

APPLYING STORY PYRAMID STRATEGY IN INCREASING THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi piramida cerita dapat meningkatkan kemampuan siswa dalam menulis teks naratif atau tidak. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 9 Padangsidempuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Menurut hasil pelaksanaan penelitian tindakan kelas pada siswa kelas delapan SMP Negeri 9 Padangsidempuan tahun akademik 2017 - 2018, itu menunjukkan peningkatan yang besar di mana rata-rata skor siswa pada pre test adalah 58,48, sedangkan pada post test 1 adalah 71,96 dan pada post test 2 adalah 79,38. Hasil peningkatan skor siswa dari pretest ke posttest 1 adalah 23,05%, dan dari pretest ke posttest 2 adalah 35,73%. Persentase yang didapat dari hasil post-test 2 telah mencapai kriteria keberhasilan. Dengan demikian, dapat diasumsikan bahwa strategi piramida cerita dapat memberikan efek yang signifikan kepada siswa menulis teks naratif karena skor tulisan siswa setelah diajarkan dengan menggunakan piramida cerita lebih tinggi daripada sebelumnya. Selanjutnya, penelitian ini mendukung penelitian sebelumnya bahwa strategi piramida cerita adalah cara yang efektif untuk mengajar menulis. Selain itu, dapat meningkatkan proses pembelajaran yang memfasilitasi siswa untuk berlatih menulis. Ini membantu untuk mengatur pemikiran mereka dalam membuat karya tulis, membantu siswa untuk menulis berdasarkan garis besar yang disediakan dalam piramida cerita. Singkatnya, menggunakan strategi piramida cerita dapat meningkatkan kemampuan siswa dalam menulis teks naratif.

Kata Kunci : strategi piramida cerita, menulis, teks naratif

ABSTRACT

The purpose of this study is to know whether story pyramid strategy can increase the students' ability in writing narrative text or not. The method that is used in this research is the classroom action research. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 9 Padangsidempuan. And as the instrument for collecting the data the writer uses the written test. According to the result of implementing classroom action research in the eighth grade students of SMP Negeri 9 Padangsidempuan in 2017 - 2018 academic year, it showed a great improvement in which the mean score of students in pre test is 58.48, whereas in post test 1 is 71.96 and in post test 2 are 79.38. The result of the students' score improvement from pretest to posttest 1 is 23.05%, and from pretest to posttest 2 is 35.73%. The percentage got from the result of post – test 2 has achieved the criteria of success. So that, it can be assumed that story pyramid strategy can give significant effect of students' writing narrative text because the score of students' writing after being taught by using story pyramid is higher than before the writer gave the treatment. Furthermore, this research

supported the previous research that story pyramid strategy is an effective way to teach writing. In addition, it can promote the learning process which facilitates students to practice writing. It helps them to organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid. In summary, using story pyramid strategy can increase the students' ability in writing narrative text.

Keywords : using story pyramid strategy, writing, narrative text

I. INTRODUCTION

Based on the writer's experience during teaching practice in SMP Negeri 9 Padangsidempuan, she found that some of the second grade students face difficulties in writing. When they were given a task to write, they could not finish the task in the due time given by the writer. They said that they were confused what they should write, they did not know how to develop their writing and also had problem on grammar which they did not know the tenses that should be used. It is also proven by previous research that conducted by Santangelo (2014), she found some of salient factors that have been shown to hinder students' writing development and performance. Specifically, she highlighted the characteristics of skillful writing in the areas of planning, text production, and revision.

Therefore, to make students reach the objective of the basic competence above, the writer assumes that teacher must have strategy to help students to solve their problem. It is important to choose an appropriate and interesting strategy to motivate and attract the students in improving their writing skill. There are some alternative strategies to improve writing skill. One of strategies that can be used is story pyramid strategy.

Story pyramid is one of effective strategies that can be used in teaching writing. It is a prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps students to generate and organize the ideas clearly before they start to write. According to Macon, Bewell & Vogt (2017), it can help students to pinpoint the highlights of a story and describe the important parts using a limited number of

words. The requirement of brief responses stretches students' thinking and fun.

Besides, the students will be easier in developing the story because the story pyramid help them by giving some words that related to the story such as the main character, setting, events, etc. This strategy also make the students more excited because they will find new and different learning experience of narrative text from the experience that they usually get in the class.

The writer chooses this strategy because she believes that this strategy will help the students to improve their writing skill of narrative text. This strategy gives them visualize the main part of the story in the form of graphics. So, they can easily write the story by developing the list of words that served in the story pyramid.

Considering the benefits of story pyramid strategy in writing narrative text, writer wants to conduct a research entitled, **"Applying Story pyramid strategy in Increasing the Students' Ability in Writing Narrative Text"**.

Beside the above reasons, the writer has chosen the topic based on the following considerations :

1. Narrative text is one of the functional texts which is difficult enough to be learnt by the students. Students' have difficulties in planning what to write, they have difficulties in language aspect and they also are lack of knowledge about the steps on writing.
2. Story pyramid strategy is one of effective strategies that can be used in teaching writing. It is a prewriting activity that describes important

information from a story such as the main character, the setting and the major events in the plot. It helps students to generate and organize the ideas clearly before they start to write

3. As far as the writer knows that the topic has never been researched by other researchers before, so that it is still as a new topic in the English educational research.

Since the problem is regarded relatively large, so that it is necessary for the writer to limit it into the smaller one.

The limitation of this research can be seen below :

1. Story pyramid strategy is a structure format that shows the most important part of story. It makes the students focus on the detail and use concise terminology in conduct their writing.
2. The students' ability in writing narrative texts in the topic of the research means the process of creating visual images and sensory impression through words. More often, narrative is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener.

The writer conducts this research based on the following purposes :

1. To know whether story pyramid strategy can increase the students' ability in writing narrative text or not.
2. To know how far the increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy is.
3. To know how far the students' ability in writing narrative text is.

The hypothesis of this research can be formulated as : "There is a significant increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy".

This research can give benefit for the teachers, the students, and the writer herself.

1. For teachers

If there is a positive effect of story pyramid strategy to and students' writing narrative text, teacher may use this strategy in the class to develop students' skill.

2. For the students

The students who have problem in writing skill can try to use store pyramid strategy to encourage themselves to write.

3. For the writer

Writer can expose herself to story pyramid strategy in order to improve her writing skill. Writer may also use it in the class where she teaches.

II. THE REVIEW OF LITERATURE

Flynn and Stainthorp (2006) state, writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is the way someone to sharing ideas in written form.

Meanwhile, Raymond (1980) defines that writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading. We can conclude that before writing we have to do some activity like thinking, probing, etc. to gain information and knowledge.

In summary, writing is a skill to express something in written form. It is the action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing.

Narrative Text

Narrative text is one kind of texts that is used in eighth grade of Junior high school based on the curriculum. Andersons defines narrative as a piece of text which tells a story

and entertains or informs the reader or listener. Narrative can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. It means that narrative is a way to tell story that can amuse the reader or listener, it can deliver the story by using first or third person in the story. (Anderson, 1997)

Besides, Woodson states (1982) narrating is when you tell a story and when you describe actual or fictional events which are arranged in chronological order or sequence. It means that narrating is the way to tell a story in chronological order for describing events.

In summary, narrative text is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener.

The Frame of Mind

Based on the background of the research, the writer gets the point that writing is important in language learning as it related to the purpose of teaching English to improve students' linguistic competence both in spoken or written form. One of writing that should be mastered is writing narrative text. As we know that writing narrative text is one of English materials in eighth grade based on curriculum. The purpose of learning narrative text based on the syllabus is to make students able to produce the simple narrative text. However, students still face the difficulties in writing narrative text, especially in planning to write. They were confused what they should write, they did not know how to develop their writing and also had problem on grammar.

Writing is a skill to express something in written form. It is an action of providing information or expressing one's feeling in a text and need some activity in order to gain information to provide writing. Narrative text is a kind of texts which is learned at the eighth grade. Narrative text is a fictional text that tells about the past event which is told chronologically and it has purpose to amuse the reader or listener. The writer considered

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

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

III. THE METHODOLOGY OF RESEARCH

In carrying out of the research, a researcher can't be freed from the method used in it. In this research the writer applies the scientific method. It is done based on the considerations that this research is formal, and it is done systematically.

As LR Gay (1988) states : “ Research is the formal, systematic application of the scientific method to the study of problems. Educational research is the formal, systematic application of the scientific method to the study educational problems”.

Based on the main purpose of this research, that is in order to find out whether story pyramid strategy can increase the students' ability in writing narrative text or not, so that in this research the writer applies classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Suharsimi Arikunto (2010), classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality.

Mills (2003) defines an action research as any systematic inquiry conducted by teacher

researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.

Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity.

Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

It has been mentioned that this research is done at SMP Negeri 9 Padangsidempuan and the subjects of this research are all the eighth grade students. There are 242 students all. The writer has chosen 56 students as the sample of this research.

In analyzing the data related to the students' test of writing ability, the writer uses analytical scoring rubric adapted from Weigle (2002). There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component.

The research is seen successful if there is improvement 30% of students' mean score from the pre-test to post-test cycle 1 and the post-test in cycle 2. If there is no improvement, so the next step would be done.

IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis of data it has been known that the students' mean score of post-test 2 showed the higher improvement than the comparison of mean score in post-test 1, the percentage is **35.73%**. However, from this percentage, the CAR has been succeeded.

Because the criterion of the action success is 30%. It means, "There is a significant increase of the students' ability in writing narrative text taught by using story pyramid strategy", so the hypothesis of this research is accepted.

The interpretation of the data results among pre-test, the pos-test of cycle 1 and the post-test of cycle 2 as follows :

In the pre-test, the mean score of students in writing narrative text before using CAR and applying story pyramid strategy in teaching writing narrative text is 58.48. This mean score is viewed low, because the value of Minimum Completeness Criteria in this material is 75 (*seventy five*). So, mean score 58.48 is assumed as the low score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 71.96. It can be said that the students' mean score from the pre-test to post-test improved. The improvement of scores is 13.48 and the percentage of improvement is 23.05%. However, from this percentage, the CAR has been failed. Because the criterion of the action success is 30%.

Furthermore, the mean score of post-test 2 is 79.38. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 35.73%. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 30%. So, the cycle of CAR is stopped.

From the results in the first cycle and the second cycle, it is clear enough that students made a significant improvement concerning their ability to write a by using story pyramid strategy. It was showed by the difference of the mean score of the result of the pre-test and post-test. From the scores, the writer find out that the score differences show the improvement of the writing ability. It can be

concluded that teaching writing with story pyramid strategy give contribution to the students' ability in writing narrative text.

From the data analysis of the research, it can be assumed that story pyramid strategy can give significant effect of students' writing narrative text because the score of students' writing after being taught by using story pyramid is higher than before the writer gave the treatment. Furthermore, this research supported the previous research that story pyramid strategy is an effective way to teach writing.

In addition, it can promote the learning process which facilitates students to practice writing. It helps them to organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid. In summary, using story pyramid strategy can increase the students' ability in writing narrative text.

V. THE CONSLUSSION AND SUGGESTION

The Conclussions

After following the statistical process in the research we may conclude :

1. There is a significant increase of the students' ability in writing narrative text after they are taught by using story pyramid strategy", it can be seen from the percentage of students' improvement of writing narrative text test score between pre-test and post-test 2 is 35.73%.
2. Before applying story pyramid strategy in teaching, the students' ability in writing narrative text score can be categorized into the low category. It can be seen from the value of writing narrative text mean score of pre test, that is 58.48.
3. After applying story pyramid strategy in cycle one and two, the students' ability in writing narrative text score can be categorized into the capable category. It can be seen from the students' mean

score of post-test cycle one and two, they are : 71.96 and 79.38.

4. Applying story pyramid strategy in teaching can increase the students' ability in writing narrative text to the eighth grade students of SMP Negeri 9 Padangsidempuan in 2017 - 2018 academic year. It can be seen from the value of students mean score from 58.48 become 79.38.
5. The percentage of the eighth grade students of SMP Negeri 9 Padangsidempuan in 2017 - 2018 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.14 %
6. The hypothesis of this research is accepted

The Suggestions

Here are suggestions which the writer deliver for future researches. Hopefully, the suggestions are useful for the students, teacher and other researchers who are interested in conducting writing activities by using story pyramid strategy. The suggestions as follows:

1. For teacher
Teacher should give clear explanation about the story pyramid strategy before the students use it on their writing. The rules of story pyramid strategy might make the students confused. Teacher should make the class atmosphere is more creative to avoid students feeling bored in learning narrative text. Teacher should know the level of learners in the class. The slow learners need more extra treatment in writing.
2. For students
The students should know the kind of text. Narrative and recount text have similarities. The students should know each structure of the text. The students should enrich vocabulary mastery which it is much needed in writing section.

3. Further research

The result of this study can be used as basic information or reference about implementation story pyramid strategy in writing narrative text for other research in conducting the similar study.

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