CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is very important in human life. A language is a tool of communication. With the language, people can share their experiences, their feelings, and their needs with each other by spoken or written. In other words, a language is very helpful for humans to understand themselves and also the world around them. Without language, people will easily get confused with other people. There are many Languages in the world, one of them is English.

English is an international language. English is one of the languages spoken by most of the world. English is a foreign language that is taught first in every Indonesian school. There is four skill in English, students must master and understand the skill. The four skills are reading, listening, speaking, and writing.

Writing is one of the skills in English. The writer considers that writing is a difficult skill, especially for people who are just learning English. Because in writing, students will face many obstacles, difficulties in transferring thoughts and ideas into written form. Writing is a productive skill. That is why it is very useful for students because it can convey messages through their thought into written form. Writing involves the transfer of messages from the mind. The writer use language in written form. It is a communicative competence that must be understood and read to communicate. In writing, students have to think about what they are going to say and they also have to pay attention to or see the use of

grammatical structures. There are many types of genre of writing such us recount, narrative, descriptive, news item and the other.

The news item is one of the texts that inform about daily events or happenings that are newsworthy or important. The function of this news item is to provide information about events.

Based on the results of preliminary research on January 15, 2021, at SMK HKBP Sidikalang, especially in class X. The author gave tests to 15 students. The writer gives a test about writing news item text. And it turns out that there are still many who make mistakes in writing. There are several obstacles faced by students in writing activities. The problems encountered by the writer were that students' writings were poorly understood because the contents of the essays are not relevant to the topic, ideas could be not conveyed clearly, ideas and sentences were not structured, the students' lack of vocabulary made it difficult for them to compose a text or put their ideas into the text, In addition, the use of language was also still lacking, the use of punctuation marks, and also spelling errors. The following are the students' scores in writing news texts.

There were twenty students of research subjects who got an average score with the following details: 2 students with a score of 50, 1 student with a score of 65, 2 students with a value of 30. 2 students with a score of 40, 1 student got a score of 70, 4 students got a score of 35, 2 students got a score of 45, and 1 student got a score of 55.

From the results of the analysis of the writing test, the students were still lacking in writing skills. And from the above observations, the writer found that the   student's   average   score   is   still   44.

Based on the background of the study above, the writer will conduct a study titled: "the effect of pyramid method on writing news item text of the tenth-grade student's year 2021/2022 at SMK HKBP Sidikalang. By using the method that attracts students to be motivated in learning, students become more comfortable and will feel that learning to write is fun. According to Jeremy Harmer (2007:33), the teaching method in teaching could be the intrinsic motivation that motivates the students. From the reasons that have been previously explained the writer using the pyramid method to improving student's abilities in writing news item text. The pyramid method is a method that emphasizes a structured format that students will use to find out the most important parts of the text. The pyramid method emphasizes the most important information by putting it right in front (where it will appear).

The purpose of this method is to visualize information as a pyramid by making key points from the information obtained and presented at the top and supporting details that reinforce the opening statement as the foundation. The pyramid method is an effective method for teachers to use in teaching writing skills because the students will find it easier to express ideas in their writing.

Based on the statements above, it can be assumed that the effect of the pyramid method to teach writing news item text to the students of the tenth grade of SMK HKBP Sidikalang is effective. So the writer decides to carry out a study entitled "The Effect Of Pyramid Method On Writing Ability Of News Items Text of Ten Grade Students at SMK HKBP Sidikalang".

1.2   The Problem of the Study

About the background of the study, the problem of the study is formulated as follows: "Does the pyramid method significantly affect on writing ability of news item text of tenth-grade students at SMK HKBP Sidikalang"?

1.3 The Objective of the Study

Based on the background and the problem above, the objective of the study is to find out whether the pyramid method significantly affects on writing ability of news item text of tenth-grade students at SMK HKBP Sidikalang"

1.4 The Scope of the Study

This study is limited to the ability to write news item text in class X SMK HKBP Sidikalang. In this study, the writer took several students of class X as research respondents. According to Blicq and Moretto (2001:7) state that the pyramid method emphasizes the most importance by bringing it right up front, where it will be seen. This experimental study was conducted to determine the ability to write news item text of class X students which contains social functions, general structure. The writer will be focused on student's achievement in writing news item text by using the pyramid method. The generic structure consists of the main event, background event, and source.

1.5 The Significances of the Study

Hopefully, the results of this study are expected to be some points in the teaching and learning process outside English. The significance of the study file will be of benefit to teachers, students, researchers, and other researchers.

1. Theoretically

   The application of the pyramid method in teaching writing, especially in teaching news item text, will make the teaching and learning process interesting so that students will understand the material better, so they will get some improvements quickly.

2. Practically

   1) For the writer: this study is very helpful for the writer to complete the final project.

   2) For students of the English department: the result of the study will help them to write will be better, using the implementation pyramid method, students can write news item text well.

   3) For other researchers: this study can be used as a guide for conducting the study in writing skills.

1.6   The Hypothesis of the Study

Ha: There is a significant effect of applying the pyramid method on the writing ability of news items text of tenth-grade students at SMK HKBP Sidikalang.

Ho: There is no significant effect of applying the pyramid method on the writing ability of news items text of tenth-grade students at SMK HKBP Sidikalang.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter will present a literature review and explanation of the related material. This consists of, the definition of writing, definition of pyramid method, and definition of news item text. Some opinions are needed to explain some of the concepts or terms used in the research.

2.2 Definition Writing

Writing is one way of communicating which is done by conveying messages to readers in written form. In writing, some skills involve the ability of the writer to arrange letters, words, and sentences in certain languages into written communication so that readers understand the message of information to be conveyed. From this understanding, it can be said that writing is one of the skills to convey ideas that have been owned which have been arranged in words to paragraphs so that readers understand their purpose.

According to Harmer (2004:33) "writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities". This will give students to think of their ideas rather than having to express opinions instantly. And students even consult dictionaries, grammar books, and other reference materials that can help them with   writing.

Gunther Kress (2005:8) said writing is still the most important means of access to the past repository of knowledge of literate. Which means it is important to learn in language learning. Writing is a letter or symbol that is written or printed to present the sound of a language. It is an activity of putting something in written form. Writing plays an important role in life to express ideas, feelings, intentions, and convey information.

Moreover, Nunan (2003:88) states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer. On the other hand, writing is mental work or it is difficult to find ideas to think about how to express them and organize them into clear statements and paragraphs later for the reader. The writer must choose the best form for the list to be written such as notes, articles, novels, poems. Each type of writing has a level of complexity that varies depending on the purpose of each. Writing can also be said as a process and a product. Where the writer imagines, composes, edits, and also reads the written text. These writing products are often cyclical and sometimes irregular.

From the definitions those, the writer concludes that writing is a skill or ability in English about conveying ideas, interest, feelings of the writer to communicate with readers without any pressure and also to explore experience. In writing the writer can share feelings, ideas, or whatever is on our minds and express knowledge, an experience that the writer can all pour, the writer can convey by writing. It can be in the form of essays, making short stories, letters, or whatever. And it can support the mastery of the language in writing.

2.2.1 Process of Writing

Making something requires a process. Similar to writing, in writing there is a process wherein a process involves many stages, and each of them is very important from the first stage to the next. Have their respective focuses. According to Harmer (2004:4) the writing process there are four elements. This can be explained as follows:

1. Planning

   In the first stage, the writer tries to plan and compile a writing plan by taking notes. In this case, the writer can make notes on the topic to be selected. In planning, the writer must think about three main things (Harmer:2004:4). First, writers must consider the purpose of writing because it will affect the type of text to be produced, the language used, and the information they choose to include. Second, the writer must know who the readers are because it will also affect the form of writing and the choice of language. Third, the author must also consider the structure of the content, how best to write the content that the author has.

2. Drafting

   In this process, the writer must put these ideas into sentences and form paragraphs. Drafting is the process of writing and continuing until editing, several drafts are produced into the final version.

3. Editing

   In this stage, the writer needs to check and reread what has been written. After producing the draft the writer reads through what the writer has

written to see what has been done. Then reflect and revise what is lacking with the help of an editor to improve revising.

4. Final Version

The final version is the last stage of the production of writing. This stage is often referred to as publishing. Another meaning of this stage is that the author has finished.

2.2.2 Genre of Writing

The definition of the genre here is to help students understand the concept and identify the type of text that students will write or learn. According to Hartono (2005:4) "Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes: also the level of content dealing with a social purpose".

Text is a form of language or all forms of language, which consists of all types of communication expressions, music, image, effects, sounds, and not just words that are printed on the paper. According to Gerot and Wignell (1994: 190-219), there are thirteen types of genres; spoofs, narratives, reports, analytical expositions, news items, anecdotes, narratives, procedures, descriptions, hortatory, expositions, explanations, discussions, and reviews. Each genre has specific characteristics and goals and that makes it different from other genres. And this research is focused on the text of the news item.

1. Recount

Recount text is a type of text that has a social function, which is to retell an event to inform or entertain.

2. Report Text

   Report text is one type of genre that has a function to present information or describe everything related to nature, social phenomena in the environment, or related to man-made.

3. Discussion

   Discussion is a type of genre that serves to present two points of view on a particular problem.

4. Explanation

   The explanation has a social function, namely: to explain a process involved in the formation or operation of natural or socio-cultural phenomena.

5. Exposition (Analytical)

   The social function of this exposition analytical is to convince the reader or listener about something that happened.

6. Exposition (Hortatory)

   Which has a social function to convince readers or listeners that something shouldn't happen.

7. Narrative

   A narrative is a text that is both entertaining and telling a story.

8. Descriptive

   Descriptive text is a type of text that serves to describe a certain person, place, or object in detail.

9. News Item

The function of the social news item is to inform readers about the events of the day that are considered newsworthy or in other words very important.

10. Procedure

The procedure is a type of text that helps readers how to do or complete something.

11. Review

Review which has a social function to evaluate a work of art or an event for the general public.

12. Anecdote

Anecdote is a type of text that serves to share with other people from an unusual account or funny incident.

13. Spoof

The function of social news items is to tell an event with a touch of humor and aims to entertain readers.

2.3 News Item Text

News item text is a text that informs readers about daily events that are Newsworthy important. Newsworthy which means newsworthy, if not all incidents/events can be reported. Only important events or events that deserve to be reported. If the incident/incident is not important then it is not worthy to be reported and known to many people. The purpose of news item text is to inform readers about everyday events that are newsworthy or important. Events that are reported are usually the latest. According to I Wy Dirgeyasa (2016:161), the

social function or communicative purpose of writing a news item genre is to inform something that is both interesting and uninteresting in the form of news. In other words, news items aim to inform readers, listeners, about an event that is considered newsworthy or important.

2.3.1 Generic Structure

Generic structure from the news item text is as follows:

1. Main event: This is the headline, this is the part that tells a summary of an important event that occurred.

2. Background event: This section tells in detail the background of the incident or events that occurred, who is involved, where and how the event occurred.

3. Source: This is the last part of the structured news item text, the source of the news can be in the form of a source statement, witness comments, expert opinion, or statements from related parties of an event.

2.3.2 Linguistic Characteristics of News Item Text

The characteristics of the language of the news item text are as follows:

1. Contains brief information contained in the headline

2. Focus on the incident

3. Using action verbs

4. Using the material process

Example of news item text

Seven Killed in Accident on Jalan Sultan

Seven people were killed in a collision between a bus, a car, and a truck at 10:35 p.m. on Jalan Sultan last night. ⟶ | Newsworthy Event |

The dead were all passengers in the car. Police believe the car may have been

trying to overtake the bus when it was struck by a truck coming from the opposite

direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching. ⟶ | Background Event |

The police said the car should not have been trying to pass the bus, since

overtaking is not allowed on Jalan Sultan. In addition, the police reported that the

car–a small Japanese car–should not have been carrying more than five people. The names of the victims are not yet known. ⟶ | Sources |

2.4 Pyramid Method

The pyramid method is one of the learning methods. This method is a method

that implements a framework that involves an instructional pattern and structure.

The students will start writing the one that starts with one word at the very top,

then continues writing in the second part, and so on. This method is very helpful

for students because students will write down points or keywords and summarize

based on what they know. Students will start writing from their understanding

based on ideas that will be poured into writing. Guidelines are given to help

students understand the systematics of writing. According to Jonson (2006:184),

A story pyramid is a structured format that students use to know the most

important parts of the story. This strategy forces students to review and

summarize the main points of a story. This means that the pyramid method is one of the activities that will help students to grasp the main points of a text in a limited number of words.

The pyramid method encourages students in writing to use good, clear, and correct English. Using this method can help in achieving the goals of teaching writing. As for teaching writing, namely to develop student's competencies in written communication. According to Blicq and Moretto (2001:7) state that the pyramid method emphasizes the most importance by bringing it right up front, where it will be seen. This means that in writing the writer must make important points such as the composition of a text where the points will form like a pyramid because of the composition of the summary or the important points.

In addition, using this method can show students critical thinking skills. So in writing the pyramid method help students to make important points and arrange them chronologically into sentences that will be presented in paragraph form or text form. Blicq and Moretto (2001:169), within a long written or report each major section should be structured "pyramid style," with each section opening with a summary statement followed by the basic background-facts-outcome arrangement of information. this technique is used: the opening paragraph of each major subsection starts with a summary statement.

There are some compartments of the pyramid method, according to Blicq and Moretto (2001:13), such as:

1. A Background compartment, which describes the circumstances leading up to the situation or event. (It answers the questions: who? why? where? and   when?)

2. A Facts & Events compartment, which describes in detail what happened, or what you found out during your project. (It answers the last two questions: what? and how?)

3. An Outcome compartment, which describes the results of the event or project, and sometimes suggests what action needs to be taken. (It also can answer the questions what? and how?)

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        +-------------------+
        |      Summary      |
        +-------------------+

      +-----------------------+
      |      Background       |
      +-----------------------+

    +---------------------------+
    |      Facts and Events     |
    +---------------------------+

  +-------------------------------+
  |           Outcome             |
  +-------------------------------+
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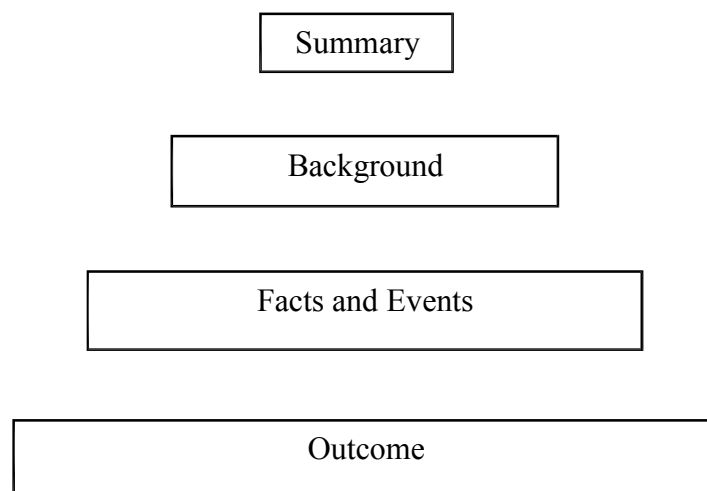
Figure 2.1. The Compartment of Pyramid Method by Blicq and Moretto (2001:13)

2.4.1 Advantages and Disadvantages of Pyramid Method

1. Advantages of Pyramid Method

a. Can help students describe an important part of the limited use of the word.

b. Short response requirements can broaden students' thinking.

c. Helping students understanding by capturing the content of the text.

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d. Through the pyramid method can help students promote their writing. In the sense that students can organize their thoughts to make written works, this helps students to write based on the outlines provided in the pyramid method.

2. Disadvantages of Pyramid Method

a. It takes a lot of time to explain directions.

b. Must be smart in reading situations and conditions. Such as having to make sure students are willing to accept the assignment given, to avoid student confusion during lessons.

2.5 Previous Research

The writer takes the review of related literature from other graduation papers as principles or comparisons with this research. The first research previously written by Zahra Siti Muslimah entitled " The Effect of Pyramid Strategy Toward Students' Writing Narrative Text by the Eighth Grade Students at MTsN 1 Bekasi in the Academic Year 2017/2018). The writer poses a research question: "Is there any significant effects of pyramid strategy toward writing the narrative text of eighth-grade students at MTsN 1 Bekasi?, and to obtain the empirical evidence of the effect of using pyramid strategy on students' writing of narrative text at the eighth grade of MTsN 1 Bekasi. The writer takes the pyramid method as in writing narrative text.

The second research is previously written by Devie Afiah Ningrum entitled "The Effectiveness of Using Story Pyramid Strategy Towards Students' Writing

Narrative Text at the First Semester of the Ninth Grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020." This research is finding out whether there is a significant effect of using Story Pyramid Strategy Towards Students' Writing Narrative Text. In this research, the methodology used a Quasi-experimental design with pre-test and post-test. The population of this research was students of the nine grade students of MTs Ma'arif NU 08 Mataram Baru East Lampung. The sample of this research was two classes consisting of 23 students for the experimental class and 22 students for the control class. In collecting the data, the instrument there were pre-test and post-test. After giving the post-test, the researcher analyzed the data by using SPSS. The researcher found that there is an Effectiveness of the Story Pyramid Strategy towards Students' Writing Narrative Text at the First Semester of the Ninth Grade of MTs Ma'arif NU 08 Mataram Baru East Lampung in the academic year of 2019/2020.

The third previous research is written by Willborda Demak Pardosi entitled "The Effect of Pyramid Method In Students Achievement In Writing Recount Text At Eleventh Grade Students Of SMA N 1 Deli Tua." The research is aimed to find out whether or not the pyramid method significantly affects student's achievement in writing recount text at the eleventh grade of SMA N 1 Deli Tua. The research methodology is experimental quantitative research, which conducts in two groups. The first group is XI IPA 1 as the experimental class which is taught by using the pyramid method. While the second group is XI IPA 4 as the control group which is taught in the conventional method. The researcher found that numbered head together is an effective reading technique and students are more interested and motivated to learn.

The four previous research is written by Agus Maulidiansyah and this research is entitled "The Use of Pyramid Strategy in Helping Students' Writing Narrative Text". It was aimed at finding out to what extent the use of pyramid strategy

improves students" ability in writing narrative text. This research was experimental. The experiment was conducted through a few classroom meetings in two groups or classes: one class for the experimental group and one for the control group. The sample of this research were students of class VIII-A (experimental class) which consisted of 24 students, and VIII-B (control class) which consisted of 30 students, in MTsS Oemar Diyan Boarding School. The sample was taken by using purposive sampling. To collect the data, the researcher conducted tests (pre-test and post-test) and experimental teaching. To analyze the result of the tests, the researcher used a statistical formula to calculate the average of the tests.

The fifth previous research is written by Nazhan Nullah entitled "The Influence of The Pyramid Discussion Towards The Student Writing Ability at SMA Darul Hikmah Mataram." This research was aimed to know whether the " Pyramid Discussion" can give a significant influence on the students' writing skills at the second-year students of SMA Darul Hikmah in the Academic Year of 2016/2017. The research design of this study was a pre-experimental design with pre-test and post-test one group only. The population of this research was the second-grade student of SMA Darul Hikmah Mataram in the Academic Year of 2016/2017 that consist of 33 students with 18 males and 15 females students. Meanwhile, the instrument of this research was a pre-writing test. The technique of data analysis was descriptive analysis and inferential analysis.

Based on the result of the previous research above, the writer is interested in making it a research reference whether the numbered head together method is the right method to improve students writing skills.
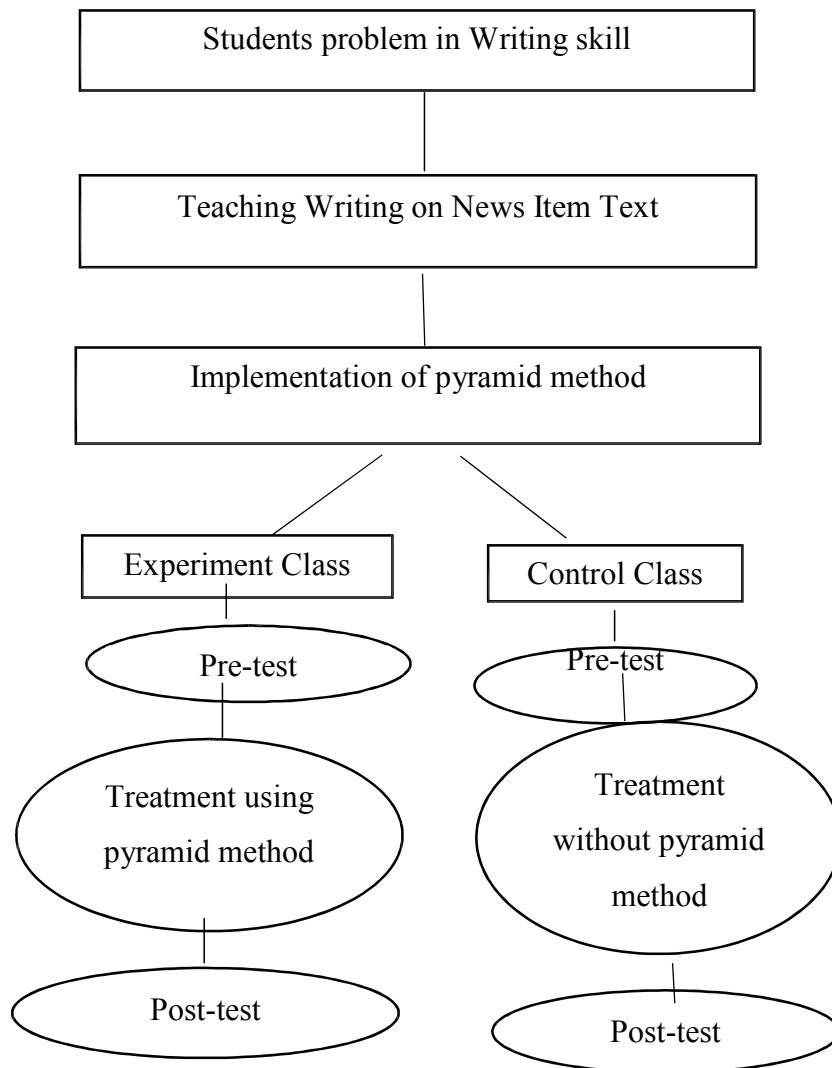
2.6 Conceptual Framework of the Research

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┌─────────────────────────────────────────┐
│        Students problem in Writing skill  │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│       Teaching Writing on News Item Text  │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│       Implementation of pyramid method    │
└─────────────────────────────────────────┘
           ╱                    ╲
┌──────────────────┐      ┌──────────────┐
│ Experiment Class │      │ Control Class │
└──────────────────┘      └──────────────┘
           │                    │
      (Pre-test)            (Pre-test)

   (Treatment using       (Treatment
    pyramid method)        without pyramid
                           method)

      (Post-test)           (Post-test)
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Figure 2.2 The Effect of pyramid Method on the Students Ability in Writing news item text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Designed

The study conducted using a quantitative experimental design. The approach used is quantitative research. It means the hypothesis of the study was concluded through various techniques such as collecting, describing and analyzing data collected which are mostly in the form of numerical data. The experimental quantitative design was used to see the effect on variables. According to Indrawan and Yaniawati (2014: 51), state that quantitative research is a form of scientific research that examines a problem or phenomenon and looks at the relationships between variables in the problem applied. Quantitative research is a process of gaining knowledge by using some data as an instrument of what will be known in a study. This study aims to determine the effect of variables. In another sense. To determine the casual relationship by applying a treatment condition to the experimental group and comparing the results with the untreated control group.

The study is used two classes as the sample namely the experimental class and control class. Class X OTKP 1 uses for the experimental class and class X AKL 2 is used for the control class. The experiment class is given special practices using the pyramid method to improve students writing skills. While the control class without used the pyramid method. Both of the classes were tested with   the   same   test.

Table 3.1

Research design

Group	Pre-test	Treatment	Post-test
Experimental	☐	X	☐
Control	☐	Y	☐

Where:

X: teaching by using the pyramid method

Y: Teaching by using the conventional method

3. 2 The Population and Sample

3. 2. 1 Population

The population is all members of the group including people, animals, events, or objects that live together in a place and plan to be the target of the conclusion of the final research result. According to Sugiyono (2011:80) population is a general area consisting of objects or subjects that have certain qualities and characteristics that are determined by research to be studied and concluded.

The population in this study is taken from class X students consisting of two classes, namely OTKP 1 and AKL 2 at SMK HKBP Sidikalang.

3. 2. 2 Sample

This study sample is taking entirely from the existing population. Where the research design used two classes, namely the experiment class and control

class. The sample is representative of the population that will be observed (Arikunto, 2010: 174). The sampling technique used in this quantitative research is convenience sampling to be a part of nonprobability sampling. At convenience sampling, the researcher was allowed to select an individual because they were available, convenient, moreover, they represent characteristics investigation.

3.3. Instrument of Collecting Data

The study used an instrument to get better data. The instrument of the research is a tool or facility that is used by the writer for collecting the data to get better results; it can occur complete and systematic. The writer used the test as a tool to collect data. Arikunto (2010: 193) test is a set of questions or exercises or other instruments used to measure knowledge, intelligence, capacity, or attitude of groups or individuals. The writer used pre-test and post-test with the pyramid method.

3.4 The Procedure of Collecting Data

The study was divided into two groups: experiment and control groups.

a. Pre-test

The pre-test was conducted before the treatment. The pre-test was used to find out how far the students' abilities to write before applying the pyramid method. By the pre-test, differences between before and after the treatment are known. The writer created a pre-test for both control and experiment class by asking students to make a news item text based on the topic   from   the   writer.

b.   Treatment

After the pre-test is given for the experiment class and control class, then to the treatment stage. In this stage, the experimental class taught using the pyramid method while the control class without using the pyramid method.

c.   Post-Test

For the pre-test and post-test procedures the same. The pre-test was given at the beginning of the lesson without any teaching and learning process regarding the material being tested. And vice versa the post-test was given after the treatment is carried out. The post-test aims to analyze whether there is an effect of treatment in the experiment class.

3.5 Scoring the Test

The writer used analytical scoring to assess students' ability in writing news item text. In analytical scoring, scripts are rated on several aspects of writing, such features as content, organization, vocabulary, language use, and mechanics. The following table is the analytical scoring rubric that is used by the writer to

assess writing adopted from Jacobs et al. (1981:133)

Area	Criteria	Score
Content/Ideas	Excellent to very good The content was most relevant to the subject of writing. The students had some knowledge of the subject. In this case, the students had more than three references or relevant information about the subject of writing.	30-25
	Good to average	24-21

	The students had three references or relevant information about the subject of writing.	
	Fair to poor The students had less than three references or relevant information about the subject of writing.	20-17
	Very poor The students did not have references or relevant information about the subject of writing.	16-13
Organization	Excellent to very good The organization of the students' composition had logical support, the main ideas were very noticeable, and the sequences were complete. In this case, one paragraph consists of more than three sentences.	20-18
	Good to average The organization of the students' composition had limited logical support. In this case, only three sentences in a paragraph. The sequences were complete and the main ideas were very noticeable.	17-14
	Fair to poor The organization of the students' composition had limited logical support. In this case, only three sentences in a paragraph, but the sequences were incomplete and the main ideas were not noticeable.	13-10
	Very poor The organization of the students' composition had limited logical support. In this case, less than three sentences in a paragraph and then the sequences were incomplete and the main ideas were not noticeable.	9-7
Vocabulary/ Word Choice	Excellent to very good Consisted of adequate range, there are not regular errors or mistakes of word/idiom form, choice of word, and usage.	20-18
	Good to average Consisted of adequate range, regular errors or mistakes of word/idiom form choice of word and usage was not more than five points.	17-14
	Fair to poor Consisted of adequate range, regular errors or mistakes of word/idiom form choice of word and usage was not more than ten points.	13-10
	Very poor Consisted of adequate range, regular errors or mistakes of word/idiom form choice of word and usage more than ten points.	9-7
Language	Excellent to very good	25-22

Use	The language use in students' composition was effective and it was no problem in complex construction, tense, number, article, pronoun, and preposition	
	Good to average This condition was indicated by the students who had mistakes in complex construction, tense, number, article, pronoun, and preposition. In this case, the mistake was not more than five points.	21- 18
	Fair to poor Mistakes in complex construction, tense, number, article, pronoun, and preposition were not more than ten points.	17-11
	Very poor Mistakes in complex construction, tense, number, article, pronoun, and preposition more than ten points.	10-5
Mechanics/ Conventions	Excellent to very good There were not regular errors or mistakes of spelling, punctuation, capitalization, paragraphing in the composition and the meaning was not made difficult to see or understand.	5
	Good to average Occasional errors or mistake of spelling, punctuation, capitalization, paragraphing was not more than five points.	4
	Fair to poor Frequent errors or mistake of spelling, punctuation, capitalization, paragraphing was not more than ten points.	3
	Very poor Errors or mistakes of spelling, punctuation, capitalization, paragraphing were more than ten points.	2

3.6 The Validity

Arikunto (2010:211) says that validity is a measure that indicates the level of validity or validity of something. Valid instruments have high validity. A less valid instrument is having a low validity. An instrument can be declared valid if it can measure what is desired and the data reveal exactly the variable under study.

In other words, a data instrument has affected the validity of the data. And for this study instrument in the form of a test. In this study, student achievement is an aspect that must be measured. The type of validity is the validity of the content. The content validity test shows that the test can present a curriculum that includes objectives and also all the material that will be obtained by students.

3.7 Technique of Analyzing Data

The data analysis techniques obtained in this study are in the form of test data. Population analysis is very necessary before the attempt sampling. This preliminary data analysis was used to find out the initial state of the two sample groups is derived from the initial conditions the same or different. In the first stage data calculation. The data homogeneity test will be conducted first. In this case that is used the data on the value of English language subjects from class X OTKP 1 to class X AKL 2 semester I.

3.7.1 Data Normality Test

A normality test is used to find out data and follow the normal distribution or not. If the data distribution is normal, then the next analysis in testing the hypothesis uses parametric statistics (t-test), otherwise, if the data distribution is not normally distributed, the analysis used non-parametric statistics. If the data is not normally distributed, then parametric analysis (t-test) cannot be used.

3.7.2 T-test

Parametric statistics are used to test hypotheses comparative mean of two samples when the data is in the form of intervals or the ratio is to use the t-test. If the value is of significance (p-value) <0.05 then Ha is accepted and Ho is rejected (Sugiyono, 2002: 118). The T-test is used to find out whether or not there is a significant effect of the pyramid method on the students' writing skills at the students of SMK HKBP Sidikalang. The writer has used the post-test score of the experimental class and control class. The formula of the t-test is: (Hartono, 2018:178)

$$t = \frac{M_x - M_y}{\sqrt{\frac{dx^2 + dy^2}{N_x + N_y}\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t   = Total score

Mx   = Mean of the experimental group

My   = Mean of the control group

Nx   = The total of samples of the experimental group

Ny   = The total number of samples of the control group

dx   = The standard deviation of the experimental score

dy   = The standard deviation of the control's score

Mean score of each group formula:

$$M = \Sigma \frac{x}{N}$$

Where:

m   = Mean of the group

Σx/y   = The total of the x (experimental group) / y (control group)

n   = Sum of the students

The t-table was employed to see whether there is a significant difference between the mean score of both the experiment and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = Nx + Ny − 2 statically hypothesis: H_o is accepted if $t_o < t −$ table or there is no significant effect of using the pyramid Method toward students' writing skill in news item text.

H_a is accepted if $t_o > t-$ table or there is any significant effect of using the pyramid Method toward students' writing skill in news item text.

3.8 Procedure of Analyzing Data

This study used quantitative data, where quantitative data is used to analyze student scores. The steps to analyze or calculate the data are as follows:

1. Collecting data from the experiment class scoring and the control class.

2. Identify the value of students who receive treatment and those who do not.

3. Compare scores and make the Conclusion and answer the hypothesis.