

THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR EIGHTH GRADERS AT SMPN 2 SIDOARJO

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Abstrak

Menulis adalah salah satu ketrampilan dalam Bahasa Inggris yang harus dikuasai. Hal ini berhubungan dengan tujuan pengajaran Bahasa Inggris yaitu untuk mengembangkan kemampuan berbahasa dalam bentuk berbicara dan menulis. Selain itu, menulis dikenal sebagai ketrampilan Bahasa Inggris yang paling sulit bagi siswa. Mereka merasa menulis membingungkan karena tidak mempunyai ide dan takut untuk membuat kesalahan dalam menulis. Ditambah lagi, ketidaksukaan menulis yang ditunjukkan oleh siswa juga memberi pengaruh yang buruk pada keberhasilan mereka dalam menulis. Oleh karena itu, guru harus mempunyai strategi dalam pengajaran menulis untuk membantu masalah siswa.

Hal ini penting dalam memilih strategi yang sesuai dan menarik untuk memotivasi dan menarik mereka untuk meningkatkan kemampuan menulis. Story pyramid adalah salah satu strategi yang dapat digunakan dalam pengajaran menulis. Strategi ini adalah aktifitas yang dilakukan sebelum menulis yang mendeskripsikan informasi penting dari sebuah cerita, antara lain karakter utama, tempat kejadian dan kejadian utama dalam alur cerita. Strategi ini membantu untuk mengumpulkan dan mengorganisasikan ide secara jelas sebelum menulis dimulai.

Tujuan dari penelitian ini adalah mendeskripsikan penerapan story pyramid dalam pengajaran menulis naratif teks untuk siswa kelas delapan, respon siswa terhadap penerapan story pyramid dan hasil tugas tulisan siswa selama penerapan story pyramid.

Penelitian ini adalah penelitian deskriptif kualitatif. Subjek dari penelitian ini adalah 35 siswa pada kelas 8-11 SMPN 2 Sidoarjo. Penelitian ini menggunakan tiga instrumen penelitian untuk memperoleh data, yaitu lembar observasi, kuesioner dan hasil tugas tulisan siswa.

Berdasarkan hasil dari penelitian, hasil yang pertama diperoleh dengan menggunakan lembar observasi. Hal ini menunjukkan bahwa penerapan story pyramid dalam pengajaran menulis naratif teks berjalan dengan baik. Prosedur dari story pyramid yang telah dilakukan oleh guru di dalam kelas sesuai dengan teori dan dilakukan secara urut. Guru juga memberikan penjelasan yang jelas sebelum menggunakan story pyramid dalam pengajaran menulis naratif teks. Hasil yang kedua adalah respon siswa terhadap penerapan story pyramid. Data diperoleh dari kuesioner. Kuesioner diberikan kepada siswa yang terdiri dari sepuluh pertanyaan dalam bentuk pilihan ganda. Hal ini menunjukkan bahwa hampir semua siswa tertarik dalam penerapan story pyramid. Data yang terakhir adalah hasil tugas tulisan siswa. Hasil tugas tulisan siswa di analisis dengan menggunakan ESL composition profile yang mempunyai lima kriteria, yaitu isi, organisasi, penggunaan bahasa, kosa kata dan mekanisme tulisan.

Kesimpulanya, story pyramid dapat digunakan dalam pengajaran menulis teks naratif untuk siswa kelas delapan. Story pyramid berguna untuk membantu siswa mengingat ide yang akan mereka deskripsikan sesuai dengan maksud mereka.

Kata Kunci: *Story Pyramid, Menulis, Teks Naratif, Respon Siswa*

Abstract

Writing is one of the English skills which has to be mastered. It is related to the purpose of teaching English, that is, to develop the linguistic competence both in spoken and written form. Moreover, writing is known as the most difficult skill in English for the students. They confused to start writing because they have no any ideas to write and afraid to make mistakes in their writing. In addition, the dislike of writing that is shown by the students also gives bad effect to their achievement in writing. That is why, the teacher should have strategy to help the students' problem.

THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR EIGHTH GRADERS AT SMPN 2 SIDOARJO

It is important to choose an appropriate and interesting strategy to motivate and attract the students in improving their writing skill. Story pyramid is one of strategies that can be used in teaching writing. It is a pre-writing activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps to generate and organize the ideas clearly before it starts to write.

The aims of this research are to describe the implementation of story pyramid in teaching writing narrative text for eighth graders, the students' responses towards the implementation of story pyramid and the students' writing task result during the implementation of story pyramid.

This research is a descriptive qualitative research. The subjects of this research are 35 students in 8-11 of SMPN 2 Sidoarjo. It uses three research instruments to gain the data, those are observation checklist, questionnaire, and students's writing task result.

Based on the research finding, the first result was collected by using observation checklist. It showed that the implementation of story pyramid in teaching writing narrative text run well. The procedures of story pyramid that the teacher had been applied in a classroom appropriate with the theory and well organized. She also gave clear explanation before using story pyramid in teaching writing narrative text. The second result was students' response towards the implementation of story pyramid. The data were gotten from questionnaire. It was given to the students which consists of ten questions in the form of multiple choice. It showed that almost all of the students were interested in the implementation of story pyramid. The last result was students' writing task result. It was analyzed by using ESL composition profile which has five criteria, those are: content, organization, language use, vocabulary and mechanics.

In conclusion, story pyramid can be used in teaching writing narrative text for eighth graders. It is useful to help the students to keep their ideas that they want to describe as their intention.

Key Words: Story Pyramid, Writing, Narrative Text, Students' response

INTRODUCTION

Writing is one of the English skills which has to be mastered. It is related to the purpose of teaching English, that is, to develop the linguistic competence both in spoken and written forms. It is common to find people who are good in spoken English, but are not able to express themselves in writing. Writing is one way of communication. Cohen (1998) states that "writing is a communicative act, a way of sharing observation, information, thoughts or ideas with others and ourselves." It means that through writing can take and give information to the others. In other words, writing is the way to communicate by expressing feeling or mind in written form.

Furthermore, based on the school curriculum (K13), the students of junior high school are required to comprehend several kinds of text such as descriptive, recount and narrative text. Especially, for the eighth graders in the second semester, the standard competence stated that the students are expected to be able in writing recount and narrative text. It means that they have to understand those types of text in order to achieve the level comprehension including write the topic correctly, understand the social function, generic structure and the language feature of the text.

As it is known that writing is very important skill to be taught, the teacher should give more attention to the students. The teacher has to encourage them to produce a

text in order to communicate in the way of written form. However, there are some problems that are found on the teaching writing. The first problem is the students think that the process of writing is too complicated. It is not only about vocabulary used but also how to arrange sentences into logical order with correct grammar and coherence.

The other problem is the teacher does not use strategy that can improve the students' interest in writing therefore many students complain that writing class is not interesting. Beside that, the teacher at the class concerns to the students' writing product rather than students' writing process. Generally, the teacher ignores the process of writing for several reasons such as they have limited classroom time and want to move to the other parts of the material quickly. In line with the teacher argumentation, Harmer (2001) states that the process of writing is time consuming. The process of writing involves several stages that should be done by the students.

The problems on teaching writing are also caused by some factors such as most of the students feel that writing is difficult. They are confuse to start writing because they have no any ideas to write and afraid to make mistakes in their writing. It can be seen, when the students write paragraph they still get difficulties in generating and developing their ideas.

In addition, the dislike of writing that is shown by the students also gives bad effect to students' achievement in writing. That is why, the teacher should have strategy in teaching writing to help the students' problem. It is also

THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR EIGHTH GRADERS AT SMPN 2 SIDOARJO

needed to maintain the students' motivation in order to keep their interest in writing so they can not easily get bored in process writing. It is important to choose an appropriate and interesting strategy to motivate and attract the students in improving their writing skill. An appropriate and interesting strategy that the teacher use in a classroom will help them to understand the lesson quickly and clearly. There are some alternative strategies that can be used in teaching writing such as using Story Pyramid.

Story pyramid is pre-writing activity that is done before writing. It is an outline that contains some instructions to describe the important information from a story such as the main character, the setting and the major events in the plot. It is supported by Lenski (1999), he states that story pyramid strategy is a strategy designed to helps students with story comprehension, and could also be used to focus on characters, setting and story problems. It means that this strategy is used to develop the students' critical thinking and get specific informations of the text easily. It keeps the writer's ideas that he or she want to describe as his or her intention. In other words, it helps to generate and organize the ideas clearly before it starts to write something. By paying attention to the procedures of using story pyramid, the writing aim will be good.

From the explanation above, story pyramid can be used for teaching language skill such as writing, especially writing a narrative text. Narrative text is a kind of text dealing with the experiences happened in the past and focusing on a sequence of events. That is in line with Gerot and Wignell (1994) explains that narrative is a kind of text which has function to retell past events for the purpose of informing or entertaining. It is also essential to know and understand the steps how to construct a narrative text. Anderson (1997) states that there are five generic structures of narrative text; orientation, complication, sequence of events, resolution and reorientation. Because of that, story pyramid is an appropriate strategy which is useful to help students in writing narrative text. This strategy consists of 8 questions, instructions or predictions to guide that related to the generic structure of narrative text. In other words, it can help students to generate more ideas, improve the memory, explain the topic clearly and help to write in detail.

This strategy has been used in the senior high school in Kesamben, Blitar entitled "*Using Story Pyramid Strategy to Improve Reading Comprehension of 11th Grade Students in SMAN 1 Kesamben.*" This research is done by Susvia Cahyaning Mumpuni (2014). She used CAR (Classroom Action Research). The finding showed that in the cycle II the students' score was improved. It means that the results of using story pyramid could increase the students' reading comprehension. Moreover,

there is another previous study from Yulia Artika (2014). She has conducted a research in the senior high school in Kudus, entitled "*Improving Reading Comprehension of the X-9 Students of SMA 1 Mejobo Kudus in Academic Year 2013/2014 Taught by Using Story Pyramid Strategy: A Classroom Action Research*". The objective of this research is to find out how story pyramid can improve the reading comprehension of the X-9 students of SMA 1 Mejobo Kudus in academic year 2013/2014. She used a collaborative classroom action research design. The finding showed that the students' reading comprehension in narrative text improved in each cycle. The score was 85,26% as very good category in the last cycle (cycle II). It means that all of the students could reach the KKM in cycle II. Those two research were conducted in different skill, that was, teaching reading comprehension.

However, there are only few teachers who implement story pyramid in the classroom activity, particularly in teaching writing. One of them is an English teacher of Junior High School in Sidoarjo. The teacher uses story pyramid in teaching writing narrative text for eighth graders. Furthermore, this strategy is found useful to help teacher in teaching writing narrative text. It is based on some reasons: (1) using story pyramid in writing narrative text, will help the students to generate and develop their ideas. (2) it helps the students to run their writing in good process of instruction given. Based on the explanation above, the researcher wants to conduct research related to the implementation of story pyramid in teaching writing narrative text for eighth graders.

Finally, according to the background of study above, it can be simplified to discuss between three problems that concern toward the implementation of story pyramid in teaching writing narrative text for eighth graders at SMPN 2 Sidoarjo.

1. How does the teacher implement story pyramid in teaching writing narrative text for eighth graders at SMPN 2 Sidoarjo?
2. How are the students' responses towards the implementation of story pyramid in teaching writing narrative text for eighth graders at SMPN 2 Sidoarjo?
3. How are the students' writing result during the implementation of story pyramid in teaching writing narrative text for eighth graders at SMPN 2 Sidoarjo?

RESEARCH METHOD

This study used descriptive qualitative as the research design. It concentrates on the study of human behaviour and social life in natural setting. Bogdan and Taylor (1975) states that qualitative method is procedure

THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR EIGHTH GRADERS AT SMPN 2 SIDOARJO

of research that resulted descriptive data which is in words or spoken and attitude that can be observed. Supporting to the definition above, Kirk and Miller (1986) also give statement about qualitative research. According to them, qualitative research is a tradition of social knowledge science that its basic based on observation of people in area itself and has relationship with the people with their language and term. The research only try to know and describe the implementation of story pyramid in teaching writing narrative text. Considering to the focus of this research, the researcher could not explain the success of teaching and learning process in writing narrative text because there are many factors which influence the success of writing process. The data in this research are written in the form of words, sentences or paragraphs to describe the implementation, the students' responses and the students' writing result during the use of story pyramid in teaching writing narrative text.

The subjects of the study were an English teacher and eighth grade students in SMPN 2 Sidoarjo. The researcher chose that teacher because the teacher used story pyramid in teaching writing narrative text. Meanwhile, the eighth grade students were chosen as the subjects of the study because narrative text was taught in this grade according to K13.

The data were collected by using three instruments: observation checklist, closed-structured questionnaire and students' writing task result. The first instruments was used to answer the first reasearch question, that was, about the implementation of story pyramid in teaching writing narrative text. Closed-structured questionnaire was used to get the students' responses through the use of story pyramid in learning process. It was related to the second research question. Meanwhile, the data to answer the third research question were taken from the students' writing result. The student's writing composition after the implementation of story pyramid was analyzed by using ESL Composition Profile adapted from Jacobs (1981).

Furthermore, the collection data would be selected and analyzed by the guide of the theories from Miles and Huberman (1994). They break down the analysis of qualitative data into three processes which are not sequential steps, but which happen at the same time and happen over and over again. This quick guide is organized around these three process: 1) reducing data, 2) displaying data, and 3) drawing and verifying conclusions.

In the reducing data, the researcher did the process of selecting, focusing, simplifying, abstracting, and transforming the observation checklist or other data. Coding was an important tool for reducing data.

After that, the researcher came to the next stage, that was, displaying data. A display was an organized and compressed assembly information. The data was summarized, sorted, and organized in such a way to draw conclusion.

Finally, the last process was drawing and verifying conclusion. In this process, the researcher began to think about and decide what the data means. It meant the researcher described the data and elaborated them referred to the related theories and findings and represents them in the form of words, diagram, chart or table.

RESULT OF THE STUDY

Dealing with the implementation of story pyramid in teaching writing narrative text, there were three results that would be discussed in this part. The results answered the objective of the study which had explained on the previous chapter, those were, to describe the implementation of story pyramid, the students' responses towards the implementation of story pyramid and the students' writing task result during the implementation of story pyramid.

The Implementation of Story Pyramid in Teaching Writing Narrative Text

As explained before, the research was divided into three result. First, it was related to the implementation of story pyramid in teaching writing narrative text. It was done in two meetings: on Wednesday 18th of February and Saturday 22nd of February, 2015. The time that was allocated for each meeting was 2 x 40 minutes. The researcher used non participant observation since she was not involved in the teaching and learning process. She only sat at the backward of the class during the observation and observe the teaching and learning process on the classroom.

The researcher used observation checklist to know whether story pyramid was applicable to be applied in teaching writing or not. On the first and second meeting, the teaching and learning process was done according to the lesson plan K13 which had three activities: opening, main activities and closing. Furthermore, the main activities consisted of observing, questioning, exploring, associating, communicating and creating.

From the result of observation done by the the researcher, all the teacher did during the teaching and learning process was appropriate on the lesson plan. The procedures of story pyramid that the teacher had been aplied in the classroom were appropriate with the theory and well-organized. Story pyramid was applied in two meetings. It was done in some procedures as proposed

THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR EIGHTH GRADERS AT SMPN 2 SIDOARJO

by Randi Stone. The procedures could be explain as: first, the teacher gave brainstorming about what the material that she wanted to teach depended on the syllabus. Then, showed the students the format for writing narrative text outline using story pyramid. After that, the students had to construct their own graphics using the questions, predictions or instructions to guide. The last, the students wrote their own narrative text using the information on their story pyramid. It could be said the students should be develop their own story pyramid into paragraph. After all those procedures had done, the students had to submit their final writing task result to the teacher.

The Student's Responses after the Implementation of Story Pyramid in Teaching Writing Narrative Text

The second result was related to the students responses towards the implementation of story pyramid. The students' responses were students' opinion or feeling after the implementation of story pyramid in learning writing narrative text, especially fable. It used close-structured questionnaire to collect the data. It gave clear explanation about the students' responses, whether it resulted positive or negative. The researcher provided 10 questions in the questionnaire which shared to 35 students. It based on three main categories: writing activity, the use of story pyramid, and the learning material. The result of close-structured questionnaire showed that there were various opinion related to the students' responses towards the implementation of story pyramid. It could be explained as:

First the students showed their opinion toward writing activity. Most students said that writing was considered to be difficult for the students. It was in line with Nunan (1999) who stated that writing was known as the most difficult skill in English. When the students were asked why writing was considered to be difficult, they expressed in some reasons. However, most of the students said that gathering idea was the most difficult aspect to be mastered in writing, as difficult as sentence arrangement. Therefore, the students needed to make outline before writing activity. It was useful to gather their idea down on the paper so they could develop their ideas to be a paragraph easily.

Second, the result of the close-structured questionnaire showed the students responses towards the implementation of story pyramid. Here, story pyramid was the strategy that the teacher used in teaching on the classroom, particularly in teaching writing. Based on the question on the questionnaire, the students were asked to give opinion which were related to the procedures of story pyramid. it was shown that most of the students thought that the teacher gave clear explanation before using story pyramid. it made the students were easy to follow all of

the procedures of story pyramid which were applied on the classroom. As a result, the students said that story pyramid helped them to write in detail, especially in writing narrative text.

Third, it was related to the learning material. In term of the text, most of the students stated that the texts was understandable. It could be motivated them in writing narrative text. Even, based on the result of questionnaire, most of them were satisfied with their writing result after the implementation of story pyramid. In general, it could be seen that the students responses included writing activity, the use of story pyramid, and the learning material resulted positive in the implementation of story pyramid in teaching writing narrative text.

The Students' Writing Task Result

The last result was related to the students' writing task result during the implementation of story pyramid. It used to know whether or not story pyramid is workable to help the students to write in detail, especially in writing narrative text. There were two meetings when the reasearcher doing observation so there were also two writing task result. It caused the students were asked to construct story pyramid and develop it into a complete story in each meeting. The researcher used ESL composition profile by Jacob et al (1981) to analyze the students writing task result. There were five components of the composition that were analyzed. They were content, organization, language use, vocabulary, and mechanics. Each component was categorized in four levels, those were: excellent to very good, good to average, fair to poor and very poor level. Those further explanation would be described below:

The first component was content. It dealt with the writer's development of their ideas. It should be relationship between the topic and the content of their writing result. The ideas of each paragraph should be develop logically. Based on the reseacher's analysis, there were 6 students who got excellent to very good level, 14 students got good to average level and the other students got fair to poor level and very poor level in the students' writing task result on the first meeting. While, on the second meeting, there were 6 students who got excellent to very good level, 22 students got good to average level and the others got fair to poor level and very poor level.

The second component was organization. It dealt with how the writer arranged their writing based on the title given and organized each paragraph based on the generic structure of narrative text. Related to the submitted students' writing task result, it could be analysed that most of them were able to write narrative text in well-organizing. It showed that most of the students' writing

THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR EIGHTH GRADERS AT SMPN 2 SIDOARJO

task result were good to average level on the first and second meeting. Most of their mistakes were on the development of ideas. It was not clear enough and was lack of detail related to the generic structure of narrative text.

The third component was language use. It dealt with the use tense, pronouns, article, modals, and also the verb. Based on the students writing task result on the first meeting, there were some students who made mistakes in the term of using tense. However, narrative text had to use simple past tense. As a result, there were 8 students who got good to average level on the first meeting. While on the second meeting, there were 18 students who got good to average level.

The fourth component was vocabulary. It dealt with the use of vocabulary in their writing. The good writing should include an appropriate vocabulary. Based on the researcher's analysis, there were 21 students who got good to average level on the first meeting. While on the second meeting, there were 22 students who got good to average level.

The last component was mechanics. It dealt with the use of spelling, punctuation, capitalization and paragraphing. Those aspects were important in order to make the reader understood about what the writer meant. Most of the students got good to average level on the first and second meeting. Most of their mistakes were on the capitalization. They did not use capital letter on the first sentence.

CONCLUSION

Based on the result of the observation related to the implementation of story pyramid in teaching writing narrative text for eighth graders at SMPN 2 Sidoarjo, it can be conclude that this strategy is useful to be applied. The use of story pyramid is done in some procedures as proposed by Randi Stone. First, the teacher give brainstorming about what the material that she want to teach depends on the syllabus. Then, show the students the format for writing a narrative text outline using story pyramid. After that, the students have to construct their own graphics using the questions, instructions or predictions to guide. The last, the students write their own narrative text using the information on their story pyramid. in other words, the students should develop their own story pyramid into paragraph. After doing all those procedures, the students have to submit their final writing task result to the teacher.

After doing the observation, the data from observation checklist showed that the implementation of story pyramid in teaching writing narrative text for eighth graders at SMPN 2 Sidoarjo run successfully.

Furthermore, almost all of the students said that this strategy could increase their motivation in writing narrative text. It could be proved by the data which collected through questionnaire. By paying attention to the students' responses after the implementation of story pyramid, it was known that this strategy could help them in writing narrative text, particularly in making outline to gather their ideas before writing. Besides that, the students' writing task result was satisfying. It was analyzed based on ESL composition profile which consists of five components, those are: content, organization, language use, vocabulary, and also mechanics. Each component was categorized into four levels. Those are excellent to very good, good to average, fair to poor and very poor.

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THE IMPLEMENTATION OF STORY PYRAMID IN TEACHING WRITING NARRATIVE TEXT FOR
EIGHTH GRADERS AT SMPN 2 SIDOARJO

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