



TEACHING WRITING NARRATIVE TEXT BY USING STORY PYRAMID STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

Writing is an important skill that is needed in order to share and convey ideas into written form. As a writer, the students should be able to give their thoughts through writing. However, many students have difficulties in writing the text and they do not know how to generate and develop their ideas. It is because they are confused to develop their ideas into a paragraph. That is why this paper is conducted in order to explain how to use Story Pyramid Strategy in teaching writing narrative to senior high school students. 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 means that this strategy assists students to produce and arrange the ideas clearly before they start writing. It is believed that this strategy can help many students in improving their writing ability.

Key words: Writing, Teaching Writing, Story Pyramid Strategy

A. INTRODUCTION

Writing is one of the four language skills in English (listening, speaking, and reading). Hyland (2003) states that writing is a way of sharing personal learning and writing courses that emphasize the power of the individual to construct his or her own views on a topic. This statement means that writing is the way to communicate writer's perspective on a topic.

Based on Maulidiansyah (2017), the students have faced some problems in writing activity. First, it is hard for the students to start writing. They have no idea what they are going to write and afraid to make mistake in their writing. They tend to write without making some outlines or drafts to guide them in writing. Making an outline will help them to organize what they are going to write. Second, they get difficulties in generating and developing their ideas. When the students try to write a paragraph, they are confused how to develop their ideas into a paragraph. It is also because the students do not master the vocabulary. However, vocabulary is the essential element in writing. Third, the teacher does not use a good strategy that can improve the students' interest in

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writing. Many students think that writing is boring, so the teacher should make them get interested in writing activity.

To overcome the students' writing problems, the writer choose story pyramid strategy that is used to improve students' writing ability especially about narrative text. According to Macon et al (1991) story pyramid helps students to pinpoint highlight of a story and describe the essential parts by using a limited number of words. It is prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It assists students to produce and arrange the ideas clearly before they start writing.

Besides, story pyramid helps students by giving some words that related to the story such as the main character, setting, events, etc, so that the students will be easier in expanding the story. This strategy also makes the students find new and different learning experience that they usually get in the class and they will become excited to write a story.

There are several studies about story pyramid strategy which have been conducted by the previous researchers. They have showed that the story pyramid strategy is an effective technique to be applied in the classroom. Firstly, Seftiana (2017), who did research at SMPN 1 Kaduhejo, found that story pyramid strategy is more effective in learning writing and also has good influences to the students or it can be said that using story pyramid strategy in writing is effective to apply in the second grade students of SMPN 01 Kaduhejo, Pandeglang.

Secondly, Siti (2018) who did research at MTsN 1 Bekasi found that the story pyramid strategy shows the significant effect in improving students' writing narrative text. It is supported by the effect size of story pyramid on this research and it shows that it has medium effect size level.

Concisely, those researchers have showed that the story pyramid strategy can be an appropriate strategy which is useful to help students in writing narrative text. In other words, it can help students to generate more ideas, explain the topic clearly and help to write in detail. Thus, this strategy can be an effective for teaching a narrative story to students and it encourages students to learn much more about words given, therefore, they get more understanding about the text.

B. REVIEW OF RELATED LITERATURE

1. The Nature of Writing

a. Definition of Writing

Writing, as one of the skills should be mastered by the learners, has various definitions. Hyland (2003) says writing is a way of giving individual ideas and emphasizing the competence of the individual to create his or her own perspective about a topic. As a writer, he or she will be able to give their thoughts through writing. Because writing is an expanding process, they attempt to prevent impressing their perspective of the topics. Instead, they try to encourage the writer's ideas. So, a

willingness to involve with students' statements is essential, and feedback is an important means to introduce and instruct ideas.

Writing includes more than just creating words and sentences. To be able to create a piece of writing, students should be able to write connected series of words and sentences which are grammatically and logically linked. Nunan (2003) describes that writing is sequence of process of changing ideas into a good and obvious statements in paragraphs. Thus, writing is a process of conveying ideas on paper to convert thoughts into words, to sharpen main idea, and to give clear information in communication.

b. Process of Writing

To make something needs a process, so does writing. Considering the process of standard writing, the students have to pass several steps. Harmer (2004) states there are four writing stages in general. Such as planning, drafting, editing and final draft.

Planning

Writers should plan what they are going to write. There are three main issues that writers have to do before writing. Firstly, they have to think the aim of their writing since it will affect among other things not only the type of text, but also the language they use, and information they choose to include. Secondly, writers think the audience they are writing for. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the facts, ideas, or arguments which are they have planned to include.

Drafting

It can refer to the first version of a piece of writing as a draft. It is often done on the assumption that it will be amended later. As a writing process that proceeds into editing, draft may be produced on the way to the final version.

Editing (reflecting and rivising)

After drafting, writers read through what they have written to check where it works and where it do not. Probably there is uncertain information or something is written ambiguous or confusing. Reflecting and revising are often helped by other readers who comment and make suggestions. It can help writers to make appropriate revisions.

Final version

After writers have edited the drafts, making some changes they think necessary, they create their final version. It may look different from the first plan and draft, because writers have changed some things in the editing process. But now is the time for writers to make the written text to its expected audience.

2. Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Harmer (2007) states that writing is used as practice tool to help students practice and work with language that they have studying. The students will ask to write sentences using given

structure or new words that they have been learning. This is designed to give reinforcement to students. Writing is also used for enabling activity. It means that students write sentences in preparation for some other activity. On the other hand, writing helps students at developing their skills as writers. In other words, the students should become better at writing in any kinds of writing that might be. Thus, it is clear that the way the teachers organize the students' writing and the way the teachers offer advice and correction will be different, depending on what kind of writing the students are involved in.

3. Story Pyramid Strategy

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 Macon et al (1991) says that story pyramid helps students to pinpoint highlight of a story and describe the essential parts by using limited number of words. It means that this strategy assists students to produce and arrange the ideas clearly before they start writing.

Story pyramid helps students in searching for meaning and a variety of ways to organize information. This strategy also helps students promote comprehension and writing. According to Jonson (2006), here are the procedures of story pyramid:

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

From the information above, it concludes that story pyramid is a strategy that helps students to obtain the essential information from a story such as the main character, the setting and the major events and they also can organize their thoughts in writing a narrative story. The writer thought that pyramid strategy is one of the suitable strategies in teaching writing skill.

4. The advantages of Story Pyramid Strategy

Using story pyramid strategy gives several advantages in improving writing skill. Here are the advantages of story pyramid strategy.

1. Using the story pyramid strategy can helps students easily boost their writing skills. Because in this pyramid strategy, students are filling in the outline that is provided in story pyramid that

- makes them easier to understand a text in the form of the English language.
2. This strategy helps the students to organize their ideas to create their own writing.
 3. Story pyramid strategy can also help students to understand the text by catching the main point of the text using limited number of words. So that they can improve their comprehension skill.

C. DISCUSSION

1. Teaching Preparation

a. Choosing Teaching Materials

The use of Story Pyramid strategy In Indonesia should be adapted to the basic competences in the curriculum 2013. In senior high school, there are some monolog texts. Three texts are taught in the first grade; they are descriptive text, recount text, and narrative text. In the second grade, there are three texts that should be taught; analytical exposition text, personal letter, and explanation text. For the third grade, there are application letter, news item, and procedure text that have to be taught.

Meanwhile, in this paper the writer uses the Story Pyramid strategy in teaching narrative text. It is because this strategy can only be applied for narrative text that is taught at the first grade. The students are expected to read, comprehend, and write this text well.

b. Choosing Teaching Media

Media is a tool of teaching and learning process that is used by the teacher in order to get students' attention and make the students easier in understanding the material. It is important for the teacher to prepare good media. In using Story Pyramid strategy, the teacher provides the text and the outline of story pyramid.

c. Setting Time Allocation

The teachers must be able to manage the time well in the learning process in order to minimize the mistakes during the teaching-learning process. Usually, senior high school students learn English about 2x45 minutes for one meeting. So, the teachers need to think about how he/she will manage the time efficiently and set the time with the lesson plan appropriately.

d. Preparing a Lesson Plan

Then, the teachers should prepare a lesson plan before coming to the classroom. It is because every single activity that should be done by the teachers in teaching is stated in the lesson plan. Lesson plan consists of core competence, basic competence, indicators, objectives, learning materials, learning models, teaching and learning activity, media and evaluation. These components can be guidance for teachers to conduct the teaching-learning activities. Lesson plan also has an important role in using Story Pyramid

strategy in order to lead and remain the teachers what they will do in the classroom clearly by using Story Pyramid strategy.

2. Implementing the Story Pyramid Strategy at First Grade of Senior High School

Pre-Teaching

In this stage, there are some activities that should be done by the teacher. They are orientation, apperception, motivation, and objectives of the lesson. The teachers start the class by greeting the students, asking the students to pray, and checking the students' attendance. The teachers can ask the students about previous lesson and recall their background knowledge about a narrative text. They also need to state the purpose of the lesson by using story pyramid strategy and the advantages of using this strategy.

Whilst-Teaching

The current curriculum that has been applied recently is curriculum 2013 which has a scientific approach. There are five activities in scientific approach that should be done by the teachers in the classroom. They are: observing, questioning, collecting information/experimenting, associating and communicating.

Observing

In observing stage, the teacher shows a video of narrative text about *Cinderella* with about three minutes duration. That provides opportunities for the students to make observation to build their knowledge about narrative text. In this stage, the students will observe what happen in the video, who is involved, and where is the story happened. Before watching the video, the teacher gives the students observation sheet in the form of true or false questions and the students will fill it after watching the video.

Questioning

In this stage, the teacher shows the narrative text of Cinderella with its generic structure which consist of orientation, complication, and re-orientation. The students may ask the teacher about the material that they do not understand by asking directly to the teacher. Then, the teacher will answer and explain the answer to the students.

Collecting Information/ Experimenting

It is time for the students to collect their ideas about narrative text. The teacher will divide the students into several groups which consist of four or five students each group. Then, the teacher give five narrative stories to each group. They are *The Legend of Surabaya*, *Lake Toba*, *Malin Kundang*, *Timun Mas*, and *Sangkuriang*. The teacher will ask them to read the story for five or ten minutes. The students will be asked to find information about generic structure, social function, and language features of

narrative text by reading the text given by the teacher. This stage is called data collection where the students collect as many as information about narrative text. the students can use textbook, material given by the teacher, and other resources to help them in doing this activity. After searching some information from the sources, the students can take a note on what they get about narrative text. The teacher will guide the students while doing this activity.

Associating

After reading the stories, the teacher gives the students an empty outline of story pyramid.

Title: _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

The teacher will explain the definition of story pyramid strategy to the students and how to use the strategy. Then the teacher ask the students to fill in the outline based on the story the teacher gave them. The teacher helps the students by telling some directions related to the procedure of story pyramid strategy. Here are some directions the teacher might say.

- Line 1 – one word, stating the name of main character
- Line 2 – two words, describing the main character
- Line 3 – three words, describing the setting
- Line 4 – four words, stating the problem
- Line 5 – five words, describing first main event
- Line 6 – six words, describing second main event
- Line 7 – seven words, describing third main event
- Line 8 – eight words, stating the solution to the problem

Those directions will help students to fill in the outline and make their own story from that outline. The teacher also show the students the example of a story pyramid of cinderella as their guidance.

After the students have finished filling in the outline of the story pyramid, the teacher asks them to write a narrative story based on the outline of story pyramid they have made in their group. In that group, they can discuss and share about their own story with their friends in order to solve and correct the problems that they find. They all have the same opportunities to give comments or feedback to their friends' story.

Communicating

In this last stage, the students will communicate what they have done during the learning process. The teachers ask the students who want to present their own story or the teachers may choose 2 or 3 students to present their work in front of the class. Then, the students also can tell their teachers and their friends what they feel toward the story pyramid strategy. They will get strengthening from the teachers about their writing skill in narrative text.

Post-Teaching

This is the last part of teaching and learning process. In this case, there are some activities that can be done by the teachers. The teacher together with the students concludes the lesson. Then, the teachers tell the students about the next lesson. Last, the teacher and the students end the lesson by praying.

D. CONCLUSION AND SUGGESTION

Writing is the skill that should be taught in teaching English for Senior High School students. Moreover, in teaching writing, teachers need to make sure the students get interested in writing so that they are able to write a story. However, teaching writing is really challenging for teachers. It is because the students have no interest and motivation in writing so that the teachers should use an appropriate strategy to motivate and encourage the students in writing, especially for narrative text.

The writer suggests the teacher should use some strategies that can help students in their lessons. The strategy that can be used is story pyramid strategy that can enhance students' writing skill. Then, the teacher should be more creative to get the varieties of narrative stories so that the students do not feel bored with the story. In addition, the teacher can also motivate the students to keep learning and writing using this strategy. So, the students can get used to the strategy and ease them to write a story.

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