

ENHANCING STUDENTS' WRITING SKILL BY USING STORY PYRAMID STRATEGY

(A Quasi -Experimental Research at Eighth Grade of SMPN 1 Kaduhejo)

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STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, July 10th, 2017

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**ENHANCING STUDENTS' WRITING SKILL BY USING STORY
PYRAMID STRATEGY: A QUASI – EXPERIMENTAL RESEARCH AT
EIGHTH GRADE OF SMPN 1 KADUHEJO**

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DEDICATION

This research paper is dedicated to

the writer's beloved parents, Andri Iswandi and Endah Oktaviani. Also the writer's beloved sister, Ezellia Aisyah Rani and especially for the writer's beloved grandmother, R. Kartini.

for their endless love, sacrifices, prayers, support and advices.

“And if all the trees in the earth were pens, and sea, with seven more seas to help it, (were ink), the words of Allah could not be exhausted. Lo! Allah is mighty, Wise.”

(Qs. Lukman 31:27)

A Brief Biography

The writer, Alifia Seftiana, was born in Pandeglang, Banten on September 11th, 1995. She is the first daughter, out of two, of Andri Iswandi and Endah Oktaviani. She finished his elementary education at SDN Cicadas 02, Gunung Putri, Bogor in 2006. Then, she finished her junior high education at MTS Al-Asiyah Cibinong, Bogor in 2009 and finished her high education at SMAN 3 Cibinong, Bogor in 2013. Then, she continued her education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, State Islamic University “Sultan Maulana Hasanuddin” Banten.

During her time of studentship, she was involved at IMMB (Ikatan Mahasiswa Minang Banten) since 2015.

ABSTRACT

Alfia Seftiana. 132301431. 2017. *Enhancing Students' Writing Skill by Using Story Pyramid Strategy : A Quasi – Experimental Research at Eighth Grade of SMPN 1 Kaduhejo.*

This research is to investigate the process of enhancing students' writing skill in narrative text for eighth grade students' of SMP Negeri 1 Kaduhejo, Pandeglang by using story pyramid strategy. The subject of this research involves 60 students' as sample among eighth class of SMP Negeri 1 Kaduhejo, Pandeglang year 2017 as population. The method used in this research was quantitative method. The design of this study was quasi – experimental design with two classes, called experimental and control class using pre – test and post – test technique. The result of calculation showed that the value of t_0 was 6,7 with the degrees of freedom (df) was 58. In this research, the degree of significance in the level of 5% and 1% which in the table of significance showed that level 5% of df 58 was 1,68 and level 1% of df 58 was 2,4. According to the criteria of the test, the result showed that there is a significant difference between students' writing skill in narrative text by using story pyramid strategy and without story pyramid strategy. It means that, story pyramid strategy is effective and applicable at the eighth grade of SMP Negeri 1 Kaduhejo, Pandeglang towards students' writing skill.

Keywords: Writing Skill, Story Pyramid Strategy.

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In the Name of Allah, the Merciful, the Compassionate

There is no valuable words to be said but all praises be to all praises to be Allah, the almighty God, who has sent Muhammad, peace be upon him, to be his prophet and messenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me myself to finish the paper.

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Serang, July 2017

The Writer,

AS

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the four skills which should be mastered by the students to complete their ability of English besides speaking, listening, and reading. One of the writing objective based on curriculum of Junior High School in Indonesia is to enable the students to express and write. In other words, the teacher in Indonesia should be able to create component students who are able to reach good ability of writing. As quoted by Ilzamudin Ma'mur, "writing is the result of employing cognitive strategies to manage the process of drafting which is a process of explanation and gradually develop the organization. Involves setting goals, generate ideas, organize information, selecting an appropriate language, compiling, reviewing, and editing."¹ Meanwhile, according to Graham and Haris in Sidekli (2013: 1), writing is one of the most powerful communication tools of human being and the improvement of writing skill is the key to success within and outside school. Apart from these, writing provides communication with people who are far away in terms of time and distance, present incredible opportunities for acquiring and eliminating

¹ Ilzamudin Ma'mur, *Membangun Budaya Literasi, Meretas Komunikasi Global* (Jakarta: Diadit Media, 2010), p. 118.

information of individuals about a topic, and it provides individuals with self-expression, psychological relief and a flexible environment.

The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar of writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, proposition, or the principle how to write.

For the students at the eighth grade of SMP Negeri 1 Kaduhejo, learning English writing is important because it helps developing students' critical thinking skill and helps them to understand and communicate complicated ideas.² Therefore, they are supposed to focus on the mastery of the content of the text and to express the meaning in functional written texts and short essay from simple to complex sentences in the form of recount and narrative to interact with the surrounding environment. Furthermore, in the standard writing for eighth grade students, it has develop students' grammar, vocabulary, punctuation, and spelling. However, the eighth students of SMP Negeri 1 Kaduhejo have difficulties

² Pam Allyn, *Top 5 reasons Writing is Important for Kids on NBC's Education Nation, 2015*, (<http://pamallyn.com/2011/07/pam-allyns-top-5-reasons-writing-is-important-for-kids-on-nbcs-education-nation/>)

for example their grammar understanding was still low, their understanding about text type was still bad especially about narrative text. That is the reason why their writing score is low although their school has complete facilitations. So, one of the solutions that might have good contribution of the case is by using story pyramid strategy to enhance their ability in writing skill.

Story pyramid is one of the strategies of graphic organizer that the researcher had used to teach writing. According to Macon et al (1991) story pyramid helps students pinpoint highlight of a story and describe the important parts of using a limited number of words.³ Thus, by using story pyramid the description of important information from a story, such as the main character, the setting, and the major events in the plot can be comprehended.

Therefore, on this research, the researcher want to show whether the implementation of Story Pyramid Strategy in learning to write expected to be achieved so well that the learning objectives English to improve students' writing is achieved well. The study will be conducted at eighth grade of SMP Negeri 1 Kaduhejo, Pandeglang. This study entitled : *Enhancing Students' Writing Skill by Using Story Pyramid Strategy: A Quasi – Experimental Research.*

³ Ayu Agustinarsih, “*The Effect Of Using Story Pyramid Technique on Sumarry Writing Achievement of Narrative Text of the English Grade Students at SMPN 4 Jember*”, (2014), 2.

B. Statement of the Problem

Based on the background of the study, the statement of the problem of the researcher is “does the story pyramid strategy enhance students’ writing skill at eighth students of SMP Negeri 1 Kaduhejo, Pandeglang?”

C. The Aims of the Study

The general objective of the study is to find out the effectiveness of using story pyramid strategy in enhancing students’ writing skill.

D. Significance of the Study

The research hopes this research will get importance to:

1. English Teacher

This study can be information for the teacher when their students find difficulties in learning English, especially in writing skills. In this study, there are strategies that can be used when the students find difficulties in learning writing and how to overcome those problems.

2. Students

The students are able to have much knowledge and experience about how the importance of learning writing. Writing is not the difficult subject if the students can study hard and try to comprehend with their prior knowledge and always practice it both of school or at home.

3. Researcher

The researcher hopes this result of research give solution in teaching writing.

E. The limitation of the Research

This research is focusing on the student's writing skill by using story pyramid strategy. The subject of the research is eighth grade of SMP Negeri 1 Kaduhejo, Pandeglang. The writer choose this strategy because in story pyramid strategy there are any positive advantages to stimulate and motivate students to master in writing skill.

F. The Definition of Key Terms

1. Writing

Nation (2009: 112) states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

2. Story Pyramid Strategy

A story pyramid strategy is when students summarize the literary elements of a book. This helps students in searching for meaning and a variety of ways to organize information. This strategy also helps students promote comprehension and writing. (Tama, M. C., & Haley, A.M. 2007).

G. Review of the Previous Research

This strategy has been used in the senior high school in Kasemben, Blitar entitled “*Using Story Pyramid Strategy to Improve reading Comprehension of 11th Grade Students in SMAN 1 Kasemben.*” This research by Susviia Cahyaning Mumpuni (2014). She used classroom action research. The finding showed that in the cycle II the students’ score was improved. It means that the result of using story pyramid strategy 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 finding showed that the students’ reading comprehension in narrative text improved in each cycle. The score was 86,26% as very good category in the last cycle (Cycle II). It means that all of the students could reach the KKM in cycle II.

The differences with both of the research are the writer has conducted a research in Junior High School of 1 Kaduhejo, Pandeglang. Entitled “*Enhancing Students’ Writing Skill by Using Story Pyramid Strategy.*” She used quasi experimental research. The writer focusing on

students writing skill. In addition she hopes that the result of using story pyramid strategy could increase the students' writing skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. General Concept of Writing

1. Definition of Writing

Hedge stated, "*writing is the result of employing cognitive strategies to manage the process of drafting, which is a process of explanation and gradually develop the organization. involves setting goals, generate ideas, organize information, selecting the appropriate language, compiling, reviewing, and editing.*"⁴ it means that there are steps that we have to do to get the results According to the rules that have been set in writing.

Cohen (1998) states that "writing is a communicative act, way of sharing observation, information, thoughts or ideas with others and ourselves"⁵ 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.

⁴ T.Hedge, "second language pedagogy: writing," dalsm R.E. Asher, rd. *The Encyclopedia of Language and Linguistic*, Vol.7, (Oxford: Pergamon Press, 1994), p. 3775.

⁵ Angella Novitaningrum, "*The Implementation of Story Pyramid Strategy in Teaching Writing Narrative Text for Eight Grades at SMPN 2 Siduarjo*, (2014) p, 2.

According to Robert Todd Carroll, say that writing allows us to share our communication not only with our contemporaries, but also with future generation. It permits people from the near and fat-distant past to speak to us.⁶ Furthermore, many students were never required to learn proper spelling or grammar. These poor students come to think that “*English*” and “*writing*” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is something they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion that they can’t learn how to speak correctly or how to construct grammatically correct sentences.

Thus, writing is very important skill to be taught. Writing is strongly linked to improve academic performance in all subjects and it also a productive skill that can be used to express thoughts, ideas, and everything in form written text.

2. Types of Writing

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students. There is no limit

⁶ Robety Todd Carrol, *Student Success Guide: Writing Skills* (1990), p, 2.

to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining the ease of speech with which students learn to write. There are two types of writing:⁷ First is practical or Factual Writing. This type of writing deals with facts. Factual writing includes advertisement, internet web sites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main types in this category: narrative, poetic and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.

⁷ H. Douglas Brown, "Teaching by Principles: an Interactive Approach to Language Pedagogy", (Great Britain: Longman, 2001), p. 341-342

3. Narrative Text

a. Definition of Narrative Text

Narrative text is one of genre which is taught at the eighth students in junior high school. Anderson stated that narratives are usually told by a story teller.⁸ Therefore, it should be detailed and clear, with event arranged in the order in some other effective way. From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers. We used narrative when we tell a friend about something interesting that happen to us at work at school and we tell some joke.

b. Purpose of Narrative Text

Basically, the purpose of narrative text is to entertain the readers. Thus, the readers expected to be able to enjoy the text which being read. Andersons stated that the purpose of narrative text is to present a view of the world that entertains or informs the reader or listener.⁹ It can be said that the reader as if involved within story to get the pleasure.

c. Generic Structure of Narrative Text

The generic structure of narrative text are orientation, complication, sequence of events, resolution. A more detailed generic

⁸ Mark and Katy Anderson, *Text Type in English 2*, (Melbourne: Macmillan, 1997), p. 6

⁹ Anderson, p. 6.

structure of a narrative text has been proposed by Anderson who argue that a narrative text includes:¹⁰

1. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
2. Complication: telling the beginning of the problem leads to the crisis of the main participants.
3. Sequence of events: telling how the characters react to the complication. It include their feelings and what they do.
4. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story.

¹⁰ Anderson, p. 8.

d. Language Features of Narrative Text

According to Anderson, the language features of narrative text are:¹¹

1. Nouns that identify the specific characters and places in the story
2. Adjectives that provide accurate descriptions of the characters and settings
3. Verbs that show the action that occur in the story
4. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

4. Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.¹² In other words, writing is a good way for students who learn English. They can put

¹¹ Anderson, p. 3.

¹² Harmer, p. 31-32.

their idea on a piece of paper by paying attention on grammar rule and vocabulary.

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. When writing, the students need more time to think. Then the teachers asked students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing for the students in junior high school is not an easy job, there is another factor makes writing is the most difficult subject. The other reason is that there are many kinds of text in English, such as narrative, descriptive, recount, and many more. Each text has different characteristics. There are social functions, generic structures, and language features. Usually the students can differentiate each text from another and they mix all kind of text. This will be a challenge for the teacher to find out how the students can distinguish each kind of text from another.

In teaching writing, the teachers are faced on difficulties related to make their students be able to transfer their ideas. In addition, one of the difficulties in teaching writing is about the low of exciting students in learning writing. For this reason, it very important for the teacher to know how to teach writing English clearly, exciting, and interesting in

learn writing, especially in writing narrative text. Then, the alternative ways to teach writing narrative text, in this study writer offers one of strategy used in writing class. It is teaching writing using story pyramid strategy.

B. Story Pyramid Strategy

1. Definition of 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.¹³ It means that this strategy is used to develop the students' critical thinking and get specific information 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 pay attention to the procedures of using story pyramid, the writing aim will be good.

¹³ Angella Novitaningrum, "The Implementation of Story Pyramid in Teaching Writing Narrative Text for Eight Grades at SMPN 2 Siduarjo", (jurnal penelitian states University of Surabaya, 2015), p, 3.

Story pyramid include in graphic organizer strategy. These strategy is the kind of graphic organizer. Story pyramid strategy use a pyramid as the answer. The role is the students must organize the answer use limited number of word in part one, and summarize the text in part two. This state supported by Kathrine (2010), she said that story pyramid is the graphic organizer helps students organize story components, which makes it a useful prewriting tool. Model it through whole-group instruction.¹⁴ Moreover, according to Puthota (2011) who states that story pyramid is a strategy to ensure the students thoroughly comprehend a variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution.¹⁵

Thus, Ellery and Rosenboom (2011 : 138-139) divide that story pyramid into two kind of pyramid, it was narrative pyramid and nonfiction pyramid. The purpose of this activity is to organize key element from context text. It make the students know about the structure of the story.

Then, Macon, Bewel and Vogt in teaching work (1991) define that story pyramid helps students pinpoint highlight of a story and describe the important parts of using a limited number of words. The requirement of brief responses stretches students' thinking and is fun.

¹⁴ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers, Grades 5-12*, (United States of America, 2010), p, 210

¹⁵ Mentari Wilis Wijayanti, "Improving Students' Reading Comprehension by Using Story Pyramid Strategy", (2015), p, 5.

As quoted by Ayu Agustianingsih, explain that story pyramid also helps students promote comprehension and writing.¹⁶ It means that story pyramid technique is a technique to improve students' reading comprehension and writing skill by catching and describing the important points of a text by using limited number words.

Story pyramid strategy can give some benefits in its uses. As quoted by Ayu Agustianingsih, "the benefits of story pyramid strategy are as follows: First, story pyramid technique helps students promote comprehension and writing. It means that story pyramid technique can help students to improve their understanding about the text they have read and their writing skill by using summarizing the text using the outline of story pyramid. Then through story pyramid technique, students will be able to capture essential information about the book or reading selection. It means that by using story pyramid technique, students will be able to catch the main point of the text using limited number of words. And the last is students are also able to organize their thoughts to create writing pieces."¹⁷ It means that by using story pyramid technique, students will be helped to organize their thoughts to write, because Story Pyramid provides some directions to guide the students to determine the aim point of the text. Therefore, they can write a summary based on the outline of story pyramid.

¹⁶ Ayu Agustianingsih, "The Effect of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of Eight Grade Students at SMPN 4 Jember", *Artikel Ilmiah Mahasiswa, Universitas Jember*, (2014), p. 2.

¹⁷ Ayu Agustianingsih, p. 2.

And from the explanation above, story pyramid can be used for teaching language skill such as writing. Because story pyramid makes the student more understand the story based on the structure of the text. And this activity can learn how to organize the text well. Ideally, it can showed students' critical thinking, because the students would analyze the text from the easy one to the difficult one based on highest the lowest pyramid.

The students could be active students, comprehend a text clearly, had an ability to develop their critical thinking, easy in getting specific information of the major events in the plot, describe the important information from a story and gave opportunity for them to improving their writing skill.

2. The Steps of Story Pyramid Strategy

Story pyramid strategy has two steps, there are answering question in pyramid pattern and summarizing. In the beginning, the students have to read the text whether silently or loudly. The researcher provide the stduents to ask difficult word during reading process. After the class understand the text, demonstrate the process of organizing the detail information and main idea of the text by completing a story pyramid. Some question could use are “can you mention the name of main character using one word?”, “can you describe the main character using two words?”, “can you explain

where the story took place using three words?" ... so on. After that, give each students a copy of the story pyramid task sheet. Each students should complete a story pyramid independently or paired group, consulting text if necessary. After completing the pyramid, each student will use the pyramid's answer to develop a one-paragraph summary of the literary work. As an evaluation process, the researcher use reading rubric. Organize each student's score to determine the performance level.

3. The Advantages of Using Story Pyramid Strategy

Using strategies in learning English is to identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning (e.g., grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so on), having repeated contact with the material (e.g., through classroom task or the completion of homework assignments), and formally committing to memory whatever material is not acquired naturally through expose.¹⁸ It means using strategy in the classroom can uphold the motivation and helps the students to understand the lesson clearly, especially in learning writing in English, the strategy that can used in writing is using story pyramid strategy.

¹⁸ Cohen, Andrew D. *Strategies in learning and using a second language*. Routledge, 2014, p. 12.

Using the story pyramid strategy can help students easily boost their writing skills. Because in this pyramid strategy, students are given the steps that are much easier to understand a text in the form of the English language. Thus, when they have to write a text, they have already known the first steps in writing some text. It means, by using story pyramid strategy students can enhance their writing skill.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Methodology of Research

1. Place and Time of Research

The writer did the research at Junior High School of one Kaduhejo, Pandeglang, which located at Jl. Raya Labuan km. 7, Rokoy, Sukasari, Pandeglang, Banten 42252. She conducted this research from March up to May 2017. It began by observation of SMPN 1 Kaduhejo on march. Then, the writer held an experiment using story pyramid strategy in teach writing. In addition, the teaching processes were held for six meetings for each class.

2. Method of Research

The method of this was quantitative method. The design of this study was quasi – experiment design. The writer used quasi-experimental design of this study to dee the effectiveness of story pyramid strategy in enhanching students' writing skill. Based on David Nunun (2009) who stated that experimental method is basically a collection of research designs, guidelines for using them, principles and procedures for determining statistical significance, and criteria for

determining the quality of a study.¹⁹ Quasi – experimental designs is the nonequivalent comparison group design, the time series design and the equivalent time samples design. And the characterized by the possibility of making comparisons on the dependent variable, but also by the lack of a randomly sampled and randomly assigned control group.

As quoted by Dewi Awaliyah, the purpose of quasi experimental design is to determine cause and effect between independent and dependent variable. A common situation for implementing quasi-experimental study involves several classes or schools that can be used to determine the effect of curricular materials or teaching methods.²⁰ In this research, enhancing students' writing skill was the independent variable. Which may cause/influence the using of story pyramid strategy as the dependent variable.

In this research, the researcher used pre and post – test on the control and experiment class, to see the effectiveness of story pyramid strategy by looking pre-test and post – test measurement and comparing the gained scores between both classes.

¹⁹ David Nunan & Kathleen, *Exploring Second Language Classroom Research, A Comprehensive Guide*, (Canada: Heinle Cengage Learning, 2009), p. 97.

²⁰ James H. McMillan, Sally Schumacher, *Research in Education Evidence-Based Inquiry* 6th Edition, (Boston: Ally and Bacon, 2006), p, 24.

3. Technique of Data Collecting

In collecting the data, the teacher asked the students to activate their background knowledge by giving some leading questions related to the topic discussed, then the teacher explained how to use story pyramid. Next, the teacher asked the students to read the text given carefully and asked them to fill in the story pyramid based on the information requested. For example, in the first line, the students had to write the name of the main character of story. In the second line, the students wrote two words describing main character, and so on. After the students had finished filling in the story pyramid, the teacher asked them to write a summary based on the outline. And the last step is the teacher asked the students to submit their work and discussed it together.

4. Validity and Reliability of the Instrument

According to Heaton, it the test administer to the same candidates on different occasions. Then, to the extent that it produces differing result, it reliable.²¹ That same with Huges, that say to be valid a test must provide consistently accurate measurements. It must therefore be reliable.²² As a writing test, the researcher could require candidates to write filled all the existing lines to make a story pyramid. The students do that test carefully and clearly. There are some

²¹ J. B. Heaton, *Writing English Language Test* (New York: Longman Inc., 1995), p. 162.

²² Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p. 50.

requirements : all candidates must think the cohesive, unity, and clarify in their writing.

The writing test must be administered, the researcher used as analytic score in order to be more reliable in scoring students' writing.

The rating scale received by Jacobet al.'s (1981).²³

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to Very Good	Knowledge – Substantive – Thorough development of thesis – relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis mostly relevant to topic, but lack detail.
	21-17	Fair Poor	Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent – or not enough to evaluate.

²³ Huges, p. 104.

Organization	20-18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.
	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but in complement sequencing.
	13-10	Fair to Poor	Non fluent – ideas confused or disconnected – lack logical sequencing and development.
	9-7	Very Poor	Does not communicate – no organization – or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused or obscured.

	13-10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice usage – meaning confused or obscured.
	9-7	Very Poor	Essential translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
Language Use	25-22	Excellent to Good	Effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to Average	Effective but simple constructions – minor problems in complex constructions – several; errors of agreement, tense, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to	Major problems in simple/

		Poor	complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10-5	Very Poor	Virtually no mastery of sentence constructions rules – dominated by errors – does not communicate – or not enough to evaluate.
Mechanics	5	Excellent	Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.

	2	Very Poor	No mastery conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.
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TOTAL SCORE:

Content (...) + Organization (...) + Vocabulary (...) + Language

Use (...) + Mechanics (...) = TOTAL

Categorization	Score
EXCELLENT	90 – 80
GOOD	70 – 80
FAIR	60 – 70
POOR	50 – 60

The result of all the students' task has been done checked by the writer and English teacher at SMP Negeri 1 Kaduhejo, Pandeglang.

5. Technique of Data Analysis

In analyzing the data, the writer used t_{test} formula. The two classes are compared to the independent variable, the experiment class is X variable and the control class is Y variable.²⁴ The formula of t_{test} is expressed as follows.

$$T_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where:

M_x = Mean of Variable X

M_y = Mean of Variable Y

SE = Standard Error

Afterwards, the calculation goes to several process as follows:

1. Determining Mean of Variable X

$$M_1 = \frac{\sum fx}{N_1}$$

2. Determining Mean of Variable Y

$$M_2 = \frac{\sum fY}{N_2}$$

²⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p, 324.

3. Determining Standard of Deviation Score of Variable X

$$SD_1 = \sqrt{\frac{\Sigma fx^2}{N_1}}$$

4. Determining Standard of Division Score of Variable Y

$$SD_2 = \sqrt{\frac{\Sigma fy^2}{N_2}}$$

5. Determining Standard Error of Mean of Variable X

$$SE_{m1} = \frac{SD_y}{\sqrt{N_1 - 1}}$$

6. Determining Standard Error of Mean of Variable Y

$$SE_{m2} = \frac{SD_y}{\sqrt{N_2 - 1}}$$

4. Research Hypothesis

The research hypothesis of this study can be seen as:

1. Alternative Hypothesis (Ha): There is a significant difference in using story pyramid strategy in enhancing students' writing skill at SMPN 1 Kaduhejo, Pandeglang.
2. Null Hypothesis (Ho): There is no significant difference in using story pyramid strategy in using story pyramid strategy in enhancing students' writing skill.

$$H_o = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

And then, the criteria used as follows:

1. If t-test (t_o) > t-table (t_t) in significant degree of 0.05, H_o (null hypothesis) is rejected. It mean that the rates of mean score of the experimental group are higher than the controlled group. The using of story pyramid strategy in enhancing students' writing skill.
2. If t-test (t_o) < t-table (t_t) in significant degree of 0.05, H_o (null hypothesis) is accepted. It means that the rates of the score of the experimental group are same as or lower than the controlled group. The using of story pyramid strategy is not effective in enhancing students' writing skill.

BAB IV

RESEARCH FINDING

1. Data Description

This research was conducted by using a quasi-experimental research. The writer divided the students into two groups, 30 students of experimental class and 30 students of control class. The data were collected from students pre-test and post-test of both classes. Pre-test was conducted before teaching through properly structured lesson plans.

There is any differences of both of classes after pre-test, the experimental class was taught by using story pyramid strategy whereas the control class was taught without use the story pyramid strategy. The treatment caused see differences in the performance of the experimental group in the post test. In the beginning the writer asked the students to activate their background knowledge by giving some leading questions related to the topic discussed.

Then the writer explained how to use story pyramid. Next, the writer asked the students to read the text given carefully and asked them to fill in the story pyramid based on the information requested. For example, in the first line, the students had to write the name of the main character of story. In the second line, the students wrote two words describing main character, and so on. After the students had

finished filling in the story pyramid, the writer asked them to write a summary based on the outline. Story pyramid strategy was used to help the students did not repeat their errors in writing English text. After the writer gave the treatment to experiment class, the writer gave the post-test to experiment and control class.

To know the result of the test, the writer collected from students pre-test and post-test of both classes. The data which is obtained is described into two tables. The table 4.1 showed the students' score and achievement I experiment class and the table 4.2 showed the students' score and achievement in control class. Where variable X is the experiment class and variable Y is control class. The table as follow:

- a. The Data of the Experiment Class

Table 4.1

The Result of Pre and Post Test in Experiment Class

Experimental Class (X)				
NO	STUDENTS	PRE-TEST	POST-TEST	DIFFERENCE
1	AC	40	65	24
2	AP	55	70	15
3	A	35	60	25
4	AS	32	60	28
5	DP	60	75	15

6	DF	50	65	15
7	DA	61	65	4
8	ES	63	65	2
9	EG	69	80	11
10	FA	55	57	2
11	FM	34	60	26
12	IW	56	65	9
13	IR	32	60	28
14	KN	60	65	5
15	LI	60	50	-10
16	M	62	65	-3
17	MI	55	65	10
18	MA	60	85	25
19	MP	65	68	3
20	NA	57	60	3
21	NS	31	50	19
22	PS	59	65	6
23	PA	62	72	10
24	RA	57	65	8
25	RM	64	70	6
26	SS	60	65	5
27	SI	60	57	3

28	S	67	65	-2
29	TP	50	50	0
30	YS	70	85	15
TOTAL		1641	1949	307
MEAN		54,7	64,9	10,2

According to the result of pre-test and post-test from the experiment class, it shows that the lowest score of pre-test was 31 (Poor) and the highest score was 70 (Good). Meanwhile, the lowest score of post-test was 50 (Poor) and the highest score was 85 (Excellent). The mean of pre-test was 54,7 and the mean of post-test was 64,9. Thus, the writer got the differences of mean from pre-test to post-test was 10,2. The differences between the students' score in pre-test and students' score in post-test, it can be concluded that there was a positive effect of using story pyramid strategy in teaching writing.

b. The Data of the Control Class

Table 4.2

The Result of Pre and Post Test in Control Class

Control Class (Y)				
NO	STUDENTS	PRE-TEST	POST-TEST	DIFFERENCE
1	AG	50	55	5

2	AD	57	60	3
3	AS	55	60	5
4	AP	53	55	2
5	A	69	67	-2
6	B	67	70	3
7	DS	60	62	2
8	DD	64	67	3
9	EG	31	50	19
10	FE	63	60	-3
11	FH	32	35	2
12	HI	65	67	2
13	IA	45	50	5
14	KH	62	60	-2
15	MS	32	40	8
16	MH	57	55	-2
17	MR	60	66	6
18	MM	32	45	13
19	MA	35	40	5
20	MV	32	60	28
21	NN	59	70	11
22	NS	60	65	5
23	NP	56	65	6

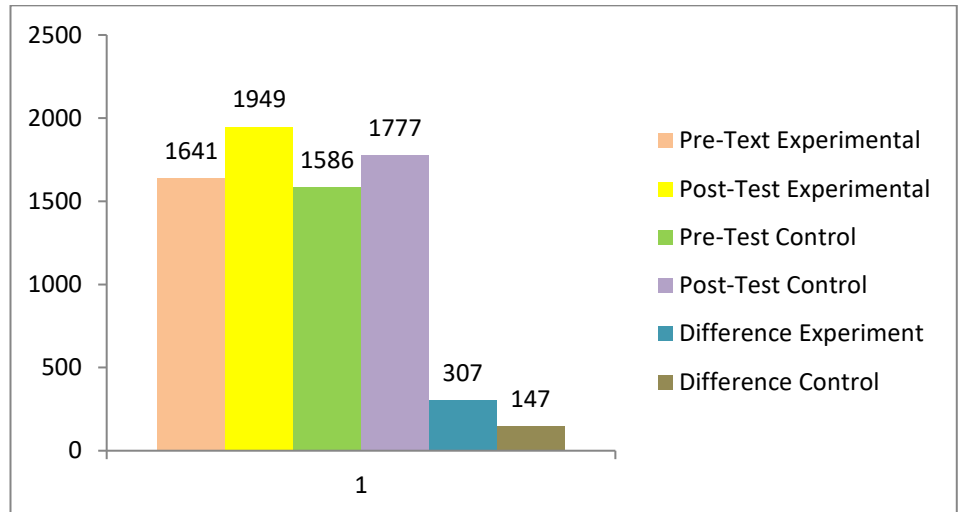
24	NS	50	65	15
25	NA	60	62	2
26	PA	35	36	1
27	PH	65	65	0
28	RA	55	60	5
29	SA	55	50	-5
30	VC	70	75	5
TOTAL		1586	1772	147
MEAN		52,8	59	4,9

Based on the table 4.2 above, it shows that the lowest score in pre-test was 31 (Poor) and the highest score was 70 (Good) with the average of pre-test score was 52,8. Beside that, the average of post-test score increased with the value 59. The highest score of post-test was 75 (Good) and the lowest score was 36 (Poor). Therefore, the conclusion is there was positive effect in using story pyramid strategy in writing because according to the table the experiment class had higher differences score than the control class.

As shown in the chart below:

Graphic 4.1

Student's Score of Each Class



The chart 4.1 shows that students in experiment class got higher growth score than students in control class. It can be shown by the total of difference score from pre-test to post-test in experiment class was 307. Thus, the difference score in control class was 147. As written in that chart that the total of all students' pre-test in experimental class was 1641, and the total of all students' post-test score in experimental class was 1949. Meanwhile, the total of all students' pre-test score in control class was 1586 and the total of all students' post-test was 1777.

Table 4.3**The Comparison between the Experiment Class and Control
Class**

Student	Experiment	Control	X	Y	x ²	y ²
	Class (X)	Class (Y)	(X-MX)	(Y-MY)		
1	24	5	13,8	0,1	190,4	0,1
2	15	3	4,8	-1,9	23	3,6
3	25	5	14,8	0,1	219	0,1
4	28	2	17,8	-2,9	316,8	8,4
5	15	-2	4,8	-6,9	23	47,6
6	15	3	4,8	-1,9	23	3,6
7	4	2	-6,2	-2,9	38,4	8,4
8	2	3	-8,2	-1,9	67,2	3,6
9	11	19	0,8	14,1	0,6	198,8
10	2	-3	-8,2	-7,9	67,2	62,4
11	26	2	15,8	-2,9	249,6	8,4
12	9	2	-1,2	-2,9	1,4	8,4

13	28	5	17,8	0,1	316,8	0,1
14	5	-2	-5,2	-6,9	27	47,6
15	-10	8	-20,2	3,1	408	9,6
16	-3	-2	-13,2	-6,9	174,2	47,6
17	10	6	-0,2	1,1	0,4	1,2
18	25	13	14,8	8,1	219	65,6
19	3	5	-7,2	0,1	52	0,1
20	3	28	-7,2	23,1	52	533,6
21	19	11	8,8	6,1	77,4	37,2
22	6	5	-4,2	0,1	17,6	0,1
23	10	6	-0,2	1,1	0,4	1,2
24	8	15	-2,2	10,1	4,8	102
25	6	2	-4,2	-2,9	17,6	8,4
26	5	1	-5,2	-3,9	27	15,2
27	3	0	-7,2	-4,9	52	24
28	-2	5	-12,2	0,1	148,8	0,1

29	0	-5	-10,2	-9,9	104	98
30	15	5	4,8	0,1	23	0,1
Total	$\Sigma X = 307$	$\Sigma Y = 147$			$\Sigma x^2 =$ 2839	$\Sigma y^2 =$ 1345,1

Explanation:

X = Difference score of the experiment class

Y = Differenc score of the control class

x = The different score of X after compared with the mean of difference score of the experiment class

y = The different score of X after compared with the mean of difference score of the control class

x^2 = The square score compared to the mean of difference score of experiment class

y^2 = The square score compared to the mean of difference score of control class

M_X = The mean of difference score of the experiment class

M_Y = The mean of difference score of the control class

ΣX = Total of difference score of the experiment class

ΣY = Total of differenc score of the control class

Σx^2 = Total of The square score compared to the mean of difference score of experiment class

Σy^2 = The square score compared to the mean of difference score of control class

The data collected from the result showed the square compared to the mean of difference score of the experiment class was 2839 and the square score compared to the mean of difference score of the control class was 1345,1. Thus, the writer interpreted that using story pyramid strategy is more effective in enhancing student's writing skill.

B. Data Analysis

The formula of t-test as follow:

$$T_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

The calculation can be seen as follow:

1. Determining mean of variable X

$$M1 = \frac{\Sigma X}{N1} = \frac{307}{30} = 10,2$$

2. Determining mean of variable Y

$$M2 = \frac{\Sigma Y}{N2} = \frac{147}{30} = 4,9$$

3. Determining standard of deviation score of variable X:

$$SD_1 = \sqrt{\frac{\Sigma x^2}{N_1}} = \sqrt{\frac{2839}{30}} = \sqrt{94,6} = 9,7$$

4. Determining standard of deviation score of variable Y:

$$SD_2 = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{1345,1}{30}} = \sqrt{44,8} = 6,7$$

5. Determining Standard Error Mean Variable X:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_2-1}} = \frac{9,7}{\sqrt{30-1}} = \frac{9,7}{\sqrt{29}} = 1,8$$

6. Determining Standard Error Mean Variable Y:

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{6,7}{\sqrt{30-1}} = \frac{6,7}{\sqrt{29}} = 1,2$$

7. Determining Standard Error Of Different Mean Variable X And Variable Y, with formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 - SE_{M2}^2} = \sqrt{1,8^2 - 1,2^2} = \sqrt{0,6} = 0,8$$

8. Determining t_o with formula:

$$t_o = \frac{M1-M2}{sem1-m2} = \frac{10,2-4,9}{0,8} = \frac{5,3}{0,8} = 6,7$$

9. Determining Degrees of Freedom, with formula:

$$\begin{aligned} Df &= (N1+N2) - 2 \\ &= (30+30) - 2 \\ &= 58 \end{aligned}$$

10. Determining t-table in significance level 5% and 1% with df.

$$df = 58$$

Significance level 5% of df 58 is 1,68

Significance level 1% of df 58 is 2,4

11. Comparing the t-score with t-table:

The researcher compares t_o ($t_{observation}$) with t_t (t_{table}) that if $t_o > t_t$ it means that H_0 (Null hypothesis) is rejected and H_a

(alternative hypothesis) is accepted, but when $t_0 < t_t$ it means that H_0 is accepted and H_a is rejected.

$$t_0 : t_t = 6,7 > 1,68$$

$$t_0 : t_t = 6,7 > 2,4$$

C. Interpretation of the Data

In the description of the data which was taken from 30 students of experimental class has the mean of pre-test 54,7 before using story pyramid strategy. After giving four times treatments for experimental class using story pyramid strategy, the writer got the mean of post-test 64,9. So, the writer got the mean of gain score 10,2. The smallest score in pre-test was 31 and the highest score was 70. The data showed in post-test that the smallest score was 50 and the highest score was 85. It can be summarized that the lowest and the highest scores in post-test were higher than pre-test.

Then, from the description of score in controlled class which was the writer got the mean of pre-test 52,8. In this class the writer did not give the story pyramid strategy to the students, but the writer only give a theme to writing narrative text. After giving four times treatments without using story pyramid strategy, the writer got the mean of post-test 59. The writer got the mean of gain score was 4,9. The smallest score in pre-test was 31 and the highest score was 70. the data showed in post-test that the smallest score was 35 and the highest

score was 75. It can be summarized that the lowest and the highest score in post-test were also higher than pre -test.

The final calculation was testing the hypothesis. This was the main calculation to answer the problem formulation of this research that whether there is significant different between students' writing skill at controlled class without using story pyramid strategy and students' writing skill at experiment class which using story pyramid strategy. The writer used $t_{\text{-test}}$ formula in the significance degree. The value of the t_o was 6,7 with the degrees of freedom (df) was 58. In this research, the writer used the degree of significance in the level of 5% and 1% which in the table showed that the level 5% of df 58 was 1,68 and 1% of df 58 was 2,4. So, the result was $1,68 < 2,4 < 6,7$. It means that the alternative hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. In addition, there is a significance difference between students' writing skill by using story pyramid strategy and without story pyramid strategy.

As quoted by Hughes, there were five aspects put for scoring, namely, content, spelling, vocabulary, language use, and mechanic.²⁵ From the data above the students in experiment class and control class. The experiment class had higher score in the aspect of content, organization, vocabulary and language use, but this was happened after

²⁵ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p. 103.

the writer gave them the treatment. Before it, they very lack about that. Because of control class was not given treatment, almost of all aspects they lacked. The writer awarded also that writing is the most difficult in four English skills, then teaching English especially in junior high school can use this strategy in order to the students knew easier steps to make some text in writing skill. But there were the advantages in using story pyramid strategy, it increased the interaction between the students and teacher. It was happened because of summarizing process.

However, the researcher do not deny that there were weakness in using story pyramid strategy in teaching writing at SMPN 01 Kaduhejo, Pandeglang. The weakness were the students of experiment class and control class, both of them still very lack in vocabulary use because they were not familiar with the vocabulary in narrative text especially fable.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the analysis of the research, it shows that the value of t_o was 6,7 with the degrees of freedom (df) was 58. In this research, the degree of significance in the level of 5% and 1% which in the table of significance showed that level 5% of df 58 was 1,68 and level 1% of df 58 was 2,4. In addition, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It means that there significant influence of using story pyramid strategy in teaching writing.

Therefore it could be said that using 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.

B. Suggestion

After the writer carried out the research, she would like to give some suggestion related to the research findings and discussion. The result of this study showed that it is effective to be applied and learning process.

There are some point that the writer could suggest:

1. The teacher should use some strategy that can help the students in their lessons. The strategy that can used is using story pyramid strategy that can enhance students' writing skill. In addition, it is better for the teachers to focus not only on the product of writing but also on the process of writing in order to help the students experience the process of writing.
2. The teacher should be more creative to find out the various theme of the narrative text. As we know, the narrative text is not only about Cinderella or Snow White, but the teacher can also find it out in the narrative text collection in internet.
3. The teacher should motivate their students to keep learning and writing use a strategy. It is make the students more interested to create some text based on story pyramid strategy.

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