students' writing score are still low. Based on the situation, to improve The students' descriptive text, the researcher used Pyramid Discussion in the learning process. Pyramid discussion is one of the methods that is easy and effective to be applied in teaching and learning process in the class. This aim of this research to know whether the use of Pyramid Discussion Method can improve The Students' in writing descriptive in English learning. The result of this research shows that Pyramid Discussion Method had a positive role in improving the descriptive writing ability among The eight graders of MTsN 1 East Lampung. It can be proved by the students' average score from pretest to post-test.

Keywords: Classroom Action Research, Writing, Descriptive Text, Pyramid Discussion

A. Introduction

Language has very important role in human's life, which is used as means of communication. Many languages are used in this world, one of which is English. English has become an international language that is almost used by all countries. By using language, people can transfer ideas, feeling, and expectation to the other interaction among them. English has been the most important language in international communication.

Writing is a psychological activity of the language user to put information in the written text. Brown says writing is a process to and up thinking something you cannot have started our thinking. This statement is supported by Douglas Brown (2001: 337).

The people all over the world speak the language when they meet each other in every international meeting, workshop, and conference. All countries in the world have set the language as one of the compulsory subjects studied at school.

In essence, there are four skills that should be mastered in English, they are: listening, speaking, reading, and writing, listening and reading are receptive skills, speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

However, Writing is one of the four skills that are very important to learned. Writing, a skill that includes various facets of a language, is generally considered to be the most difficult skill to master (Fadhli & Sufiyandi, 2020). Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the second year of Junior High School, the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and descriptive text, report text and, etc.

Therefore, the problem is the lack of confidence of Islamic Junior High School 1 East Lampung students talk limited vocabulary and fear to reveal what is on his mind. The lack of self-confidence in the students resulted in the fear of being laughed at by friends when he was wrong in writing and there was a vocab he had forgotten. Limited vocabulary because the student is too nervous, so make him forget what he wants to say. In this case, the writer tries to study about the process of writing a descriptive text of the eight graders students at the MTsN 1 East Lampung.

There are various methods that can be used to overcome the problems of the disciples, for example pyramid discussion. According to Scrivener a pyramid discussion is an organizational technique that works particularly well with simple problem-based discussion and especially with item-selection tasks. What are the four most useful things to have with you if you are shipwrecked on a desert island, or list sequencing tasks, e.g. Put these items in order of importance. This method has advantages and disadvantages, this method teaches students to write using English in small groups first before writing for larger writings and show to many people.

These are some types of writing, as follows: 1) Description, 2) Argumentation, 3) Narration, 4) Exposition. For these explanations above, we can describe 1) Description is helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion, 2) Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts, 3) Narration is the form of the writing used to relate of act of events. Narration tells the event meaningfully in words that happen chronological, not randomly Douglas Brown (2001: 366), 4) Exposition It means that exposition writing is used to explain a process or procedure or to give directions or instructions.

Identically with other skills in English, writing also has process that should be done as follows: 1) Planning, 2) Drafting, 3) Revising, this statement is supported by Jeremy Harmer (2007: 5). From the statement above we can explain planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives, and then drafting is a series of strategies designed to organize and develop a sustained piece of writing, and the last revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing.

Adelstein and Pival propose that there are five characteristics of good writing. Good writing is interesting, clear, concise, effective and reflects the authentic voice of the writer. Moreover, the explanations of them as follow Jeremy Harmer (2007: 11): Good writing is interesting, good writing is clear, good writing is concise, good writing is effective, good writing reflects the authentic voice of the writer.

According to Davies, “good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating. Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means.

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced. In addition to informing and interesting other, description adds to enjoyment of life. Descriptive text can be presented as writer or spoken texts, in a descriptive text, the writer as authority informs something to the unknown readers or listener.

The descriptive text may come in any forms, such as textbooks, encyclopedia, or essay test answers. This are type of text consists of two main parts, there are introduction and description. It means that descriptive text is able to provide detail information about the particular thing in order to make the readers understand what the writer means. Furthermore, descriptive test is a text that is used to describe a particular thing, person, or place.

According to Wikipedia, descriptive writing has a goal, characteristics, and uses. Here are the explanations: goal, characteristics, and uses.

Table 1. The Example of Descriptive Writing

| Lemper | |
|------------------|--|
| Identification ← | I want to tell you about food from Indonesia |
| Description { | Lemper' is made of a handful lump of steamed glutinous rice. It is filled with chicken or beef filling. Each piece is wrapped in banana leaf, and the wrapping is secured on both ends with tooth picks or 'lidi'. Lemper in banana leaf is steamed, or cooked over a very hot barbeque or grill. If the rice is well-cooked before lempur is filled and wrapped, it can be served straight away with the banana leaf still green and fresh. |

From the explanation of the descriptive text above, it can be seen that the organization of the text consists of two parts: they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being describe (Lemper). In order hand, descriptions tell the topics more clearly (such as parts and its characteristics).

Anthony's terms are still in common use among language teachers. A teacher may, for example, at the approach level, affirm the ultimate importance of learning in a relaxed state of mental awareness just above the threshold of consciousness. The method that follows might include playing baroque music while reading a passage in the foreign language, getting students to sit in the yoga position while listening to a list of words, or having learners adopt a new name in the classroom and role-play that new person, this statement is supported by Douglas Brown (2000: 14).

From the explanation above, it can be concluded that method is the way used to apply the plan that has been arranged in an activity form in order to achieve the purpose of education itself.

Pyramid discussion is an organizational technique that works particularly well with simple problem-based discussion and especially with item-selection tasks. What are the four most useful things to have with you if you are shipwrecked on a desert island, or list sequencing tasks, e.g. Put these items in order of importance, this statement is supported by Jim Scrivener (2005: 154).

Jonathan Gibson (2010) defines that pyramid discussion is the type of group that is useful for topics, which would benefit from development in a sequence of different stages. Discussion occurs in groups that regularly double in size. Here, the students will compare notes on the task in pairs. In fours, each pair will introduce each other's work. The findings of the group of four will be built upon by a group of eight whose task is to develop more general principles. The group will open out into a plenary session or in the whole discussion.

Blicq and Moretto (2001: 8) the pyramid is used as the basic framework for organizing every type of report, although the compartments may be relabeled and expanded to suit varying situations. When you have become accustomed to using it, you will find that you automatically think "pyramid-style" every time you write.

Based on the definitions above the researcher conduct pyramid discussion method is a discussion group consisting of 2 or 4 people discussing the problems they face in the subject. after they discover what their new problem is about the best solution to the problem.

B. Methods

The object in this research include 2 variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using pyramid discussion as method. The independent variable in this research is simulation method. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using Pyramid Discussion as a method which can be defined as tool to help students' easier to write the writing descriptive.

This variable indicator is the students of MTsN 1 Lampung Timur can do their writing spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is a star of 0-100 to assess and measure student performance. indicator of this variable is that students can write well and correctly without experiencing obstacles both in terms of word election and grammatical to improve their writing skills with pyramid discussion.

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Students writing Descriptive as the dependent variable defined as built from the Writing ability of someone that has develop or practiced on a classroom. The way to measure this variable is using test. The measuring

instrument is an written test and for the score is start from 0-100 to assess and measures the students writing descriptive text.

This research was conducted at the eight grader of MTsN 1 East Lampung, and the writer used the Classroom Action Research (CAR), because classroom action research was one of the effort to improve the teaching program quality in all educational level intend junior high school. Action research could be done the researcher or teacher as manager of teaching program. Classroom action research is mean that the teacher can know what do and dissolve the problem in their class. Here, the writer held collaboration with the other English teacher. We worked together to plan and design classroom action research process.

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the students of the eight grades of MtsN 1 East Lampung. This class consists of 28 students.

Table 2. The Subject of the Research

| No | Class | Sex | | Total |
|--------------|--------|-----------|-----------|-----------|
| | | Male | Female | |
| 1 | VIII A | 13 | 15 | 28 |
| Total | | 13 | 15 | 28 |

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack (2002 : 41).

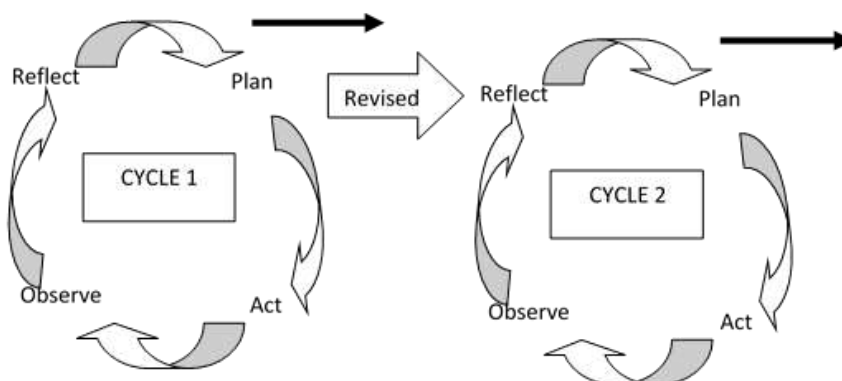


Figure 1. Spiral Classroom action research

C. Results and Discussion

Data analysis was be conducted by taking the average score of the pre test and post test. Furthermore, to know the gain, the writer would compare between pre test and post test. Then, the result was matched by the minimum standard in this school at least 75. If from cycle 1 there were some student not successful, so we would conduct cycle 2. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 75, this formula is used:

$$P = \frac{F}{n} \times 100\%$$

Notes:

P = Percentage

F = Total of Students

n = Number of The Students

To know the gain the data was conducted in each test by taking the average score of pre-test and post-test. After the result was suitable by the minimum standard of writing descriptive in this class at least 75. This research was success or finish if 70% of students got minimum score 75, Writing descriptive text and there is significant improvement in the students learning activity which occur until the last cycle.

Table 3. Percentage Students' Score of Pre-test of Writing Descriptive Text

| No | Score | Frequency | Percentages | Category |
|-------|-------|-----------|-------------|------------|
| 1 | >75 | 4 | 14,28% | Complete |
| 2 | <75 | 24 | 85,72% | Incomplete |
| Total | | 28 | 100% | |

Based on the table above, it can be seen just only 4 students were complete and 24 students were incomplete. while the standard minimum for English lesson in MTsN 1 East Lampung least 75. It was the reason why the researcher implemented the Pyramid Discussion method to improve their writing descriptive text.

Table 4. The frequency of Students 'Score of Post test I of Writing Descriptive Text

| No | Score | Frequency | Percentages | Category |
|-------|-------|-----------|-------------|------------|
| 1 | >75 | 18 | 64,28% | Incomplete |
| 2 | <75 | 10 | 35,72% | Complete |
| Total | | 28 | 100% | |

Based on the data above, it can be seen that 18 students got a high score and 10 students got an average score. It was higher than the result of the pre-test. The criterion of students' who got a minimum score of 75. The learning process is said success when 70% got a score above 75. The fact showed that the result was unsatisfactory.

Table 5. The Result of Students Activity in Cycle 1

| No | Aspect of The Research | Frequency | Percentage |
|----------------|--|-----------|--------------|
| 1 | Pay attention to the teacher's explanation | 21 | 75% |
| 2 | Ask/answer the question from the teacher | 7 | 25% |
| 3 | Active in Group | 14 | 50% |
| 4 | The students able to do the task | 28 | 100% |
| Total | | | 250% |
| Average | | | 62,5% |

From table above, it was revealed that there were 21 students (75%) who paid attention to the teacher explanation, 7 students (25%) ask/answer question from the teacher, 14 students (50%) were active in group, and 28 students doing the task, the average from the cycle 1 was 62,5%.

Based on the analysis above, the researcher concluded that this research should be continued to cycle II.

Table 6. Percentage Students' Score of Pos-test in Cycle II

| No | Score | Frequency | Percentages | Category |
|-------|-------|-----------|-------------|------------|
| 1 | >75 | 28 | 100% | Complete |
| 2 | <75 | - | | Incomplete |
| Total | | | 100% | |

The table above is the result of students' score at posttest 2. It can be seen that there was an improvement from the score of post-tests 1 and posttest 2. There were 28,6% got an average score and 71,4% got a high score. The lowest score was 75 and the highest score was 85 and the average score was 77,22. The average on post-test 1 was 74,71. It means that there was an improvement from post-test 1 and post-test 2.

Table 7. The Result of Students Activity in Cycle II

| No | Aspect of The Research | Frequency | Percentage |
|---------|--|-----------|------------|
| 1 | Pay attention to the teacher's explanation | 23 | 82,15% |
| 2 | Ask/answer the question from the teacher | 10 | 39,28% |
| 3 | Active in Group | 20 | 71,42% |
| 4 | The students able to do the task | 28 | 100% |
| Total | | | 292,9% |
| Average | | | 73,2% |

From table above, it was revealed that there were 23 students (82,15%) who paid attention to the teacher explanation, 10 students (39,28%) ask/answer question from the teacher, 20 students (71,42%) were active in group, and 28 students doing the task, the average from the cycle II was 292,9%doing the task. Based on the table above, it can be seen that the activity of the students is better than before and there was an increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 60% to be 73,2%, it could be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

Because the students already achieved the indicators required in cycle I and cycle II, so the researcher did not proceed to Cycle III.

D. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows: Using pyramid discussion as a method especially in English subject was very effective to improve the students' descriptive writing ability at the eight graders of MTsN 1 East Lampung. Even though in cycle 1 the students' descriptive writing ability got enough to score but at the cycle 2 most of the students could achieve the target of success in this research. It can be seen from the result of the average of students' score was improved from 66,46 to 74,71 and finally became 77,22. So, the improving students score in cycle I to cycle II were 2,51 point. The percentage of students who succeed in the second cycle is 90%. It is greater than 70% which has been set by the researcher up in this study. It was clearly appeared that the score improved significantly from pre-test up to post-test 2. From the students' result test, it can be seen that cycle II is higher than cycle I, it means that by using pyramid discussion the students can improve their writing ability in the learning process of descriptive text.

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