

## **Improving The Writing Ability of The Tenth Year Students of SMK Negeri 3 Parepare Through Story Pyramid Strategy**

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### **ABSTRACT**

One of the four English skills which were not taught well at Vocational High School was writing, the students were difficult to write. Based on the researcher's observation, there were many students who have difficulties in writing. It was proved by the students' writing score was in fair classification. There were several problems faced by students such as students' writing was not comprehensible and there were still many errors in vocabulary, grammar, and spelling. Therefore, the researcher intended to help students to overcome their writing difficulties by using story pyramid strategy. This was a good strategy help students to organize their idea or plans before they write a complete paragraph. The objective of the research was to find out whether or not the use of story pyramid strategy can improve the writing ability of the tenth year students of SMKN 3 Parepare. The researcher applied quasi-experimental design with two group pre-test and post-test design. There were two variables; they were independent variable and dependent variable. The samples of the research consisted of 62 students from two classes taken from population of the tenth year students of SMKN 3 Parepare. Class X MM 2 as experimental class and X TKJ 2 as control class. The instrument used in this research was writing test. The result of the data analysis showed that the students' writing ability improved significantly. It was showed by the mean score of pre-test was 53.16 and the post-test was 77.03 It showed that the use of story pyramid strategy could improve the students' writing ability of the tenth year students of SMKN 3 Parepare. Beside the different score of pre-test and post-test, the mean score of the students in post-test was higher than the Criteria of Completeness Maximum (75) in SMKN 3 Parepare. After analyzing the data by using SPSS version 21, the result showed the level of significance (0.05) was higher than t-test result (0.000). Those indicated that  $H_1$  was accepted and  $H_0$  was rejected.

**Keywords: Story Pyramid Strategy, Writing Ability**

## ABSTRAK

Salah satu dari empat keterampilan bahasa Inggris yang tidak diajarkan dengan baik di SMK adalah menulis. Berdasarkan pengamatan peneliti, ada banyak siswa yang mengalami kesulitan dalam menulis. Hal ini dibuktikan dengan skor menulis siswa tergolong dalam klasifikasi cukup. Ada beberapa masalah yang dihadapi siswa diantaranya tulisan siswa yang masih sulit dipahami dan masih banyak kesalahan dalam kosa kata, tata bahasa, dan pengejaan. Oleh karena itu, peneliti bermaksud untuk membantu siswa dalam mengatasi kesulitan menulis mereka dengan menggunakan story pyramid strategy. Ini merupakan strategy yang baik untuk membantu siswa untuk mengatur ide atau rencana mereka sebelum menulis aragraf yang lengkap. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan story pyramid strategy dapat meningkatkan kemampuan menulis siswa kelas sepuluh SMKN 3 Parepare atau tidak. Penelitian ini menggunakan desain kuasi-eksperimen, dengan desain dua kelompok pre-test dan post-test. Terdapat dua variabel yaitu variabel independent dan variabel dependent. Sampel dari penelitian terdiri dari 62 siswa dari dua kelompok kelas yang diambil dari populasi siswa kelas X SMKN 3 Parepare. Kelas X MM 2 sebagai kelas eksperimen dan kelas X TKJ 2 sebagai kelas kontrol. Instrumen yang digunakan adalah tes menulis. Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat secara signifikan. Hal ini ditunjukkan dengan nilai rata-rata pre-test adalah 53.16 dan post-test adalah 77.03. hal ini menunjukkan bahwa penggunaan story pyramid strategy dapat meningkatkan kemampuan menulis siswa kelas sepuluh SMKN 3 Parepare. Selain nilai yang berbeda dari pre-test dan post-test, nilai rata-rata siswa dalam post-test lebih tinggi dari Kriteria ketuntasan Minimal (75) di SMKN 3 Parepare. Setelah menganalisa data dengan menggunakan SPSS versi 21, hasilnya adalah tingkat signifikan (0.05) lebih tinggi dari nilai t-test (0.000). hal ini menjelaskan bahwa  $H_a$  diterima dan  $H_0$  ditolak.

**Kata Kunci: Story Pyramid Strategy, Kemampuan Menulis**

## INTRODUCTION

English is a language that has been spread all over the world. People use English language most of the time. English being the common language of the world which we can communicate and express our own thought, ideas, need and co-operate with the rest of the world. English is also a global language that has important roles in education. English has been taught being subject to be studied and could also be used as a tool to study other subjects. There are four skills that should be mastered, namely listening, speaking, reading,

and writing as well as three components namely grammar, vocabulary and pronunciation. Writing skill is the most difficult to master, because this skill consists of other skills and language components, such as organization, grammar and vocabulary. Morley (2007) stated that writing is an extreme act of attention and memory; it pleads with your brain cells to make new connections.

Based on the observation of the tenth year students of SMKN 3 Parepare, the researcher found the problem that the most difficult subject to be mastered by student was writing. According to the English teacher of tenth year students stated that students faced some problems in writing such as the first problem, students' writing was not comprehensible, because the content of the composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized. The second problem was that there were many errors in vocabulary, grammar, and spelling. Finally, the problems were illustrate on the mean score of students' ability in writing was only 60. This score was categorized as low achievement based on Depdiknas classification achievement in 2016. This problem was caused by the teaching strategy of the teacher in teaching writing. This data was collected through questioning the students and the researcher got about 75% who stated that the strategy used by the teacher was not interest for students. So, it proves that the students's ability in writing was still low.

Based on the explanations above and the strong desire to find the solution of these problems, to overcome these problems, a teacher should provide the students with interesting strategy to improve their skill in writing, in order to minimize students' difficulties. One of the strategies that can be used by the teacher is imagery strategy. This strategy was used in the class to stimulate students' mind to develop idea and students' creativity. Oxford (1990) stated that a good way to remove what has been heard or read in the new language is to create the description outside and inside of it. By imaging what have been heard it would be easy to understand the new language. It would help the students to write a text because they knew what they want to write. There were some pictures in their mind about what they would write.

## **METHOD**

The researcher used the quasi-experimental design in this research. This research used two classes as sample, namely experimental class and control class. The population of this

research was the tenth year students of SMK Negeri 3 Parepare in academic year 2017/2018, which consists of eight majors, where Tata boga consist of one class, Kecantikan consist of one class, Busana consist of three classes, Multimedia consist of two classes, Broadcasting consist of two classes, Teknik Komputer dan Jaringan (TKJ) consist of two classes, Perhotelan consist of two classes, and Usaha Perjalanan Pariwisata (UPW) consist of one class. The total number of population was 352 students. The number of sample was 62, where the experimental class (class X MM 2) consisted of 31 students and the control class (class X TKJ 2) was 31 students. The instrument of this research was writing test. The writing test required students to write down a paragraph based on the topic that given by the researcher then, in the Pre-Test and Post-Test the students wrote about 100-150 words. It was limited until 90 minutes.

## **FINDING**

The writing ability of the students on the rate percentage of students' score showed that in experimental class none of the students got very good. There were only 2 students (6.46%) got good and 6 students got fair score (19.36%) and 23 students (74.18%) got poor.

The rate percentage score of students' writing ability in control class were 31 students, this table showed low score. None of the students got very good score and good score of so many students. There were 14 students (45.16%) got fair score and then 17 students (54.83%) got poor score. Most of the students got low score in experimental class and control class were caused by low ability on writing and all of them could not understand about writing structure. So, the result of their writing ability before giving treatment, where the students done pre-test in both class still low and as fair classification.

The rate percentage of the students' score between experimental class and control class. students' score in experimental showed better result than before. In post-test from 31 students, there were 3 students (89.69%) got very good, 22 students (70.96%) got good score, 6 students (19.36%) got fair score, and no one got poor. It meant that the students' writing had improved from pre-test to post-test.

The rate percentage of the students' score in control class showed that from 31 students, there was not one student got very good score, 13 students (41.91%) got good score, 17

students (54.48%) got fair score and 1 student (3.22%) got poor score. It meant that students in control class also got a little progress from their previous results.

Based on the result data, the mean score of students writing ability of experimental class categorized in very fair classification (53.16), but after students got the treatment, the mean score of students was improve into good classification. It was showed from the post test (77.03). While, the mean score of control class in pre-test was categorized in fair classifications (58.90) and post test was a categorized good classification (70.61). The mean score of experimental class was higher than control class. It meant that the mean score of the post-test obtained from the two classes had improvement after giving treatment.

That standard deviation of experimental class in pre-test was (11.67) and post-test (6.82). Then, in control class, the standard deviation in pre-test was (8.36) and post-test was (6.36). Pre-test in experimental class was higher than post-test. It means that the standard deviation of pre-test in experimental class and control class was categorized high. It indicates that the student's writing ability in experimental class and control class was still variety ability.

To know whether or not the difference between pre-test and post-test in experimental class and control. The researcher used Statistical Product and Service Solution (SPSS) version 2.1 with two tail hypothesis with  $\alpha = 0.05$  and degree of the freedom  $(df) = N_1 + N_2 - 2$ . Table 4.6 showed that the level of significance  $(\alpha) = (0.05)$  was higher than t-test result (0.000). It meant that the writing ability of the tenth year students of SMK Negeri 3 Parepare of academic year 2017/2018 for experimental class and control class was different significantly. The analysis showed that the alternative hypothesis ( $H_1$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. In the other words, the students who were taught by using story pyramid strategy had better writing ability than the students who were taught without using story pyramid strategy. Therefore, the use of story pyramid strategy was able to improve the students' writing ability of the tenth year students of SMK Negeri 3 Parepare.

## DISCUSSION

Writing is one of skill which was not taught well in the tenth year students of SMK Negeri 3 Parepare. Based on the researcher's observation, there were many students who have

difficulties in writing. It was proven by the students' writing score was in low classification. There were some problems faced by students, firstly, students' writing was not comprehensible and secondly was many errors in vocabulary, grammar, and spelling.

The researcher thought that the students also need a new and creative strategy to increase students enthusiasm in learning activities. As the result, the use of story pyramid strategy can make students interest to study and it is expected to bring a good achievement in students' writing.

In this research, the researcher applied quasi-experimental with two classes as sample, experimental class and control class. In four meetings, the researcher gave treatment. The first meeting of experimental class and control class, the students learned about descriptive text including definition, generic structure and grammatical feature after that give first treatment. In the second meeting until the third meeting, the students in experimental class wrote descriptive text through story pyramid strategy, while in control class; the students wrote descriptive text through clustering strategy.

This research was supported by some research findings; the first was conducted by Triswandi (2015) the result of her research was learning process by using story pyramid strategy in teaching writing a narrative text can improve the students' writing ability. As with Triswandi's research, the result of this research also improved writing ability and using story pyramid as strategy. It was same with the researcher result. But the difference was in type of the text used. His research used narrative text in improving students' writing ability, while this research use descriptive text.

Based on the previous findings above, the researcher assumed that by using story pyramid strategy, students were able to write any kind of text such as announcement, descriptive, or narrative text. As the result, the use of story pyramid strategy in teaching writing was able to improve the students' writing ability. It was proven by the result of t-test from three previous findings above.

This research also supported some expert opinion. Heard and Turkey (2013) stated that writing was continuous process of thinking, organizing, re-thinking and re-organizing. Writing was not a finished product. Writing involves a number of steps or activities.

Moreover, Taylor (2009) stated that writing is an extremely difficult task. Of they are try to grapple in their language with new ideas and new ways of looking them. Sitting down to write the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyses your own reactions to the task of writing.

There were some advantages of using story pyramid strategy in teaching writing. the advantage are this strategy can improve the sudents ideas, it is also make students easy to study in writing and it help students to make a good writing. this advantage, almost the same with the opinion by Novitaningrum and Fahri (2015) stated that using story pyramid in writing help the students to generate and develop their ideas. Second; it helps the students to run their writing in good process of instruction given.

Pre-test in this research was the writing test. This was conducted to know the prior knowledge of the students before getting treatment. Based on the result finding in pre-test of experimental class, the researcher found that the students had the low ability in writing. From the fifth components criteria assesment of students' writing score, there was no students got the high score. In experimental class and control class, the students was difficult to explore their ideas and little knowledge of vocabulary, so they do not show development of topic. This caused because the strategy in teaching English that was used by English teacher in classroom was not interested to students.

Post-test in this research was writing test which given to students after treatment. In this case, teaching writing used story pyramid strategy in experimental class and teaching writing used clustering strategy in control class. Post-test was conducted to know the progress of students' writing ability after getting the different treatment. The result finding of the students' writing ability of experimental class got significantly improve than control class. The students were able to develop their ideas well. They had more vocabularies, so the students were easy to stimulate their mind to write a text.

After giving the treatment for four times two each class, there were different improvement of the students progress between experimental and control class. Before the researcher gave the treatment, the writing ability of the students was very low. But, after the

researcher gave the different treatment, the students writing ability in experimental class was good, and then in control class the students writing ability most was fair. This proved that teaching English through story pyramid strategy was got significantly improvemen than clustering strategy.

During the learning process by using story pyramid strategy, the students more active to learn, they were bravely to ask several questions related with topic given and the students got easier to develop their ideas and to stimulate their mind to write a paragraph. When, the students taught by using clustering strategy which the topic given to the students was not maximal, the students was not easier to develop their ideas. From the finding of research result, the researcher concluded that the using of story pyramid strategy was able to improve the writing ability of the students of SMK Negeri 3 Parepare.

## CONCLUSION AND SUGGESSTION

Based on the findings and the discussion in the preceding chapter, it can be concluded that the use of story pyramid strategy was able to improve the students' writing ability of the tenth year students of SMK Negeri 3 Parepare. It was proved by the result of t-test in post-test which was lower than the level of significance ( $0.05 > 0.000$ ).

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