

**THE EFFECT OF SENTENCE PYRAMID STRATEGY AND
LEARNING MOTIVATION ON STUDENTS' SENTENCE
CONSTRUCTION IN WRITING SKILL**

(A Study at Grade X Students of SMA Negeri 11 Padang)

THESIS



By

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*Submitted as a partial fulfillment of the requirements
to obtain a degree in Master of Education*

**ENGLISH EDUCATION STUDY PROGRAM
GRADUATE PROGRAM
UNIVERSITAS NEGERI PADANG
2016**

ABSTRAK

Asni Dia Popi. 2016. “Pengaruh Strategi Piramida Kalimat dan Motivasi Belajar Siswa Terhadap Pembentukan Kalimat Dalam Keterampilan Menulis” (Penelitian yang dilakukan pada Kelas X SMAN 11 Padang) . Tesis Program Pascasarjana Universitas Negeri Padang.

Strategi pembelajaran dan motivasi belajar termasuk faktor yang mempengaruhi siswa belajar bahasa Inggris. Penelitian ini menerapkan strategi piramida kalimat untuk pembentukan kalimat sederhana dan bertujuan untuk mengetahui apakah strategi tersebut dan motivasi belajar memberi pengaruh yang baik terhadap pembentukan kalimat sederhana dari teks deskriptif dan news item pada siswa kelas X SMA Negeri 11 Padang. Penelitian ini merupakan eksperimen semu dengan rancangan faktorial 2x2 yang dilaksanakan selama 10 pertemuan. Pengambilan sampel secara *cluster random sampling* sehingga diperoleh kelas X1 sebagai kelas eksperimen dan X8 sebagai kelas kontrol dengan total siswa 60 orang. Instrumen yang digunakan adalah angket dan ujian menulis. Setelah penelitian dilaksanakan, hasil analisis menunjukkan bahwa (1) Hasil pembentukan kalimat sederhana siswa pada teks deskriptif dan news item yang diajar melalui strategi piramida kalimat lebih baik dari siswa yang diajar melalui strategi *controlled composition*. (2) Hasil pembentukan kalimat sederhana siswa yang bermotivasi tinggi yang diajar dengan strategi piramida kalimat lebih baik dari siswa yang bermotivasi tinggi yang diajar melalui strategi *controlled composition*. (3) Hasil pembentukan kalimat sederhana siswa yang bermotivasi rendah yang diajar dengan strategi piramida kalimat lebih baik dari siswa yang bermotivasi rendah yang diajar dengan strategi *controlled composition*. (4) tidak terdapat interaksi yang signifikan antara strategi pembelajaran dengan motivasi belajar. Berdasarkan hasil diatas disimpulkan bahwa strategi piramida kalimat memberi pengaruh yang signifikan terhadap pembentukan kalimat sederhana siswa dalam teks deskriptif dan news item pada tahun ajaran 2012/2013. Hal ini mengimplikasikan bahwa strategi ini dapat menjadi alternatif bagi guru bahasa Inggris dalam mengajarkan keterampilan menulis terutama pada pembentukan kalimat untuk kemudian membantu mereka membuat karangan yang baik.

ABSTRACT

Asni Dia Popi. 2016. "The Effect of Sentence Pyramid Strategy and Learning Motivation on Students' Sentence Construction in Writing Skill" (A Study at Grade X Students of SMA Negeri 11 Padang). Thesis. Graduate Program of Universitas Negeri Padang

Teaching strategy and learning motivation influence students in learning English. This research applied sentence pyramid strategy for the students' simple sentence construction which had purpose to find out whether sentence pyramid strategy and motivation gave significant effect toward students' simple sentence construction of descriptive and news item texts at grade X of SMA Negeri 11 Padang. This quasi experimental research was designed into 2x2 factorial design which was conducted in ten meetings. The sample was taken by cluster random sampling and as the result grade X1 was as the experimental class and X8 as control class with 60 students altogether. The instruments used were questionnaire and writing test. The result of the research showed that (1) the result of students' simple sentence construction of descriptive and news item texts taught by sentence pyramid strategy was better than those who were taught by controlled composition strategy (2) The result of students' simple sentence construction of descriptive and news item texts who had high learning motivation taught by sentence pyramid strategy was better than those who were taught by controlled composition strategy (3) The result of students' simple sentence construction of descriptive and news item texts who had low learning motivation taught by sentence pyramid strategy was better than those who were taught by controlled composition strategy (4) There was no interaction between both strategies and the students learning motivation. Based on the result of the research, it can be concluded that sentence pyramid strategy gave significant effect toward the students' simple sentence construction of descriptive and news item texts at grade X of SMA Negeri 11 Padang academic year 2012/2013. It implies that this strategy can be an alternative of the English teachers in teaching writing skill to the students particularly on simple sentence construction which finally helps them to create their essays well.

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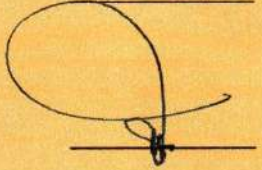
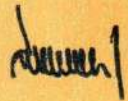
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Saya yang menyatakan,



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ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin.... Finally, the writer can finish her thesis entitled "The Effect of Sentence Pyramid Strategy and Learning Motivation on Students' Sentence Construction in Writing Skill (A Study at Grade X Students of SMA Negeri 11 Padang). It is aimed at fulfilling one of requirements for S2 Degree of English Department, Graduate Program of State University of Padang

The writer would like to express her deepest gratitude to her advisors, Prof. Dr. Hermawati Syarif, M. Hum and Dra. Yenni Rozimela, M.Ed. Ph.D. Their guidance assistance, encouragement and remarkable advices contribute significantly in completing this thesis. The writer also would like to thank to her contributors: Prof. Drs. Rusdi Thaib, M.A, Ph.D, Dr. Desmawati Radjab, M.Pd and Prof.Dr. Gusril,M.Pd, who gave valuable contributions and suggestions in improving this thesis. Furthermore, thanks to all lecturers in Graduate Program of State University of Padang, especially in English Education Program who have given knowledge during the study.

Then, the gratitude is also addressed to the principle of SMA Negeri 11 Padang, Dra. Hj. Yenni Putri, MM and all staffs who have permitted and facilitated the writer in conducting the research. Thank you so much for the students at grade X1, X7 and X8 academic year 2012/2013 who participated in this research. Her gratitude extends to Prof. Dr. Neviyarni as the validator and Deswiyanti, M.Pd who helped her in correcting the students' writing as the data of the research.

Above all, the writer would like to show her deepest gratitude to her parents: H.Asril Dt. Majoindo and Hj. Ernida, her sisters: Lusiana Susanti and Molly Pitriani, her cousin: Metta Liana, S.Pd, her friend: Efisuharti S.Pd, and all of her friends at the graduate program of State University of Padang (UNP) enrolled in 2010/2011. All of them always encouraged and gave meaningful supports to the writer in doing this research.

Finally, the writer realizes that there are still several weaknesses in this thesis. Therefore, the writer expects some valuable comments, critics, and suggestions in order to improve this thesis.

Padang, Juni 2016

The writer.

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR THESIS	
PERSETUJUAN KOMISI UJIAN TESIS MAGISTER PENDIDIKAN	
SURAT PERNYATAAN	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF FIGURE	viii
LIST OF TABLES	ix
LIST OF APPENDICES	xi
A. CHAPTER I. INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem	9
D. Formulation of the Problem	10
E. Purpose of the Research	10
F. Significance of the Research	11
B. CHAPTER II. REVIEW OF THE RELATED LITERATURE	
A. Review of the Related Theories	13
1. Writing Skill	13
a. Sentence Construction of Descriptive Text	15
b. Sentence Construction of News Item Text	17
2. Teaching Writing	18
a. Simple Sentence	20
b. Teaching Simple Sentence Construction through	
Sentence Pyramid Strategy	21
c. Writing in Pairs and in Group	24

d. Assessing Simple Sentence Construction of Descriptive and News Item Text	27
3. Controlled Composition Strategy	28
4. Learning Motivation	31
B. Review of the Related Findings	34
1. Sentence Pyramid Strategy	34
2. Controlled Composition Strategy	35
C. Conceptual Framework	37
D. Hypothesis	39

C. CHAPTER III. RESEARCH METHOD

A. Research Design	42
B. Population and Sample	43
1. Population	43
2. Sample	44
C. Instrumentation	45
1. Questionnaire of Motivation	45
2. Writing Test	47
3. Validity of the Instruments	49
a. Validity of Questionnaire	49
b. Validity of Test	49
4. Reliability of the Instruments	50
a. Reliability of Questionnaire	50
b. Reliability of Test	51
D. Technique of Data Collection	52
E. Technique of Data Analysis	53
1. Normality Testing	53
2. Homogeneity Testing	55
3. Hypotheses Testing	55
F. Procedures of the Research	62
G. Operational Definitions	64

D. CHAPTER IV. RESEARCH FINDING

A. Data Description	66
1. Learning Motivation Testing.....	66
2. Writing Test	68
B. Prerequisite Analysis	70
1. Normality Testing	70
2. Homogeneity Testing	72
C. Hypotheses Testing.....	73
1. The test of hypothesis 1	73
2. The test of hypothesis 2	74
3. The test of hypothesis 3	75
4. The test of hypothesis 4	77
D. Discussion	78
E. Limitation of the Research	84

E. CHAPTER V. CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion	85
B. Implication	86
C. Suggestion	87

BIBLIOGRAPHY	89
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APPENDICES	93
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LIST OF FIGURES

Figure	Page
2.1. Conceptual Framework	38
4.1. Ordinal graphic of interaction	76

LIST OF TABLES

Table	Page
3.1. Design of the research	43
3.2. The distribution of the first year students of SMA Negri 11 in 2012/2013 academic year	44
3.3. The indicators of learning motivation.....	46
3.4. Assessing rubric for the sentence construction in writing descriptive and news items texts.....	48
3.5. The category of reliability.....	51
3.6. ANOVA two factors	61
3.7. Procedures of teaching by using sentence pyramid strategy and controlled composition strategy	62
4.1. Students' motivation in learning English.....	66
4.2. The result of the students' high and low motivation scores.....	67
4.3. The result of students' simple sentence construction scores in experimental class and control class	68
4.4. The result of students' simple sentence construction scores in expe- rimental class and control class who had high and low motivation.....	69
4.5. The summary of normality testing of students' motivation in experimental class and control class	71
4.6. The summary of normality testing of the students' simple sentence construction in experimental and control class	71
4.7. The summary of normality testing of students' the simple sentence construction based on the motivation	72
4.8. The homogeneity testing of the students' learning motivation.....	72
4.9. The homogeneity testing of the students' simple sentence cons- truction	72
4.10. The result of hypothesis 1	73
4.11. The result of hypothesis 2	74
4.12. The result of hypothesis 3	75

4.13 The result of hypothesis 4	76
4.14 The students average score in experimental class and control class.....	77

LIST OF APPENDICES

Appendix	Page
1. Learning motivation questionnaire	93
2. The result of try out learning motivation questionnaire.....	98
3. Validity of questionnaire item	99
4. Validity of the questionnaire of the expert	101
5. Reliability of questionnaire items	111
6. Reliability of the test	114
7. Mid semester test of grade X students	115
8. Normality testing of each class	116
9. Lesson plans of experimental class.....	124
10. Lesson plans of control class	140
11. Scores of learning motivation of control class	159
12. Scores of learning motivation questionnaire of experimental class.....	160
13. Students' motivation in learning English of experimental class	161
14. Students' motivation in learning English of control class	163
15. Learning motivation and simple sentence construction scores of high motivated students of experimental class	165
16. Learning motivation and simple sentence construction scores of high motivated students of control class.....	166
17. Learning motivation and simple sentence construction scores of low motivated students of experimental class.....	167
18. Learning motivation and simple sentence construction scores of low motivated students of control class	168
19. Instruction for the writing test.....	169
20. Students' post test scores of simple sentence construction (descriptive text) given by rater one in experimental class	170
21. Students' post test scores of simple sentence construction	

(descriptive text) given by rater two in experimental class	171
22. Mean score of simple sentence construction (descriptive text) of experimental class	172
23. Students' post test scores of simple sentence construction (news item text) given by rater one in experimental class	173
24. Students' post test scores of simple sentence construction (news item text) given by rater two in experimental class	174
25. Mean score of simple sentence construction (news item text) of experimental class	175
26. Students' post test scores of simple sentence construction (descriptive text) given by rater one in control class	176
27. Students' post test scores of simple sentence construction (descriptive text) given by rater two in control class	177
28. Mean scores of simple sentence construction (descriptive text) of control class.....	178
29. Students' post test scores of simple sentence construction (news item text) given by rater one in control class.....	179
30. Students' post test scores of simple sentence construction (news item text) given by rater two in control class	180
31. Mean scores of simple sentence construction (news item text) of control class.....	181
32. Mean scores of simple sentence construction (descriptive and news item texts) of experimental class	182
33. Mean scores of simple sentence construction (descriptive and news item texts) of control class	183
34. Learning motivation and simple sentence construction scores of experimental class	184
35. Learning motivation and simple sentence construction scores of control class.....	185
36. Normality testing of students' motivation in experimental class	186
37. Normality testing of students' motivation in control class.....	187

38. Normality testing of high motivated students in experimental class.....	188
39. Normality testing of low motivated students in experimental class	189
40. Normality testing of high motivated students in control class	190
41. Normality testing of low motivated students in control class	191
42. Normality testing of students' simple sentence construction of experimental class	192
43. Normality testing of students' simple sentence construction of control class	193
44. Normality testing of simple sentence construction of high motivated students in experimental class	194
45. Normality testing of simple sentence construction of low motivated students in experimental class	195
46. Normality testing of simple sentence construction of high motivated students in control class.....	196
47. Normality testing of simple sentence construction of low motivated students in control class	197
48. Homogeneity testing of students' learning motivation	198
49. Homogeneity testing of students' simple sentence construction	199
50. The result of the first hypothesis	200
51. The result of the second hypothesis	201
52. The result of the third hypothesis	202
53. The result of the fourth hypothesis	203
54. Documentation of experimental class	205
55. The result of the students' simple sentence construction applying sentence pyramid strategy	208
56. The result of the students' simple sentence construction in writing tests	211
57. Surat Izin Penelitian Dinas Pendidikan Kota Padang	215
58. Surat Keterangan telah melakukan penelitian di SMAN 11	216
59. Statistical Tables	217

CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is one of compulsory subjects for Senior High School students. Based on the Educational Minister regulation number 22 year 2006, the purpose of English subject at Senior High School is to enable students to comprehend and produce spoken and written texts which are applied in four skills namely listening, speaking, reading and writing. Therefore, the teachers should teach these four skills and the students should master each of them as the requirement to graduate from Senior High School.

However, among the four skills, writing is regarded as the most difficult one for most of the students since it requires complete English capability such as vocabulary mastery, grammatical knowledge, how to construct words to be a good sentence, and how to construct sentences into a good paragraph and paragraphs to be a good essay. Besides that, the writers should decide what to write by choosing the topic before they start drafting, (Bram, 1995:64). The topic chosen should be developed into meaningful idea. It is a long process. Because of the difficulties, most of the students always have problems in writing so they are not interested to learn meanwhile the curriculum expects them to reach the basic competency of writing skill.

It is stated in the Curriculum 2006 that the Senior High School students are expected to express the meaning and rhetorical sequences of

written texts accurately and appropriately in daily context. This basic competence should be reached for some kinds of texts such as descriptive, news item, narrative, recount and procedure. These texts are the material that should be taught in the grade X students.

Based on the researcher's observation during teaching learning process at grade X students of SMA Negeri 11 Padang academic year 2012/2013, the students had difficulties to reach the basic competency of writing skill expected by curriculum. Anytime the researcher, as the teacher, taught writing skill, the students did not give good response since it was hard for them to express their ideas in good and meaningful sentences. It was proved when the students could not accomplish writing tasks given in making short essays that should be done individually.

In fact, the data gotten from the students's writing tasks showed that about 70% students only wrote less than one paragraph and most of them only wrote 2 or 3 simple sentences. Moreover, the sentences written by the students in their writing did not indicate the indicators needed in the writing skill such as content, organization, vocabulary, grammar and punctuation. The content of their essays were not really relevant with the topic given. The students wrote in a very little organization of content, inappropriate vocabulary, grammar and punctuation.

It was found that one of the main problems was in the students' sentence construction. In writing, the students should follow the attributes of writing scale namely relevancy and adequacy of content, compositional

organization, cohesion, adequacy of vocabulary for purpose, grammar, and mechanical accuracy (punctuation and spelling) in appropriate and meaningful ways as stated by Weir (1990:69). However, it was hard for them to do so since they still have problems in building and expanding their simple sentences.

The students often made some errors in their written tasks. In modifying the words by using modifiers such as adjective and adverbs they tended to make “she is girl the smart”, “eye big and beautiful”, she friend boy”, “work diligent”, “face beautiful”, “a family very happy”. They also had problems to choose the correct form of verbs that should follow the subject of the sentence such as “she wear” instead of “she wore”, “she life” instead of “she lived”, or “she to order” that should be “she ordered”. These problems might be influenced by the students’ first language. ”. It seems that they often directly translate the words from Bahasa Indonesia to English without considering English grammar. They do not really understand about the part of sentences, kinds of words and their functions in the sentence.

The problems above made the students’ got difficulties to reach the minimum standard for English subject at Senior High School 11 Padang of Grade X. They had to reach 70 as the minimum standard of achievement of writing skill but most of them got less than that score. Thus, the researcher asked the students to write what they felt during writing. Most of them wrote on their paper that writing was difficult. Even though they might have ideas what to write, they were frustrated because of lack of vocabularies and

grammatical knowledge. As the result, in an essay test, the students often made mistakes. This condition occurred many times which finally made them felt lazy and not interested in writing. Because of these difficulties, the students had lack of motivation to improve their writing skill. It was a serious problem so the students should be taught more about how to construct sentences and how to modify words in the sentence in order to help them to create a good composition.

The conventional strategy that was mostly applied by the researcher in teaching writing particularly teaching how to construct sentences was controlled composition strategy. The exercises conducted in this strategy could help the students how to construct sentences and practice its grammatical features. Asrofin (2010: 18) states that controlled composition strategy provides teacher to give students more opportunities to practice applying the grammar in writing. In accordingly, they also have got a lot of experiences in discussing how to correct the mistakes which led them to a better solution of their writing problems. It was supported by Brown (2001: 66) who says that thinking directly in the target language usually helps to minimize interference errors because the majority of students made errors in producing the target language, especially in the beginning levels. The students were drilled to focus on different piece of structure to be practiced in writing.

Nevertheles, teaching learning process by applying controlled composition strategy did not really explore students' ideas. They tent to imitate what their friends had done particularly when they did replacement

exercises. They just created the sentences based on the instruction given and did not really develop their abilities. Consequently, the sentences created by some students were mostly quite similar with the sentences created by others.

The condition above caused a problem since writing does not mean that the students may create similar sentences in one class. They have to write by developing their own ideas accurately in meaningful sentences. They also should know parts of sentence and choice of words that are suitable and appropriate to create a sentence. Moreover, they have to know the functions of the words they had chosen.

Therefore, the researcher conducted a research in order to see the application of the strategy that might guide the students to construct their own sentences. The strategy was sentence pyramid strategy. In this strategy, the students did not just listen to the teacher's explanation about the grammatical rules but they had to practice it directly. They had to select the words that would be added to the core sentence so they had to understand kinds of words and their functions, such as adjective, noun, adverb and etc. The students had to have more knowledge and competence about the use of each kind of words. As mentioned by Ryall (2006:1), in sentence pyramid strategy the students use very short sentences as a start and make them longer and more interesting by adding extra words each time appropriately.

In brief, it could be said that the reasons to choose sentence pyramid strategy to be applied in this research was that, the sentence pyramid strategy enable the students to explore deeply their knowledge and competence about

the functions of many kinds of words and how to use them in constructing sentences from a simple one (the sentence that only consists of Subject + Verb) to a more complete sentence. It is assumed that the students were getting easier to understand and use the correct grammar since this strategy also drills them to practice their grammatical competence and understand the function of the word they chose in the appropriate context.

On the other hand, the controlled composition strategy that had mostly applied by the researcher during teaching how to construct sentences might only make the students follow the sentences created by the teacher and replace it with other words. This kind of drilling seemed monotonous and did not explore the students' ideas. Moreover, the choice of word was not really meaningful since the students only did replacing to some parts of sentences as they followed the model from the teacher. Consequently, they might not really understand parts of sentence, kinds of words and their functions in the sentence.

Then, the other factor that should be considered in this research was the students' motivation. In general, Legault, Green-Demers and Pelletier (2006: 3) explain that motivation is associated with various positive outcomes, such as greater cognitive flexibility, conceptual understanding, and active information as well as better academic performance and academic self concept. Moreover, Jacobson (2009: 9) emphasizes that students in the high adaptive motivation group reported higher scores on measures of self-esteem, global satisfaction, family satisfaction, school belongingness, and significantly

lower scores on measures of depression, anxiety, and social stress. In contrast, amotivation is the absence of motivation which has been linked to negative outcomes, such as depression, narcissism, negative affect, and physical symptoms. In the academic domain, amotivation has been associated with boredom and poor concentration in class and higher perceived stress at school and while studying.

In conclusion, motivation is one of the keys to reach the target. It is one of main reasons why someone has to do something. It means that the success and failure of learning activities mostly depend on the learner's motivation. The aim of conducting this research is to see the effect of sentence pyramid strategy and students' learning motivation toward the students' sentence construction at grade X of SMA Negeri 11 Padang.

This research also applied the principals of Contextual Teaching and Learning namely modeling, questioning, learning community and reflection. Muth'im in (2007) explains that modeling is used to demonstrate how the teacher wants students to learn and to do. Questioning is a critical element the teacher uses to stimulate students' thinking. Learning community is an adaptation of the small group teaching technique to promote individuals and group member's achievement because better learning can be achieved if a learner is willing to speak and share his/her ideas to others. Reflection will encourage both the teacher and students to think what they have already taught and learned and to see whether they are satisfied or not.

Accordingly, the activity in the learning process begins with modeling to make the students have prior knowledge of the material with some explanations that will be constructed by the students in their mind. Learning in groups is the next activity which helps the students to interact with other students. Through interaction, students can share ideas and learn to raise mutual understanding. Questioning takes place as the students begin to do their task in the group. Finally, the students construct sentences for their final draft as a reflection of their ability to construct simple sentence correctly.

By using the CTL, students did not only learn the teaching material but also the meaning of learning in real life. This would give great motivation to the students. Beside that, by working in pair, the students and their partner were expected to help each other. The students who were not motivated to learn and lack of confident to write an essay were also expected to feel excited because they worked together with their friends. They also could share ideas and knowledge about what they would write actively.

B. Identification of the Problem

There are many problems faced by the students in writing. Most of them have lack of vocabularies and grammatical competence in constructing sentences. Consequently, they do not know how to write appropriately meanwhile based on the standard competency of Senior High School syllabus of writing skill, the students are expected to write simple essays of some kinds of texts. Besides that, having good vocabulary and grammatical competence

are not enough. The students still face other problems such as choosing appropriate diction, how to use cohesive devices, how to make a good coherence, and etc.

It is more complicated if the teachers do not teach it in appropriate and interesting strategy since the students also have lack of motivation. They did not show their motivation in the teaching learning process. Consequently, when they submitted the result, most of them just wrote one paragraph. Therefore, strategy in teaching writing is very important and it should be considered very well by the teachers.

C. Limitation of the Problem.

Based on the identification of the problem, this research was limited on the teacher's strategy to help students constructing their sentences which would lead them to write an essay. After having the skill to construct sentences, it was expected that the students would not have difficulties to write their paragraphs and short essays. This research was conducted to see the effect of sentence pyramid strategy and motivation toward students' sentence construction as one component of writing skill for the first year students of SMA Negeri 11 Padang which were registered in academic year 2012/2013. Dealing with the basic competency in the school syllabus, this research was limited to the simple sentence construction of descriptive and news item texts since these two texts were taught to the students during the research was administered.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as follows:

1. Does the sentence pyramid strategy give better effect in students' simple sentence construction of descriptive and news items texts than controlled composition strategy of grade X at SMA Negeri 11 Padang?
2. Do the students who have high learning motivation who are taught by sentence pyramid strategy have better simple sentence construction of descriptive and news item texts than those who are taught by controlled composition strategy?
3. Do the students who have low learning motivation who are taught by sentence pyramid strategy have better simple sentence construction of descriptive and news item texts than those who are taught by controlled composition strategy?
4. Is there any interaction between strategies used and students' learning motivation toward students' simple sentence construction of descriptive and news item texts?

E. Purpose of the Research

The purposes of the research are to find out:

1. whether sentence pyramid strategy gives better effect on students' simple sentence construction of descriptive and news item texts than those who are taught by using controlled composition strategy of grade X at SMAN 11 Padang.

2. whether the students who have high learning motivation who are taught by sentence pyramid strategy have better simple sentence construction of descriptive and news item texts than those who are taught by controlled composition strategy.
3. whether the students who have low learning motivation who are taught by sentence pyramid strategy have better simple sentence construction of descriptive and news item texts than those who are taught by controlled composition strategy.
4. the interaction between strategies used and students' learning motivation toward students' simple sentence construction of descriptive and news item texts or not.

F. Significance of the Research

This research is expected to give contribution to the English teachers when they teach writing to the students who have problems in simple sentence construction as one main component in writing skill. Practically, through this research, sentence pyramid strategy is expected as an effective strategy for the teachers so they can get an idea how to guide the students to learn how to create and develop simple sentences in order to get improvement in teaching writing. It is very significant, because this strategy is very helpful and simple to be applied both for the teachers in teaching and for the students in learning writing. Then, this strategy would be beneficial to enlarge the students'

knowledge in developing their capabilities to construct meaningful sentences in order to get better writing skill.

Theoritically, it is hoped that this research can enrich the theories in language teaching, especially teaching strategy theories. Furthermore, it could be used as the reference for those who want to conduct a research about English writing strategies.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

This research was conducted to see the students' simple sentence construction and their learning motivation in writing by applying sentence pyramid strategy and controlled composition strategy in the teaching learning process. Based on the finding and discussion in chapter IV, it can be concluded that:

1. For teaching writing particularly for teaching simple sentence construction as one component of writing, sentence pyramid strategy gives significant and better result for the students achievement in writing skill. It can be both for high motivated and low motivated students. The students get opportunity to study step by step how to construct simple sentence. They also consider which kind of word they add to their sentences and the reasons to choose the word. Consequently, they can get involved in the activity intensively. It is quite simple and enjoyable for the students and it gives them great learning experience. The experience to make simple sentence by applying sentence pyramid strategy supports the students to create their composition.
2. This strategy also offers positive effect to the high motivated students. They get better result in simple sentence construction of descriptive and

news item texts rather than those who are taught through controlled composition strategy.

3. Sentence pyramid strategy is also effective for the low motivated students since they also get improvement of their simple sentence construction of descriptive and news item texts. It is very helpful for them since they can learn in a simple way. This achievement statistically can be seen from the mean score of the low motivated students who are taught by sentence pyramid strategy. It is better than the mean score of the students who are taught by controlled composition strategy.
4. The sentence pyramid strategy can be applied without considering the students' motivation because it is found that there is no interaction between both strategies and the students' motivation toward the students' simple sentence construction of descriptive and news item texts. The students' improvement is affected by the application of the strategies. But in fact, the sentence pyramid strategy gives better result than controlled composition strategy.

B. Implications

The result of this research can be as a contribution for the English teachers in SMA Negeri 11 Padang. The teachers can consider this strategy to be applied in teaching writing particularly for the beginner writers. Besides, the teacher should consider some topics to be developed by the students in their simple sentence in order to make them focus on choosing the appropriate words to be added. However, the teacher cannot apply this strategy to the

more complicated and complex sentences because it is not appropriate to those kinds of sentences and so hard to do so.

In applying the strategy, the teacher has to consider some other aspects that can support a better result of the students' simple sentence construction. The teacher has to make sure that the students know writing needs process so they do not think that writing is difficult anymore. They just need process to have better result.

In brief, the sentence pyramid strategy can be applied in the teaching learning process particularly for teaching simple sentence construction of descriptive and news item texts. It also implies that teacher should vary their conventional strategy and find a solution for the problem in teaching learning especially in teaching writing so that the students can get better writing skill.

C. Suggestions

Based on the findings and the conclusion obtained from the research, the researcher would like to propose the following suggestions. First, sentence pyramid strategy should be considered to be applied in teaching writing particularly in teaching how to construct simple sentences to write descriptive and news item texts. Furthermore, this strategy should be considered to be applied for both high and low motivated students in learning process since it effectively gives significant result for their writing achievement.

Then, it is hoped that for future studies, the researchers can develop researches about sentence pyramid strategy more deeply to some other factors. The researches might be about constructing complex sentences in order to

write some other kinds of texts in a larger population and sample in order to get the data more accurately.

Finally, it is hoped that there will be a possibility for the government in educational department to conduct a training for English teachers about strategies to improve students' writing capability.

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