

# THE EFFECT OF USING STORY PYRAMID TECHNIQUE ON SUMMARY WRITING ACHIEVEMENT OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS AT SMPN 4 JEMBER

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## ABSTRACT

*The objective of this research was to investigate whether or not there is a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember. The research design applied in this research was pre-experimental design: statistic-group comparison. In this research, there were two groups; the experimental group was taught by using Story Pyramid Technique and the control group was taught by using Question-Answer Relationship Technique. The research respondents were 64 eighth grade students of SMPN 4 Jember in the 2013/2014 Academic Year. The research data were collected from the students' English scores in middle semester, interview, and documentation. The results of summary writing test were analyzed by using independent sample t-test formula. Based on the calculation, the mean score of the experimental group was higher than that of the control group (80.662 > 68.309). The result of the t-test analysis with significant level of 5% was higher than that of t-table (5.698 > 1.997). This means that the null hypothesis was rejected, thus the alternative hypothesis stating that the use of Story Pyramid Technique on summary writing achievement of narrative text on the eighth grade students at SMPN 4 Jember was accepted. It indicated that there was a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember.*

**Keywords:** *Experimental Research, Story Pyramid Technique, Summary Writing Achievement*

## INTRODUCTION

English as a foreign language is a language that is needed in the globalization era. It is needed to be studied, because it is the international language that is used to communicate with other people of the different cultural background and the state and English gives people opportunities to catch and learn knowledge from all over the world. Consequently, English is learnt in almost every school in the world, because nowadays there is much information from newspaper, internet, television, and radio presented in English as the medium of communication.

In learning English, there are four skills, namely listening, speaking, reading, and writing as well as three components namely grammar, vocabulary, and pronunciation. However, like those four skills, writing plays an important role in the context of English teaching as a foreign language, because writing can reinforce the language which has been taught to students, for example their grammar skill. Heaton (1988:135) adds that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device but also conceptual and judgment element.

In written communication, students have to know what they are going to write before they start to write. It could be from what the students see, their previous knowledge or information from magazines, newspaper, books, or stories. O'Malley and Pierce (1995:83) state that story/text telling involves asking students to retell stories or text selection that has been listened or read. It means that students must have capability in comprehending the reading text and retell using their own words, including in written form.

One of capabilities that require us to retell the story/text using own words is summary which is a brief statement of the main thoughts of the writer. It can help the readers comprehend the text or story. Steven and Musial (1970:8) explain that summary serves two purposes: they are a convenient reference, and they can help one read carefully.

In this research, teaching summary writing for the eighth grade students is one of the main focuses in the English language teaching. Summary is not rewriting the original piece of the text or story and it does not have to be long and nor should it be long, because summary reports only what he author said and must not contain the reader's own thoughts or feelings. Nevertheless, sometimes, students write a summary like they write the original piece of the

text or story and they still feel difficult to summarize the text or story, because they do not understand well what the author said. Composing a summary requires students to understand the passage and communicate the most important aspects of the text. There are several steps in writing a summary. Langan (1997:247) suggests the following stages of summarizing:

1. Take a few minutes to preview the work. Look at the title, subtitle, first and last several paragraph, and other items.
2. Read the article for all you understand the first time through. Do not slow down or turn back, check or otherwise mark main points and key supporting details.
3. Go back and reread more carefully the areas you have identified as most important.
4. Take notes on the material. Concentrate on getting down the main ideas and supporting points.

To summarize the text, students use their own words to combine, or synthesize the important parts of the text. Boling and Evans (2008:63) clarify that summary is a concise statement of the most important information of the text. Therefore, in summarizing the text, students only concern to the most important ideas and delete irrelevant details from the text. Furthermore, Oshima and Hogue (2006:137) say that there are three keys to write a good summary:

1. Use your own words and your sentence structure.
2. Include only the main points and main supporting points, leaving out most details.
3. Do not change the meaning of the original.

To write a summary easier, the students can use Story Pyramid Technique that can help them catch the main point of a story. According to BBC (2012), a Story Pyramid is a wonderful way which helps students summarize the text. Further, Macon *et al.* (1991) add that a Story Pyramid helps the students pinpoint highlights of a story and describes the important parts using limited number of the words. This is a strategy used to help students improve their reading comprehension (Canjunctmastales, 2006:1). Moreover, Chasstrategies (2013) explains that Story Pyramid also helps students promote comprehension and writing. 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 of words.

Story Pyramid Strategy can give some benefits in its uses. Chasstrategies (2013) explain the benefits of Story Pyramid Strategy are as follows:

1. 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 summarizing the text using the outline of Story Pyramid;
2. 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;

3. Students are also able to organize their thoughts to create writing pieces. 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 main point of the text. Therefore, they can write a summary based on the outline of Story Pyramid.

Story Pyramid is a way that helps students summarize the text. It requires the students to focus on relevant details and use concise terminology to capture the purpose of the statements (Boling and Evans, 2008:63). To pinpoint the main points of the text easily, Story Pyramid Technique provides eight lines appropriate with the characteristics of narrative text, which form is like the building of pyramid. In each line, there are directions for writing a Story Pyramid. Puthota (2013) adds that students have to fill out the pyramid using the information requested. By using Story Pyramid Technique, students can describe the important information like the main character, the setting, the major events in the plot, and the solution of the story. It becomes their guide to write a summary.

- Line: 1 – Write the name of the main character.  
2 – Two words describe the main character.  
3 – Three words describe the setting.  
4 – Four words stating the story problem.  
5 – Five words describing one event in the story.  
6 – Six words describing a second event.  
7 – Seven words describing a third event.  
8 – Eight words describing the solution to the problem

The procedures of using Story Pyramid Technique in teaching summary writing of narrative text:

1. The teacher asked the students to activate their background knowledge by giving some leading questions related to the topic discussed.
2. The teacher explained how to use Story Pyramid and gave a model of narrative text summary using Story Pyramid to the students.
3. The teacher asked the students to make group in pairs in order that they could discuss the tasks and solved the problem they got.
4. The teacher distributed a narrative text and a worksheet of Story Pyramid to the students.
5. 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 the story. In the second line, the students wrote two words describing main character, and so on.
6. After the students had finished filling in the Story Pyramid, the teacher asked them to write a summary based on the outline of Story Pyramid they had made.
7. Then the teacher asked the students to submit their work and discussed it together.

Based on the explanation above, the researcher was conducted an experimental research entitled "The Effect of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of ht Eighth Grade Students at SMPN 4 Jember."

The result of this research might be used as a reference in teaching reading-writing, especially by using Story Pyramid Technique which can make the teachers easier in teaching writing, especially in writing a summary.

**RESEARCH DESIGN**

The research design applied in this research was pre-experimental design: statistic-group comparison. Moore (1983:172) says that statistic-group comparison design is similar to post-test only control-group design except for the lack of random assignment. This research was conducted to investigate the effect of using Story Pyramid Technique on summary writing achievement of the eighth grade students at SMPN 4 Jember. The number of respondents was 68 students, consisting of 34 students of grade VIII A as the control group that was taught by question-answer relationship technique, and 34 students of grade VIII B as the experimental group that was taught by using Story Pyramid Technique in teaching summary writing.

In order to get the data, there were two kinds of data namely primary data and secondary data. The primary data was obtained from the students' summary writing score taken from post-test in the form of subjective test. A good test needs to be valid and reliable. Related to the validity, the researcher applied content validity to focus on the core of the research, which was writing skill and to ensure the final discussion. Concerning with the scoring method, the researcher applied analytical scoring method. In this research, there were five aspects of writing to be assessed covering content, organization, language use (grammar), vocabulary, and mechanics.

Meanwhile, interview and documentation were used to collect the secondary data. The interview was conducted with the English teacher of the eighth grade to know the information about the curriculum used in SMPN 4 Jember, the method used in teaching learning process, especially teaching writing skill, and students difficulties in writing, especially in writing a summary. Documentation was used to get the supporting data about the list of the names of the students of SMPN 4 Jember, the number of the students in each class and about the gender of the students. It was also used to get the data about the students' English scores in middle semester.

The data that would be analyzed was the primary data, which were the students' summary writing scores from the post-test which was analyzed by using t-test formula stated by Arikunto (2010, 354). The independent sample t-test formula was used to analyze the data obtained to find out the mean difference of the experimental group and control group. Then, they compared to know whether or not there is an effect of using Story Pyramid Technique on the students' summary writing achievement. The result was consulted to the t-table of 5% significant level to know whether the result is significant or not.

**RESEARCH FINDING AND DISCUSSION**

To define the experimental group and the control group, the researcher collected the data about the students'

English score in the middle semester to know whether the classes were homogeneous or heterogeneous. First, the researcher found the mean score of all classes. Then, the researcher analyzed statistically by using ANOVA formula.

The Result of Homogeneity Analysis Using ANOVA

Source of Variation	Sum of Square	df	Mean Score	Fo	F-table
Between Group	34.89	6	5.82	0.46	2.14
Within Group	2861.22	224	12.77		

Based on the calculation, the result of statistical computation was 0.46 while the value of F-table in 5% significant level was 2.14. From the calculation above, it was known that F-computation was lower than that of F-table (0.46<2.14). It means that the population was homogeneous. Therefore, the two classes as the samples could be taken randomly from any classes of the population.

To determine the experimental group and the control group, the researcher used lottery. Based on the lottery, two classes were chosen as the respondents of the research. VIII B as the experimental group and VIII A as the control group. The average of VIII B was 79.70 and VIII A was 79.85. Class VIII B had 34 students and class VIII A also had 34 students.

The post test was conducted for both the experimental and the control groups. The scores of the post-test were used to analyze the significant difference between the experimental and the control group. The result of post-test was then analyzed statistically by using independent sample t-test to know whether or not the mean deviation difference between the experimental and control groups was significant. Then, it was consulted to the t-table significant level of 5%.

The Summary of the Results of Post-test Analysis

	Experimental Group	Control Group
M (mean score)	80.662	68.309
N (number of students)	34	34
$\Sigma x_{x,y}^2$ (standard deviation)	8.58	8.86
D <sub>f</sub> (degree of freedom)	66	
t-value	5.7	
t-table	1.997	

Based on the computation of t-test formula of the scores of the post-test, it showed that the statistical value of t-test was 5.701. Then, t-table at significant level of 5% with Df (66) was 1.997. From the analysis by using t-test

formula, it was found out that the result 5.801. Then, the result of data analysis was consulted to the value of t-table of 5% significant level (confidence interval 95% and Df 66) to know whether or not the result was significant. The value of t-table for Df 66 is 1.997 and the result of t-test is 5.701. Thus, the result of t-test was greater than the value of t-table ( $t_{\text{value}} > t_{\text{table}}$ ) was (5.701 > 1.997). Based on the output of independent sample t-test, it could be concluded that there was a significant difference between the control group and the experimental group.

## CONCLUSION AND SUGGESTIONS

Regarding the result of independent sample t-test analysis, it could be concluded that there was a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the eighth grade students at SMPN 4 Jember. From the conclusion above, there are some suggestions that might be useful for the English teachers, the students and the future researchers. Those suggestions are; (1) the teacher could develop the way of teaching summary writing of narrative text by using Story Pyramid Technique to improve the students' writing skill.; (2) the students can use Story Pyramid Technique in learning writing a summary as it could be a new learning experience that improves their interest in writing.; (3) it could be used as a reference for the future researcher who are interested in using Story Pyramid Technique in the same or different language skills or different level of the students.

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