

## The Story Pyramid Strategy's Effect on Students' Narrative Writing (Experimental Study of SMP N 3 Jambi at Eighth Grade Students)

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**Abstrak.** Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Strategi Piramida Cerita Terhadap Kemampuan Menulis Teks Naratif Siswa Kelas VIII Semester Pertama di SMP N 3 Jambi Tahun Ajaran 2023/2024. Ada dua variabel dalam penelitian ini, yaitu variabel bebas adalah strategi piramida cerita (X) dan variabel terikat adalah hasil belajar menulis teks naratif (Y). Dalam penelitian ini, metodologi yang digunakan adalah desain kuasi-eksperimen dengan pre-test dan post-test. Populasi penelitian ini adalah siswa kelas sembilan di SMP N 3 Jambi pada Tahun Ajaran 2023/2024. Sampel penelitian ini adalah dua kelas yang terdiri dari 23 siswa untuk kelas eksperimen dan 22 siswa untuk kelas kontrol. Dalam mengumpulkan data, instrumen yang digunakan adalah pre-test dan post-test. Setelah memberikan post-test, peneliti menganalisis data dengan menggunakan SPSS. Dari analisis data yang dihitung dengan menggunakan SPSS, diperoleh Sig = 0,021. Hal ini berarti  $H_0$  diterima karena Sig < 0,05. Jadi, terdapat Pengaruh Strategi Piramida Cerita terhadap Keterampilan Menulis Teks Naratif Siswa Kelas VIII Semester Pertama di SMP N 3 Jambi Tahun Ajaran 2023/2024.

**Kata kunci:** desain eksperimen, teks naratif, strategi piramida cerita, menulis.

**Abstract.** This study aimed to determine whether or not the Story Pyramid Strategy significantly improves students' ability to write narrative texts in the first semester of the eighth grade at SMP N 3 Jambi in the academic year 2023–2024. This study used the students' narrative text writing (Y) and the story pyramid strategy (X), which served as the independent variable. Pre- and post-tests were part of the quasi-experimental design employed in this study. Students enrolled in 8th grade at SMP N 3 Jambi during the academic year 2023–2024 made up the research population. Two classes, with 23 students in the experimental class and 22 in the control class, made up the research sample. Pre- and post-test instruments were used in the data collection process. Following the administration of the post-test, the researcher used SPSS to analyze the data. Sig = 0.021 was found through the data analysis performed with SPSS. It was determined from the data analysis performed with SPSS that Sig = 0.021.  $H_0$  is thus accepted because Sig is less than 0.05. Thus, in the first semester of the eighth grade at SMP N 3 Jambi in the academic year 2023–2024, there is the Effectiveness of the Story Pyramid Strategy toward Students' Writing Narrative Text.

**Keywords:** experimental design, narrative text, story pyramid strategy, writing.

### INTRODUCTION

Writing is one of the imperative aptitudes of communicating their considerations and communicating thoughts or sees to other individuals as a rule numerous individuals feel bashful about talking a part and are inclined toward composing. The understudies ought to learn composing to be able to specify their thoughts, contemplations, and sentiments in the best conceivable ways. There are two reasons why understudies ought to ace composing. To begin with, compelling communication can be put through the medium of composing. It implies that composing can be a implies of communication. Moment, scholarly composing is emphasized with much more prominent

precision and formal dialect that the understudies can utilize to reach their instructive level.

Richards & Renandya (2002) state that writing is the preeminent troublesome mastery for minute lingo learners to experts. In line with it, Nunan, (1991) states that composing may be a complex handle and competent composing is as frequently as conceivable recognized as the final dialect ability to be gotten. Cohen (1998) states that “writing can be a communicative act, how to share discernments, information, contemplations or contemplations with others and ourselves”. One scope of english learning at senior high school is that understudies can get it and create brief useful content and brief

expositions within the frame of certain content sorts. They are method, graphic, relate, account, report, news thing, explanatory piece, hortatory piece, parody, clarification, discourse, and audit. In this inquiry, the researcher focused on the successful utilization of the story pyramid strategy in composing a narrative text since it is one of the writings that eighth-grade understudies should master. The researcher moreover realized that composing a story's content was not a straightforward thing to do. Through this research, the understudies were anticipated to be able to deliver account writings suitably it means that they got to get those sorts of content to realize the comprehension level, counting composing the subject accurately and understanding the social work, bland structure, and the dialect highlight, activity verbs of the content to keep recalling and how to be able to type in one of them is by utilizing story pyramid procedure (Agustinarsih dkk, 2014).

Educating writing aptitudes requires an unused procedure to pull in students' intrigued and progress their composing aptitudes, one of which is utilizing the story pyramid methodology. Macon et al. (1991) state that the story pyramid procedure makes a difference in understudies pinpointing the highlight of a story and depicting the vital parts by employing a restricted number of words. By using the pyramid technique, able to point to the portrayal of vital data from a story. The story pyramid methodology may be an instructing methodology that has been created from a story face to a story pyramid. It may be a fun perusing movement that makes a difference understudies capture the most focuses of a story in a constrained number of words. The pyramid acts as a realistic organizer that begins with one word at the beat and includes a word for each line underneath it. Whereas agreeable, the movement makes a difference understudies keep in mind key focuses and summarize what they know. The researcher chose to look at the adequacy of this methodology since it is accepted that this technique will offer assistance to the understudies to increment their composing abilities in story content. This technique gives them a visual of most of the story within the frame of illustrations. They can type in the story by developing the list of words that are served within the story pyramid.

#### *Review of the Related Literature Narrative Text*

Learning text types in junior and senior high school features the languages that are overwhelmingly utilized to compose the story content. These dialect highlights are commonly related to language structure and structure. As of late, considering linguistic use and structure can't be isolated from the settings. That's why we discovered a few language structure centers will be joined within the text. According to Anderson, a narrative is a text that tells a story and doing so, performs or educates the readers or audience. It implies that narrative text could be a kind of text to retell the story of the past, there are issues and resolutions. The purpose of the text is to engage or amuse the readers or listeners around the story. In the interim agreeing to Kurniawan narrative text could be a text that tells something. Hence, narrative text could be text that's made or written by the creator within the shape of an introduction to a story that by and large happens in the past. It implies that a story is to tell something to make other individuals appreciate or envision the things we tell. In addition, a narrative is also a type of text that tells a story with a problem, a climax, and a resolution at the end. It indicates that there is a conflict in the narrative text that will be resolved after the tale. Students typically enjoy reading fables like mouse and crocodile, Cinderella, and Malin Kundang, as well as national legends and fairy tales from around the world. We refer to them as narrative texts (Clouse, 2008)

#### *Purpose of Narrative text*

Like all written texts, the narrative text serves a purpose. The goal of narrative, according to Anderson, is to give the reader or listener an entertaining or educational perspective of the world. One could argue that narrative texts can be used to keep readers or listeners entertained. Furthermore, narrative texts can serve any purpose associated with writing, including persuasion, entertainment, emotional expression, and experience recall. This is according to Clouse. Narratives serve not only to entertain readers but also to convey emotions and influence their opinions.

#### *Generic Structure of Narrative Text*

The generic structure of a narrative are:

1. Orientation, this is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action

happens.

2. **Complication**, the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
3. **Resolution**, in a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is). In short, as stated in the paragraph above, the generic structure of narrative text is orientation, complication, and resolution.

Narrative texts are intended to be humorous and to address real and imagined experiences in various ways known as narrative texts. Narrative texts also address difficult situations that result in crises or other significant moments that are ultimately resolved. This indicates that a narrative text is a type of text that recounts historical events, complete with challenges and solutions. The text's goal is to amuse or entertain readers or listeners with the tale. It is clear from the previous sentence that a narrative text is an inventive story intended to amuse the reader. Stories can also be used as a teaching tool to impart moral values to students. Occasionally, a narrative text concludes with the characters improving themselves, showing respect for others, growing into compassionate individuals, etc.

#### *Language Features of Narrative Text*

In addition to having a general structure and a purpose, narrative texts also have important linguistic elements that reinforce their particular form. Below are the linguistic characteristics of narrative text: a) using simple past tense; b) using adverbs of time such as once upon a time, one day, etc; c) using time conjunctions such as when, then, suddenly, etc; d) using specific characters. the character of the story is specific, not general. for example, cinderella, snow white, alibaba, etc; and e) using action verbs such as killed, dug, walked, etc.

#### *Types of Narrative Text*

There are several genres used in narrative text writing. Neo claims that there are numerous varieties of narrative texts, including:

1. **Humor**. A humorous narrative aims to make an audience laugh as a part of telling the story. Here is a typical structure: 1) orientation: the narrator tells the funny characters' names in an unusual setting; 2) complication: in this part, something crazy happens; 3) sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people; and 4) resolution: all's well that ends.
2. **Romance**. The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features: 1) orientation: it contains a hunk of males and females who are looking for love, a exotic setting, the sunset, beaches, and moonlight; 2) complication: boy meets girl; 3) sequence of events: it contains the development of relationships, jealousy, love, hurt, pain, warmth, sharing, and overcoming problems; and 4) resolution: the boy gets a girl, marries, and live happily ever after.
3. **Fairy Tale**. A fairy tale is a story that involves folklore features such as fairies, goblins, princes and princesses. The fairy tales are a sub-class of the folk tale. The oldest fairy tales were told and retold from generations before they were written down.
4. **Fable**. Fable is a literary genre: a succinct fictional story, in prose or verse, that features animals, legendary creatures, plants, inanimate objects, or forces of nature.
5. **Legend**. A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. A legend is a short, traditional, and historicized narrative performed in a conversational mode. Some define legend as a folktale.

#### *Story Pyramid*

The story pyramid strategy acts as a realistic organizer that begins with one word at best and includes a word for each line underneath it. Whereas, the activity helps students retain important information and condense what they already know, even though it's fun. A story pyramid, according to Jonson, is an organized framework that helps students

identify the key details of a narrative. Using this method compels students to go over and rephrase a story's essential points. In other words, a story pyramid is an exercise designed to assist students in summarizing a story in a condensed amount of words. Consequently, the Story pyramid is a visual organizer that takes data, including the main character, setting, conflicts, and resolution, using a formulaic system. The story pyramid, according to Puthota, is a method to make sure students fully understand a range of various aspects of a story by closely examining the problem, events, main character, setting, and solution. Since the students would evaluate the texts according to the highest to lowest pyramid, going from the easy to the difficult, it implies that can demonstrate students' critical thinking.

Next, according to Mawadda, a story pyramid is a variation of story mapping that equally makes use of a graphic framework to help readers comprehend, recognize, and retain narrative text's elements. A story pyramid, according to Macon (1991) is a visual organizer that can assist students in identifying the key elements of a story and summarizing them in a condensed amount of words. The brief response requirement pushes students' fun and critical thinking.

According to Tayib's citation of Baxendell, a graphic organizer can assist students in understanding how concepts or ideas are arranged within a text. Learners gain an understanding of the structure of abstract concepts by using organizers. The Story Pyramid Strategy, as previously explained, aims to help students comprehend the story by breaking it down into its structural components. Using the story pyramid method, the teacher should push the students to think more critically and comprehend the text more fully. Students can be assisted in identifying the main idea or the specific topic or issue by using graphic organizers. In Agustiningsih, et al., Boling and Evan claim that the Story Pyramid is a tool that aids students in summarizing the text. To understand the statements' meaning, students must pay attention to pertinent details and utilize clear language. This indicates that students can find the text's purpose and be able to summarize the text using the story pyramid.

According to this description, a story pyramid is an information organizer that combines visual and graphic elements to help with text summarization and connection-making.

Using a limited number of words, the story pyramid strategy helps students identify the main idea of a topic or problem and describe its key components. To sum up, a story pyramid is an organized structure that highlights the most significant elements of a narrative. It forces the students to pay attention to the little things and write with clear, concise language.

#### *Procedure of Story Pyramid*

Students can find various ways to arrange information and find meaning with the aid of story pyramids. Students can improve their writing and comprehension skills by using this tactic. According to Jonson, the steps for the story pyramid are as follows:

- Line 1 name of main character
- Line 2 two words describing the character
- Line 3 three words describing the setting
- Line 4 four words stating the problem
- Line 5 five words describing one event at the beginning of the story
- Line 6 six words describing one event in the middle of the story
- Line 7 seven words describing one event in the end of the story
- Line 8 eight words that refer to the problem solution.

#### **METHOD**

In this study, quasi-experimental research was the design and quantitative research was the method. Determining whether a program or intervention has the desired effect on a study of participants is the goal of a quasi-experimental study. Research that doesn't give the researcher control over the assignment is referred to as quasi-experimental. When using random assignment is not practical for the researcher, this type of design is most often employed (Creswell, 2011).

All of the data that receives attention is the population. It is defined as every member of any well-class group of individuals, occasion, or topic. A sample is a subgroup of the target population that the researcher intends to study to generalize the target population, according to Creswell, who defines a population as a group of people who share similar characteristics. The research's population consists of 73 students spread across three classes in the eighth grade at SMP N 3 Jambi in the academic year 2023–2024. At this point, the researcher decided to use purposive sampling, which selects the sample according to the population and characteristics

of the study. Purposive random sampling is characterized by a lower proportion of writing-deficient students. As a result, the researcher used two of the three sample classes drawn from the entire eighth-grade student body at SMP N 3 Jambi as the research sample.

The condition of characteristics that the experimental class is to be studied by is the variable. Sugiyono claims that a variable is something that can be the subject of research to learn everything there is to know about it. Arikunto continues, saying that the variable is the subject of the study or its main component.<sup>62</sup> This indicates that a variable is anything that can be used as a resource or an item from which we gather data for our study and determine the impact after treating the target research. The two variables in this study are as follows:

1. Independent variable or variable (X). The independent variable in this research is the Story Pyramid Strategy which is symbolized by (X)
2. Dependent variable or variable (Y). The dependent variable in this research is the students' writing narrative text that is symbolized by (Y)

A writing test that is administered as a pre-and post-test serves as the research instrument. The purpose of the pre-test is to assess students' narrative text writing proficiency before receiving treatment, and the post-test is intended to gauge students' progress following the intervention.

The procedures of the data collection are

1. Pre-Test: to determine the student's proficiency in writing narrative text, a writing test is given to both the experimental and control groups before the experiment's commencement. Students used a predetermined topic to write a narrative text.
2. Treatment of the Research. Three sessions were needed to complete the analysis. Every session included some of the steps listed below for the procedures. 1) The researcher gave the students an explanation of the book's structure and the element's narrative text. 2) The researcher gave the junior an overview of pyramid strategies and provided instances of them. 3) The examiners hand out story pyramid worksheets to each student and a narrative text titled Vacation Experience to Karimunjava. 4) After asking a few students to read aloud from the passage, the examiner will give the students enough time to

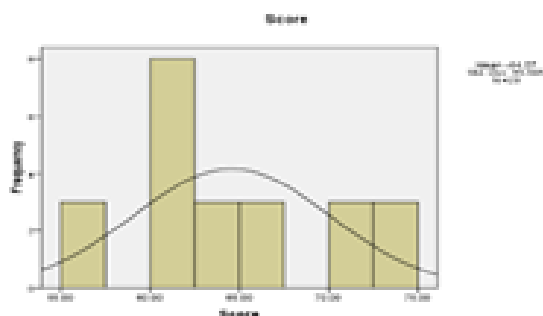
understand it. (pointing to the unfamiliar portion of a foreign word). 5) Following a thorough comprehension of the text by every student, the researcher will present how to use story pyramidal templates to organize the text's main ideas and in-depth details.

3. Post Test. The students took the post-test from the researcher following their treatment. With a distinct topic, the test would be identical to the pre-test as well. As a result, the results of the pre-test and post-test will be compared. The impact of the story pyramid on the instruction of writing skills would then be assessed using the two scores as quantitative data.

Following the test's procedure, the researcher computed the mean score, standard deviations, and SPSS statistics to use a paired sample t-test to determine whether there was a significant difference between the pre-test and post-test scores. An inter-rater was utilized by the researcher in this study to score the test result. Both the researcher and the school's English teacher, who also scores the test, complete the scoring. Two ratters' scores are added together and divided in half. The following system, which Heaton proposed, is used to calculate the test score: (1) content (the ability to think creatively and develop thoughts); (2) organization (the ability to write appropriately); (3) vocabulary (the ability to use of word/idiom); (4) language use (the ability to write appropriate structure); and (5) mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

## **RESULT**

Before receiving treatment, a pre-test was given to determine how well the students were writing narrative texts. On July 23, 2019, both the experimental and control classes received the pre-test. 1) The experimental class pre-test Pre-test results for the experimental class showed that the mean was 64.57, the standard deviation was 5.501, the N was 23, the median was 63.00, the mode was 62.00, the variance was 30.3, the minimum score was 55.00, and the maximum score was 74.00. Before the students received the treatments, their writing was displayed.

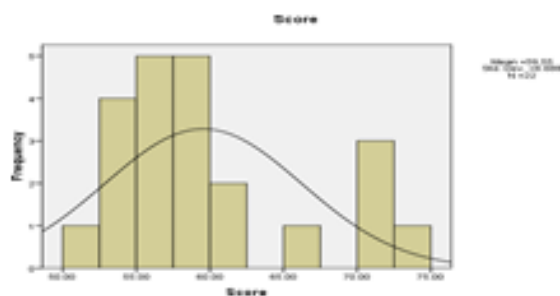


Source: processed data

**Figure 1**

**Pre-test results for the experimental class**

Pre-test results for the control class showed that the mean was 59.55, the standard deviation was 6.688, the N was 22, the median was 58.50, the mode was 55.00, the variance was 44.74, the minimum score was 52.00, and the maximum score was 74.00.

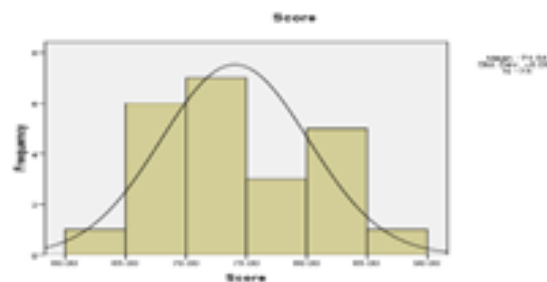


Source: processed data

**Figure 2**

**Pre-test result for the control class**

To assess the students' abilities following the treatment, the researcher administered a post-test. In the experimental class, the post-test was given on August 5, 2023; in the control class, it was given on August 07, 2023. Pre-test results for the experimental class showed that the post-test mean was 74.04, with a standard deviation of 6.094, a normal distribution of N = 23, a median score of 73.00, a mode of 69.00, a variance of 37.134, a minimum score of 62.00, and a maximum score of 85.00. It displays the writing produced by students following treatment.

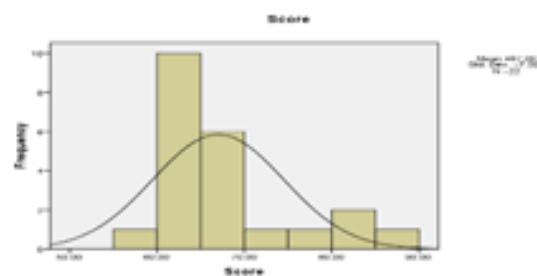


Source: processed data

**Figure 3**

**Post-test result for the experimental class**

The post-test results for the control class were as follows: the mean score was 67.00, the standard deviation was 7.509, the N = 22 median was 64.50, the mode was 60.00, the variance was 56.381, the minimum score was 59.00, and the maximum score was 85.00.



Source: processed data

**Figure 4**

**Post-test result for the control class**

The test for homogeneity and normalcy was passed with the justification provided. Consequently, for a fictitious test, the researcher used SPSS (Statistical Package for Social Science) to compute an Independent sample T-test. The formulas for the theories are:

Ha: Using the Story Pyramid Strategy to help students write narrative texts during the first semester of the eighth grade at SMP N 3 Jambi in the academic year 2023/2024 has proven to be highly effective.

H0: Using the Pyramid Strategy to help students write narrative texts in the first semester of the eighth grade at SMP N 3 Jambi in the academic year 2023/2024 is not significantly effective.

Acceptance criteria were as follows:

Ha is accepted if Sig <  $\alpha = 0.05$ .

If Sig >  $\alpha = 0.05$ , then H0 is accepted.

In light of the findings from the aforementioned independent sample t-test, the significant generated Sig (Pvalue) = 0.021 <  $\alpha = 0.05$ . Therefore, Ha is accepted and Ho is

rejected. The computation indicates that, for eighth-grade students at SMP N 3 Jambi in the academic year 2023–2024, employing the Pyramid strategy to write narrative texts is significantly effective.

Story pyramids help students write better narrative texts, according to research findings. The above result makes it clear that the experimental class performed better on the post-test than the control group did. Despite their poor writing skills, the majority of eighth-grade students still struggled with writing in English, according to the English teacher at the school where the researcher conducted her research. As a result, the teacher's evaluation of their writing ability makes this clear. The researcher ran into a few issues when putting the Story Pyramid into practice to teach writing. First of all, a lot of students struggled with using English in communication, particularly when writing, because they were nervous about making mistakes. Second, because the teacher did not employ an engaging approach, students struggled to organize what to write. Then, when they work on narrative text writing exercises, the students become disinterested.

Before the students receiving treatments from the researcher, a pre-test was given to determine the students' level of achievement in writing narrative texts. According to the results, the experimental class's pre-test mean score was 64.57, while the control class's pre-test mean score was 59.55. The use of a story pyramid to improve students' test scores is effective, as evidenced by the fact that students in the experimental class scored higher on the post-test than on the pre-test. In the earlier iteration of this study, the experimental class used the story pyramid strategy, while the control group used the expository strategy. Three narrative text topics for three treatments comprised the material. The researcher gave the students an explanation of the narrative text, the story pyramid strategy, and how to follow the procedures before implementing the strategy (Miller, 2006).

The story pyramid was not used to its full potential during the first meeting since the students were not used to following it, appeared too shy or anxious to respond to questions, and did not find the material to be interesting. It caused them to have some difficulty comprehending the information and approach that the researcher described. The researcher then amused the class by telling a narrative story

that was connected to the subject matter being covered. Subsequently, the researcher elucidated the definition, general framework, and linguistic characteristics of narrative text and provided an instance of the utilization of the constructed story pyramid technique in narrative text composition. Because the students enjoyed using the story pyramid in the teaching-learning process, the second treatment was marginally better than the first. Using the story pyramid as a guide, they were able to write down the narrative story. The third round of instruction helped the students get used to being taught the learning process using the story pyramid.

Additionally, students participated actively in class; they responded to the lesson and the teacher's comments more quickly. Both the content and the instructions were understandable to the students. Students also reported that it was simple for them to communicate their ideas in writing, particularly in narrative texts. The teacher gave them a post-test during the last meeting following treatment to gauge how much their ability to write narrative texts had improved in both classes. A post-test was administered after the study to assess how well the students in both classes had improved at writing narrative texts following the interventions. The analysis of the data using SPSS revealed that there was a slight difference in the post-test mean scores between the experimental and control groups. The experimental class's post-test mean score was 74.04, while the control class's post-test mean score was 67.00.

The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected in the T-test results based on the data analysis and hypothesis testing. The alternative hypothesis is accepted since it indicates that the treatments were successful in encouraging students to write narrative texts using story pyramids. Based on the research data analysis, it can be inferred that the story pyramid strategy can significantly impact students' ability to write narrative texts, as evidenced by the higher writing scores of students who received the story pyramid instruction compared to those who did not receive it. Additionally, the results of this study confirmed the findings of earlier studies showing that teaching writing using the story pyramid approach is successful. Additionally, it can support the educational process, which makes it easier for students to write for practice. It assists students in structuring their ideas into

writing pieces and in writing according to the story pyramid's outline.

In summary, the researcher got to the conclusion that students would benefit more from using the story pyramid to develop their writing. Thus, employing the story pyramid technique helps students write narrative texts more effectively, especially for eighth-grade students at SMP N 3 Jambi in the academic year 2023–2024.

## CONCLUSION

The results indicate that eighth-grade students at SMP N 3 Jambi can write narrative texts with considerable effectiveness when using the story pyramid strategy. The conclusion drawn from the data calculation in the previous chapter, which showed that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected, supports the researcher's hypothesis that the Story Pyramid can significantly improve students' ability to write narrative texts. It was validated by the test results of students who performed better after the researcher used the Story Pyramid as a teaching tool for writing. The independent sample t-test table's sig. (2-tailed) of the assumed equal variance, which is less than  $\alpha = 0.05$ , and indicates that  $H_a$  is accepted and  $H_o$  is rejected, demonstrating the significant effectiveness of the test. The hypothetical test, in which the alternative hypothesis is accepted and the null hypothesis is rejected, can be used to demonstrate it.

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