THE EFFECT OF STORY PYRAMID STRATEGY ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT GRADE X

Josua Menanti Wind Lumban Tungkup[1], Yanti Kristina Sinaga[2], Christian Neni Purba[3]
Faculty Of Teacher Training and Education, University Of HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia[1,2,3]
Corresponding Author : josuawind746@gmail.com, yanti.sinaga@uhnp.ac.id, christian.purba@uhn.ac.id

Abstract

This research was carried out to find out the effect of Story Pyramid Strategy on students' ability in writing narrative text at grade X of SMA Swasta Teladan. This theory was used by Macon, Bewell and Vogt. The research methodology used in this research was a quantitative method. The population of this research was grade X of SMA Swasta Teladan in the academic year 2023/2024. The researcher took two classes as the sample. The samples were X-5 as experimental group consisted of 39 students and X-6 as control group consisted of 39 students. The experimental group was taught by Story pyramid strategy meanwhile control group was taught by Conventional strategy. The data were obtained by using pre-test and post-test given to both groups. The experimental class mean score on the pre-test was 67,05 and the mean score of control class was 67,12. On the other hand, the mean of variabe in experimental class on post-test was 78, while the mean score of control class on post-test was 75,20. To acquire data, the researcher used test as instrument. The result of t-test was 3,259 which was higher than t-table at 5% of level significance (1,665). The result of significance value indicates that alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. It meant that there was significant effect by using Story Pyramid Strategy at grade X of SMA Swasta Teladan in writing narrative text.
Keywords: Effect, Story Pyramid, Writing

Abstract

Penelitian ini dilakukan untuk mengetahui pengaruh Strategi Piramida Cerita terhadap kemampuan siswa dalam menulis teks narasi di kelas X SMA Swasta Teladan. Teori ini digunakan oleh Macon, Bewell dan Vogt. Metodologi penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif. Populasi penelitian ini adalah siswa kelas X SMA Swasta Teladan tahun pelajaran 2023/2024. Peneliti mengambil dua kelas sebagai sampel. Sampelnya adalah X-5 sebagai kelompok eksperimen yang berjumlah 39 siswa dan X-6 sebagai kelompok kontrol yang berjumlah 39 siswa. Kelompok eksperimen diajar dengan strategi Piramida Cerita sedangkan kelompok kontrol diajar dengan strategi Konvensional. Data diperoleh dengan menggunakan pre-test dan post-test yang diberikan kepada kedua kelompok. Nilai rata-rata pre-test kelas eksperimen sebesar 67,05 dan nilai rata-rata kelas kontrol sebesar 67,12. Sedangkan nilai rata-rata variabilitas kelas eksperimen pada post-test adalah 78, sedangkan nilai rata-rata kelas kontrol pada post-test adalah 75,20. Untuk memperoleh data, peneliti menggunakan tes sebagai instrumen. Hasil uji t sebesar 3,259 lebih besar dari t tabel pada taraf signifikansi 5% (1,665). Hasil nilai signifikansi menunjukkan hipotesis alternatif (Ha) diterima, sedangkan hipotesis nol (Ho) ditolak. Artinya terdapat pengaruh yang signifikan penggunaan Strategi Piramida Cerita pada siswa kelas X SMA Swasta Teladan dalam menulis teks narasi.
Keywords: Efek, Piramida Cerita, Penulisan

INTRODUCTION

English is extremely important to master due to its wide use in communication so that it can provide a tool in all aspects of business, entertainment, and education. English plays predominant role in facilitating effective communication both spoken and written. It can be seen that English is one of the subjects that specifically uses Indonesian to enable students to communicate with foreigners. In the context of globalization, English has become a language that facilitates interaction and participation in global conversations which gives students wider access to international knowledge and information. Learning English involves four skills: listening, reading, speaking, and writing (Lisnora Saragih & Sirait, 2022).

Writing is a unique skill for someone in expressing creative ideas, and feelings arranged in an orderly manner into clear sentences. Writing becomes an important key in Learning English. According to Sinaga et al., (Fitri et al., 2022) Writing is needed because it is the key to students' success in learning English. Through writing, students can train and hone their abilities in organizing ideas, developing sentence and paragraph structures, and applying appropriate grammar and vocabulary. In the writing process, students must know the process of how to produce good writing because writing requires many aspects. According to Brown cited in Isnaini (Dalle, 2019) The writing process has five key elements: content, language use, grammar, vocabulary, and mechanics. Furthermore, Jonson (Meinawati et al., 2021) cited in Ningrum (Khasawneh & Al-Rub, 2020) Writing involves five stages: prewriting, drafting, revising, editing and publishing. However, this does not mean that writing skills can be learned easily, so guidance from the teacher is needed to encourage and improve students' writing growth.

English texts can be described as follows: recount, report, hortatory, exposition, explanation, news item, anecdote, narrative, procedure, descriptive, and review texts. According to Ammariah (Fauziyah et al., 2022), Narrative text is a type of text that tells a chronological story in the past tense. Narrative text aimed to amuse readers by presenting interesting and unique tales. Apart from that, narrative texts also aim to teach certain morals or values to their reader. In addition, Putri & Maisarah (Fidriani et al., 2021), one of the functions of narrative text is to convey moral ideals, wisdom, and messages to readers.

Based from the researcher's experience when he carried out the Intership Program at SMA Swasta Teladan on 3rd December, 2023 there were some problems in writing. First, Students were confused about conveying ideas for writing narrative text. Second, Students were confused in determining the generic structure of narrative text. Third, it was challenging for the students to identify the language feature of narrative texts.

Fourth, methods and teaching Story Pyramid Strategy were not yet applied in English class. The researcher observed students by testing 39 students a narrative text test, it turned out that the percentage of students whose scores were below the KKM (70) was higher, namely 66,66% (Imran, 2022).

In order to address these issues, researcher used Story Pyramid Strategy to offer distinctive instruction that facilitated students' ability to communicate concepts in writing. By using Story Pyramid Strategy, students could be encouraged to think more creatively and provide engaging information, proper grammar, and a variety of vocabulary words that add to the story's space and entertainment value.

Story Pyramid Strategy is a framework for constructing a narrative that highlights the key elements of a story, including characters, environments, and key moments in the plot (Fitriani & Zaiturrahmi, 2022). This strategy assisted students in arranging concepts to create students'writing and provided visualization in graphic form so that students can express ideas regarding the lines containing in the Story Pyramid and develop them into story form (Wardana et al., 2022).

The reason the researcher chose Story Pyramid was because this strategy provided the important points through 8 lines such as the character's name, a description of the main character, the scene, the issue statement, the first, second, third, as well as the resolution (Ismayanti & Kholiq, 2020). This strategy made students able to make pinpoints from the first line to the eighth line that present a graphic organizer into a story.

Based on the background, the researcher conducted a research entitled "The Effect of Story Pyramid Strategy on Students' Ability in Writing Narrative Text at Grade X of SMA Swasta Teladan".

METHOD

Research design is framework used to carry out research that includes the selection of methods, techniques and procedures that were used to analyze data relevant to certain research objectives. The researcher employed a quantitative research approach to conduct this research. According to Cresswel (Febriyanto & Yanto, 2019), the researcher depended on statistical analysis (mathematical analysis) of the data, which was usually in numerical form. One of the features of quantitative research involved gathering numerical data from a large number of participants using devices that have pre-programmed questions and answers.

This research combined a quasi-experimental design with a qualitative approach. In order to choose two classes for the study, purposive sampling was used. The conventional strategy was taught to the control group, while the experimental group was

instructed utilizing the Story Pyramid Strategy. The t-test was used to assess data from the pre-test and post-test.

The research conducted at SMA Swasta Teladan. It was located at Jalan Singosari NO.03, Bantan, Kota Pematangsiantar. This research centered at grade X of SMA Swasta Teladan in the 2023–2024 academic year.

Population is the entire group of individuals who are the center of research subjects. According to Cresswell (Nair et al., 2020), population is a group of individuals who comprise the same characteristics. This research, population were all grade X students at SMA Swasta Teladan Pematang Siantar. There were six classes, and the total number of students were 244 students in 2023/2024 academic year.

Sample is the part that is focused on collecting data and analyzing it in a research. According to Arikunto cited in Adawiyah & Larasti, Sample is part of the the population that was investigated. Two classes were used as samples by considering classes using teaching module where the material was narrative texts in English subjects, therefore this research used purposive sampling. The principle of purposive sampling was selecting participants or elements for a study based on specific criteria relevant that align with the research objective and purpose.

Sample is the part that is focused on collecting data and analyzing it in a research. According to Arikunto (Künzel et al., 2019) cited in Adawiyah & Larasti (2020:63), Sample is part of the the population that was investigated. Two classes were used as samples by considering classes using teaching module where the material was narrative texts in English subjects, therefore this research used purposive sampling. The principle of purposive sampling was selecting participants or elements for a study based on specific criteria relevant that align with the research objective and purpose.

According to Muslimah (García Santalla, 2022), defines an instrument as a tool used to measure quantitative data and the variable under study. The capacity of students to write narrative texts was assessed by the researcher using essay test. The Pre-test and Post-test were two tests to assess students' narrative writing skills. Before using the Story Pyramid Strategy, a pre-test was administered to determine the students' proficiency in composing narrative texts. Subsequently, a post-test was administered to assess the students' proficiency in crafting narrative texts following the implementation of the Story Pyramid Strategy.

RESULT AND DISCUSSION

Data of Experimental and Control Class

Five criteria were used to evaluate students' narrative text writing: content, organization, grammar, vocabulary, and mechanics (Alfaki, 2015).

Data of Experimental Class

Data of Pre-test in the Experimental Class

A pretest was done out before the Story Pyramid Strategy was applied. Thirty nine students from SMA Swasta Teladan at grade X-5 made up the experimental class for this research. The table below displays the results, which provide crucial details regarding the students' writing abilities.

Table 1. The Pre-test of Experimental Class

No.	Student's Initial	Pre-test
1.	ADD	60
2.	AFN	57
3.	AS	66
4.	AAR	57
5.	AHP	78
6.	ASH	66
7.	CT	78
8.	CPS	62
9.	CS	60
10.	CES	60
11.	DSYP	73
12.	DIAM	66
13.	DF	68
14.	GIS	60
15.	GMS	66

16.	JS	65
17.	KAS	66
18.	KN	70
19.	KS	65
20.	MR	68
21.	MD	82
22.	MAU	77
23.	MUAN	63
24.	MCS	71
25.	MRSA	72
26.	MS	66
27.	NAS	61
28.	NCP	73
29.	OBS	70
30.	PKAZ	68
31.	RAH	62
32.	RAN	70
33.	RLM	62
34.	SRA	65
35.	SNA	68
36.	VA	73
37.	WP	63

38.		YP	61
39.		ZAS	77
			Σa_1= 2615
Na=39			Ma_1=67,05

Data of Post-test in Experimental Class

Following the use of the strategy to implement the treatment, the post-test was administered. The resulting scores are presented in the table below, showcasing any notable advancements.

Table 2. The Post-test of Experimental Class

No.		Student's Initial	Post-test
1.		ADD	70
2.		AFN	70
3.		AS	78
4.		AAR	61
5.		AHP	87
6.		ASH	78
7.		CT	91
8.		CPS	65
9.		CS	87
10.		CES	67
11.		DSYP	82
12.		DIAM	87

13.		DF	82
14.		GIS	82
15.		GMS	70
16.		JS	71
17.		KAS	91
18.		KN	87
19.		KS	82
20.		MR	70
21.		MD	87
22.		MAU	82
23.		MUAN	78
24.		MCS	87
25.		MRSA	87
26.		MS	83
27.		NAS	66
28.		NCP	87
29.		OBS	74
30.		PKAZ	73
31.		RAH	87
32.		RAN	71
33.		RLM	70

34.	SRA	75
35.	SNA	70
36.	VA	81
37.	WP	78
38.	YP	66
39.	ZAS	91
Na=39		$\Sigma a_2=$ 3051
		$\Sigma a_2=$ 78

Hypothesis Testing

The researcher found that the t-test value was 3,259 after doing a data analysis. The distribution table and the t-test value at various degrees of freedom (df) were then calculated using the t-test value. The t-table's result is 3,259 because the degrees of freedom (df) in this study are 76 at a significant level of 0.05. Based on the calculating results, Ha was acccepted and Ho was rejected because t-test > t-table at level t = 0,05, or 3,259>1,665.

Research Findings

Based on the data analysis, the researcher determined that the Story Pyramid Strategy significantly effect students' ability to write narrative text (Ariyanti & Fitriana, 2017).

1. Experimental class

   1. Pre-test mean score for the experimental class was 67,05

   2. Post-test mean score for the same class was 78.

   3. In the pre-test, the experimental class's lowest score was 57, while its greatest score was 82.

   4. In the post-test, the experimental class's lowest score was 61, and its highest score was 91.

5. The experimental class's overall mean variable (Ma) was 11,17.

2. Control class

   a. In the pre-test, the control class's mean score was 67,12, while post-test mean score for the same sclass was 75,20

   b. In the pre-test, the control class's lowest score was 56, and its best score was 83.

   c. In the post-test, the control class scored as low as 58 and as high as 90.4.

-The total mean variable (Mb) derived from the control variable was 8,07.

Furthermore, at the significance level of 0.05 for the two-tailed test, the t-test value (3,259) is greater than the t-table value (1,665) according to the testing hypothesis results.

Discussion

The aim of this research was to investigate the effects of the Story Pyramid Strategy on the narrative text writing of SMA Swasta Teladan's grade X pupils. In this study, the researcher employed two classes. One class (X-5) served as the control group and one class (X-6) as the experimental group (Sholikhin, 2021). The researcher administered the identical pre- and post-tests to the experimental and control classes (Irsa, 2019). However, following the administration of a pre- and post-test, the researcher used the Story pyramid technique to treat the experimental class, whereas the control class received traditional treatment or no treatment at all (Jalaluddin, 2019). Researchers discovered in this study that pupils who learnt using the Story Pyramid technique outperformed those who learned using the Conventional technique (Rizkiana & Pulungan, 2020).

Students' ability to write narrative texts can be impacted by the story pyramid strategy. The Story Pyramid strategy has an impact on students' narrative text writing skills for a number of reasons. To determine whether or not the Story Pyramid technique has a substantial impact on students' capacity to write narrative texts, pre- and post-tests were administered to the experimental group and the control group. The pre-test mean score for the experimental group is 67,05, according to the data analysis results(Lestari et al., 2018). The pre-test mean score was below the minimum achievement criterion of 70, indicating that the students' proficiency in composing narrative texts remained low. The experimental group's post-test mean score increased to 78 after the treatment was administered (Primasari et al., 2021).

CONCLUSION

Based on data analysis, researcher concluded that the Story Pyramid Strategy had a significant influence on students' ability to write. This can be proven when researcher found data on the pre-test score of 67.05, which initially had a low value compared to the control classes, but after using treatment it gave a difference and a higher number, namely 78, while in the control class there was data of 67.12. and had been changed to 75.20. This means that using the Story Pyramid Strategy made students easier to write text. The researcher found that hypothesis testing showed that the t-count (3,259) was higher than the t-table (1,665). The Alternative Hypothesis (Ha) is accepted, and the Null Hypothesis (H0) is rejected. Therefore, I as a researcher can conclude that the use of the Story Pyramid Strategy influenced students' ability to write narrative texts in class X at SMA Swasta Teladan pematangsiantar.

REFERENCE

Alfaki, I. M. (2015). University students' English writing problems: Diagnosis and remedy. *International journal of English language teaching*, *3*(3), 40–52.

Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay Writing. *Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, 32–42. https://doi.org/10.2991/ictte-17.2017.4

Dalle, A. (2019). The Implementation of Serial Image Media in Learning German Writing Skills to Students of German Language Education FBS UNM. *Proceedings of the Seventh International Conference on Languages and Arts (ICLA 2018)*, 404–408. https://doi.org/10.2991/icla-18.2019.67

Fauziyah, N. L., Widodo, J. P., & Yappi, S. N. (2022). The Use of 'Canva for Education'and the Students' Perceptions of Its Effectiveness in the Writing Procedure Text. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *5*(1). https://doi.org/https://doi.org/10.33258/birci.v5i1.4359

Febriyanto, B., & Yanto, A. (2019). The Effectiveness of Photo Story in Multiliteracies Learning Towards Narrative Writing Skills of Fifth Grade Elementary School Students. *Al Ibtida: Jurnal Pendidikan Guru MI*, *6*(2), 191. https://doi.org/10.24235/al.ibtida.snj.v6i2.4943

Fidriani, A. J., Entika Fani Prastikawa, & AB Prabowo Kusumo Adi. (2021). Video Vlog As Teaching Media In Improving The Students' Speaking Ability In Procedure Text. *Journal of English Education and Linguistics*, *2*(2), 37–49. https://doi.org/10.56874/jeel.v2i2.531

Fitri, Z. H., Farmasari, S., & Aziz, A. D. (2022). The Implementation Of Picture Series In Teaching Writing Procedural Text At Tenth Grade of SMAN 1 Sakra In Academic Year 2022/2023. *Journal of English Education Forum (JEEF)*, *2*(2), 22–27. https://doi.org/10.29303/j.v2i2.360

Fitriani, N., & Zaiturrahmi, Z. (2022). "I Think Our Writing Become Tidy, Clear and Also Perfect" Students' Feedback on Writing Class with Technology Performance. *Jurnal Sains Riset*, *12*(1), 88–95. https://doi.org/https://doi.org/10.5897/err2019.3757

García Santalla, M. Á. (2022). *Teaching Through CLIL and ELF: A Practical Proposal for Secondary Education*.

Imran, M. C. (2022). Applying Hemingway App to Enhance Students' Writing Skill. *Edulec: Education, Language And Culture Journal*, *2*(2), 180–185. https://doi.org/https://doi.org/10.56314/edulec.v2i2.67

Irsa, M. (2019). Transition-Action-Detail (TAD) Strategy for Teaching Recount Text. *Eti Setiawati, et al.(Eds.)*, 429.

Ismayanti, E., & Kholiq, A. (2020). An Analysis Of Students' Difficulties In Writing Descriptive Text. *E-LINK JOURNAL*, *7*(1), 10. https://doi.org/10.30736/ej.v7i1.260

Jalaluddin, I. (2019). Process approach in teaching of esl writing: teacher's assistance and its practicality in real classroom. *Journal Of Research, Policy & Practice of Teachers & Teacher Education*, *9*(2), 66–78. https://doi.org/10.37134/jrpptte.vol9.no2.6.2019

Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of reading comprehension skills among the students of learning disabilities. *Universal Journal of Educational Research*, *8*(11), 5335–5341.

Künzel, S. R., Sekhon, J. S., Bickel, P. J., & Yu, B. (2019). Metalearners for estimating heterogeneous treatment effects using machine learning. *Proceedings of the National Academy of Sciences*, *116*(10), 4156–4165. https://doi.org/10.1073/pnas.1804597116

Lestari, F., Apriliaswati, R., & Wardah, W. (2018). Improving Students'writing Skill On Recount Text Through Wordless Picture Book. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, *7*(10). https://doi.org/http://dx.doi.org/10.26418/jppk.v7i10.29072

Lisnora Saragih, E. L., & Sirait, M. L. (2022). Penanda Kesantunan Berbahasa Pelaku Wisata: Kajian Sosiopragmatik. *Jurnal Kajian Bahasa, Sastra dan Pengajaran (KIBASP)*, *6*(1), 146–163. https://doi.org/10.31539/kibasp.v6i1.4804

Meinawati, E., Purwaningrum, P. W., Setianingrum, H. W., Alawiyah, S., Nurmalia, L., Dewi, N., Sri Sulistyawati, M. E., & Lestari, V. L. (2021). Students' Metacognitive

Strategy Pattern in English Academic Writing Learning Using Zoom. *AL-ISHLAH: Jurnal Pendidikan*, *13*(1), 610–616. https://doi.org/10.35445/alishlah.v13i1.477

Nair, A., Gupta, A., Dalal, M., & Levine, S. (2020). Awac: Accelerating online reinforcement learning with offline datasets. *arXiv preprint arXiv:2006.09359*. https://doi.org/https://doi.org/10.48550/arXiv.2006.09359

Primasari, Y., Sari, H. P., & Sutanti, N. (2021). The chain writing method in learning writing for information technology faculty students: the effectiveness. *JARES (Journal of Academic Research and Sciences)*, *6*(2), 49–58. https://doi.org/https://doi.org/10.35457/jares.v6i2.1631

Rizkiana, D., & Pulungan, A. H. (2020). Online Assessment on Students' Writing Recount Text: Teachers' Perspectives. *REGISTER: Journal of English Language Teaching of FBS-Unimed*, *12*(1). https://doi.org/https://doi.org/10.24114/reg.v12i1.44524

Sholikhin, M. I. (2021). An analysis of teacher's strategies on English learning during pandemic. *EDUTAMA*. http://repository.ikippgribojonegoro.ac.id/id/eprint/1682

Wardana, A. K., Miftah, M. Z., & Mirza, A. A. (2022). Assessing Students'writing Ability In A Narrative Text. *Project (Professional Journal of English Education)*, *5*(4), 766–771. https://doi.org/http://dx.doi.org/10.22460/project.v5i4.p766-771