

**THE INFLUENCE OF USING STORY PYRAMID STRATEGY
TOWARD STUDENTS WRITING ABILITY IN RECOUNT
TEXT OF TENTH GRADE STUDENTS AT SMA
SWADHIPA NATAR**

**A Thesis
Submitted as a Partial Fulfillment of the Requirements
for S-1 Degree**

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ABSTRACT

Writing is a way to share ideas or experiences about a topic by constructing interesting sentences for others. one of the biggest difficulties in writing is organizing words into sentences that are easily understood by readers, this problem is also felt by tenth grade students of SMA SWADHIPA Natar. the research aims to find out whether there is significant the influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar.

The method of this research is quantitative by using a quasi experimental design. The population in this research was tenth grade students at SMA SWADHIPA Natar, Lampung Selatan that was consisted of 168 students. The samples used were two classes for the experimental class and control class. In data collecting, the researcher was used pre-test and post-test. from the research results, it was concluded that the data was normally distributed because Sig. test results for the experimental class >0.05 and the control class >0.05 . Furthermore, the data is homogeneous, as seen from the Sig. based on the mean was 0.074, which means $>\alpha = 0.05$.

This research has data results normally distributed and homogeneous. Based on the results obtained after conducting the paired sample test, it is known that the significant value of equal variances assumed is Sig. $0.00 \leq 0.05$. It can be interpreted, that H_a is accepted and H_o is rejected. the researcher conclude that there was a significant influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar.

Keywords: Quasi experimental design, Recount text, Story pyramid strategy, Writing skill

FREE PLAGIARISM LETTER

I here by declare that this thesis, entitled “**The Influence of Using Story Pyramid Strategy Toward Students Writing Ability in Recount Text of Tenth-grade Students at SMA SWADHIPA Natar**”, is entirely my own word and is based on my own research. I also declare that all material and source consulted in the preparation of this thesis, be the books, articles, and any other kinds of document, and are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, May, 2024

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A thesis entitled: “The Influence of Using Story Pyramid Strategy Toward Students Writing Ability in Recount Text of Tenth Grade Students at SMA SWADHIPA Natar” by Fani Santika, NPM : 1911040086, Study Program: English Education, was tested and defended in the examination session held on; Thursday, March 28th 2024.

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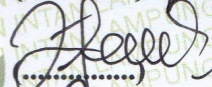



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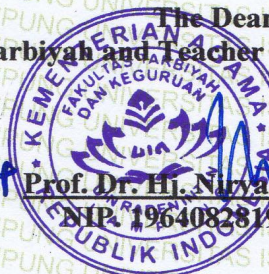
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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿١﴾

“He Who taught (The use of) the pen”
(QS. AL-‘Alaq:4)¹

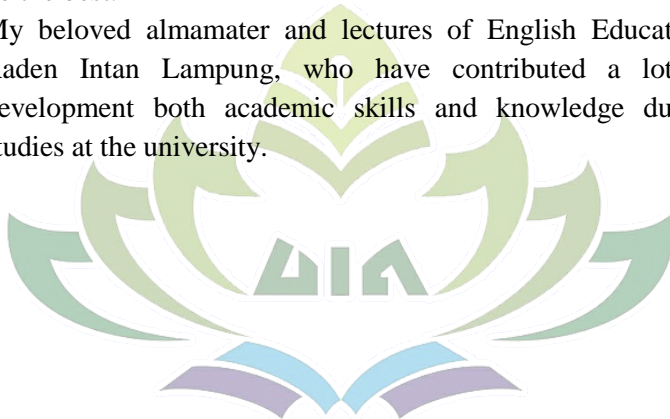


¹ Abdullah Yusuf Ali, *Quran Translation in English with Arabic Text*, (Published by Islamic Propagation Centre International, Durban, South Africa, 1946). <https://quranyusufali.com/96/>

DEDICATION

I dedicate this thesis to everyone who loves and cares about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My beloved parents: Mr. Martono and Mrs. Ratinem, who always pray for me, encourage me to complete this education, and support me in every process of this educational journey to get the degree of S.Pd
2. My beloved brother Wahyudi, and my beloved sister Dea Febi Yola who always give me motivation and support.
3. My beloved friends, who always support and always remind me to do the best.
4. My beloved almamater and lectures of English Education UIN Raden Intan Lampung, who have contributed a lot to my development both academic skills and knowledge during my studies at the university.



CURRICULUM VITAE

The researcher is Fani Santika. Her nickname is Fani. She was born in Tanjungsari, Natar, South Lampung Regency, Lampung Province on April 10, 2001. She is the second of three children of the couple Mr. Martono and Mrs. Ratinem. She has one brother and one younger sister. Her brother's name is Wahyudi and Her younger sister's name is Dea Febiyola.

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May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The Researcher is fully aware that there are still a lot of weakness in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.



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CHAPTER I INTRODUCTION

A. Title Confirmation

To understand the title of this thesis and to avoid misunderstanding, the author needs to explain some terms related to the title of the proposal. The title of this proposal is **The Influence of Using Story Pyramid Strategy toward Students Writing Ability in Recount Text of Tenth-grade Students at SMA SWADHIPA Natar**. The descriptions of the meaning of several terms contained in the title of this proposal are as follows:

Influence is defined as work that is used to politically motivate an institution or organization's decisions in a certain direction. While advocacy, lobbying, negotiation, and knowledge are some forms of influencing.¹ It means that influence is the power to affect, control, or manipulate something or someone; the ability to change the development of fluctuating things such as conduct, thoughts, or decisions. influence in this research is defined to determine the use of the story pyramid strategy in writing recount texts.

The story pyramid is a strategy to ensure students truly understand the different aspects of a story by carefully analyzing the main characters, setting, events, and solutions.¹ this strategy is used to develop students' critical thinking skills and get specific information from the text easily. It means that the students will understand the story based on the structure of the text. This strategy is very helpful for students because it can guide and enable students to draw and visualize complex relationships.

Writing is a way to share personal meaning and writing courses emphasize the power of the individual to construct a view of a topic.² writing is arranging words so that they can form an

¹ Puthota, Martha. (2011). *Story Pyramid presentation*. Upload & Share PowerPoint presentations and documents, <http://www.slideshare.net/mars2084/storypyramidpresentation#btnLast> Accessed on march 10th 2023.

² Hyland, Ken. 2003. *Second Language Writing*. New York: Cambridge University Press.

interesting sentence to share personal meaning with others. this research was discussed writing recount texts, which is a text that retells the chronology of an experience, its purpose is to provide information to the reader or listener. Therefore, what the author means by the title of the proposal on **the influence of using story pyramid strategy on students writing ability in recount text of tenth-grade students at SMA SWADHIPA Natar** is to find out whether there is an influence of using story pyramid strategy toward students writing ability in recount text of tenth-grade students at SMA SWADHIPA Natar.

B. Background of the Problem

Language is very important in our lives. Language is a communication tool to communicate with one another. Everyone in the world needs language to communicate. Language is a human communication system that consists of a structured or written arrangement of sounds into larger units, such as morphemes, words, and sentences.³ It means that, language is a system that aims to help a person communicate with others and language has rules in preparation. Therefore, language is very important for humans.

There are four types of skills in English, namely listening, speaking, reading, and writing. writing is one of four skills in English that must be mastered by students. According to Rimes, Writing is a skill by expressing ideas arranged in the form of words, sentences, and paragraphs using the eyes, brain, and hands.⁴ it means that, writing so an important role in the language learning process and writing is a skill that express opinion and thinking by using writing.

To know students' initial English ability, the researcher did the preliminary research. Based on the preliminary research on January 20th, 2023. The researcher collected some data about

³ Jack. C. Richards and Richard Schmidt. *Dictionary of Language Teaching and Applied Linguistics*, (California: Wesley Longman, 4th Edition, 2002), p.311.

⁴ Ann Rimes, *Technique in teaching writing*, London, Oxford American English. 1983 p.3.

student's score of writing ability from English teacher, and did interview with the English teacher. The teacher said that the students' writing ability at the tenth grade of SMA SWADHIPA Natar is still low, because students difficulties how to express their opinions correctly, and they are confused to determine and distinguish what tense suitable used to recounting text.

The score of students, especially in writing can be seen on table 1.1

Table 1.1
The Preliminary Research data of The Tenth Grade
Students at SMA Swadhipa Natar

Number	Class	Students Score		Number of Students
		≥75	<75	
1.	X 1	14	19	33
2.	X 2	15	18	33
3.	X 3	11	23	34
4.	X 4	10	24	34
5.	X 5	10	24	34
Total		60	108	168
Percentage		36%	64%	100%

(Source: documentation of English teacher at SMA SWADHIPA Natar)

From the data on table above, 64% students got the score under 75 and only 36% students got the score above 75. The Minimum Completion Criteria (KKM) of English subject at SWADHIPA Natar High School is 75. This shows that students' ability in writing is still low. Some students think that English is a difficult subject, so students are not excited, lazy to pay good attention to the teacher's explanation. They usually do not understand the material and often students do not want to ask questions about the material, students still find difficulties express their ideas into writing form.

To solve students' difficulties in writing problem, teachers choose an appropriate strategy in teaching English especially in teaching recount texts to improve writing skills. In this research, the researcher chose to apply "story pyramid" as a strategy in teaching especially in teaching recount text in writing skill. Story pyramid is one of the strategies of graphic organizer that the researcher used to teach writing. story pyramid helps students pinpoint highlight of a story and describe the important parts of using a limited number of words.⁵ Therefore, 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, in this research, the researcher wants to show whether there is an influence of apply the Story Pyramid Strategy in writing ability, hopefully by using this strategy can help students to overcome problems in writing texts. so that the goal of english learning to improve students' writing is well achieved.

C. Identification and Limitation of The Problem

Based on background of the problem, the researcher identified the problem as follows:

1. The students writing ability is still low
2. Students find some difficulties to arrange the sentences and to determine the correct tenses is use in recount text
3. Students find some difficulties to express their ideas

Based on the identification of the problem, the researcher focusses on the influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar.

⁵ Ayu Agustinarsih, 2014. "*The Effect of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the English Grade Students at SMPN 4 Jember*".

D. Formulation of The Problem

Based on the identification and limitation of the problem, the researcher formulated the problem as follows: “is there any significant influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar?”

E. Objective of The Research

Based on the formulation of the problem, the objective of the research is to find out whether there is significant the influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar.

F. Significance of The Research

- a. For the English teachers
Using story pyramid strategy can make teachers have variations in teaching English so that students are interested and do not feel bored in the process of learning English, especially writing skills.
- b. For the students
This research is expected to be able to make students feel interested in following English lessons and make students more motivated to learn to write better, especially writing recount text.
- c. For the next researchers
For the next researchers, this research is expected to be used as a reference for conducting other research about story pyramid strategy. By reading and understanding this research, it is also hoped that next researchers can conduct more in-depth research related to the use of story pyramid strategy in teaching English.

G. Relevant Research

This research by Zahra Siti Muslimah (2018), entitled “The effect of story pyramid strategy toward students’ writing narrative text (A Quasi-experimental Research of the Eighth Grade Students at MTsN 1 Bekasi in the Academic Year 2017/2018)”. The result is H_0 – which is the null hypothesis that the story pyramid strategy did not have a significant effect in improving the students’ writing ability of narrative text at the eighth-grade students of MTsN 1 Bekasi was rejected and H_a -which is the alternative hypothesis that the story pyramid strategy showed the significant effect in improving the students’ writing ability of narrative text at the eighth grade students of MTsN 1 Bekasi- was accepted. The effect size of story pyramid was 0.72. Therefore, the effect size level of this research was medium

Moreover, there is another previous research from Catur Susilowati (2019), entitled “The effectiveness of story pyramid strategy on students reading comprehension of recount text at the eight-grade students of MTsN 13 Jakarta in academic year of 2018/2019”, the result showed that H_0 was rejected and H_a was accepted. It can be said that using the story pyramid strategy has given significant effect on students' reading comprehension. Furthermore, to find out the strong effect of the story pyramid strategy on students' reading comprehension, the result of the posttest was also measured by using Cohens. The result revealed that there was a moderate effect namely, 0.52 of using the story pyramid strategy on students reading comprehension at the eighth-grade students of MTsN 13 Jakarta.

The difference between the two research is that the researcher conducted the research at SMA SWADHIPA Natar. Entitled "The influence of using story pyramid strategy toward students writing ability in recount text of tenth-grade students at SMA SWADHIPA Natar.". the researcher used quasi-experimental research. The researcher focused on students' writing skills in writing recount texts of tenth grade students. In addition, the researcher hoped that the results of using the story pyramid strategy can improve students' writing skills.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theory

1. Definition of Writing

According to Hedge, “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.”⁶ It means that there are steps that we must do to get the results from writing activities.

According to Rimes, “writing is a skill in which we express ideas which we are arranged in words, sentence, and paragraph by using eyes, brain, and hand.”⁷ It means that writing is a skill that explore the ideas, opinion and thinking by writing.

According to Cohen “writing is a communicative act, way of sharing observation, information, thoughts or ideas with others and ourselves.”⁸ it means that through writing can take and give information to the others and writing is the way to communicate by expressing feeling or mind in written form.

According to Peha, “writing is the communication of content for a purpose to an audience.”⁹ It means that, writing is a tool of communication for a specific purpose to the audience.

Based on the explanation above, it can be said that writing is a process of express ideas.

⁶ T. Hedge, “*second language pedagogy: writing*,” R.E. Asher, rd. *The Encyclopedia of Language and Linguistic*, Vol.7, (Oxford: Pergamon Press, 1994), p. 3775.

⁷ Ann Raimes, Loc. Cit.

⁸ Angella Novitaningrum. 2014. “*The Implementation of Story Pyramid Strategy in Teaching Writing Narrative Text for Eight Grades at SMPN 2 Siduarjo*,” p. 2.

⁹ Steve Peha. 2008. *The Writing Teachers Strategy Guide*, TTMS Inc, p.58

2. Process of Writing

In practicing writing skills, there are several processes to go through. Writing activities are very long and progressive.¹⁰ It means that the writing process is about the stages carried out by the writer. therefore, writing is not an instant activity, but there are several processes that must be done by the writer.

Harmer states that there are several processes in writing, namely:

1. Planning

At this stage, students make a list of ideas related to the topic to be written about. The plan will be written down in the first draft. In this stage, students should consider three main issues. These issues are the purpose of writing, the audience for which the writing is intended, and the content structure for expressing facts, or ideas.

2. Drafting

Once students have a list of ideas formulated for the topic, this is the initial stage for students to start writing their first draft. They write ideas and they will write without paying attention to making mistakes.

3. Editing

At this stage, students should rewrite the first draft after completion. The aim is to see how it works. The editing process can be done orally or in writing. Feedback is done by peers or teachers. The feedback will help students to revise their writing. Revision shows what has been written. This means that this step is important to double check their writing and get inspiration and stimulate their ideas. In addition, this step also encourages students to find and improve and correct their mistakes in writing.

4. Final version

At this stage, students should rewrite their drafts with peers and the teacher.¹¹ the students have good writing at

¹⁰ Dennis Almarqto.2001. *The Models of Writing*, (Amsterdam: Springer Netherlands), p.185

¹¹ Jeremy Harmer. 2009. *How to Teach Writing*. New York, Longman. P.4

the product because they have done the editing process previously. Furthermore, Brown explains that the writing process into three stages of writing. These stages are prewriting, drafting, and rewriting. Prewriting is the effort to come up with ideas, which can happen in many ways; reading extensively a passage, skimming, or scanning a passage, doing outside research, making lists, categorizing, discussing a topic or question, the instructor initiating a question, and so on. questions, instructor-initiated questions, and free writing. The drafting and revising stages are the core stages of the writing process in the traditional approach to writing instruction.¹²

Based on the explanation above, it can be concluded that the writing process must go through many stages to produce good writing, there are many steps that must be passed.

3. Writing Ability

Writing is a complex process, which is not only pouring ideas or ideas in the form of writing but also to find out students' writing skills in making good and correct writing.¹³ It means that, writing is a complex process, which not only pours ideas or ideas in the form of writing, but also to find out students' writing skills in making good and correct writing.

Writing ability is the skill of a writer to communicate information to another person or group of people, writing is a process where students not only pour ideas or ideas in the form of writing but also communicate information to others. writing skills are developed through topics that have been selected by the teacher or students in the textbook. students also engage in practical exercises that cover aspects of grammar, sentence

¹² H. Douglas Brown. 2001. *Teaching by Principles*, (San Francisco: Longman), p. 348

¹³ Christopher Tribble, 1996. *Language Teaching Writing*, (New York: Oxford University Press), p.130.

construction, pronunciation, and punctuation.¹⁴ It means that, writing ability is the skill of students to pour their ideas or ideas into written form, so that in the practice of writing students can write essays properly and correctly with grammar that can be understood.

In writing, there are five aspects which must fulfill as the criteria of good writing, they are:

1. Content (the ability to think creative and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word or idiom)
4. Language (the ability to write in appropriate structure)
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁵

Based on the explanations above, can be concluded writing is very important skill and it also a productive skill that can be used to express thoughts, ideas, and everything in form written text, which fulfill five aspects of writing include content, organization, vocabulary, language, and the last mechanics. Writing ability is one of the most important parts of English that students should have. Students can improve their writing skills by following the steps given.

4. Recount Text

A. Concept of A Text

Siahaan states that, “A text is a meaningful linguistic unit in a context, it is both a spoken text and a written text.”¹⁶ A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. It means branch of meaningful linguistics which studies to any meaningful spoken or written as called as text.

¹⁴ Peter Westwood. 2008. *What Teachers Need to Know About Reading and Writing Difficulties*, (Australia: ACER Press), p.70

¹⁵ Cristopher Tribble, *Op. Cit.* p.130

¹⁶ Sanggam Siahaan. 2008. *Generic Text Structure*, (Yogyakarta: Graham Ilmu), p.1

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono states that, there are 9 kinds of text that must be taught by students.¹⁷

a. Descriptive text

Descriptive text is a type of text that describes an object

b. Recount text

Recount text is a type of text that contains information on past events.

c. Narrative text

Narrative text is a type of text about a story that contains a problem that has a climax and denouement as a solution at the end of the story. The story can be in the form of fictions such as legends, fairy tales, myths, and fables.

d. Procedure text

A procedure text is a type of text that describes how something is achieved through a sequence of actions or steps.

e. Explanation text

Explanation text is a type of text that explains the process of how a natural or socio-cultural phenomenon formation or workings of natural or socio-cultural phenomena.

f. Report text

Report text is a type of text to describe the state of something, with reference to various natural, man-made and social phenomena in our environment.

g. Exposition text

Expository text is a type of text that contains someone's argument or opinion in viewing an issue a person in viewing a problem.

h. Discussion text

A discussion text is a type of text that presents (at least) two points of view on an issue.

¹⁷ Pardiyono. 2010. *Aku Pasti Bisa: The Art of Teaching*, (Yogyakarta: Andi Publisher), pp.27-38

i. News item

A news item is a type of text about an event of the day that is considered newsworthy or important.

From the explanation above, it can be concluded that text is a branch of linguistics that studies everything that is meaningful, both oral and written linguistics that studies everything that is meaningful both oral and written. That is, text can be in the form of sentences or paragraphs to provide information about something to someone or to other people.

B. Definition of Recount Text

June states that, "Recount text is a type of text which tells the reader about past events or experiences either in an informative or entertaining way."¹⁸ It means that the recount text retells the incident that occurred in the past includes what the incident happened, who was involved, where the event took place, the reason for the event occurred, and when the incident occurred. the recount text in a storybook, biography, poems, etc. Based on the definition of recount text, the social function of recount text is either to retell experience in the past or to amuse the reader.

Based on the social function of recount text, there are three types of recount text: personal recount, factual recount, and imaginative recount.¹⁹

1. Personal Recount

Personal recount retells the readers about the events that experienced before. It means the person who experienced personally engaged in the story. Personal recount used to inform, entertain, or both inform and entertain the readers. The books consider as a personal recount are a memoir, biography, diary, and personal letter.

¹⁸ June Keir, *Text Types Book 3: Informative Texts*, (Australia: Ready-Ed Publications, 2009), p.9

¹⁹ Ibid

2. Factual recount

A factual recount is recording the particulars of the incident by reconstructing accurate information. The purpose of a factual recount is to tell information or incident. The examples of factual recount text are historical events, science experiment, and the police report.

3. Imaginative recount

An imaginative recount is a type of recount text which tells the imaginative story connected with real life. The purpose of an imaginative recount is to amuse and to educate the readers through the story.

It means that in this research, the researcher was used personal recount and recount text has a particular generic structure and language features.

C. Generic Structure of Recount Text

The generic structure of recount text consists of three parts, that are the setting or orientation, events, and reorientation.²⁰

1. The Setting or Orientation

The orientation comprises several background information answering who, when, where, and why. If students write a recount text, they need to write information about what happened, who or what was involved, where the event took place, when the incident occurred, and why the event occurred.

2. Events

There are a series of events in recount text. In learning recount text, students need to identify and describe the events in chronological order.

3. Reorientation

Reorientation also called the concluding comments. In this part, students can express personal comment regarding the events described. To conclude the recount,

²⁰ Kenneth W. Ament and Rina Dwi Indriastuty. 2017. *Interactive English 2: Junior High School Year VIII*, (Jakarta: Yudhistira), p. 171

students can summarize the story or put their idea about the story.

D. Language Features of Recount Text

Recount text also has grammatical feature. The grammatical features of recount text may include noun and pronoun, action verbs, past tense, conjunction, and adverbs.²¹

1. Nouns and pronoun in the text

A noun is a set of words for a person, place, or thing. A pronoun defines as a word which substituted for a noun. The examples of noun and pronoun are table, money, doctor, he, she, they, etc.

2. Using action verbs

Action verbs are verbs showed what the subject of the sentence is doing. For example: Nana swam in the swimming pool. The action verb in that sentence is swam.

3. Using past tense

The past tense used to talk about actions which completed in the past. Past tense also used to talk about the specific point in time. For example: I visited my grandmother last week. The word visited is the past tense of visit.

4. Using conjunctions

Conjunctions are the linking word used to connect the words or sentences. For example: I will eat apples after I drink milk. The conjunction in that sentence is after.

5. Using adverbs and adverbs of phrases

Adverbs are used to describe verbs, adjectives, or other adverbs. The adverbs often made by adding -ly to the adjective.

For example: I ate slowly.

The adverb slowly talks about the verb ate.

²¹ Th. M. Sudarwati & Eudia Grace. 2007. *Look Ahead 1 an English Course for Senior High School Students Year X*, (Jakarta: Erlangga), p. 30

E. Example of Recount Text

Visiting Uncle's House.

The last semester vacation was an unexpected holiday. Because, I didn't have any vacation schedule. but, my father gave me a surprise. I was very happy and excited to visit my uncle's house. First day, I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we did left at 05.00 pm. The trip that must be taken to Panyabungan was around 13 hours.

The second day there, I did taken by my uncle to go to the garden to harvest oranges. The location of garden was not far from Uncle's house. Arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs.

The third day, I and uncle went to the river for take a bath. I did amazed to see the water that was so clear. There, I found many people busy to washing and bathing.

Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there.

5. Story Pyramid Strategy

A. Definition of Story Pyramid Strategy

Macon, Bewell & Vogt states that "story pyramid is a graphic organizer which can help students to pinpoint the highlights of a story and describe the important parts using a limited number of words. The requirement of brief responses stretches students' thinking and fun."²² It means that this strategy is used to develop the students' critical thinking and get specific information of the text easily. In other words, it helps to generate and organize the ideas clear before it starts to write something. By pay attention to the procedures of using story pyramid, the writing aim will be good.

Kathrine states 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.”²³ It means that, story pyramid include in graphic organizer strategy. This 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 words in part one, and summarize the text in part two.

Puthota 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.”²⁴ It means that the students could be easier to find out about the structure of the story.

B. Procedures of Story Pyramid Strategy

Story pyramid is an effective strategy to help students understand the element in a story. There are several steps that students should learn in the learning strategy. The procedure of the story pyramid strategy is as follows:



Step 1: mention of the main character.

Step 2: Use two words to describe the main character.

Step 3: Use three words to describe the setting of the story.

²³ Katherine S. McKnight, 2010. *The Teacher's Big Book of Graphic Organizers*, Grades 5-12, (United States of America), p, 210

²⁴ Mentari Wilis Wijayanti. 2015. "Improving Students' Reading Comprehension by Using Story Pyramid Strategy". p, 5 Angella Novitaningrum, *Op. Cit.* p.3

Step 4: Use four words to mention the problems of the story.

Step 5: Use five words to tell one event of the story.

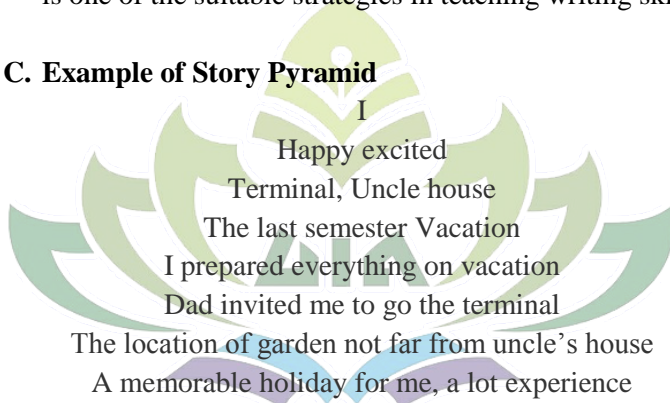
Step 6: Use six word to tell second event of the story.

Step 7: Use seven words to tell third event of the story.

Step 8: Use eight words to reflect the solutions or the resolution at the end of the story.²⁵

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. The writer thought that pyramid strategy is one of the suitable strategies in teaching writing skill.

C. Example of Story Pyramid



D. Advantages and Disadvantages of Story Pyramid Strategy

Here are the advantages and disadvantages of story pyramid strategy:²⁶

1. Advantages

- a. Story pyramid strategy helps students promote comprehension. It means that story pyramid strategy can help students to understand the text by catching the main point of the text using limited number of words.

²⁵ Angella Novitaningrum, *Op. Cit.* p.3

²⁶ <https://chaesstrategies.wordpress.com/vocabularystrategies/reading-strategies/story-pyramid>

- b. Through Story Pyramid strategy, it also helps students promote writing. It means that students can organize their thoughts to create writing piece, it helps students to write based on the outline that provided in story pyramid.
 - c. 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. Disadvantages
- a. It needs more time to do in the first time.
 - b. The teacher should make the story pyramid and students need a good preparation.

B. Hypothesis

The hypothesis of this research are as follows:

Ha : There is a significant influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar.

H0 : There is no significant influence of using story pyramid strategy toward students writing ability in recount text of tenth grade students at SMA SWADHIPA Natar.

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