



THE USE OF STORY PYRAMID STRATEGY IN TEACHING WRITING OF NARRATIVE TEXT

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Abstract

Many students often feel confuse to pour their ideas into written form. Therefore, teacher have to use strategy that can help them in writing skill. This study aimed to investigate the implementation of story pyramid strategy in teaching writing of narrative text and figure out the advantages of using story pyramid strategy in teaching writing of narrative text at XI graders of SMA Negeri 2 Pekalongan. The writer used descriptive qualitative method in this research. Based on the research findings, it can be concluded that the implementation of story pyramid strategy are as follows: after the teacher showed the example of story pyramid outline and the development text, students were guided to filled out the empty outline based on their own ideas. Once the outline was completed, they developed the outline into a narrative text. Story pyramid strategy could make them easy to make a storyline, makes it easier to organize text, and can compose narrative text easily. The students' mean in writing score was 72. Moreover, the students were interested in story pyramid strategy since they never heard about it before and it was the first time they wrote narrative text used story pyramid.

Keywords : Story Pyramid Strategy, Narrative Text, Teaching Writing



INTRODUCTION

Learning English is essential, particularly in nowadays. The most of people acquire English in order to improve their proficiency or to make other elements of their lives easier.

Writing is an activity that involves cognitive abilities that are expressed in written form that other people can understand by reading the written text. By writing, we can communicate or express our thoughts. Therefore, it is not impossible for teachers to teach writing skills to their students. There are several important parts that must be considered in writing. These sections include grammar, spelling, punctuation, capitalization, and much more. Troia (2014: 30) stated that writing gives students more chances to consider, work with, and modify ideas as well as reflect on their prior knowledge, convictions, and misunderstandings in writing.

When writing, some students typically struggle with coming up with ideas or figuring out the story's structure since they don't know how to organize their thoughts into a paragraph or text. To make it possible for students to distinguish between various forms of written text, teachers must be able to explain the characteristics of each type of written text. (Haerazi et. Al 2020).

The pre-writing exercise known as the story pyramid is completed before writing. It is a outline with directions on how to describe key details from a story, like the protagonist, the setting, and the pivotal moments in the plot. Rice (2014: 4) said that story pyramid is one strategies of graphic organizer. While

according to Epler (2015: 92), using the story pyramid to comprehend a paragraph's elements is an enjoyable approach.

Johnson (as Cited by Susilowati 2019: 20), the student should draw lines in a pyramid design and insert the following information from the story.

1. Line 1: Name of the main character.
2. Line 2: Two words describing the main character.
3. Line 3: Three words describing the setting.
4. Line 4: Four words stating the story problem.
5. Line 5: Five words describing one event in the beginning of the story.
6. Line 6: Six words describing one event in the middle of story.
7. Line 7: Seven words describing one event in the end of the story.
8. Line 8: Eight words that refer to the problem solution.

According to Thompson (as cited by Maulidiansyah 2017) graphic organizers help students comprehend information through visual representation of concepts, ideas, and relationships, graphic organizers turn abstract concepts into concrete visual representations, then the teacher selects a graphic organizer that facilitates that type of thinking and the use of graphic organizers produces learning effects that are substantial and long lasting.



Djarmika and Wulandari (2013: 18-19) states that a narrative text has a structural orientation, complication and resolution. Herman (2014: 31) add that narrative text is introduced to amuse or entertain the readers with actual or imaginary experience in different ways. In the other words, narrative text is a piece of text which contains about events or activities that happened in the past or imaginary, and it has purpose to entertains and give moral lesson for the readers.

According to Sulisty (2013) the structure of narrative text is as follows:

- a. **Orientation** : It contains the thesis of the text. In this level, the character of the story, introduce the students.
- b. **Complication** : This part tells the sequence of the story. The problem faced by the character.
- c. **Resolution** : It tells the reader (students). How the problem was solved it also called solving problem.
- d. **Evaluation** : Evaluation can be joined in orientation part. It contains the begin. Evaluation tells about the time and place of the event being storied.

This paper aims to provide an explanation of the story pyramid technique for teaching writing narrative to students in high schools.

The writer carried out the research at SMA Negeri 2 Pekalongan in academic year of 2023/2024, specifically for the eleventh graders, taking into consideration the benefits of implementing the story pyramid technique in the teaching of English writing and its suitability with the features of narrative texts. To teach students how to write narrative texts, the researchers investigated the implementation of the story pyramid technique.

This research was conducted to explain how the implementation of story pyramid strategy is put into teaching students narrative text writing and figure out the benefits of teaching narrative text writing utilizing the story pyramid strategy.

RESEARCH METHOD

This study applied Descriptive Qualitative Research, because the researcher investigated the use of story pyramid in writing narrative text in the teaching and learning process. Cresswell (2017), stated that Qualitative Research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The subject of the study were eleventh graders of SMA Negeri 2 Pekalongan. This research conducted on XI Science 2 Class. The number of the students consisted of 36 students. The researcher also used numerous instruments to gain the data. There were interview, questionnaire, observation sheet, documentation and students' worksheet.



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1. Categorizing

After getting student's score, the writer categorized them into following criterion :

Table 1

Category of Students' Score			
Scores	Grade	Letter Score	Level of Achievement
85-100	Excellent	A	Out Standing
70-84	Good	B	Above Average
55-69	Fair	C	Average
40-54	Poor	D	Below Average,
0-39	Very Poor	E	Insufficient

2. Interpreting

After getting all of data, the writer interpreted the influenced of using story pyramid strategy to teaching writing of narrative text in describe form.

3. Scoring Writing

To find out the students' score, the writer used formula:

Table 2

Scoring Writing

No	Aspects	Score	Criteria
1	Content	20	Excellent, all sentences are clear.
		15	Good, 75% sentence are clear.

10 Fair, 50% sentences are clear.

5 Poor, 25% sentences clear.

0 Very poor, nothing sentence clear.

2 Vocab

20 Excellent, all vocabularies are correct.

15 Good, 75% correct vocaburries.

10 Fair, 50% correct vocaburries.

5 Poor, 5% correct vocabularies.

0 Very poor, nothing correct vocabulary.

3 Grammar

20 Excellent, all grammar are correct.

15 Good, 75% grammar are correct.

10 Fair, 50% grammar are correct.

5 Poor, 10% grammar are correct.

0 Very poor, nothing correct grammar.



4	Mechanics	20	Excellent, all mechanics are correct.
		15	Good, 75% mechanics are correct.
		10	Fair, 50% mechanics are correct.
		5	Poor, 25 % mechanics are correct.
		0	Very poor, nothing mechanics are correct.
5	Organization	20	Excellent, all structures are arranged well
		15	Good, 75% structures are arranged well.
		10	Fair, 50% structures are arranged well.
		5	Poor, 25% structures are arranged well.
		0	Very poor, nothing structures arranged well.

(Harris, 1969: 68)

4. Calculating the Mean Score

The writer used the following formula to find out the mean of score :

Where :
$$\bar{X} = \frac{\sum X}{N}$$

Σ = Represents sum of score

X = Represents any raw score value

N = Represents the total number of scores

\bar{X} = Represents the mean

5. Calculating the Percentage

The writer used the following formula to find out the percentage :

Where :
$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = The total number of students

FINDINGS AND DISCUSSIONS

On the application of the use of Story Pyramid Strategy, the teacher showed an example of a filled outline, which consists of 8 lines. Students were asked to observe the parts of the outline and understand line 1 to line 8 in the story pyramid outline. After that, students were asked to read an example of narrative text that is a development from the outline story pyramid strategy. After reading the text, the teacher asked the students to find out their understanding of the content of the text. Then the students were asked the generic structure of the text. After the teacher showed the example of story pyramid outline and the development text, students were guided to filled out the empty outline based on their own ideas. Therefore, students can create different narrative texts with their own ideas. Once the outline was complete, they developed the outline into a narrative text.



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The score could be explained as follows.

Table 3

Writing Score Result

No	Code	C	O	M	G	V	Total Score	Letter Score
1.	R-1	20	20	15	20	15	90	A
2.	R-2	20	20	15	15	15	85	A
3.	R-3	15	20	10	15	15	80	B
4.	R-4	5	5	15	15	15	55	C
5.	R-5	20	20	15	20	15	90	A
6.	R-6	5	5	10	10	15	40	D
7.	R-7	15	15	15	10	10	65	C
8.	R-8	15	10	10	10	10	55	C
9.	R-9	20	20	10	15	15	80	B
10.	R-10	15	15	5	15	15	65	C
11.	R-11	20	20	10	5	15	70	B
12.	R-12	20	15	15	15	15	80	B
13.	R-13	20	20	15	20	15	90	A
14.	R-14	15	20	15	10	15	75	B
15.	R-15	5	5	10	15	15	45	D
16.	R-16	15	15	5	10	10	55	C
17.	R-17	20	20	15	15	15	90	A
18.	R-18	20	20	10	15	15	80	B
19.	R-19	20	20	15	15	15	85	A
20.	R-20	15	15	10	15	15	70	B
21.	R-21	20	20	15	15	15	85	A
22.	R-22	20	20	15	15	15	85	A
23.	R-23	10	10	15	15	15	65	C
24.	R-24	15	15	10	10	10	60	C
25.	R-25	10	10	10	15	15	60	C
26.	R-26	20	20	15	15	15	85	A
27.	R-27	20	20	10	15	15	80	B
28.	R-28	15	15	15	10	10	65	C
29.	R-29	15	20	15	15	15	80	B
30.	R-30	20	20	15	15	15	85	A
31.	R-31	5	10	5	15	15	45	D
Total Score		490	500	380	345	445	2240	

Based on the students' scores in writing narrative text (table 3), there were a lot of students who achieved good scores. There were four students who received scores of 90, six received scores of 85, six received scores of 80, one student received a score of 75, and two students received a score of 70. Four students received a score of 65, two students received a score of 60, three students received a score of 55, two students had a score of 45, and one student received the lowest score of 40. So, that means that 10 students achieved 'outstanding' level; 9 students achieved 'above average' level; 9 students achieved 'average' level; and 3 students achieved 'below average' level.

The result of story pyramid outline by students

Table 4

Story Pyramid Result

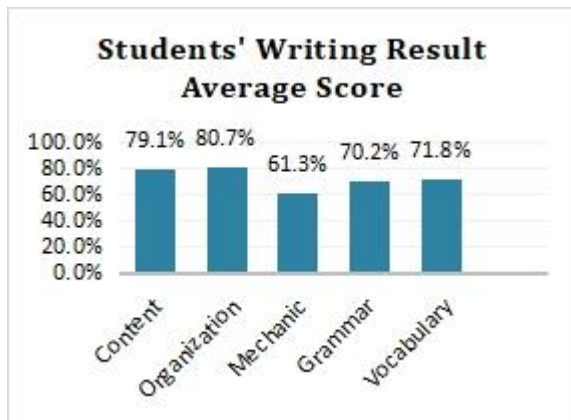
Category	Frequency	Presentage (%)
Excellent	12	38,71%
Good	8	25,81%
Enough	8	25,81%
Poor	1	3,32%
Very Poor	2	6,45%

From the table above, the result of filling story pyramid outline, there are 12 students (38,71%) with category 'excellent', 8 students (25,81%) with category 'good', 8 students (25,81%) with category 'enough', 1 student (3,32%) with category 'poor', and 2 students (6,45%) with category 'very poor'.

Students Ability in Writing Narrative Text



Chart 1



Based on the students' scores, after using story pyramid in writing narrative text, picture as graphic 1, it show that average score of writing assignment on Content 79,1%, Organization 80,7%, Mechanic 61,3%, Grammar 70,2%, and Vocabulary 71,8%. The highest percentage was Organization. The students were very good in organization. They can write the text according to the generic structure of narrative text such as orientation, complication, and problem solving of the story or resolution. The second was Content. Students were also very good at writing the content of the text. They can create a story with a logical sentence structure. They can write in a logical sentence order. However, some of them wrote stories with illogical sentence order, or lacked continuity, the events in the story were not written in detail and suddenly they were at the end of the story and the story just ended. The third was vocabulary. The most of students have used right vocabularies. There are a lot of students used verb 2 in write the text. But there were a few students that use verb 1 in writing the text. The next was Grammar. There were

many students good in grammar. They wrote the text used past tense, but there were also students who wrote the text use simple present tense, and use inappropriate grammar. And the lowest percentage was Mechanics. A lot of students have errors in mechanics (capitalization, spelling, punctuation).

Students' Ability Writing in Narrative Text Mean

To know the percentage of ability, the writer uses formula:

$$X = \frac{\Sigma X}{N}$$

Σ = Represents sum of score

X = Represents any raw score value

N = Represents the total number of scores

\bar{X} = Represents the mean

(Frankel & Wallen, 1974 : 149)

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\Sigma x = 2240$$

$$N = 31$$

$$\bar{X} = \frac{2240}{31}$$

$$\bar{X} = 72,3$$

$$\bar{X} = 72$$

Therefore, the mean of the student's writing ability writing narrative text was 72.

Most of students thought if story pyramid can help them in writing narrative text. Story pyramid strategy could make them easy to



make a storyline, designing a character and main event, makes it easier to organize text, can compose narrative text more easily, and simplified understanding of the story. The disadvantages of using the story pyramid strategy are The disadvantages of using story pyramid strategy are; students must put words equated to the lines on the outline, find words for complete the pyramid, unable to design a detailed storyline, and cannot include additional plots.

Some of the students had no difficulty in using story pyramid but there were students felt confused.

It was figured out that there were advantages by using "story pyramid strategy" in teaching writing of narrative texts. First, story pyramid strategy could make them easy to make a storyline, organize text, and compose narrative text more easily. "Story pyramid" strategy also could help students in writing. Through "story pyramid" strategy, students can explore their own ideas when they filled out the outline and wrote the narrative text. Third, by used "story pyramid" strategy, there were a lot of students that achieved good scores. Forth, by using story pyramid strategy, the students got new knowledge and new experience in making narrative text by their own creativity.

CONCLUSION

Based on the data that analyzed about using story pyramid strategy, the writer can draw conclusions as follows: First the implementation of story pyramid in teaching writing of narrative text run well. The students active gave their response in learning process. Second, by using story pyramid strategy, it gave good benefits for the students. Students means score in writing narrative text is 72. Students' writing result average score on content 79,1%, organizations 80,7%, mechanic 61,3%, grammar 70,2%, and vocabulary 71,8%. It means the results was good, except in mechanic. The common students problems in mechanics are wrong spelling, capitalization and punctuation. Based on the interview, the most students' difficulty in learning English is vocabulary.

The use of story pyramid strategy can help students to write narrative text. Students were interested to story pyramid strategy because they had never been taught the story pyramid before, and this was the first time they knew about it and wrote narrative text use story pyramid outline. While a small number of students feel less interested. The disadvantages of using story pyramid strategy are; students must put words equated to the lines on the outline, find words for complete the pyramid, unable to design a detailed storyline, and cannot include additional plots.



The English teacher should give motivation to the students in learning vocabulary. Teacher must also give various assignments especially in writing narrative text. Therefore, the students can improve their ability in writing. For the students, they have to study more to improve their ability in English, especially vocabulary. If they mastery vocabulary, they can write text in English easily.

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